



# BHP AND COLORADO ACADEMIC STANDARDS IN SOCIAL STUDIES

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## Colorado BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Colorado’s middle school 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 supports 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 Inuit and early Native American cultures. The accompanying crosswalk provides examples of the BHP materials that are aligned to Colorado’s standards.

## Colorado’s Academic Standards in Social Studies

In Colorado’s Academic Standards in Social Studies, there is an emphasis on the history of the Eastern Hemisphere. Specifically, Colorado’s standards document states that their middle school students understand the “historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another.” The document further states that “historical thinkers use context and content from the past...to make connections to the present.” All of the expectations expressed within these statements are found throughout the BHP Course. For example, students will learn about the formation of river valley civilizations, the historical contributions of particular people such as Ibn Battuta, along with the ideas that shaped the political revolutions of the eighteenth century such as the French Revolution. Students will also “describe how different societies developed economic systems” as they investigate the history of Afro-Eurasia, recordkeeping, trade, and interconnection. Students will analyze the differences and similarities between types of government as they study Ancient Mesopotamia and their utilization of Hammurabi’s Code along with the early governments of other societies in the Eastern Hemisphere. Finally, there are a number of BHP assets that align with Colorado’s geography standards for 7<sup>th</sup> grade including having students “determine how physical and political features impact cultural diffusion and regional differences.” Students will also “examine the geographic location and distribution of resources within a region to determine the economic and social impact on its people” including that of salt and water. Additional alignment, and resources, 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. These thresholds provide students with a narrative that is interwoven throughout the course, which will in turn allow them to see the interconnections present in our universe, Earth, life, and humanity. A BHP concept that is found throughout the course is collective learning and this is aligned to multiple CO standards including how discoveries enhance our understanding of history, how innovations throughout history have led to progress, and how the sharing of information across networks of exchange has impacted history. 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 Colorado Academic Standards in Social Studies were created with the C3 in mind and the C3 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 to practice, inquiry-based skills at increasing complexity. For example, the conducting historical inquiry progressions are aligned to Colorado's standard: "Utilize primary and secondary sources to explain the interdependence and uniqueness among peoples in the Eastern Hemisphere during significant eras or events." An in-depth discussion of the progressions can be found in the "BHP Practice Progressions Guide."

Moreover, 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 students to meet the vast majority of Colorado'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, and the content, and knowledge that is expected from Colorado's middle school history course.

# Colorado Standards BHP Objectives Crosswalk

## HISTORY

COLORADO 7TH GRADE SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT COLORADO SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT COLORADO SKILLS AND STANDARDS
<b>HISTORY</b>		
<p><b>GRADE LEVEL EXPECTATIONS:</b> 1) Use a variety of primary and secondary sources from multiple perspectives to formulate an appropriate thesis supported by evidence. a) Utilize primary and secondary sources to explain the interdependence and uniqueness among peoples in the Eastern Hemisphere during significant eras or events; including their influence on modern society. For example: the Silk Road and cultural diffusion, and the Chinese inventions of gunpowder and compass. b) Examine primary and secondary sources to identify points of view while formulating historical claims and questions. For example: art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts.</p>	<p><b>CO4:</b> 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. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>CO6:</b> 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.</p>	<p><b>UNITS 1-10:</b> Investigation <b>UNITS 2-6:</b> Claim Testing <b>UNITS 2, 6, 8 &amp; 9:</b> Debate <b>UNIT 5:</b> Convincing Narratives <b>UNIT 7:</b> Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; The Origin of Agriculture in Africa; Biography of a Little Big History Project; The Rise, Fall, and Collapse of Civilizations; This Threshold Today-Agriculture <b>UNIT 8:</b> The Modern Revolution (CCBH); World Zone Game; The Four World Zones; Why Early Globalization Matters (CCBH); China: The First Great Divergence; Ibn Battuta; Marco Polo; Zheng He; The First Silk Roads; Lost on the Silk Road; A Curious Case: African Agrarianism; Little Big History Final Project <b>UNIT 9:</b> This Threshold Today-The Modern Revolution; Understanding the Causes of World War I</p>
<p><b>GRADE LEVEL EXPECTATIONS:</b> 2) The historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another. a) Identify and explain the historical context of key people, regions, events, and ideas; including the roots of current issues. For example: Mansa Musa, the conflicts in the Middle East, the Black Death, and Confucianism. b) Investigate and evaluate the social, political, cultural, and technological development of regions in the Eastern Hemisphere. For example: the river valley civilizations, Hammurabi's Code, the Hellenistic period, and the printing press. c) Describe the interactions and contributions of various peoples and cultures that have lived in or migrated within/to the Eastern Hemisphere. For example: conflicts over land and resources between countries, the foundations of world religions, East/West contact, settlement patterns, and the historical roots of current issues.</p>	<p><b>CO7:</b> Locate and understand how our own place, our community’s place, and humanity as a whole fit into and impact Big History’s narrative. <b>CO8:</b> 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><b>UNIT 1:</b> Origin Stories Introduction and Article Collection including Chinese, Judeo-Christian, Greek, Zulu, and Efik <b>UNIT 7:</b> Agrarian Civilizations: Introduction; Comparing Civilizations; Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; The Origin of World Religions; Early Civilization Museum Project; Comparing More Civilizations; Crash Course: Migrations &amp; Intensification; The Rise, Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump? <b>UNIT 8:</b> Why Did Civilization Expand?; Crash Course: The Modern Revolution; World Zone Game; The Four World Zones; Causation - The Modern Revolution; Crash Course Big History: Why Early Globalization Matters; Human Migration Patterns II; Issues of Colonization Project; Crash Course: The Columbian Exchange; Investigating the Consequences of the Columbian Exchange; When Humans Became Inhumane; One Lump or Two: The Development of a Global Economy; Systems of Exchange and Trade; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene; Crash Course: Globalization I; Forming the Concept of Nationalism; You Say You Want a Revolution: Change on Both Sides of the Atlantic</p>



# Colorado Standards BHP Objectives Crosswalk

## GEOGRAPHY

COLORADO 7TH GRADE SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT COLORADO SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT COLORADO SKILLS AND STANDARDS
<b>GEOGRAPHY</b>		
<p><b>GRADE LEVEL EXPECTATIONS: 1)</b> Use geographic tools and resources to research topics in the Eastern Hemisphere to make geographic inferences and predictions. a) Use maps and geographic tools to find patterns in human systems and/or physical features. b) Collect, classify, and analyze data to make geographic inferences and predictions. c) Apply inquiry and research utilizing geographic tools. For example: GPS and satellite imagery. d) Interpret maps to make inferences and predictions.</p>	<p><b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO4:</b> 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. <b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>CO8:</b> 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><b>UNIT 1:</b> What Happened on Easter Island?; Easter Island Mystery <b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Civilizations Museum Project <b>UNIT 8:</b> Human Migration Patterns II; The Four World Zones; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today</p>
<p><b>GRADE LEVEL EXPECTATIONS: 2)</b> Regional differences and perspectives in the Eastern Hemisphere impact human and environmental interactions. a) Determine how physical and political features impact cultural diffusion and regional differences. b) Examine the geographic location and distribution of resources within a region to determine the economic and social impact on its people. For example: Middle Eastern water rights, the acceptance of refugees from other countries; and the Salt Trade.</p>	<p><b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO4:</b> 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. <b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>CO8:</b> 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><b>UNIT 3:</b> H20 - H2; The Superpower of Salt <b>UNIT 4:</b> Why We're All Lava Surfers <b>UNIT 5:</b> Living in the Extremes of the Biosphere; What Is the Biosphere? How Do Life and Earth Interact? <b>UNIT 6:</b> Foraging; Human Migration Patterns; Migrations &amp; Technological Creativity <b>UNIT 8:</b> Guns, Germs, and Steel Excerpt <b>UNIT 7:</b> This Threshold Today – Agriculture; Why Was Agriculture So Important?; What's For Dinner Tonight?; Where And Why Did The First Cities Appear?; Agrarian Civilizations; Salt: A Brief Big History <b>UNIT 9:</b> The Appetite for Energy; Crash Course: The Industrial Revolution; How Did Change Accelerate?; Acceleration; Crash Course: The Anthropocene and the Near Future; The Anthropocene; Anthropocene Africa; The Impact of Population Growth Essay; Why Is that T-shirt So Cheap; Crash Course: Globalization I; Mapping the World; Comparing Most Populous Cities by Century; Running on Renewable Energy; How Long Will Human Impacts Last? <b>UNIT 10:</b> Crash Course: Globalization II; The Atmosphere and Climate; The Future of Our Planet</p>

# Colorado Standards BHP Objectives Crosswalk

## ECONOMICS

COLORADO 7TH GRADE SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT COLORADO SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT COLORADO SKILLS AND STANDARDS
<b>ECONOMICS</b>		
<p><b>GRADE LEVEL EXPECTATIONS:</b> 1) Describe how economic systems in the Eastern Hemisphere address the problem of scarcity. a) Describe how different societies developed economic systems. For example: the barter system, traditional, command, market, and mixed. b) Evaluate the different economic systems in the Eastern Hemisphere, utilizing economic data. For example: economic growth, per capita income, and standard of living. c) Explain how trade affects the production of goods and services in different regions.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO8:</b> 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><b>UNIT 7:</b> Recordkeeping and History <b>UNIT 8:</b> The History of Money; One Lump or Two: The Development of the Global Economy; Systems of Exchange and Trade; Personal Supply Chain <b>UNIT 9:</b> The Industrial Revolution; Smith, Marx, and Keynes; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; Imperialism and Resistance Shape a Modern World <b>UNIT 10:</b> Crash Course: Globalization II; Gapminder Sort Card</p>
<p><b>GRADE LEVEL EXPECTATIONS:</b> 2) Investigate the role of consumers within the Eastern Hemisphere (PFL). a) Define resources from an economic and personal finance perspective. b) Summarize how the distribution of resources impacts consumerism. c) Compare and contrast choices available to consumers within different cultures as they developed in the Eastern Hemisphere throughout history.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO8:</b> 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><b>UNITS 7:</b> When and Why Did the First Cities and States Appear; Agrarian Civilizations Introduction and accompanying articles; Recordkeeping and History <b>UNIT 8:</b> The Columbian Exchange; When Humans Became Inhumane; The History of Money; One Lump or Two: The Development of the Global Economy; Systems of Exchange and Trade; The First Silk Roads; Personal Supply Chain <b>UNIT 9:</b> The Industrial Revolution; The Anthropocene; Smith, Marx, and Keynes; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; Imperialism and Resistance Shape a Modern World <b>UNIT 10:</b> Crash Course: Globalization II; Gapminder Sort Card</p>

# Colorado Standards BHP Objectives Crosswalk

## CIVICS

COLORADO 7TH GRADE SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT COLORADO SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT COLORADO SKILLS AND STANDARDS
<b>CIVICS</b>		
<p><b>GRADE LEVEL EXPECTATIONS:</b> 1) Analyze the civic similarities and differences within governmental systems in the Eastern Hemisphere. a) Describe civic virtues and principles that guide governments and societies. For example: citizenship, civic participation, and rule of law. b) Analyze the opportunities and limitations of civic participation in societies in the Eastern Hemisphere. c) Give examples illustrating the interactions between nations and their citizens. For example: Apartheid, human rights violations, and one-child policy of China. d) Identify public problems and research ways in which governments address those problems. For example: hunger, disease, poverty, and pollution.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO8:</b> 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><b>UNITS 9:</b> How Was the Modern World Created; Crash Course World History: Globalization I; Forming the Concept of Nationalism; 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; Crash Course: WWII; Propaganda and WWII; A Bird's Eye View; Declaration of Rights Documents Reading List; Comparing Rights Documents; Democratic and Independent States Timeline</p>
<p><b>GRADE LEVEL EXPECTATIONS:</b> 2) Nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways. a) Explain the origins, functions, and structure of different governments. For example: dictatorship, totalitarianism, democracy, socialism, and communism. b) Evaluate and analyze how various governments and organizations interact, resolve their differences, and cooperate. For example: the African Union (AU), treaties, and diplomacy. c) Investigate examples of collaboration and interdependence between international organizations and countries. For example: the Red Cross, World Health Organization, and United Nations Educational, Scientific and Cultural Organization (UNESCO).</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U9-6:</b> Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p><b>UNIT 7:</b> Where and Why Did the First Cities and States Appear; Agrarian Civilizations Introduction; Mesoamerica; Early Civilizations Museum Project; Comparing More Civilizations <b>UNIT 8:</b> Why Did Civilization Expand? <b>UNIT 9:</b> The Industrial Revolution; The Anthropocene and the Near Future (CCBH); The Anthropocene; Anthropocene Africa; Globalization I (CCWH); Forming the Concept of Nationalism; 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; And Then Gandhi Came; Declaration of Rights Documents Reading List; Comparing Rights Documents; Democratic and Independent States Timeline; Africa: Slavery and Empire <b>UNIT 10:</b> Globalization II (CCWH)</p>