



BHP AND ARIZONA'S HISTORY AND SOCIAL SCIENCE STANDARDS

MAY 2020

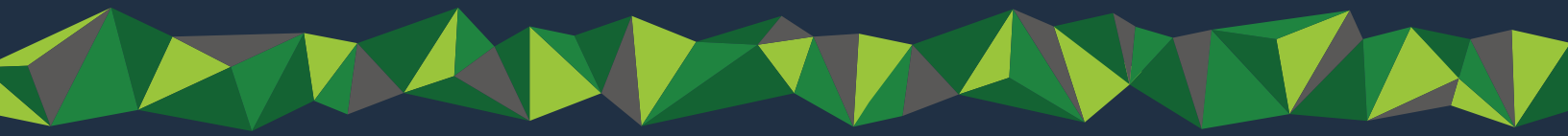


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Arizona 7th Grade BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Arizona's 7th grade students to develop a well-grounded foundation for a deep understanding of history, geography, economics, and civics through its readings, videos, and activities. One benefit of the BHP course is that its structure also allows teacher and curricular flexibility while supporting the rigor and standards of the C3 Framework. 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 Chinese Cultural Revolution or nuclear deterrence. The accompanying crosswalk provides examples of the BHP materials that are aligned to Arizona's standards.

Arizona's History and Social Studies Learning Standards

In Arizona's 7th grade Integrated Global Studies Standards, there is an emphasis on the historical studies from the Scientific Revolution to the present. Specifically, the standards document states "Seventh grade students will understand the relationships and interactions between societies and cultures in both the Eastern and Western Hemispheres." The document further states that "The content focus will be viewed through historical and geographic lenses." All of the expectations expressed within these statements are found throughout the BHP Course. For example, students will study how humans interacted with the environment (aligned to AZ component **7.G2.1**). Students will read about the impact of scientific discoveries and philosophical movements on societies (aligned to AZ component **7.H1.1**). Students will also learn about how economics, politics, and religion have influenced history (aligned to AZ component **7.H3.1-2**). Moreover, students will learn about how citizens have individual rights and responsibilities (aligned to AZ component **7.C2.1**). Specific resource alignment can be found in the accompanying crosswalk.

Furthermore, BHP focuses on major turning points in history, and its conceptual units are anchored in thresholds of increasing complexity—moments in time when conditions are right for the emergence of new forms of development in matter or in human societies. Major concepts and skills threads throughout the course such as periodization and causation are met including the following: meeting the AZ standards: "Thinking within the discipline involves the ability to analyze relationships among causes and effects to create and support arguments using relevant evidence. (**7.SP4.1-2**)" and claim testing, which aligns with the AZ component: "Create compelling questions and supporting questions" and "Use evidence drawn from multiple sources to develop and support claims and counterclaims" (**7.SP.3.1-2**). Comprehensive information regarding the concepts and skills can be referenced in the "Big History Full Course Guide."

BHP, the Common Core State Standards and the C3 Framework

The Arizona History and Social Science Standards were created with the C3 Framework in mind and the C3 Framework incorporates the literacy expectations found in the CCSS. As a result, BHP 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. BHP 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 BHP units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop claims, create arguments, and deliver presentations in a variety of formats. These inquiry-based opportunities are reinforced through practice progressions. BHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn and practice inquiry-based skills at increasing complexity. An in-depth discussion of the progressions can be found in the “BHP Practice Progressions Guide.”

BHP 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, investigations, debates, essays, project-based learning assignments, and the comprehensive Little Big History Project.

Conclusion

BHP provides an engaging and coherent curriculum that enables Arizona's students to meet the vast majority of Arizona's standards and to develop the ways of thinking, reading, and writing set forth in the CCSS and C3 Framework. BHP will reinforce the inquiry skills, content, and knowledge that is expected from Arizona's middle school world history course.

Arizona Standard BHP Objectives Crosswalk

7th Grade Skills

ARIZONA SOCIAL STUDIES ANCHOR	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
DISCIPLINARY SKILLS AND PROCESSES		
<p>SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO7: Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. U1-3: Understand how you fit into the Big History narrative, using the concept of "thresholds" to frame your past, present, and future, as well as the history of the Universe. U1-5: Learn to use timelines as a way to compare the scale of personal and historic events. U2-2: Using evidence from texts, explain why views of the Universe have changed over time and the roles that scientists played in shaping our understanding of the origin of the Universe. U2-4: Locate Ptolemy, Copernicus, Galileo, Newton, and Hubble on a timeline and explain what each added to our collective understanding of the structure of the Universe. U3-6: Understand how to use and apply the concept of periodization.</p>	<p>UNIT 1: Big History on a Football Field; Scale of Human History on a String; Timelines and Scale UNIT 2: Timeline: The Big Bang; Changing Views Timeline; Views of the Universe Debate UNIT 3: Timeline: Stars; Timelines and Periodization UNIT 4: Timeline: Earth and the Solar System UNIT 5: Timeline: Life; Evolution and Life Timeline UNIT 6: Timeline: Early Humans UNIT 7: Timeline: Agriculture and Civilization UNIT 8: Timeline: Expansion and Interconnection; Columbian Exchange Timeline UNIT 9: Periodizing Big History; Timeline: Big History; How Would You Periodize Human History?; Timeline: Modern Revolution; Rights and Resistance Timeline; A Bird's Eye View; Democratic and Independent States Timeline; Comparing Most Populous Cities by Century, 1500 to Present UNIT 10: Timeline Review; Timeline: Big History; My Timeline Redux</p>
<p>SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well crafted and carefully supported written and oral arguments. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U1-2: Understand that Big History is a modern, science-based origin story that draws on many different types of knowledge. U1-4: Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic. U2-2: Using evidence from texts, explain why views of the Universe have changed over time and the roles that scientists played in shaping our understanding of the origin of the Universe. U3-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to understand the topic from an integrated perspective. U4-6: Understand how geologists can work with historians and scientists from other disciplines to form a deeper understanding of the history of the Earth. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.</p>	<p>UNIT 1: What is Big History?; A Big History of Everything; Big Questions; Origin Stories; Cosmology and Faith; Approaches to Knowledge UNIT 2: Who Knows What?; Questions about the Big Bang; Introduction to Cosmology; Introduction to Astrophysics; Views of the Universe Debate; What Do You Know? What Do You Ask? UNIT 3: Ways of Knowing - Intro to Chemistry; What Do You Know? What Do You Ask? UNIT 4: Introduction to Geology; What Do You Know? What Do You Ask? UNIT 5: Claim Testing - What Is Life?; How We Proved an Asteroid Wiped Out the Dinosaurs; Extinction of the Dinosaurs UNIT 6: Intro to Anthropology; Intro to Archaeology; What Do You Know? What Do You Ask?; Historos Cave UNIT 7: Comparing Crops; Comparing Civilizations; Comparing More Civilizations; What Do You Know? What Do You Ask? UNIT 8: Issues of Colonization Mini Project UNIT 10: Scale; What Do You Know? What Do You Ask?</p>
<p>SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats. U1-6: Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing. U2-3: Understand how to use claim testing to evaluate a claim or resource. U4-2: Use evidence to explain how the Earth and its atmosphere developed and changed over time. U4-3: Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impacts life on Earth. U5-4: Use evidence to explain adaptation and evolution, including Darwin's theory of natural selection and DNA. U5-5: Demonstrate using texts as evidence in historical writing. U6-1: Describe human evolution, using evidence and connection to other species of mammals. U6-7: Demonstrate using BHP concepts accurately in writing.</p>	<p>UNIT 1: History as Mystery; Easter Island Mystery; Big Questions; Claim Testing Snap Judgment; How Do We Decide What to Believe; Claim Testers Episode 1; Analyzing Investigation Writing - Claim Testing UNIT 2: Claim Testing Worksheet - The Big Bang; Views of the Universe Debate; Analyzing Investigation Writing - Organization; Analyzing Investigation Writing - Use of Evidence UNIT 3: A Little Big History of Silver; Analyzing Investigation Writing - Applying BHP Concepts UNIT 4: Claim Testing - Geology & the Earth's Formation; Was There Science Before the Scientific Revolution Debate; Revising Investigation Writing - Claim Testers; UNIT 5: Revising Investigation Writing - Use of Evidence UNIT 6: Collective Learning Snap Judgment; Culture and Collective Learning Debate; Little Big History - Choosing Your Focus; Revising Investigation Writing - Applying BHP Concepts; UNIT 7: Little Big History Biography; Early Civilization Museum Project; Little Big History - Research Questions; Revising Investigation Writing - Sentence Starters UNIT 8: Explorers Mini Project; Columbian Exchange Snap Judgment; Little Big History - Final Project; Debate: Has the Scientific Revolution Ended?; Revising Investigation Writing - Sentence Starters UNIT 9: Is Change Accelerating? Debate; The Impact of Population Growth Essay; Forming the Concept of Nationalism ALL UNITS: DQ Notebooks; This Threshold Today; Investigations</p>
<p>SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</p>	<p>U3-7: Identify various types of causes and consequences, including short-term, long-term, and triggering events. U4-7: Understand multiple causes and how to identify them. U6-8: Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. U8-6: Analyze a complex historical event through the lens of causality. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II.</p>	<p>UNIT 3: Understanding Causes and Consequences (Part 1); Understanding Causes and Consequences (Part 2) UNIT 4: Categorizing Causes UNIT 6: Alphonse the Camel UNIT 7: The Rise, Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump? UNIT 8: What Caused Expansion?; Why Did Civilizations Expand?; Causes of the Modern Revolution UNIT 9: Understanding the Causes of WWI; Understanding the Consequences of the Global Depression</p>

Arizona Standard BHP Objectives Crosswalk

7th Grade Civics

ARIZONA SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
CIVICS		
<p>C2: Citizens have individual rights, roles, and responsibilities.</p>	<p>CO7: Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.</p>	<p>UNIT 8: Issues of Colonization Mini Project; When Humans Became Inhumane: The Atlantic Slave Trade UNIT 9: You Say You Want a Revolution: Change on Both Sides of the Atlantic; Imperialism and Resistance Shape a Modern World; Rights and Resistance Timeline; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents</p>
<p>C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.</p>	<p>CO7: Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. U1-3: Understand how you fit into the Big History narrative, using the concepts of "thresholds" to frame your past, present, and future, as well as the history of the Universe. U7-2: Identify the features of agrarian civilizations. U7-4: Describe how early civilizations formed and their key features. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p>UNIT 7: Lesson 7.1 The First Cities and States Appear (articles, videos, and activities) UNIT 9: You Say You Want a Revolution: Change on Both Sides of the Atlantic; Declaration of Rights Documents</p>

Arizona Standard BHP Objectives Crosswalk

7th Grade Economics

ARIZONA SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
ECONOMICS		
<p>E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</p>	<p>CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U7-2: Identify the features of agrarian civilizations. U7-4: Describe how early civilizations formed and their key features. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread.</p>	<p>UNIT 7: Comparing More Civilizations; Recordingkeeping and History; The Rise, Fall, and Collapse of Civilizations; What Caused Expansion?; Why Did Civilization Expand? UNIT 8: When Humans Became Inhumane: The Atlantic Slave Trade UNIT 9: Crash Course: The Industrial Revolution; Smith, Marx, and Keynes;</p>
<p>E3: Individuals and institutions are interdependent within market systems.</p>	<p>U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 8: The Four World Zones; The History of Money; Systems of Exchange and Trade UNIT 9: The Industrial Revolution; Why Is that T-shirt So Cheap? The Origins of the Industrial Revolution; What Role Did Industrialism Play in Creating the Modern World</p>
<p>E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.</p>	<p>U9-1: Describe accelerating global change and the factors that describe it.</p>	<p>UNIT 8: Crash Course Big History: Why Early Globalization; Human Migration Patterns II; Issues of Colonization Mini Project; Investigating the Consequences of the Columbian Exchange; Columbian Exchange Infographic; One Lump or Two? The Development of a Global Economy; The First Silk Roads; Crash Course: Globalization I; Crash Course Imperialism; Imperialism and Resistance Shape a Modern World; Understanding the Consequences of the Global Depression; A Bird's Eye View: Acceleration and Global Chaos in the Early Twentieth Century; Crash Course Globalization II; GapMinder Sort Card</p>

Arizona Standard BHP Objectives Crosswalk

7th Grade Geography

ARIZONA SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
GEOGRAPHY		
<p>G1: The use of geographic representations and tools helps individuals understand their world.</p>	<p>U4-2: Use evidence to explain how the Earth and its atmosphere developed and changed over time. U4-3: Define geology, the types of questions geologists ask, and the tools they use to answer those questions. U4-5: Explain why geology is important to understanding the history of the Earth. U6-6: Show early human migration on a map.</p>	<p>UNIT 3: Understanding Causes and Consequences UNIT 4: Threshold 4: Earth & Solar System; Categorizing Causes; This Threshold Today; Crash Course: The Solar System & Earth; Claim Testing - Geology and the Earth's Formation; Biography of a Continent; Introduction to Geology; Alfred Wegener and Harry Hess; Eratosthenes; Introduction to the Geologic Time Chart; Principles of Geology; What Do You Know? What Do You Ask? UNIT 6: Mannahatta: The Old Collect; Why Do We Live Here? UNIT 8: Comparing Maps</p>
<p>G2: Human-environment interactions are essential aspects of human life in all societies.</p>	<p>U4-3: Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impacts life on Earth. U5-1: Describe the conditions that made it possible for life to emerge on Earth. U5-3: Describe the major events in the development of life on Earth and explain what is meant by the term biosphere. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 4: Our Shifting Globe; Why We're All Lava Surfers UNIT 5: How Did Life Begin and Change?; Mini-Thresholds of Life; Living in the Extremes of the Biosphere; What Is the Biosphere?; How Do Life and Earth Interact?; How We Proved an Asteroid Wiped Out the Dinosaurs UNIT 6: Mannahatta: The Old Collect; Why Do We Live Here? UNIT 7: Why Was Agriculture So Important?; What's for Dinner Tonight?; We're Not in Kansas Anymore: The Emergence of Early Cities UNIT 9: The Appetite for Energy; Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Is Change Accelerating? Debate; Why Is that T-shirt So Cheap? UNIT 10: The Atmosphere and Climate; The Future of Our Planet</p>
<p>G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</p>	<p>CO7: Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. U6-6: Show early human migration on a map. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 6: Human Migration Patterns; Migrations and Technological Creativity UNIT 7: Crash Course: Migrations & Intensifications UNIT 8: What Caused Expansion?; Why Did Civilization Expand?; Human Migration Patterns II; Investigating the Consequences of the Columbian Exchange; When Humans Became Inhumane: The Atlantic Slave Trade; ; Systems of Exchange and Trade UNIT 9: Graphing Population Growth; The Impact of Population Growth Essay; Mapping the World: 1914, 1945, 1985, Today; Comparing the Most Populous Cities by Century UNIT 10: GapMinder Sort Card</p>
<p>G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.</p>	<p>CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U1-4: Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic. U4-6: Understand how geologists can work with historians and scientists from other disciplines to form a deeper understanding of the history of the Earth.</p>	<p>UNIT 8: Columbian Exchange Timeline; Columbian Exchange Infographic UNIT 8: Recreating Pangaea UNIT 9: Crash Course: The Anthropocene; The Anthropocene; Anthropocene Africa; Crash Course: Globalization I; La Carretera: Peru's Interoceanic Highway; Impacts of Interconnection UNIT 10: Crash Course: Globalization II</p>

Arizona Standard BHP Objectives Crosswalk
7th Grade Historical

ARIZONA SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
HISTORY		
<p>H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO7: Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</p>	<p>UNIT 1: History as Mystery; Easter Island Mystery; What Is Big History?; A Big History of Everything; Big History on a Football Field; Scale of Human History on a String; Timelines and Scale; Origin Stories UNIT 2: Changing Views; Claudius Ptolemy; Nicolaus Copernicus; Galileo Galilei; Isaac Newton; Henrietta Leavitt; Edwin Hubble; Views of the Universe Debate UNIT 3: A Little Big History of Silver; Dmitri Mendeleev; Marie Curie; Timelines and Periodization UNIT 4: Our Shifting Globe; Why We're All Lava Surfers; Introduction to Geology; Alfred Wegener & Harry Hess; Eratosthenes; Principles of Geology; Was There Science Before the Scientific Revolution UNIT 5: How We Proved an Asteroid Wiped Out the Dinosaurs; The Voyage of the Beagle; Darwin, Evolution, and Faith; Crick, Watson, & Franklin UNIT 6: Lucy & the Leakeys; Jane Goodall; Historos Cave; How Did the First Humans Live? UNIT 7: Why Was Agriculture So Important?; Where and Why Did the First Cities and States Develop?; Agrarian Civilizations; Comparing Civilizations; Comparing More Civilizations; Early Civilizations Museum Project; Recordkeeping and History; The Origin of Agriculture in Africa; The Rise, Fall, and Collapse of Civilizations UNIT 8: What Caused Expansion?; Why Did Civilization Expand?; World Zone Game; The Four World Zones; Causes of the Modern Revolution; China: The First Great Divergence; An Age of Adventure; Explorers Mini Project; Issues of Colonization Mini Project; Columbian Exchange Lesson; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me With Science UNIT 9: How Would You Periodize Human History?; Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came UNIT 10: Timeline Big History; The History of Everything; Crash Course: Globalization II; GapMinder Sort Card Activity</p>
<p>7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies.</p>	<p>U7-2: Identify the features of agrarian civilizations. U7-3: Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers. U7-4: Describe how early civilizations formed and their key features. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U9-2: Understand the key features that define the Anthropocene. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II. U10-1: Explain the Big History story and its defining features and patterns.</p>	<p>UNIT 7: Why Was Agriculture So Important?; Where and Why Did the First Cities and States Develop?; Agrarian Civilizations; Comparing Civilizations; Comparing More Civilizations; Early Civilizations Museum Project; Recordkeeping and History; The Origin of Agriculture in Africa; The Rise, Fall, and Collapse of Civilizations UNIT 8: What Caused Expansion?; Why Did Civilization Expand?; World Zone Game; The Four World Zones; Causes of the Modern Revolution; China: The First Great Divergence; An Age of Adventure; Explorers Mini Project; Issues of Colonization Mini Project; Columbian Exchange Lesson; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me With Science UNIT 9: How Would You Periodize Human History?; Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came UNIT 10: Timeline Big History; The History of Everything; Crash Course: Globalization II</p>
<p>7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.</p>	<p>U1-2: Understand that Big History is a modern, science-based origin story that draws on many different types of knowledge. U1-4: Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic. U1-5: Learn to use timelines as a way to compare the scale of personal and historic events. U2-2: Using evidence from texts, explain why views of the Universe have changed over time and the roles that scientists played in shaping our understanding of the origin of the Universe. U2-4: Locate Ptolemy, Copernicus, Galileo, Newton, and Hubble on a timeline and explain what each added to our collective understanding of the structure of the Universe. U3-5: Understand what scholars from multiple disciplines know about a topic and the questions they ask to understand the topic from an integrated perspective. U3-6: Understand how to use and apply the concept of periodization. U4-6: Understand how geologists can work with historians and scientists from other disciplines to form a deeper understanding of the history of the Earth. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U8-1: Describe accelerating global change and the factors that describe it. U8-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U8-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 2: Changing Views; Claudius Ptolemy; Nicolaus Copernicus; Galileo Galilei; Isaac Newton; Henrietta Leavitt; Edwin Hubble; Views of the Universe Debate UNIT 3: A Little Big History of Silver; Dmitri Mendeleev; Marie Curie; Timelines and Periodization UNIT 4: Our Shifting Globe; Why We're All Lava Surfers; Introduction to Geology; Alfred Wegener & Harry Hess; Eratosthenes; Principles of Geology; Was There Science Before the Scientific Revolution UNIT 5: How We Proved an Asteroid Wiped Out the Dinosaurs; The Voyage of the Beagle; Darwin, Evolution, and Faith; Crick, Watson, & Franklin UNIT 6: Lucy & the Leakeys; Jane Goodall UNIT 7: Why Was Agriculture So Important? UNIT 8: World Zone Game; The Four World Zones; Causes of the Modern Revolution; China: The First Great Divergence; An Age of Adventure; Explorers Mini Project; Issues of Colonization Mini Project; Columbian Exchange Lesson; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me With Science UNIT 9: How Would You Periodize Human History?; Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came UNIT 10: Timeline Big History; The History of Everything; Crash Course: Globalization II</p>

<p>H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.</p>	<p>U2-2: Using evidence from texts, explain why views of the Universe have changed over time and the roles that scientists play in shaping our understanding of the origin of the Universe. U3-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to understand the topic from an integrated perspective. U4-6: Understand how geologists can work with historians and scientists from other disciplines to form a deeper understanding of the history of the Earth. U5-4: Use evidence to explain adaptation and evolution, including Darwin's theory of natural selection and DNA. U6-3: Describe how early humans lived. U6-4: Explain collective learning. U6-8: Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. U7-3: Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere. U10-3: Propose a vision of the future based on new understandings of the past.</p>	<p>UNIT 2: Changing Views; Claudius Ptolemy; Nicolaus Copernicus; Galileo Galilei; Isaac Newton; Henrietta Leavitt; Edwin Hubble; Views of the Universe Debate UNIT 3: A Little Big History of Silver; Dmitri Mendeleev; Marie Curie; Timelines and Periodization UNIT 4: Our Shifting Globe; Why We're All Lava Surfers; Introduction to Geology; Alfred Wegener & Harry Hess; Eratosthenes; Principles of Geology; Was There Science Before the Scientific Revolution UNIT 5: How We Proved an Asteroid Wiped Out the Dinosaurs; The Voyage of the Beagle; Darwin, Evolution, and Faith; Crick, Watson, & Franklin UNIT 6: Lucy & the Leakeys; Jane Goodall UNIT 7: Why Was Agriculture So Important? UNIT 8: World Zone Game; The Four World Zones; Causes of the Modern Revolution; China: The First Great Divergence; An Age of Adventure; Explorers Mini Project; Issues of Colonization Mini Project; Columbian Exchange Lesson; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me With Science UNIT 9: How Would You Periodize Human History?; Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came UNIT 10: Timeline Big History; The History of Everything; Crash Course: Globalization II</p>
<p>7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.</p>	<p>U2-2: Using evidence from texts, explain why views of the Universe have changed over time and the roles that scientists play in shaping our understanding of the origin of the Universe. U3-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to understand the topic from an integrated perspective. U4-6: Understand how geologists can work with historians and scientists from other disciplines to form a deeper understanding of the history of the Earth. U5-4: Use evidence to explain adaptation and evolution, including Darwin's theory of natural selection and DNA. U6-3: Describe how early humans lived. U6-4: Explain collective learning. U6-8: Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. U7-3: Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere. U10-3: Propose a vision of the future based on new understandings of the past.</p>	<p>UNIT 2: Changing Views; Claudius Ptolemy; Nicolaus Copernicus; Galileo Galilei; Isaac Newton; Henrietta Leavitt; Edwin Hubble; Views of the Universe Debate UNIT 8: What Caused Expansion?; Why Did Civilizations Expand?; Crash Course: The Modern Revolution; World Zone Game; The Four World Zones; Causes of the Modern Revolution; Issues of Colonization Mini Project; Columbian Exchange Lesson; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me With Science UNIT 9: Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents; Democratic and Independent States Timeline</p>
<p>7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.</p>	<p>U6-8: Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 8: What Caused Expansion?; Why Did Civilizations Expand?; Crash Course: The Modern Revolution; World Zone Game; The Four World Zones; Causes of the Modern Revolution; Issues of Colonization Mini Project; Columbian Exchange Lesson; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me With Science UNIT 9: Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Rights and Resistance Timeline; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents; Democratic and Independent States Timeline</p>

<p>H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</p>	<p>U2-2: Using evidence from texts, explain why views of the Universe have changed over time and the roles that scientists play in shaping our understanding of the origin of the Universe. U5-4: Use evidence to explain adaptation and evolution, including Darwin's theory of natural selection and DNA. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 1: Origin Stories Collection; Cosmology and Faith UNIT 2: Changing Views; Claudius Ptolemy; Nicolaus Copernicus; Galileo Galilei; Isaac Newton; Henrietta Leavitt; Edwin Hubble; Views of the Universe Debate UNIT 5: Darwin, Evolution, and Faith UNIT 8: What Caused Expansion?; Why Did Civilizations Expand?; Crash Course: The Modern Revolution; World Zone Game; The Four World Zones; Causes of the Modern Revolution; Issues of Colonization Mini Project; Columbian Exchange Lesson; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me With Science UNIT 9: Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents; Democratic and Independent States Timeline</p>
<p>7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.</p>	<p>U1-2: Understand that Big History is a modern, science-based origin story that draws on many different types of knowledge. U2-2: Using evidence from texts, explain why views of the Universe have changed over time and the roles that scientists play in shaping our understanding of the origin of the Universe. U5-4: Use evidence to explain adaptation and evolution, including Darwin's theory of natural selection and DNA. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II.</p>	<p>UNIT 1: Origin Stories Collection; Cosmology and Faith UNIT 2: Changing Views; Claudius Ptolemy; Nicolaus Copernicus; Galileo Galilei; Isaac Newton; Henrietta Leavitt; Edwin Hubble; Views of the Universe Debate UNIT 5: Crash Course: The Origin of Life; Life and Purpose; Darwin, Evolution, and Faith UNIT 8: Causes of the Modern Revolution; Issues of Colonization Mini Project; Columbian Exchange Lesson UNIT 9: Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents; Democratic and Independent States Timeline</p>
<p>7.H3.2 Analyze how economic and political motivations impact people and events.</p>	<p>U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 8: What Caused Expansion?; Why Did Civilizations Expand?; Crash Course: The Modern Revolution; World Zone Game; The Four World Zones; Causes of the Modern Revolution; Issues of Colonization Mini Project; Columbian Exchange Lesson; One Lump or Two? The Development of a Global Economy; The First Silk Roads UNIT 9: Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents; Democratic and Independent States Timeline</p>
<p>7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.</p>	<p>U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 8: Causes of the Modern Revolution; Issues of Colonization Mini Project; Columbian Exchange Lesson UNIT 9: Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Rights and Resistance Timeline; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents; Democratic and Independent States Timeline</p>

<p>7.H3.4 Explain the influence of individuals, groups, freedoms, and responsibilities and how they have evolved over time.</p>	<p>U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 8: Causes of the Modern Revolution; Issues of Colonization Mini Project; Columbian Exchange Lesson UNIT 9: Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Rights and Resistance Timeline; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents; Democratic and Independent States Timeline</p>
<p>7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.</p>	<p>ALL COURSE OBJECTIVES (CO) ARE COVERED IN THIS SECTION.</p>	<p>LITTLE BIG HISTORY PROJECT - MULTIPLE UNITS; PBL UNIT 7 How Many People Could Earth Support Now and 100 Years from Now? UNIT 10: What Is the Next Threshold?</p>
<p>H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</p>	<p>U2-2: Using evidence from texts, explain why views of the Universe have changed over time and the roles that scientists play in shaping our understanding of the origin of the Universe. U5-4: Use evidence to explain adaptation and evolution, including Darwin's theory of natural selection and DNA. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 1: Origin Stories Collection; Cosmology and Faith UNIT 2: Changing Views; Claudius Ptolemy; Nicolaus Copernicus; Galileo Galilei; Isaac Newton; Henrietta Leavitt; Edwin Hubble; Views of the Universe Debate UNIT 8: What Caused Expansion?; Why Did Civilizations Expand?; Crash Course: The Modern Revolution; World Zone Game; The Four World Zones; Causes of the Modern Revolution; Issues of Colonization Mini Project; Columbian Exchange Lesson; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me With Science UNIT 9: Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents; Democratic and Independent States Timeline</p>
<p>7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.</p>	<p>U7-3: Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers. U7-4: Describe how early civilizations formed and their key features. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 7: Comparing Civilizations; Agrarian Civilizations; The Origin of World Religions; Early Civilizations Museum Project; Comparing More Civilizations UNIT 8: What Caused Expansion?; Why Did Civilizations Expand?; Crash Course: The Modern Revolution; World Zone Game; The Four World Zones; Causes of the Modern Revolution; Issues of Colonization Mini Project; Columbian Exchange Lesson; One Lump or Two? The Development of a Global Economy; The First Silk Roads UNIT 9: Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents; Democratic and Independent States Timeline</p>

<p>7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.</p>	<p>U6-3: Describe how early humans lived. U6-6: Show early human migration on a map. U6-8: Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. U7-2: Identify the features of agrarian civilizations. U7-3: Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers. U7-4: Describe how early civilizations formed and their key features. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 6: How Did the First Humans Live?; Foraging; Crash Course: Why Human Ancestry Matters; Human Migration Patterns UNIT 7: Why Was Agriculture So Important?; Social Status, Power, and Human Burials; Crash Course: Migrations & Intensifications; The Rise, Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump? UNIT 8: Causes of the Modern Revolution; Issues of Colonization Mini Project; Columbian Exchange Lesson UNIT 9: Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents; Democratic and Independent States Timeline</p>
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Arizona Standard BHP Objectives Crosswalk

7th Grade Inquiry

ARIZONA SOCIAL STUDIES ELEMENTS OF INQUIRY	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
ELEMENTS OF THE INQUIRY ARC		
INQUIRY ELEMENT 1: DEVELOPING COMPELLING QUESTIONS	CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, or other formats.	STUDENTS ARE ASKED TO DEVELOP QUESTIONS FOR A RANGE OF ACTIVITIES IN THE BHP COURSE INCLUDING WHAT DO YOU KNOW? WHAT DO YOU ASK? ACTIVITIES, CLAIM TESTING ACTIVITIES, THE THREE CLOSE READS WORKSHEETS USED FOR ALL READINGS IN THE COURSE, AND FOR THE LBH PROJECT.
INQUIRY ELEMENT 2: CONSTRUCTING SUPPORTING QUESTIONS	CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, or other formats.	STUDENTS ARE ASKED TO DEVELOP QUESTIONS FOR A RANGE OF ACTIVITIES IN THE BHP COURSE INCLUDING WHAT DO YOU KNOW? WHAT DO YOU ASK? ACTIVITIES, CLAIM TESTING ACTIVITIES, THE THREE CLOSE READS WORKSHEETS USED FOR ALL READINGS IN THE COURSE, AND FOR THE LBH PROJECT. STUDENTS ALSO WORK WITH DRIVING QUESTIONS IN EACH UNIT, WHICH SUPPORT THE INVESTIGATION AT THE END OF EACH UNIT.
INQUIRY ELEMENT 3: GATHERING AND EVALUATING SOURCES	CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the Universe.	STUDENTS EVALUATE EACH SOURCE (ARTICLE) IN THE BHP USING THE THREE CLOSE READS WORKSHEET, CLAIM TESTING WORKSHEETS, AND RESEARCH FOR THE LBH PROJECT.
INQUIRY ELEMENT 4: DEVELOPING CLAIMS	CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well crafted and carefully supported written and oral arguments. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, or other formats.	CLAIM TESTING IS USED THROUGHOUT THE BHP AND IS ONE OF THE CORE CONCEPTS OF THE COURSE. Claim testing activities are located throughout the course including in Units 1, 2, 4, 5, 6, and 7. Students also develop claims in all writing assignments including for each Investigation that closes every unit of the course.
INQUIRY ELEMENT 5: COMMUNICATING CONCLUSIONS	CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well crafted and carefully supported written and oral arguments. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, or other formats.	STUDENTS COMMUNICATE THEIR CONCLUSIONS IN ALL WRITING ASSIGNMENTS IN THE COURSE INCLUDING FOR EACH INVESTIGATION THAT CLOSES EVERY UNIT OF THE COURSE AND FOR THE LBH PROJECT AND PBLs.
INQUIRY ELEMENT 6: TAKING INFORMED ACTION	CO7: Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.	LBH PROJECT, PBL (UNITS 7 AND 10)