



# WHP AND WISCONSIN'S SOCIAL SCIENCE STANDARDS

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## Wisconsin WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Wisconsin's World History 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 Wisconsin's 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 the history of tribal sovereignty in the state of Wisconsin or economic fluctuations and business cycles. WHP includes two chronological courses: Origins to the Present and 1750 to Present. While Wisconsin's world history courses generally begin with antiquity, the beauty of the WHP courses is that they can be molded to conform to a variety of periodizations. Therefore, for Wisconsin, we recommend that teachers use the Origins course but they can also supplement with assets from the 1750 course. The accompanying crosswalk provides examples of aligned materials from both courses.

## WHP and Wisconsin's 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While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills.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 the Wisconsin's Standards for Social Studies. 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, 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. Additional information on the frames and scales can be found in the WHP Course Guide. In Wisconsin's world history course, there is an emphasis on technological and environmental transformations, organization and reorganization of human societies, regional and interregional interactions, and global interactions. Specifically, the Wisconsin K-12 Standards for Social Studies document suggests that the expectations outlined in the standards document will enable students to "investigate questions in a deep and engaging manner". The WHP supports students as they use historical reasoning skills to understand content to become engaged and thoughtful global citizens. WHP assets encourage students to understand historical events and processes on global, regional, national, local, and individual spatial and temporal scales. More detail regarding course expectations can be found in the WHP Course Guide.

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

WHP was 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.

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 Wisconsin's students to meet a vast 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 in Wisconsin's Standards for Social Studies.

Wisconsin Standards WHP Objectives Crosswalk  
Inquiry Practices

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT WHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
<b>SOCIAL STUDIES INQUIRY PRACTICES AND PROCESSES</b>		
<b>Standard SS.Inq1:</b> Wisconsin students will construct meaningful questions that initiate an inquiry.		
<b>SS.Inq1.a.h Develop questions based on a topic:</b> Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.	<b>Origins and 1750 CO5:</b> 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.	<b>Origins E7 and 1750 U8:</b> Decolonizing Women <b>Origins E7 and 1750 U6:</b> World War I Peace Talks <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>Origins E7 and 1750 U9:</b> Dollar Street
<b>SS.Inq1.b.h Plan an inquiry:</b> Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.	<b>Origins and 1750 CO5:</b> 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.	<b>Origins E2 and 1750 U2:</b> Claim Testing - Authority <b>Origins E3 and 1750 U3:</b> Claim Testing - Evidence <b>1750 U4:</b> Sourcing – Why Was Slavery Abolished?
<b>Standard SS.Inq2:</b> Wisconsin students will gather and evaluate sources.		
<b>SS.Inq2.a.h Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry:</b> Explore evidence through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.	<b>Origins CO1 and 1750 CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>Origins CO2 and 1750 CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>Origins CO5 and 1750 CO5:</b> 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.	<b>Origins/1750:</b> DBQs and LEQs (multiple units) <b>Origins E7:</b> Comparison - Decolonizing Women; Comparison - Rights Documents <b>1750 U2:</b> Revolutionary Women <b>1750 U8:</b> Comparison - Decolonizing Women <b>1750 U9:</b> Comparison - Rights Documents <b>1750 U9:</b> CCOT – Unit Comparisons
<b>SS.Inq2.b.h Evaluate sources:</b> Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.	<b>Origins CO1 and 1750 CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>Origins CO5 and 1750 CO5:</b> 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.	<b>Origins E3:</b> Sourcing - "The Deeds of the Divine Augustus"; Jenne-Jeno <b>Origins E4:</b> Sourcing - Emperor Hongwu's Edict <b>Origins E5:</b> "Sources of Mongol History"; Sourcing - Spanish Conquest of the Aztec Empire <b>Origins E6:</b> Sourcing - Differing Perspectives on Imperialism <b>1750 U1:</b> "Primary Sources: Europe and China in 1750"; "Primary Sources: The World In 1750" <b>1750 U2:</b> Sourcing – The Inoculation Debate <b>1750 U3:</b> "Industrial Revolution Primary Sources" <b>1750 U4:</b> Sourcing – Why Was Slavery Abolished? <b>1750 U5:</b> Gentlemen of the Jungle; Sourcing - Differing Perspectives on Imperialism <b>1750 U7:</b> "Primary Sources of Internationalism" <b>1750 U8:</b> Sourcing Who Started the Cold War?
<b>Standard SS.Inq3:</b> Wisconsin students will develop claims using evidence to support reasoning.		

<p><b>SS.Inq3.a.h Develop claims to answer an inquiry question:</b> Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p>	<p><b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E2 and 1750 U2:</b> Claim Testing - Authority  <b>Origins E3 and 1750 U3:</b> Claim Testing - Evidence  <b>Origins E4:</b> Claim Testing - The Muslim World <b>1750 U4:</b> Claim Testing - Social Class and Gender <b>Origins E6 and 1750 U5:</b> Claim Testing - Imperialism <b>Origins E7 and 1750 U7:</b> Claim Testing - Global Conflict <b>Origins E7 and 1750 U9:</b> Claim Testing - Globalization <b>Origins E7 and 1750 U8:</b> Cold War Crisis <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>Origins (all eras) and 1750 (all units):</b> DBQs and LEQs</p>
<p><b>SS.Inq3.b.h Cite evidence from multiple sources to support a claim:</b> Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).</p>	<p><b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E2 and 1750 U2:</b> Claim Testing - Authority  <b>Origins E3 and 1750 U3:</b> Claim Testing - Evidence  <b>Origins E4:</b> Claim Testing - The Muslim World <b>1750 U4:</b> Claim Testing - Social Class and Gender <b>Origins E6 and 1750 U5:</b> Claim Testing - Imperialism <b>Origins E7 and 1750 U7:</b> Claim Testing - Global Conflict <b>Origins E7 and 1750 U9:</b> Claim Testing - Globalization <b>Origins E7 and 1750 U8:</b> Cold War Crisis <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>Origins (all eras) and 1750 (all units):</b> DBQs and LEQs</p>
<p><b>SS.Inq3.c.h Elaborate how evidence supports a claim:</b> Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.</p>	<p><b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E2 and 1750 U2:</b> Claim Testing - Authority  <b>Origins E3 and 1750 U3:</b> Claim Testing - Evidence  <b>Origins E4:</b> Claim Testing - The Muslim World <b>1750 U4:</b> Claim Testing - Social Class and Gender <b>Origins E6 and 1750 U5:</b> Claim Testing - Imperialism <b>Origins E7 and 1750 U7:</b> Claim Testing - Global Conflict <b>Origins E7 and 1750 U9:</b> Claim Testing - Globalization <b>Origins E7 and 1750 U8:</b> Cold War Crisis <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>Origins (all eras) and 1750 (all units):</b> DBQs and LEQs</p>
<p><b>Standard SS.Inq4:</b> Wisconsin students will communicate and critique conclusions.</p>		
<p><b>SS.Inq4.a.h Communicate conclusions:</b> Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p>	<p><b>Origins CO1 and 1750 CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>Origins CO2 and 1750 CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.</p>	<p><b>Origins E2 and 1750 U2:</b> Claim Testing - Authority  <b>Origins E3 and 1750 U3:</b> Claim Testing - Evidence  <b>Origins E4:</b> Claim Testing - The Muslim World <b>1750 U4:</b> Claim Testing - Social Class and Gender <b>Origins E6 and 1750 U5:</b> Claim Testing - Imperialism <b>Origins E7 and 1750 U7:</b> Claim Testing - Global Conflict <b>Origins E7 and 1750 U9:</b> Claim Testing - Globalization <b>Origins E7 and 1750 U8:</b> Cold War Crisis <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>Origins (all eras) and 1750 (all units):</b> DBQs and LEQs</p>
<p><b>SS.Inq4.b.h Critique conclusions:</b> Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.</p>	<p><b>Origins CO1 and 1750 CO1:</b> 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><b>Origins and 1750 (all eras/units):</b> DBQs and LEQs  <b>Origins and 1750:</b> Course Culminating Project</p>
<p><b>Standard SS.Inq5:</b> Wisconsin students will be civically engaged.</p>		

<p><b>SS.Inq5.a.h Civic engagement:</b> Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p><b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E6 and 1750 U4:</b> The Sadler Report <b>Origins E7 and 1750 U2:</b> Who Am I?; Responsibility and Compassion <b>Origins E7 and 1750 U6:</b> World War I Peace Talks <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>Origins E7 and 1750 U8:</b> And then Gandhi Came: Nationalism, Revolution, and Sovereignty; Nonviolence and Peace Movements: CCWH <b>Origins E7 and 1750 U9:</b> UN Sustainable Development Goals; The World in 2050</p>
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# Wisconsin Standards WHP Objectives Crosswalk

## Behavioral Sciences

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT WHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
<b>BEHAVIORAL SCIENCES</b>		
<b>Standard SS.BH1:</b> Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).		
<b>SS.BH1.a.h Individual cognition, perception, and behavior:</b> Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.	<b>Origins CO5 and 1750 CO5:</b> 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.	<b>Origins E7 and 1750 U2:</b> Who Am I?; Responsibility and Compassion <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>Origins E7 and 1750 U9:</b> UN Sustainable Development Goals; The World in 2050
<b>SS.BH1.b.h Personal identity and empathy:</b> Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.	<b>Origins CO3 and 1750 CO3:</b> 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.	<b>Origins E7 and 1750 U2:</b> Who Am I?; Responsibility and Compassion <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate; Political Party Platform <b>Origins E7 and 1750 U9:</b> UN Sustainable Development Goals; The World in 2050
<b>Standard SS.BH2:</b> Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).		
<b>SS.BH2.a.h Relationship of people and groups:</b> Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).	<b>Origins CO3 and 1750 CO3:</b> 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.	<b>Origins E2:</b> Paleolithic Culture and Common Human Experiences; Language Networks and Social Life; Why Does Language Matter <b>Origins E3:</b> Overview of Belief Systems; Confucianism; Daoism; Buddhism; Legalism; Why Do Belief Systems Spread; Judaism; Christianity; Hinduism; Islam; Syncretism <b>Origins E4:</b> Women and Families in Classical Society; Comparative Roles of Women in Rome and Han China; The Caliphate; Networks and Exchange in the Islamic World; Christendom; Christian Women in Medieval Europe; Women in Song China <b>Origins E5:</b> First Person Accounts: The Transatlantic Slave Trade; Race and Coerced Labor <b>Origins E6:</b> Experiencing Colonialism: Through a Ghanaian Lens; Dual Consciousness; Women's Suffrage; Sadler Report <b>Origins E7:</b> Armenian Genocide; Decolonizing Women; Is the World Flat or Spiky?
<b>SS.BH2.b.h Cultural patterns:</b> Critique interpretations of how different cultures interact with their environment.	<b>Origins CO3 and 1750 CO3:</b> 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.	<b>Origins E2:</b> Foraging Communities and Networks; Paleolithic Culture and Common Human Experiences; The First Farmers in Africa, the Cradle of Humanity; Marketing 101 - Foraging or Farming?; The Transition to Farming: Differing Perspectives; Farming and the State <b>Origins E3:</b> Village Networks; Pastoralist, Nomads, and Foragers; Growth of Cities <b>Origins E4:</b> The Spread of Farming in Sub-Saharan Africa: Bantu Migration
<b>Standard SS.BH3:</b> Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).		



<p><b>SS.BH3.a.h Social interactions:</b> Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p>	<p><b>Origins CO3 and 1750 CO3:</b> 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.</p>	<p><b>1750 U2:</b> Ethnic Nationalism; Italian Nationalism <b>1750 U5:</b> Gentlemen of the Jungle; Tools of Imperialism; Imperialism Cartoons; Sourcing - Differing Perspectives on Imperialism; Dual Consciousness <b>2750 U6:</b> Armenian Genocide</p>
<p><b>Standard SS.BH4:</b> Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.</p>		
<p><b>SS.BH4.a.h Progression of technology:</b> Evaluate the purpose for which a technology is created and analyze the consequences (intended and unintended) to different cultures.</p>	<p><b>E6-2 and U3-1:</b> 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.</p>	<p><b>Origins E7 and 1750 U3:</b> Scale of the Industrial Revolution; Global Transformations of the Industrial Revolution; The Industrial Revolution; Coal, Steam, and the Industrial Revolution: CCWH; Industrial Revolution Primary Sources</p>

# Wisconsin Standards WHP Objectives Crosswalk

## Economics

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT WHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
<b>ECONOMICS</b>		
<b>Standard SS.Econ1:</b> Wisconsin students use economic reasoning to understand issues.		
<b>SS.Econ1.a.h Choices and decision making:</b> Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.		
<b>SS.Econ1.b.h Incentives:</b> Evaluate how incentives determine what is produced and distributed in a competitive market system.	<b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E5:</b> Crops that Grew the World; The Columbian Exchange; The Disastrous Effects of Increased Global Interactions c. 1500 to c. 1600; Overview of New Economic Systems <b>1750 U1:</b> Production and Distribution in 1750 <b>1750 U5:</b> Unit 5: Imperialism, Colonialism and Responses; Tools of Imperialism
<b>Standard SS.Econ2:</b> Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).		
<b>SS.Econ2.a.h Consumers, producers, and markets:</b> Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).	<b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E5:</b> Crops that Grew the World; The Columbian Exchange; Overview of New Economic Systems <b>1750 U1:</b> Production and Distribution in 1750
<b>SS.Econ2.b.h Supply, demand, and competition:</b> Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced. Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.	<b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E5:</b> Crops that Grew the World; The Columbian Exchange; Overview of New Economic Systems <b>1750 U1:</b> Production and Distribution in 1750
<b>SS.Econ2.c.h Firm/business behavior and costs of production:</b> Calculate the costs of production and explain their role in firm decision making. Differentiate between and calculate revenue and profit for a given firm.		
<b>Standard SS.Econ3:</b> Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).		
<b>SS.Econ3.a.h Economic indicators:</b> Assess how decisions about spending and production made by households, businesses, and government determine the country's levels of income, employment, and prices. Analyze why unemployment rates differ for people of different ages, races, and genders. Use economic indicators to analyze the current and future state of the economy.		
<b>SS.Econ3.b.h Money:</b> Evaluate the structure and functions of money in the United States, including the role of interest rates.		

<p><b>SS.Econ3.c.h Economic fluctuations and business cycles:</b> Connect the components of Gross Domestic Product (GDP) to different parts of an economy and differentiate between real and nominal GDP. Compare and contrast the parts of a business cycle of an economy (i.e., expansion/prosperity, peak, contraction or recession, trough).</p>		
<p><b>Standard SS.Econ4:</b> Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (role of government).</p>		
<p><b>SS.Econ4.a.h Economic systems and allocation of resources:</b> Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, and growth) help to form different types of economic systems and analyze how they have been affected by specific political and social systems and important events. Analyze how the allocation of resources can impact the distribution of wealth and income equality or inequality.</p>	<p><b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>Origins E5:</b> Crops that Grew the World; The Columbian Exchange; Overview of New Economic Systems <b>1750 U1:</b> Production and Distribution in 1750</p>
<p><b>SS.Econ4.b.h Institutions:</b> Analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems or rule of law, corporations, minimum wage, regulations) have on our country. Analyze the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards, and a local community's economy. Assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).</p>		
<p><b>SS.Econ4.c.h Role of government:</b> Evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid). Justify the selection of fiscal and monetary policies in expanding or contracting the economy.</p>		
<p><b>SS.Econ4.d.h Impact of government interventions:</b> Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. Analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.</p>	<p><b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.</p>	<p><b>Origins E5:</b> Overview of New Economic Systems <b>Origins E7:</b> International Institutions <b>1750 U7:</b> Communism in the Soviet Union <b>1750 U8:</b> Cold War: An Overview</p>
<p><b>SS.Econ4.e.h Specialization, trade, and interdependence:</b> Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies. Analyze the role of comparative advantage in international trade of goods and services.</p>	<p><b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>Origins E7 and 1750 U9:</b> Following Goods Across the World; The Rise of China <b>1750 U9:</b> The Flower Industry in Colombia; Bangalore: City of High Tech</p>

Wisconsin Standards WHP Objectives Crosswalk  
 Geography

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT WHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
<b>GEOGRAPHY</b>		
<b>Standard SS.Geog1:</b> Wisconsin students will use geographic tools and ways of thinking to analyze the world.		
<b>SS.Geog1.a.h Tools of geography:</b> Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real-world problems. Explain how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.	<b>Origins and 1750 CO5:</b> 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.	<b>Origins and 1750:</b> Note that there are geography activities in the .0 lessons of each era/unit.
<b>SS.Geog1.b.h Spatial thinking (map interpretation):</b> Interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.	<b>Origins and 1750 CO5:</b> 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.	<b>Origins and 1750:</b> Note that there are geography activities in the .0 lessons of each era/unit.
<b>SS.Geog1.c.h Mental mapping and maps from memory:</b> Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives. Explain how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and regions.	<b>Origins and 1750 CO5:</b> 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.	<b>Origins and 1750:</b> Note that there are geography activities in the .0 lessons of each era/unit.
<b>Standard SS.Geog2:</b> Wisconsin students will analyze human movement and population patterns.		
<b>SS.Geog2.a.h Population and place:</b> Evaluate population policies by analyzing how governments affect population change. Analyze population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E5:</b> The Columbian Exchange; Transatlantic Migration Patterns: The Voluntary and Involuntary Movement of People <b>1750 U1:</b> Americas in 1750 <b>Origins E6 and 1750 U3:</b> Unit 3: Industrialization; Urbanization Game
<b>SS.Geog2.b.h Reasons people move:</b> Evaluate the impact of major international migrations, both past and present, on physical and human systems.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E5:</b> The Columbian Exchange; Transatlantic Migration Patterns: The Voluntary and Involuntary Movement of People <b>1750 U1:</b> Americas in 1750 <b>Origins E6 and 1750 U3:</b> Unit 3: Industrialization; Urbanization Game
<b>SS.Geog2.c.h Impact of movement:</b> Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E7 and 1750 U7:</b> The Second World War; Nuclear Bombs <b>Origins E7 and 1750 U9:</b> The Trouble with Globalization; Is the World Flat or Spiky?; Indigenous Americans and Globalization; Unit 9 Problem Notebook; UN Sustainable Development Goals; Population Explosion and Environmental Trends: 1880 to the Present; Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH; Environmentalism

<p><b>SS.Geog2.d.h Urbanization:</b> Evaluate the impact of spatial inequality as a result of urbanization and develop various solutions to address these inequalities. Analyze the impact of rural decline and urbanization on a place.</p>	<p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>Origins E5:</b> Transatlantic Migration Patterns: The Voluntary and Involuntary Movement of People  <b>1750 U1:</b> Americas in 1750 <b>Origins E6 and 1750 U3:</b> Unit 3: Industrialization; Urbanization Game</p>
<p><b>Standard SS.Geog3:</b> Wisconsin students will examine the impacts of global interconnections and relationships.</p>		
<p><b>SS.Geog3.a.h Distribution of resources:</b> Evaluate, in both current and historical context, how the prospect of gaining access to resources in contested zones creates competition among countries. Assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.</p>	<p><b>Origins CO5 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>Origins E.4-5 and 1750 9.1-2:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p><b>1750 U3:</b> The Urbanization Game <b>Origins E7 and 1750 U6:</b> World War I: A Total War? <b>Origins E7 and 1750 U9:</b> The Trouble with Globalization; Is the World Flat or Spiky?; Indigenous Americans and Globalization; Unit 9 Problem Notebook; UN Sustainable Development Goals; Population Explosion and Environmental Trends: 1880 to the Present; Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH; Environmentalism</p>
<p><b>SS.Geog3.b.h Networks:</b> Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions. Analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).</p>	<p><b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.</p>	<p><b>Origins and 1750 course:</b> Frames videos (Production and Distribution) and Overview videos and articles <b>Origins and 1750:</b> The production and distribution frame as well as the network frame address economic topics such as this one. See the Frame Videos in all .0 lessons of the course.  <b>Origins E7 and 1750 U6:</b> Capitalism and World War I <b>Origins E7 and 1750 U9:</b> Introduction to Globalization; Dollar Street; Is the World Flat or Spiky?; Globalization I - The Upside: Crash Course; The Rise of China; Following Goods Across the World</p>
<p><b>Standard SS.Geog4:</b> Wisconsin students will evaluate the relationship between identity and place.</p>		
<p><b>SS.Geog4.a.h Characteristics of place:</b> Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity). Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.</p>	<p><b>Origins CO1 and 1750 CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>Origins CO3 and 1750 CO3:</b> 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.</p>	<p><b>E1 and U1:</b> The Danger of a Single Story; Draw Your History; Era 1 Overview Video; Era 1 Overview - History of Many Shapes and Sizes <b>E7 and U2:</b> Who Am I? <b>E7 and U7:</b> Assessing Responsibility and Conscience</p>
<p><b>Standard SS.Geog5:</b> Wisconsin students will evaluate the relationship between humans and the environment.</p>		
<p><b>SS.Geog5.a.h Human environment interaction:</b> Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.</p>	<p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>Origins E7 and 1750 U7:</b> The Second World War; Nuclear Bombs <b>Origins E7 and 1750 U9:</b> The Trouble with Globalization; Is the World Flat or Spiky?; Indigenous Americans and Globalization; Unit 9 Problem Notebook; UN Sustainable Development Goals; Population Explosion and Environmental Trends: 1880 to the Present; Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH; Environmentalism</p>
<p><b>SS.Geog5.b.h Interdependence:</b> Hypothesize how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale.</p>	<p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>Origins E7 and 1750 U9:</b> The Trouble with Globalization; Is the World Flat or Spiky?; Indigenous Americans and Globalization; Population Explosion and Environmental Trends: 1880 to the Present; Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH; Environmentalism</p>

# Wisconsin Standards WHP Objectives Crosswalk

## Historical

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT WHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
<b>HISTORY</b>		
<b>Standard SS.Hist1:</b> Wisconsin students will use historical evidence for determining cause and effect.		
<p><b>SS.Hist1.a.h Cause:</b> Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.</p>	<p><b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E2:</b> Causation - From Foraging to Complex Societies  <b>Origins E3:</b> Causation - Population Growth  <b>Origins E4:</b> Causation - Autopsy of an Empire  <b>Origins E6:</b> Causation - Recipe for a Revolution  <b>1750 U2:</b> Causation - Revolutions; Causation - Recipe for a Revolution  <b>1750 U3:</b> Causation - Industrialization to Migration; Urbanization Game  <b>1750 U5:</b> Causation - Indian Uprising  <b>1750 U7:</b> Causation – WWII</p>
<p><b>SS.Hist1.b.h Effect:</b> Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.</p>	<p><b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E2:</b> Causation - From Foraging to Complex Societies  <b>Origins E3:</b> Causation - Population Growth  <b>Origins E4:</b> Causation - Autopsy of an Empire  <b>Origins E6:</b> Causation - Recipe for a Revolution  <b>1750 U2:</b> Causation - Revolutions; Causation - Recipe for a Revolution  <b>1750 U3:</b> Causation - Industrialization to Migration; Urbanization Game  <b>1750 U5:</b> Causation - Indian Uprising  <b>1750 U7:</b> Causation – WWII</p>
<b>Standard SS.Hist2:</b> Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.		
<p><b>SS.Hist2.a.h Patterns stay the same over a period of time:</b> Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.</p>	<p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.  <b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E2:</b> Causation - From Foraging to Complex Societies  <b>Origins E3:</b> Causation - Population Growth; CCOT - Empires  <b>Origins E4:</b> Causation - Autopsy of an Empire; CCOT - Regional Webs  <b>Origins E5:</b> CCOT - The First Global Age; CCOT - Africa and the Americas  <b>Origins E6:</b> Causation - Recipe for a Revolution; CCOT - The Long Nineteenth Century  <b>Origins E7:</b> CCOT - Era Comparisons  <b>1750 U2:</b> Causation - Revolutions; Causation - Recipe for a Revolution  <b>1750 U3:</b> Causation - Industrialization to Migration; Urbanization Game; CCOT - Revolutions to Industrialization  <b>1750 U5:</b> Causation - Indian Uprising; CCOT - Transformations to Responses  <b>1750 U6:</b> CCOT - Imperialism to Colonialism to WWI  <b>1750 U7:</b> Causation – WWII  <b>1750 U8:</b> CCOT - WWII to Cold War  <b>1750 U9:</b> CCOT - Unit Comparisons</p>
<p><b>SS.Hist2.b.h Patterns change over a period of time:</b> Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States, and the world.</p>	<p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.  <b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E2:</b> Causation - From Foraging to Complex Societies  <b>Origins E3:</b> Causation - Population Growth; CCOT - Empires  <b>Origins E4:</b> Causation - Autopsy of an Empire; CCOT - Regional Webs  <b>Origins E5:</b> CCOT - The First Global Age; CCOT - Africa and the Americas  <b>Origins E6:</b> Causation - Recipe for a Revolution; CCOT - The Long Nineteenth Century  <b>Origins E7:</b> CCOT - Era Comparisons  <b>1750 U2:</b> Causation - Revolutions; Causation - Recipe for a Revolution  <b>1750 U3:</b> Causation - Industrialization to Migration; Urbanization Game; CCOT - Revolutions to Industrialization  <b>1750 U5:</b> Causation - Indian Uprising; CCOT - Transformations to Responses  <b>1750 U6:</b> CCOT - Imperialism to Colonialism to WWI  <b>1750 U7:</b> Causation – WWII  <b>1750 U8:</b> CCOT - WWII to Cold War  <b>1750 U9:</b> CCOT - Unit Comparisons</p>

<p><b>SS.Hist2.c.h Contextualization:</b> Evaluate how the historical context influenced the process or nature of the continuity or change that took place.</p>	<p><b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E3:</b> Contextualization - Agrarian Societies <b>1750 U3:</b> Contextualization - How Was Industrialization Possible? <b>Origins E4:</b> Contextualization - Mansa Musa <b>1750 U4:</b> Contextualization- Child Labor <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanches <b>1750 U5:</b> Contextualization - Opium Wars <b>Origins E6:</b> Contextualization - Child Labor <b>1750 U7:</b> Contextualization - The Great Depression</p>
<p><b>Standard SS.Hist3:</b> Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p>		
<p><b>SS.Hist3.a.h Connections:</b> Analyze significant historical periods and their relationship to present issues and events.</p>	<p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>Origins CO5 and 1750 CO5:</b> 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. <b>1750 U4-4:</b> Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era.</p>	<p><b>Origins E6 and 1750 U2:</b> Origins and Impacts of Nationalism; The Enlightenment; The Atlantic Revolutions <b>1750 U4:</b> Unit 4: Rise of the Proletariat; Responses to Industrialization <b>Origins E6 and 1750 U4:</b> A World Tour of Women's Suffrage; Sourcing – Why Was Slavery Abolished? <b>1750 U5:</b> Unit 5: Colonial Violence; Responses to Industrial Imperialism <b>Origins E7 and 1750 U8:</b> And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Apartheid</p>
<p><b>SS.Hist3.b.h Perspective:</b> Evaluate historical perspectives to create arguments with evidence concerning current events.</p>	<p><b>Origins CO3 and 1750 CO3:</b> 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. <b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>Origins E5:</b> Transatlantic Migration Patterns: The Voluntary and Involuntary Movement of People; Race and Coerced Labor Part I: How Did People Become Property in the Americas? <b>Origins E6 and 1750 U2:</b> Sovereignty <b>Origins E6 and 1750 U4:</b> Revolutionary Women; A World Tour of Women's Suffrage; Child Labor; Sadler Report <b>Origins E7 and 1750 U3</b> Comparison – Rights Documents <b>1750 U5:</b> Colonial Violence <b>1750 U8:</b> Comparison - Decolonizing Women; Decolonizing Women; Apartheid <b>1750 U9:</b> Universal Rights</p>
<p><b>SS.Hist3.c.h Current implications:</b> Evaluate and justify predictions of potential outcomes of current events based on the past.</p>	<p><b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E3:</b> CCOT - Empires <b>Origins E4:</b> CCOT - Regional Webs <b>Origins E5:</b> CCOT - The First Global Age; CCOT - Africa and the Americas <b>Origins E6:</b> CCOT - The Long Nineteenth Century <b>Origins E7:</b> CCOT - Era Comparisons <b>1750 U3:</b> CCOT - Revolutions to Industrialization <b>1750 U5:</b> CCOT - Transformations to Responses <b>1750 U6:</b> CCOT - Imperialism to Colonialism to WWI <b>1750 U8:</b> CCOT - WWII to Cold War <b>1750 U9:</b> CCOT - Unit Comparisons</p>
<p><b>Standard SS.Hist4:</b> Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p>		
<p><b>SS.Hist4.a.h Historical context:</b> Analyze how the historical context (situation) influences a primary or secondary source.</p>	<p><b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E2:</b> "The Transition to Farming: Differing Perspectives" <b>Origins E3:</b> Jenne-Jeno; <i>Comparative Roles of Women in Rome and Han China</i> <b>Origins E4:</b> "The 'Dark Ages' Debate" <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanches; "Slavery and Capitalism?" <b>Origins E6:</b> Sourcing - Differing Perspectives on Imperialism; "Why Was Slavery Abolished? Three Theories" <b>1750 U1:</b> "Primary Sources: Europe and China 1750"; "Primary Sources: The World in 1750" <b>1750 U2:</b> Sourcing - The Inoculation Debate <b>1750 U3:</b> "Industrial Revolution Primary Sources" <b>1750 U4:</b> "Why Was Slavery Abolished? Three Theories"; Sourcing - Why Was Slavery Abolished? <b>1750 U5:</b> "1857 Indian Uprising"; Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons <b>1750 U6:</b> "What Caused the First World War?"; "World War I: A Total War?" <b>1750 U8:</b> Sourcing - Who Started the Cold War? <b>1750 U9:</b> "Is the World Flat or Spiky?"</p>

<p><b>SS.Hist4.b.h Intended audience:</b> Analyze how the intended audience influences a primary or secondary source.</p>	<p><b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E2:</b> "The Transition to Farming: Differing Perspectives" <b>Origins E3:</b> Jenne-Jeno; <i>Comparative Roles of Women in Rome and Han China</i> <b>Origins E4:</b> "The 'Dark Ages' Debate" <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanches; "Slavery and Capitalism?" <b>Origins E6:</b> Sourcing - Differing Perspectives on Imperialism; "Why Was Slavery Abolished? Three Theories" <b>1750 U1:</b> "Primary Sources: Europe and China 1750"; "Primary Sources: The World in 1750" <b>1750 U2:</b> Sourcing - The Inoculation Debate <b>1750 U3:</b> "Industrial Revolution Primary Sources" <b>1750 U4:</b> "Why Was Slavery Abolished? Three Theories"; Sourcing - Why Was Slavery Abolished? <b>1750 U5:</b> "1857 Indian Uprising"; Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons <b>1750 U6:</b> "What Caused the First World War?"; "World War I: A Total War?" <b>1750 U8:</b> Sourcing - Who Started the Cold War? <b>1750 U9:</b> "Is the World Flat or Spiky?"</p>
<p><b>SS.Hist4.c.h Purpose:</b> Analyze the intended purpose of a specific primary or secondary source.</p>	<p><b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E2:</b> "The Transition to Farming: Differing Perspectives" <b>Origins E3:</b> Jenne-Jeno; <i>Comparative Roles of Women in Rome and Han China</i> <b>Origins E4:</b> "The 'Dark Ages' Debate" <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanches; "Slavery and Capitalism?" <b>Origins E6:</b> Sourcing - Differing Perspectives on Imperialism; "Why Was Slavery Abolished? Three Theories" <b>1750 U1:</b> "Primary Sources: Europe and China 1750"; "Primary Sources: The World in 1750" <b>1750 U2:</b> Sourcing - The Inoculation Debate <b>1750 U3:</b> "Industrial Revolution Primary Sources" <b>1750 U4:</b> "Why Was Slavery Abolished? Three Theories"; Sourcing - Why Was Slavery Abolished? <b>1750 U5:</b> "1857 Indian Uprising"; Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons <b>1750 U6:</b> "What Caused the First World War?"; "World War I: A Total War?" <b>1750 U8:</b> Sourcing - Who Started the Cold War? <b>1750 U9:</b> "Is the World Flat or Spiky?"</p>
<p><b>SS.Hist4.d.h Point of view (POV):</b> Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.</p>	<p><b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E2:</b> "The Transition to Farming: Differing Perspectives" <b>Origins E3:</b> Jenne-Jeno; <i>Comparative Roles of Women in Rome and Han China</i> <b>Origins E4:</b> "The 'Dark Ages' Debate" <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanches; "Slavery and Capitalism?" <b>Origins E6:</b> Sourcing - Differing Perspectives on Imperialism; "Why Was Slavery Abolished? Three Theories" <b>1750 U1:</b> "Primary Sources: Europe and China 1750"; "Primary Sources: The World in 1750" <b>1750 U2:</b> Sourcing - The Inoculation Debate <b>1750 U3:</b> "Industrial Revolution Primary Sources" <b>1750 U4:</b> "Why Was Slavery Abolished? Three Theories"; Sourcing - Why Was Slavery Abolished? <b>1750 U5:</b> "1857 Indian Uprising"; Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons <b>1750 U6:</b> "What Caused the First World War?"; "World War I: A Total War?" <b>1750 U8:</b> Sourcing - Who Started the Cold War? <b>1750 U9:</b> "Is the World Flat or Spiky?"</p>



# Wisconsin Standards WHP Objectives Crosswalk

## Political Science

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT WHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
<b>POLITICAL SCIENCE</b>		
<b>Standard SS.PS1:</b> Wisconsin students will identify and analyze democratic principles and ideals.		
<p><b>SS.PS1.a.h Values and principles of American constitutional democracy:</b> Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.</p>	<p><b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>Origins E6:</b> The Atlantic Revolutions <b>1750 U2:</b> Economic and Material Causes of Revolt <b>Origins E7 and 1750 U8:</b> Comparison - Rights Documents</p>
<p><b>SS.PS1.b.h Origins and foundation of the government of the United States:</b> Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government that are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare or contrast to the United States Constitution.</p>	<p><b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>Origins E6:</b> The Atlantic Revolutions <b>1750 U2:</b> Economic and Material Causes of Revolt <b>Origins E7 and 1750 U8:</b> Comparison - Rights Documents</p>
<b>Standard SS.PS2:</b> Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.		
<p><b>SS.PS2.a.h Civil rights and civil liberties:</b> Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and the movements on the development of civil rights for different groups.</p>	<p><b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>Origins E6 and 1750 U2:</b> Sovereignty; The Atlantic Revolutions; Revolutionary Women <b>1750 U2:</b> Tea, Taxes, and the American Revolution: CCWH; The French Revolution: CCWH; Haitian Revolutions: CCWH; Latin American Revolutions: CCWH; The World Revolution of 1848; Ethnic Nationalism <b>Origins E6 and 1750 U4:</b> The Rise of the Proletariat; Sadler Report; Child Labor; Slavery and Capitalism; Why Was Slavery Abolished; A World Tour of Women's Suffrage <b>Origins E6 and 1750 U5:</b> Responses to Industrial Imperialism; Dual Consciousness <b>Origins E7 and 1750 U8:</b> Decolonizing Women; And Then Gandhi Came; Resisting Colonialism: Through a Ghanaian Lens <b>1750 U8:</b> Decolonization and the Cold War: Through a Caribbean Lens; Decolonization and the Cold War: Through an Asian Lens; Collapse of Communism; Apartheid</p>

<p><b>SS.PS2.b.h Fundamentals of citizenship:</b> Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</p>	<p><b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>Origins E6:</b> The Atlantic Revolutions <b>1750 U2:</b> Economic and Material Causes of Revolt <b>Origins E7 and 1750 U8:</b> Comparison - Rights Documents</p>
<p><b>SS.PS2.c.h Asserting and reaffirming of human rights:</b> Evaluate how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.</p>	<p><b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>Origins E7 and 1750 U8:</b> Comparison - Rights Documents; And then Gandhi Came: Nationalism, Revolution, and Sovereignty; Watch: Nonviolence and Peace Movements: Crash Course World History 228; Human Rights and Asylum Debate</p>
<p><b>Standard SS.PS3:</b> Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.</p>		
<p><b>SS.PS3.a.h Political participation:</b> Create and evaluate solutions to increase voter participation. Evaluate their role in government at the local, state, tribal, and federal levels.</p>		
<p><b>SS.PS3.b.h Linkage institutions:</b> Evaluate the role of various types of media in elections and functions of government. Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting. Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups).</p>		
<p><b>SS.PS3.c.h Power in government:</b> Evaluate the structure and functions of governments at the local, state, tribal, and federal levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.</p>		
<p><b>SS.PS3.d.h Public policy:</b> Evaluate the effectiveness of public policy actions and processes.</p>	<p><b>Origins and 1750 CO7:</b> Apply skills and course evidence to understanding large patterns of continuities and change from 1750-present, as well as to connect to patterns in the deeper past and to understand the present global situation in historical context.</p>	<p><b>Origins E7 and 1750 U6:</b> World War I Peace Talks; UN Sustainable Development Goals</p>
<p><b>Standard: SS.PS4:</b> Wisconsin students will develop and employ skills for civic literacy.</p>		

<p><b>SS.PS4.a.h Argumentation:</b> Create arguments by researching and interpreting claims and counterclaims.</p>	<p><b>Origins CO5 and 1750 CO5:</b> 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><b>Origins E2 and 1750 U2:</b> Claim Testing - Authority <b>Origins E3 and 1750 U3:</b> Claim Testing - Evidence <b>Origins E4:</b> Claim Testing - The Muslim World <b>1750 U4:</b> Claim Testing - Social Class and Gender <b>Origins E6 and 1750 U5:</b> Claim Testing - Imperialism <b>Origins E7 and 1750 U7:</b> Claim Testing - Global Conflict <b>Origins E7 and 1750 U9:</b> Claim Testing - Globalization <b>Origins E7 and 1750 U8:</b> Cold War Crisis <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>Origins (all eras) and 1750 (all units):</b> DBQs and LEQs</p>
<p><b>SS.PS4.b.h Compromise, diplomacy, and consensus building:</b> Analyze the effects of political compromise with major historical impact.</p>	<p><b>Origins CO1 and 1750 CO1:</b> 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><b>Origins E6 and 1750 U4:</b> Sadler Report <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>1750 U6:</b> World War I Peace Talks <b>1750 U7:</b> Appeasement Simulation</p>