



WASHINGTON STATE LEARNING STANDARDS FOR SOCIAL STUDIES



Table of Contents

Washington WHP Executive Summary	3
WHP and Washington State Learning Standards for Social Studies	3
WHP, the Common Core State Standards, and the C3 Framework	4
Conclusion	4
Washington Standards WHP 1200 Objectives Crosswalk	5

Washington WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Washington’s 9th/10th grade students to develop a well-grounded foundation for deep understanding of world history through its readings, videos, and activities. WHP aligns with the vast majority of Washington State 9-12 Learning Standards for Social Studies. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics or periods such as contemporary human rights issues and conflicts. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to the Present. While Washington’s world history course starts in 1450, the beauty of the WHP courses is that it can be molded to conform to a variety of periodizations. Therefore, for Washington, we recommend that teachers use the 1200 course. Teachers may wish to supplement with 1750 course materials, which offer additional assets that align with Washington state standards. The accompanying crosswalk provides examples of aligned materials from both courses.

WHP and Washington State Learning Standards for Social Studies

While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills. These aspects of WHP are aligned to Washington State Learning Standards for Social Studies and components such as “**SS3.9-12.3** Use appropriate deliberative processes in multiple settings” and “**H1.9-10.1** Analyze change and continuity within a historical time period.” WHP also includes multiple opportunities for students to engage in inquiry-based learning: reading, writing, claim testing, causation, comparison, contextualization, continuity and change over time, and sourcing. In addition, as mentioned above, the WHP course focuses on the frames, or “big pictures” of history, which include the following:

1. Networks: How have our networks of interaction changed over our long history?
2. Production and Distribution: How have our systems of production and distribution of goods and services changed over our long history?
3. Communities: How have our communities changed over our long history?

As students study these frames, they navigate various historical events through smaller scales of time and develop historical knowledge. These historical events include such topics as the Columbian Exchange, the Transatlantic Slave Trade, the Industrial Revolution, imperialism and colonial responses, which are aligned to Washington’s standards that concentrate on expansion (**G3.9-10.1**) and technology (**H2.9-10.3**). Additional information on the frames and scales can be found in the WHP Course Guide. In Washington’s world history course, there is an emphasis on 1450 to the present day. Specifically, Washington’s standards document states “Students explore major themes and developments that shaped the modern world, to develop an understanding of the roots of current world issues.” These course expectations are found throughout the WHP Course. For example, in the 1200 course, students will study “Unit 5: Industrialization 1750 to 1914 CE.” In this unit, students will study various responses to the Industrial Revolution such as the development of the proletariat and legislation regarding child labor laws. The content

in this unit aligns to several of Washington’s standards and components, including “**H2.9-10.1** Analyze how individuals and movements have shaped world history (1450-present).” In addition, Washington’s economic standards align well with the WHP course frame of production and distribution. For example, standard E2.9-10.1 states, “Explain how a variety of economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.” WHP’s focus on how production and distribution have changed and progressed throughout history will help students to fully understand how economic concerns and technological innovations have impacted history and humanity. Thus, WHP is an excellent fit for meeting Washington’s high school world history course expectations.

WHP, the Common Core State Standards, and the C3 Framework

The Washington State Learning Standards for Social Studies were created with the C3 Framework in mind and the C3 Framework incorporates the literacy expectations found in the CCSS. As a result, WHP meets these historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. WHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these new expectations. The WHP eras and units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop and test claims, create arguments, and develop their writing skills. These inquiry-based opportunities are reinforced through practice progressions. WHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn and practice inquiry-based skills at increasing complexity. For example, the sourcing and claim testing progressions are aligned to Washington’s **SSS2.9-12.2** standard, which states “Evaluate the validity, reliability, and credibility of sources when researching an issue or event.” An in-depth discussion of the progressions can be found in the “WHP Practice Progressions Guide.”

WHP provides resources for literacy practices and historical thinking processes that teachers can adapt for their other social studies courses. These resources include readings, writing assignments including DBQs and LEQs, and activities that incorporate historical thinking practices.

Conclusion

WHP provides an engaging and coherent curriculum that enables Washington’s students to meet a majority of the standards and to develop the ways of thinking, reading, and writing set forth in the College and Career Readiness Standards and the C3 Framework. WHP will reinforce the inquiry skills and the content and knowledge that is expected from Washington’s high school world history course.

Washington Standards WHP 1200 Objectives Crosswalk

Social Studies Skills

WASHINGTON 9th/10th GRADE SOCIAL STUDIES LEARNING STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#-#) THAT SUPPORT WASHINGTON SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT WASHINGTON'S SKILLS AND STANDARDS
SOCIAL STUDIES SKILLS		
SSS1: Uses critical reasoning skills to analyze and evaluate claims.		
SSS1.9-12.1 Critique the precision of a claim about an issue or event.	1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	1200 U1: Claim Testing - Introduction. U2: Claim Testing - Authority. U3: Claim Testing - Evidence. U5: Claim Testing - Social Class and Gender. U6: Claim Testing - Imperialism. U7: Claim Testing - Global Conflict. U8: Cold War Crisis. U9: Claim Testing - Globalization. 1750 U7: Human Rights and Asylum Debate
SSS1.9-12.2 Critique the use of reasoning, sequencing, and details supporting the claim.	1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	1200 U1: Claim Testing - Introduction; DBQ0. U2: Claim Testing - Authority. U3: Claim Testing - Evidence; DBQ3. U4: Unit 4 LEQ. U5: Claim Testing - Social Class and Gender; DBQ5. U6: Claim Testing - Imperialism; Unit 6 LEQ. U7: Claim Testing - Global Conflict; DBQ7. U8: Cold War Crisis; Unit 8 LEQ. U9: Claim Testing - Globalization; DBQ9. 1750 U7: Human Rights and Asylum Debate
SSS1.9-12.3 Explain points of agreement and disagreement that experts have regarding interpretations of sources.	1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	1200 U1: Claim Testing - Introduction. U2: Sourcing - Introduction; Claim Testing - Authority. U3: Sourcing - Spanish Conquest of the Aztec Empire; Claim Testing - Evidence. U5: Sourcing - Why Was Slavery Abolished? Claim Testing - Social Class and Gender. U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle; Claim Testing - Imperialism. U7: Claim Testing - Global Conflict. U8: Sourcing - Who Started the Cold War?; Cold War Crisis. U9: Claim Testing - Globalization. 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing - The Inoculation Debate 1750. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism
SSS1.9-12.4 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. 1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	1200 U1: DBQ0. U3: DBQ3. U4: Revolutionary Women; Unit 4 LEQ. U5: Comparison - Women's Suffrage; DBQ5. U6: Unit 6 LEQ. U7: DBQ7. U8: Simulation - Cold War Crisis; Comparison - Decolonizing Women; Unit 8 LEQ. U9: Project X - Final Presentation; Comparison - Rights Documents; CCOT - Unit Comparisons; The World in 2050; DBQ9.
SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	1200 U2: CCOT - Introduction. U3: CCOT - The Global Tapestry to Transoceanic Interconnections. U4: CCOT - Transoceanic Interconnections to Revolutions. U5: CCOT - Revolutions to Industrialization. U7: CCOT - Empire to Global Conflict. U9: CCOT - Unit Comparisons. 1750 U5: CCOT - Transformations to Responses. U8: CCOT - WWII to Cold War
SSS2: Uses inquiry-based research.		
SSS2.9-12.1 Create compelling and supporting questions that focus on an idea, issue, or event.	1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	1200 U1: Claim Testing - Introduction; Contextualization - Introduction. U2: Claim Testing - Authority. U3: Claim Testing - Evidence; Contextualization - Mongol and Comanche Empires. U5: Contextualization - Child Labor; Claim Testing - Social Class and Gender. U6: Contextualization - Opium Wars; Claim Testing - Imperialism. U7: Contextualization - The Great Depression; Claim Testing - Global Conflict. U8: Cold War Crisis. U9: "Is the World Flat or Spiky?"; Claim Testing - Globalization. 1750 U7: Human Rights and Asylum Debate

<p>SSS2.9-12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.</p>	<p>1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>1200 U2: Sourcing - Introduction; Claim Testing - Authority. U3: Sourcing - Spanish Conquest of the Aztec Empire; Claim Testing - Evidence. U5: Sourcing - Why Was Slavery Abolished? Claim Testing - Social Class and Gender. U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle; Claim Testing - Imperialism. U7: Claim Testing - Global Conflict. U8: Sourcing - Who Started the Cold War?; Cold War Crisis. U9: Claim Testing - Globalization. 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate 1750. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism</p>
<p>SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>	<p>1200: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>1200 U2: Sourcing - Introduction. U3: Sourcing - Spanish Conquest of the Aztec Empire. U5: Sourcing - Why Was Slavery Abolished? U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle. U8: Sourcing - Who Started the Cold War?; Cold War Crisis. 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate 1750. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism</p>
<p>SSS2.9-12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p>	<p>1200: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>U3: Sourcing - Spanish Conquest of the Aztec Empire. U5: Sourcing - Why Was Slavery Abolished? U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle. U8: Sourcing - Who Started the Cold War?; Cold War Crisis. 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate 1750. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism</p>
<p>SSS3: Deliberates public issues.</p>		
<p>SSS3.9-12.1 Evaluate one’s own viewpoint and the viewpoints of others in the context of a discussion.</p>	<p>1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>1200 U1: Claim Testing - Introduction. U2: Claim Testing - Authority. U3: Claim Testing - Evidence. U5: Claim Testing - Social Class and Gender. U6: Claim Testing - Imperialism. U7: Claim Testing - Global Conflict. U8: Cold War Crisis. U9: Claim Testing - Globalization. 1750 U7: Human Rights and Asylum Debate</p>
<p>SSS3.9-12.2 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, school, or out-of-school civic context.</p>	<p>1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.</p>	<p>1200 U4: Who Am I? U9: UN Sustainable Development Goals; The World in 2050; Project X - Final Presentation. 1750 U2: Responsibility and Compassion. U7: Human Rights and Asylum Debate.</p>
<p>SSS3.9-12.3 Use appropriate deliberative processes in multiple settings.</p>	<p>1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.</p>	<p>1200 U7: World War I Peace Talks. 1750 U4: The Sadler Report. U7: Human Rights and Asylum Debate.</p>
<p>SSS3.9-12.4 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>	<p>1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p>1200 U7: World War I Peace Talks. U9: <i>Nonviolence and Peace Movements: CCWH</i>. 1750 U4: The Sadler Report. U7: Human Rights and Asylum Debate; Responsibility and Conscience. 1750 U8: "And then Gandhi Came: Nationalism, Revolution, and Sovereignty".</p>
<p>SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.</p>	<p>1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. 1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>1200 U1: DBQ.0. U2: Comparison - Life in 1200 and Today; Unit 2 LEQ. U3: DBQ.3. U4: Unit 4 LEQ. U5: DBQ.5. U6: Unit 6 LEQ. U7: DBQ.7. U8: Unit 8 LEQ. U9: Project X - Final Presentation; CCOT - Unit Comparisons; The World in 2050; DBQ.9.</p>
<p>SSS3.9-12.6 Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>	<p>1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1200 CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.</p>	<p>1200 U7: World War I Peace Talks. U9: <i>Nonviolence and Peace Movements: CCWH</i>. 1750 U4: The Sadler Report. U7: Human Rights and Asylum Debate; Responsibility and Conscience. U8: "And then Gandhi Came: Nationalism, Revolution, and Sovereignty". U9: Project X - Final; The World in 2050</p>

SSS4: Creates a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience.		
SSS4.9-12.1 Evaluate multiple reasons or factors to develop a position paper or presentation.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.	1200 U1: DBQ.0. U3: DBQ.3. U4: Unit 4 LEQ. U5: DBQ.5. U6: Unit 6 LEQ. U7: DBQ.7. U8: Unit 8 LEQ. U9: Project X - Final Presentation; The World in 2050; DBQ.9.
SSS4.9-12.2 Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.	1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	1200 U1: Claim Testing - Introduction. U2: Claim Testing - Authority. U3: Claim Testing - Evidence. U5: Claim Testing - Social Class and Gender. U6: Claim Testing - Imperialism. U7: Claim Testing - Global Conflict. U8: Cold War Crisis. U9: Claim Testing - Globalization. 1750 U7: Human Rights and Asylum Debate
SSS4.9-12.3 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom, using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g. Internet, social media, and digital documentary).	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.	1200 U1: DBQ.0. U2: Unit 2 LEQ. U3: DBQ.3. U4: Unit 4 LEQ. U5: DBQ.5. U6: Unit 6 LEQ. U7: DBQ.7. U8: Unit 8 LEQ. U9: Project X - Final Presentation; The World in 2050; DBQ.9. 1750 U9: Human Rights and Asylum Debate; UN Sustainable Development Goals
SSS4.9-12.4 Create strategies to avoid plagiarism and respect intellectual property when developing a paper or presentation.	1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	1200 U1: DBQ.0. U3: DBQ.3. U4: Unit 4 LEQ. U5: DBQ.5. U6: Unit 6 LEQ. U7: DBQ.7. U8: Unit 8 LEQ. U9: Project X - Final Presentation; The World in 2050; DBQ.9.

Washington Standards WHP 1200 Objectives Crosswalk

Civics

WASHINGTON 9th/10th GRADE SOCIAL STUDIES LEARNING STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#-#) THAT SUPPORT WASHINGTON SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT WASHINGTON'S SKILLS AND STANDARDS
CIVICS		
C2: Understands the purposes, organization, and function of governments, laws, and political systems.		
<p>C2.9-10.1 Explain how citizens and institutions address social and political problems at the local, state, tribal, national, and international level.</p>	<p>1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. 1200 U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. 1200 U5-5: Evaluate why people's perceptions of slavery, gender, and childhood changed during this era. 1200 U6-4: Analyze the different ways communities responded to colonialism.</p>	<p>1200 U4: "Ingredients for Revolution"; "The Enlightenment"; "Sovereignty"; Enlightenment Quotes; Revolutionary Women. U5: "Japan's Industrial Revolution"; "Rise of the Proletariat"; "Responses to Industrialization"; Otilie Baader (Graphic Biography); "Post-Abolition Societies"; Harriet Forten Purvis (Graphic Biography); "Child Labor"; A World Tour of Women's Suffrage; "Why Was Slavery Abolished?"; Sourcing - Why Was Slavery Abolished? U6: Yaa Asantewaa, Queen Mother of Ejisu (Graphic Biography); <i>Experiencing Colonialism: Through a Ghanaian Lens</i>; "Struggle and Transformation in China"; Causation - Indian Uprising; "1857 Indian Uprising"; "Responses to Imperialism"; <i>Asian Responses to Imperialism: CCWH</i>. U7: World War I Peace Talks. U8: "Apartheid"; Kwame Nkrumah (Graphic Biography). U9: <i>Nonviolence and Peace Movements: CCWH</i>; "WTO Resistance"; "A Century of Refugees"; <i>Indigenous Americans and Globalization</i>; Ugandan Migrants (Graphic Biography); "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter"; LaDonna Brave Bull Allard (Graphic Biography). 1750 U8: "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty"</p>
<p>C2.9-10.2 Explain the origins, functions, and structure of government.</p>	<p>1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1200 U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. 1200 U4-2: Assess the role of nationalism in the creation of new empires and the rise of the nation-state.</p>	<p>U4: "Origins and Impacts of Nationalism"; "The Enlightenment"; "The Atlantic Revolutions". U5: "Japan's Industrial Revolution"; "Responses to Industrialization". U7: The Power of One: The Russian Revolution. U9: Comparison – Rights Documents</p>
C3: Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.		
<p>C3.9-10.1 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p>	<p>1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p>1200 U4: "Ingredients for Revolution"; "The Atlantic Revolutions" U6: "Struggle and Transformation in China". U7: "The Power of One: The Russian Revolution"; World War I Peace Talks, Fascist Histories, Part I. U9: Comparison - Rights Documents. 1750 U7: Appeasement; Fascism in Germany, Fascism in Italy; "Appeasement"</p>
<p>C3.9-10.2 Analyze relationships among governments, civil societies, and economic markets.</p>	<p>1200 U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment. 1200 U7-1: Analyze the causes, scale, and consequences of global conflict in this era.</p>	<p>1200 U3: "Overview of New Economic Systems". U5: "The Global Transformations of the Industrial Revolution"; "Meiji Restoration"; "Imperialism and De-Industrialization in India"; "Rise of the Proletariat". U6: "Struggle and Transformation in China"; "Responses to Industrial Imperialism". U7: "What Caused the First World War?"; "World War I: A Total War?"; "The Power of One: The Russian Revolution"; "Global Great Depression"; U8: "Devastation of Old Markets"</p>
C4: Understands civic involvement.		
<p>C4.9-10.1 Use appropriate deliberative processes in multiple settings.</p>	<p>1200 CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.</p>	<p>1200 U7: World War I Peace Talks. 1200 U9: UN Sustainable Development Goals. 1750 U4: The Sadler Report. 1750 U7: Human Rights and Asylum Debate</p>
<p>C4.9-10.2 Analyze how governments throughout history have or have not valued individual rights over the common good.</p>	<p>1200 CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. 1200 U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. 1200 E5-5: Evaluate why people's perceptions of slavery, gender, and childhood changed during this era.</p>	<p>1200 U3: "Transatlantic Migration Patterns"; "Race and Coerced Labor Part I: How Did People Become Property in the Americas?"; "Race and Coerced Labor Part II: Motivations and Justifications". U4: "Sovereignty" U6: "Colonial Violence". U7: "Communism in the Soviet Union." U9: Comparison – Rights Documents; "Universal Rights"</p>

<p>C4.9-10.3 Describe the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>	<p>1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p>1200 U9: "Universal Rights"; Comparison - Rights Documents; <i>Nonviolence and Peace Movements: CCWH</i>. 1750 U7: Human Rights and Asylum Debate. 1750 U8: "And then Gandhi Came: Nationalism, Revolution, and Sovereignty"</p>
<p>C4.9-10.4 Explain how social and political problems are addressed at the local, regional, state, tribal, national, and international level.</p>	<p>1200 CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. 1200 U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. 1200 E5-5: Evaluate why people's perceptions of slavery, gender, and childhood changed during this era.</p>	<p>1200 U4: "The Atlantic Revolutions"; "West Africa in an Age of Revolution". U5: "Japan's Industrial Revolution"; "Rise of the Proletariat"; "Responses to Industrialization"; A World Tour of Women's Suffrage; "Why Was Slavery Abolished?" U7: "The Power of One: The Russian Revolution"; World War 1 Peace Talks. U9: <i>Indigenous Americans and Globalization</i>; "Movements to End Racial Injustice; From Civil Rights to Black Lives Matter". 1750 U7: "Nuremberg Laws, Nuremberg Trials"</p>

Washington Standards WHP 1200 Objectives Crosswalk

Economics

WASHINGTON 9th/10th GRADE SOCIAL STUDIES LEARNING STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#.#) THAT SUPPORT WASHINGTON SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT WASHINGTON'S SKILLS AND STANDARDS
ECONOMICS		
E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.		
E1.9-10.1 Analyze how the costs and benefits of economic choices have shaped events in the world in the past and present.	1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	1200 U3: "The Columbian Exchange"; "Transatlantic Migration Patterns"; "Overview of New Economic Systems". U6: Causation – Indian Uprising; "1857 Indian Uprising". U7: "Global Great Depression"; "Fascist Histories, Part I"; "Communism in the Soviet Union". 1750 U7: "The Global Story of the 1930s"
E1.9-10.2 Analyze how choices made by individuals, firms, or governments are constrained by the resources to which they have access.	Origins E5.4-7: Understand the emergence of new economic systems and their impact on the slave trade, labor systems, and empires. 1750 7.1-1: Understand how the First World War contributed to the Great Depression.	1200 U3: "Overview of New Economic Systems". U4: "Origins and Impacts of Nationalism"; "The Enlightenment"; "Ingredients for Revolution"; "The Atlantic Revolutions"; "Rise of the Proletariat". U6: "Tools of Imperialism". U7: "Global Great Depression" 1750 U4: "Capitalism and Slavery"; 1750 U7: "Global Story of the 1930s"
E2: Understands how economic systems function.		
E2.9-10.1 Explain how a variety of economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.	1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1200 U5-4: Assess the new labor and economic systems that emerged during the long nineteenth century.	1200 U3: Our Interconnected World, Comparison - Economic Systems; "Overview of New Economic Systems"; <i>The Spanish Empire, Silver, and Runaway Inflation: CCWH</i> ; <i>Capitalism and the Dutch East India Company: CCWH</i> . U5: "The Industrial Revolution"; The Urbanization Game; "The Rise of the Proletariat"; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i> ; "Child Labor". U7: "Global Great Depression"; Communism, Fascism, Both, or Neither!. U8: "The Cold War: An Overview". U9: "Introduction to Globalization"; "The Rise of China"
E2.9-10.2 Describe the effects of specialization, availability of resources, and technology on a variety of economies.	1200 U3-1: Understand how historians create narratives to explain how human communities entered a global age during this era. 1200 U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.	1200 U3: "Crops that Grew the World"; "The Columbian Exchange"; "Overview of New Economic Systems". 1200 U5: "Egypt's Industrial Revolution". 1750 U1: "Global Production and Distribution in 1750". 1750 U7: "Economics in the Second World War"
E2.9-10.3 Analyze how and why countries have specialized in the production of particular goods and services in the past or present.	1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1200 U5-4: Assess the new labor and economic systems that emerged during the long nineteenth century.	1200 U3: <i>Unit 3 Overview Video</i> : "Unit 3 Overview: Transoceanic Connections 1450 to 1750"; "Crops that Grew the World"; "The Columbian Exchange"; "The Effects of Global Interactions"; <i>The Omani Empire</i> ; <i>The Spanish Empire, Silver, & Runaway Inflation: CCWH</i> . U5: <i>Origins of the Industrial Revolution</i> ; "The Global Transformations of the Industrial Revolution"; "Egypt's Industrial Revolution". U9: "Goods Around the World"; "Rise of China"; Follow the Product; Our Interconnected World - Frames. 1750 U1: "Global Production and Distribution in 1750"
E2.9-10.4 Analyze the relationship between the distribution of income and the allocation of resources in a variety of economies.	1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	1200 U3: "Overview of New Economic Systems". U5: "The Global Transformations of the Industrial Revolution"; "Rise of the Proletariat". U7: "The Global Great Depression". U8: "Cold War: An Overview"; "The Cold War Around the World". 1750 U7: "Global Story of the 1930s"; 1750 U8: "End of Empire and the Cold War"
E3: Understands the government's role in the economy.		
E3.9-10.1 Analyze the costs and benefits of government trade policies from around the world in the past and present.	1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1200 U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	1200 U5: "The Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution". U8: "Cold War Around the World". U9: "WTO Resistance"
E3.9-10.2 Explain the role of government in advancing technology and investing in capital goods and human capital to increase economic growth and standards of living.	1200 U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.	1200 U3: "Overview of New Economic Systems". U5: "Japan's Industrial Revolution"; "Meiji Restoration". U7: "The Global Great Depression". 1750 U1: "Global Production and Distribution in 1750." 1750 U3: "Scale of the Industrial Revolution". 1750 U7: "Global Story of the 1930s"

E4: Understands the economic issues and problems that all societies face.		
E4.9-10.1 Evaluate how people across the world have addressed issues involved with the distribution of resources and sustainability.	1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1200 U9-2: Evaluate how globalization has impacted inequality around the world.	1200 U8: Data Exploration - Global Inequality. U9: CCOT – Era Comparisons; Dollar Street Project; "Rise of China"; "Goods Across the World"; Follow the Product; "International Institutions"; UN Development Goals
E4.9-10.2 Analyze why specialization is used to help countries increase their overall economy, contribute to globalization, or solve economic challenges.	1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	1200 U5: "The Global Transformations of the Industrial Revolution"; "Egypt's Industrial Revolution". U9: CCOT – Era Comparisons; Dollar Street Project; "Rise of China"; "Goods Across the World"; "International Institutions"; UN Development Goals. 1750 U1: "Global Production and Distribution in 1750". 1750 U9: "The Flower Industry in Colombia: The Good, the Bad and the Ugly of Globalization"

Washington Standards WHP 1200 Objectives Crosswalk Geography

WASHINGTON 9th/10th GRADE SOCIAL STUDIES LEARNING STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#-#) THAT SUPPORT WASHINGTON SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT WASHINGTON'S SKILLS AND STANDARDS
GEOGRAPHY		
G1: Understands the physical characteristics, cultural significance, and location of places, regions, and spatial patterns on the Earth's surface.		
G1.9-10.1 Define the characteristics of each of the major world regions.	1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. 1200 U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections. 1200 U5 Problem Question: What factors led to some regions industrializing quickly, others slowly, and some even de-industrializing during this period?	1200 U1: Geography - Unit 1 Mapping. U2: Geography - Unit 2 Mapping Part 1; Geography - Unit 2 Mapping Part 2. U3: Geography - Unit 3 Mapping Part 1; Geography - Unit 3 Mapping Part 2. U4: Geography - Unit 4 Mapping Part 1; Geography - Unit 4 Mapping Part 2. U5: Geography - Unit 5 Mapping Part 1; Geography - Unit 5 Mapping Part 2. U6: Geography - Unit 6 Mapping Part 1; Geography - Unit 6 Mapping Part 2. U7: Geography - Unit 7 Mapping Part 1; Geography - Unit 7 Mapping Part 2. U8: Geography - Unit 8 Mapping Part 1; Geography - Unit 8 Mapping Part 2.
G1.9-10.2 Explain the causes and effects of voluntary and involuntary migration in the world.	1200 CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. 1200 U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.	1200 U3: <i>Unit 3 Overview Video</i> ; "Unit 3 Overview - Transoceanic Interconnections 1450 to 1750"; Causation - Migration; "Transatlantic Migration Patterns". U5: "Industrialization and Migration". U9: "A Century of Refugees". 1750 U7: "Economics in the Second World War". 1750 U8: "Cold War Around the World"
G1.9-10.3 Create maps that employ geospatial and related technologies to display and explain the spatial patterns of culture and environment.	1200 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	1200 U1: Geography - Unit 1 Mapping; WHP Maps Index. U3: Geography - Unit 3 Mapping Part 1; Geography - Unit 3 Mapping Part 2.
G1.9-10.4 Explain relationships between the locations of places and regions, and their political, cultural, and economic dynamics, using maps, satellite images, photographs, and other representations.	1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	1200 U1: Geography - Unit 1 Mapping. U2: Geography - Unit 2 Mapping Part 1; Geography - Unit 2 Mapping Part 2. U3: Geography - Unit 3 Mapping Part 1; Geography - Unit 3 Mapping Part 2. U4: Geography - Unit 4 Mapping Part 1; Geography - Unit 4 Mapping Part 2. U5: Geography - Unit 5 Mapping Part 1; Geography - Unit 5 Mapping Part 2; Images of the Industrial Revolution. U6: Geography - Unit 6 Mapping Part 1; Geography - Unit 6 Mapping Part 2; "Responses to Industrial Imperialism". U7: Geography - Unit 7 Mapping Part 1; Geography - Unit 7 Mapping Part 2. U8: Geography - Unit 8 Mapping Part 1; Geography - Unit 8 Mapping Part 2. 1750 U1: "European States and Empires"; "Americas in 1750". 1750 U7: Contextualization – The Great Depression; "The Second World War"
G2: Understands human interaction with the environment.		
G2.9-10.1 Analyze human interaction with the environment across the world in the past or present.	1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1200 U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	1200 U3: Data Exploration - Urbanization; "Crops that Grew the World"; "The Effects of Global Interactions". U5: The Urbanization Game. U7: "World War I: A Total War?" U9: "The Trouble with Globalization"; "Is the World Flat or Spiky?"; <i>Indigenous Americans and Globalization</i> ; Unit 9 Problem Notebook; UN Sustainable Development Goals; "Population Explosion and Environmental Trends: 1880 to the Present"; <i>Green Revolution</i> ; "Environmentalism"; "Conflict Over Natural Resources"; LaDonna Brave Bull Allard (Graphic Biography). 1750 U9: <i>Drought and Famine: CCWH; Humans and Energy: CCWH</i>

<p>G2.9-10.2 Explain how humans modify the environment with technology.</p>	<p>1200 CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. 1200 CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, CCOT, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. U3-3: Use historical data to explore changes to global life expectancy.</p>	<p>1200 U3: Data Exploration - Urbanization; "Transatlantic Migration Patterns"; Our Interconnected World; World Zone Cafe; "Columbian Exchange"; "The Effects of Global Interactions"; Geography - Unit 3 Mapping, Part 2. U5: Urbanization Game; When Countries Industrialized; "The Industrial Revolution"; <i>Railroads & the Industrial Revolution: CCWH</i>; "The Global Transformations of the Industrial Revolution". U6: Data Exploration - Greenhouse Gas Emissions. U7: Our Interconnected World - World War I; "World War I - A Total War?". U9: "Population and Environmental Trends, 1880 to the Present"; "Is the World Flat or Spiky?"; Dollar Street; "The Anthropocene"</p>
<p>G2.9-10.3 Explain that the environment is modified through agriculture, industry, settlement, lifestyles, and other forms of activity.</p>	<p>1200 U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment. 1200 U9-5: Analyze how globalization has impacted the environment.</p>	<p>1200 U3: Data Exploration - Urbanization; "Transatlantic Migration Patterns"; Our Interconnected World; "Crops that Grew the World"; "The Effects of Global Interactions"; Geography - Unit 3 Mapping, Part 2. U5: Urbanization Game; "The Global Transformations of the Industrial Revolution". U6: Data Exploration - Greenhouse Gas Emissions. U7: Our Interconnected World - World War I. U9: "Population and Environmental Trends, 1880 to the Present"; "The Anthropocene"; Data Exploration: Future Population Growth"</p>
<p>G2.9-10.4 Explain that humans cope with and adapt to environmental conditions.</p>	<p>1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p>1200 U2: "Data Exploration - Population". U5: "Responses to Industrialization". U9: "Environmentalism"; "Population and Environmental Trends, 1880 to the Present"</p>
<p>G3: Understands the geographic context of global issues and events.</p>		
<p>G3.9-10.1 Define how the geography of expansion and encounter have shaped global politics and economics in history.</p>	<p>1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1200 U5-2: Assess the role of global industrialization and nationalism in the creation of new empires and the rise of the nation-state. 1200 U6-2: Examine the ways in which colonialism directly impacted societies, and continue to do so today.</p>	<p>1200 U3: <i>Unit 3 Overview Video</i>; "Unit 3 Overview: Transoceanic Connections 1450 to 1750"; "The Columbian Exchange"; "Overview of New Economic Systems". U6: <i>Unit 6 Overview Video</i>; "Unit 6 Overview: Empire and other Consequences of Industrialization 1850 to 1950"</p>
<p>G3.9-10.2 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>	<p>1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p>1200 U3: "The Columbian Exchange"; Causation - Migration; "Transatlantic Migration Patterns". U5: Urbanization Game; "Industrialization and Migration". 1750 U1: "Americas in 1750"</p>
<p>G3.9-10.3 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p>	<p>1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p>1200 U6: Data Exploration: Greenhouse Gas Emissions. U7: "The Second World War"; "Nuclear Weapons"</p>

Washington Standards WHP 1200 Objectives Crosswalk

History

WASHINGTON 9th/10th GRADE SOCIAL STUDIES LEARNING STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#-#) THAT SUPPORT WASHINGTON SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT WASHINGTON'S SKILLS AND STANDARDS
HISTORY		
H1: Understands historical chronology.		
H1.9-10.1 Analyze change and continuity within a historical time period.	1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	1200 U2: CCOT - Introduction. U3: CCOT - The Global Tapestry to Transoceanic Interconnections; Causation - Migrations. U4: CCOT - Transoceanic Interconnections to Revolutions; Causation - Recipe for a Revolution. U5: CCOT - Revolutions to Industrialization. U6: Causation - Indian Uprising. U7: CCOT - Empire to Global Conflict; Causation - World War II. U9: CCOT - Unit Comparisons; Causation - Environmental Change. 1750 U5: CCOT - Transformations to Responses. U8: CCOT - WWII to Cold War.
H1.9-10.2 Assess how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	1200 U3: Contextualization - Mongol and Comanche Empires. U4: Revolutionary Women. U5: Contextualization- Child Labor. U6: Contextualization - Opium Wars. U7: Contextualization - The Great Depression. U8: Who Is "Winning" the Cold War? 1750 U3: Contextualization - How Was Industrialization Possible?
H1.9-10.3 Design questions generated about individuals and groups that assess how the significance of their actions changes over time.	1200 CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history.	1200 U2: CCOT - Introduction. U3: CCOT - The Global Tapestry to Transoceanic Interconnections; Causation - Migrations. U4: CCOT - Transoceanic Interconnections to Revolutions; Causation - Recipe for a Revolution. U5: CCOT - Revolutions to Industrialization. U6: Causation - Indian Uprising. U7: CCOT - Empire to Global Conflict; Causation - World War II. U9: CCOT - Unit Comparisons; Causation - Environmental Change. U8: CCOT - WWII to Cold War. U9: The World in 2050; Project X - Final Presentation
H2: Understands and analyzes causal factors that have shaped major events in history.		
H2.9-10.1 Analyze how individuals and movements have shaped world history (1450-present).	1200 CO3: Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies. 1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1200 U5-5: Evaluate why people's perceptions of slavery, gender, and childhood changed during this era.	1200 U3: "The Transatlantic Slave Trade"; <i>Impact of the Slave Trade: Through a Ghanaian Lens</i> ; "First Person Accounts: The Transatlantic Slave Trade"; CCOT - Africa and the Americas; "Rae and Coerced Labor" (Parts I and II). U5: Data Exploration: Child Labor; "The Global Transformations of the Industrial Revolution"; "Post-Abolition Societies"; "Why Was Slavery Abolished? Three Theories"; "Child Labor"; Women's Suffrage. U6: "Industrial Imperialism, the 'New' Imperialism"; "Responses to Industrial Imperialism"; "Colonial Violence"; <i>Experiencing Colonialism: Through a Ghanaian Lens</i> ; "Dual Consciousness"; <i>Resisting Colonialism: Through a Ghanaian Lens</i> ; Imperialism Cartoons. U7: <i>Armenian Genocide</i> ; "The Holocaust". U8: "Decolonizing Women"; "Chinese Communist Revolution"; "Apartheid". 1200 U9: <i>Nonviolence and Peace Movements: Crash Course; Indigenous Americans and Globalization</i> ; "Why Does Genocide Still Happen?"; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter". U7: Debate - Human Rights and Asylum. U9: "The Zapatistas in Mexico"; UN Sustainable Development Goals
H2.9-10.2 Summarize how cultures and cultural and ethnic groups have shaped world history (1450-present).	1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	1200 U3: "The Effects of Global Interactions"; "Overview of New Economic Systems". U7: "The Power of One: The Russian Revolution". U8: "Apartheid". U9: <i>Nonviolence and Peace Movements: CCWH</i>
H2.9-10.3 Define and evaluate how technology and ideas have shaped world history (1450-present).	1200 U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.	1200 U3: "Overview of New Economic Systems." U4: "The Enlightenment". U5: "The Industrial Revolution"; "The Scientific Revolution"; "The Global Transformations of the Industrial Revolution"; "Responses to Industrialization". U6: "Tools of Imperialism"; "Colonial Violence"; "Dual Consciousness". U7: "Fascist Histories, Part I"; "Communism in the Soviet Union". U9: "Universal Rights"
H2.9-10.4 Analyze multiple and complex causes and effects of events in world history (1450-present).	1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U3: Causation - Migrations. U4: Causation - Recipe for a Revolution. U6: Causation - Indian Uprising. U7: Causation - World War II. U9: Causation - Environmental Change

H3: Understands that there are multiple perspectives and interpretations of historical events.		
H3.9-10.1 Analyze and interpret historical materials from a variety of perspectives in world history (1450-present).	1200 CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. 1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	1200 U1: Claim Testing - Introduction. U3: Sourcing - Spanish Conquest of the Aztec Empire; Claim Testing - Evidence. U5: Sourcing - Why Was Slavery Abolished? Claim Testing - Social Class and Gender. U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle; Claim Testing - Imperialism. U7: Claim Testing - Global Conflict. U8: Sourcing - Who Started the Cold War?; Cold War Crisis. U9: Claim Testing - Globalization; Project X - Final Presentation. 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate 1750. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism
H3.9-10.2 Analyze the multiple causal factors of conflicts in world history (1450-present) to create and support claims and counterclaims.	1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U3: Sourcing - Spanish Conquest of the Aztec Empire. U5: Sourcing - Why Was Slavery Abolished? U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle; Imperialism Cartoons; "1857 Indian Uprising". U7: "What Caused the First World War?"; "World War I: A Total War?". U8: Sourcing - Who Started the Cold War?; Cold War Crisis. U9: "Is the World Flat or Spiky?" 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate 1750. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism
H3.9-10.3 Explain how the perspectives of people in the present shape interpretations of the past.	1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. Origins 1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U3: Sourcing - Spanish Conquest of the Aztec Empire. U5: Sourcing - Why Was Slavery Abolished? U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle; Imperialism Cartoons; "1857 Indian Uprising". U7: "What Caused the First World War?"; "World War I: A Total War?". U8: Sourcing - Who Started the Cold War?; Cold War Crisis. U9: "Is the World Flat or Spiky?" 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate 1750. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism
H4: Understands how historical events inform analysis of contemporary issues and events.		
H4.9-10.1 Examine and assess how an understanding of world history can explain that earlier events may cause later ones.	1200 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1200 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	1200 U2: CCOT - Introduction. U3: Causation - Migrations; CCOT - The Global Tapestry to Transoceanic Interconnections; Urbanization Game. U4: Causation - Recipe for a Revolution; CCOT - Transoceanic Interconnections to Revolutions. U5: CCOT - Revolutions to Industrialization. U6: Causation - Indian Uprising. U7: CCOT - Empire to Global Conflict; Causation - World War II. U9: CCOT - Unit Comparisons; Causation - Environmental Change.