



# BHP AND GEORGIA'S STANDARDS OF EXCELLENCE



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## Georgia's 6<sup>th</sup> and 7<sup>th</sup> Grade BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Georgia's middle school students to develop a well-grounded foundation for a deep understanding of science, history, geography, economics, and civics through its readings, videos, and activities. The BHP aligns with the vast majority of Georgia's Standards of Excellence for Grades 6 and 7. 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 regional topics such as the role of citizens in choosing leaders in various countries around the world (Government-Civic Standards) and effective personal money management skills (Economic Standards). The accompanying crosswalk provides examples of the BHP materials that are aligned to Georgia's standards.

### BHP and Georgia's Standards of Excellence

While completing the BHP curriculum, students will learn scientific and historical content through the narrative of thresholds of increasing complexity and will develop and apply their inquiry skills. These aspects of BHP are aligned to Georgia's Standards of Excellence such as Information Processing Standard 14: "Formulate appropriate research questions" and Writing Standard 7: "Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration." All of the expectations expressed within these statements are found throughout the BHP course. For example, students will learn a systematic process for testing claims, learning to evaluate authority intuition, logic, and evidence in both primary and secondary sources. Additionally, students will read about different scientists' views of the Universe, and then place those on a timeline to create a history of science story arc that will help them better understand how thinking about the Universe has changed over time in the Changing Views Timeline activity in Unit 2. Moreover, Georgia emphasizes developing students who are geographically literate citizens who become better acquainted "with the world in which they live." BHP places a large emphasis on developing critical thinking skills that will transfer across academic disciplines and help students interrogate their place in the narrative history of the Universe. More information about the BHP assets and their alignment to Georgia's Standards of Excellence 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. The BHP course examines origin stories and histories across cultures and time periods. This aligns well with the nature of the Georgia Standards of Excellence to spiral the same skills across different regions of the world in grades 6 and 7. Where the BHP resources do not meet these regional standards, the World History Project fills in the gaps. For example, one of the 6<sup>th</sup> Grade Historical Standards asks students to "explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States." The WHP Origins, 1200, and 1750 courses offers excellent supplemental materials on the Cold War. Major concepts and skills threads throughout the course such as claim testing, research and evaluation of sources, and communicating conclusions align

well with the literacy focus of Georgia's standards. Additionally, the debates, writing progressions, and project-based learning (PBL) require students to communicate in written, oral, and visual forms. This aligns with Georgia's Standards of Excellence emphasis on Information Processing Skills and Reading and Writing Standards for Literacy in History/Social Studies. Comprehensive information regarding the concepts and skills can be referenced in the "Big History Project Course Guide."

The BHP course meets the required 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 Georgia's middle school students to meet the vast majority of Georgia's standards and to develop critical thinking, reading, and writing skills. BHP will reinforce the inquiry skills, content, and knowledge that is expected from Georgia's sixth and seventh grade social studies courses.

# Georgia Standards BHP Objectives Crosswalk

## 6th Grade Historical

GEORGIA STANDARDS OF EXCELLENCE (GSE)	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT GEORGIA SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT GEORGIA SKILLS AND STANDARDS
<b>HISTORICAL UNDERSTANDINGS</b>		
<b>LATIN AMERICA</b>		
<b>SS6H1</b> Explain conflict and change in Latin America.		
<b>SS6H1a</b> Describe the influence of African slavery on the development of the Americas.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U8-4</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>UNIT 8:</b> "When Humans Became Inhuman"; Columbian Exchange Snap Judgment; <i>The Columbian Exchange: Crash Course World History #23</i> ; "Consequences of the Columbian Exchange"; Columbian Exchange Timeline; Columbian Exchange Infographic
<b>SS6H1b</b> Describe the influences of the Spanish and the Portuguese on the language and religions of Latin America.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U8-4</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>UNIT 8:</b> Columbian Exchange Snap Judgment; <i>The Columbian Exchange: Crash Course World History #23</i> ; "Consequences of the Columbian Exchange"; Columbian Exchange Timeline; Columbian Exchange Infographic
<b>SS6H1c</b> Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>WHP ORIGINS ERA 7:</b> Simulation - Cold War Crisis; "The Cold War Around the World"
<b>SS6H1d</b> Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	
<b>SS6H2</b> Describe Quebec's independence movement.		
(see above - no substandards)	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	
<b>EUROPE</b>		
<b>SS6H3</b> Explain conflict and change in Europe.		
<b>SS6H3a</b> Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>U1-5</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>UNIT 9:</b> "Crisis and Conflict on the Global Stage"; <i>Understanding the Causes of WWI; Archdukes, Cynicism, and World War I: Crash Course World History #36</i> ; Understanding the Consequences of the Global Depression; <i>World War II: Crash Course World History #38</i> ; Propaganda and WWII; "A Bird's Eye View"; Mapping the World: 1914, 1945, 1985, Today
<b>SS6H3b</b> Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>U1-5</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>UNIT 9:</b> <i>World War II: Crash Course World History #38</i> ; Propaganda and WWII

<p><b>SS6H3c</b> Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U1-5</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-6</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>UNIT 9:</b> Democratic and Independent States Timeline</p>
<p><b>AUSTRALIA</b></p>		
<p><b>SS6H4</b> Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.</p>		
<p>(see above - no substandards)</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-6</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>UNIT 9:</b> "Imperialism &amp; Resistance Shape a Modern World"; "A Bird's Eye View"</p>

# Georgia Standards BHP Objectives Crosswalk

## 6th Grade Geographic

GEORGIA STANDARDS OF EXCELLENCE (GSE)	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT GEORGIA SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT GEORGIA SKILLS AND STANDARDS
<b>GEOGRAPHIC UNDERSTANDINGS</b>		
<b>LATIN AMERICA</b>		
<b>SS6G1</b> Locate selected features of Latin America.		
<b>SS6G1a</b> Locate on a world and regional political-physical map: Amazon River, Amazon Rainforest, Caribbean Sea, Gulf of Mexico, Atlantic Ocean, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.	<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.	<b>UNIT 4:</b> Biography of a Continent
<b>SS6G1b</b> Locate on a world and regional political-physical map the countries of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.	<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.	<b>UNIT 4:</b> Biography of a Continent
<b>SS6G2</b> Explain the impact of environmental issues in Latin America.		
<b>SS6G2a</b> Explain the causes and effects of air pollution in Mexico City, Mexico.	<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. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere.	<b>UNIT 9:</b> The Appetite for Energy; "The Anthropocene". <b>UNIT 10:</b> Visions of the Future
<b>SS6G2b</b> Explain the environmental issue of destruction of the rain forest in Brazil.	<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. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere.	<b>UNIT 9:</b> The Appetite for Energy; "The Anthropocene" <b>UNIT 10:</b> Visions of the Future
<b>SS6G3</b> Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.		
<b>SS6G3a</b> Explain how the location, climate, and distribution of natural resources impact trade and affect where people live in Mexico, Brazil, and Cuba.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.	<b>UNIT 4:</b> Biography of a Continent <b>UNIT 6:</b> Why Do We Live Here? <b>UNIT 7:</b> This Threshold Today - Agriculture; Agriculture and Civilization; <i>Where and Why Did the First Cities and States Appear?</i> <b>UNIT 8:</b> "The Four World Zones"; <i>Systems of Exchange and Trade</i>
<b>SS6G4</b> Locate selected features of Canada.		
<b>SS6G4a</b> Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.	<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.	<b>UNIT 4:</b> Biography of a Continent
<b>SS6G4b</b> Locate on a world and regional political-physical map Canada and the province of Quebec.	<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.	<b>UNIT 4:</b> Biography of a Continent

<b>SS6G5</b> Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.		
<b>SS6G5a</b> Describe how Canada's location, climate, and natural resources impact trade and affect where people live.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.	<b>UNIT 4:</b> Biography of a Continent <b>UNIT 6:</b> Why Do We Live Here? <b>Unit 7:</b> This Threshold Today - Agriculture; Agriculture and Civilization; <i>Where and Why Did the First Cities and States Appear?</i> <b>UNIT 8:</b> "The Four World Zones"; <i>Systems of Exchange and Trade</i>
<b>SS6G6</b> Explain the impact of environmental issues in Canada.		
<b>SS6G6a</b> Explain the causes and effects of pollution and acid rain in Canada to include the Great Lakes.	<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. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere.	<b>UNIT 9:</b> The Appetite for Energy; "The Anthropocene". <b>UNIT 10:</b> Visions of the Future
<b>SS6G6b</b> Explain the causes and effects of the extraction of natural resources on the Canadian Shield (e.g., mining and logging).	<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. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere.	<b>UNIT 9:</b> The Appetite for Energy; "The Anthropocene". <b>UNIT 10:</b> Visions of the Future
<b>EUROPE</b>		
<b>SS6G7</b> Locate selected features of Europe.		
<b>SS6G7a</b> Locate on a world and regional political-physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, and Iberian Peninsula.	<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.	<b>UNIT 4:</b> Biography of a Continent
<b>SS6G7b</b> Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.	<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.	<b>UNIT 4:</b> Biography of a Continent
<b>SS6G8</b> Explain environmental issues in Europe.		
<b>SS6G8a</b> Explain the causes and effects of acid rain in Germany.	<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. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere.	<b>UNIT 9:</b> The Appetite for Energy; "The Anthropocene". <b>UNIT 10:</b> Visions of the Future



<p><b>SS6G8b</b> Explain the causes and effects of air pollution in the United Kingdom.</p>	<p><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. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p><b>UNIT 9:</b> The Appetite for Energy; "The Anthropocene". <b>UNIT 10:</b> Visions of the Future</p>
<p><b>SS6G8C</b> Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.</p>	<p><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. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p><b>UNIT 9:</b> The Appetite for Energy; "The Anthropocene". <b>UNIT 10:</b> Visions of the Future</p>
<p><b>SS6G9</b> Explain the impact of location, climate, natural resources, and population distribution on Europe.</p>		
<p><b>SS6G9a</b> Compare how the location, climate, and natural resources of Germany, the United Kingdom and Russia impact trade and affect where people live.</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p><b>UNIT 4:</b> Biography of a Continent <b>UNIT 6:</b> Why Do We Live Here? <b>UNIT 7:</b> This Threshold Today - Agriculture; Agriculture and Civilization; <i>Where and Why Did the First Cities and States Appear?</i> <b>UNIT 8:</b> "The Four World Zones"; <i>Systems of Exchange and Trade</i></p>
<p><b>SS6G10</b> Describe selected cultural characteristics of Europe.</p>		
<p><b>SS6G10a</b> Describe the diversity of languages spoken within Europe.</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p><b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> <i>Crash Course: Migrations &amp; Intensifications</i> <b>UNIT 9:</b> Forming the Concept of Nationalism</p>
<p><b>SS6G10b</b> Identify the major religions in Europe: Judaism, Christianity, and Islam.</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p><b>UNIT 7:</b> "The Origin of World Religions"</p>
<p><b>AUSTRALIA</b></p>		
<p><b>SS6G11</b> Locate selected features of Australia.</p>		
<p><b>SS6G11a</b> Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Uluru/Ayers Rock, Indian and Pacific Oceans, Great Dividing Range, and Great Victoria Desert.</p>	<p><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 4:</b> Biography of a Continent</p>
<p><b>SS6G12</b> Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.</p>		
<p><b>SS6G12a</b> Describe how Australia's location, climate, and natural resources impact trade and affect where people live.</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p><b>UNIT 4:</b> Biography of a Continent <b>UNIT 6:</b> Why Do We Live Here? <b>UNIT 7:</b> This Threshold Today - Agriculture; Agriculture and Civilization; <i>Where and Why Did the First Cities and States Appear?</i> <b>UNIT 8:</b> "The Four World Zones"; <i>Systems of Exchange and Trade</i></p>

# Georgia Standards BHP Objectives Crosswalk

## 6th Grade Government-Civic

GEORGIA STANDARDS OF EXCELLENCE (GSE)	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT GEORGIA SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT GEORGIA SKILLS AND STANDARDS
<b>GOVERNMENT/CIVIC UNDERSTANDINGS</b>		
<b>LATIN AMERICA</b>		
<b>SS6CG1</b> Compare and contrast various forms of government.		
<b>SS6CG1a</b> Explain citizen participation in autocratic, and democratic governments. [i.e. the role of citizens in choosing the leaders of Mexico (presidential democracy), Cuba (autocratic), and Brazil (presidential democracy)].	<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.	<b>UNIT 9:</b> Declaration of Rights Documents Reading List; Comparing Rights Documents
<b>SS6CG1b</b> Describe the two predominant forms of democratic governments: parliamentary and presidential.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS6CG2</b> Explain citizen participation in the Canadian government.		
<b>SS6CG2a</b> Explain the role of citizens in choosing the leader of Canada (parliamentary democracy).	<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.	
<b>EUROPE</b>		
<b>SS6CG3</b> Compare and contrast various forms of government.		
<b>SS6CG3a</b> Explain citizen participation in autocratic and democratic governments. [i.e., role of citizens in choosing the leaders of the United Kingdom (parliamentary democracy), Germany (parliamentary democracy), and Russia (presidential democracy)].	<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.	<b>UNIT 9:</b> Declaration of Rights Documents Reading List; Comparing Rights Documents
<b>SS6CG3b</b> Describe the two predominant forms of democratic governments: parliamentary and presidential.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>AUSTRALIA</b>		
<b>SS6CG4</b> Explain forms of citizen participation in government.		
<b>SS6CG4a</b> Explain citizen participation in democratic governments [i.e. the role of citizens in choosing the leaders of Australia (parliamentary democracy)].	<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.	<b>UNIT 9:</b> Declaration of Rights Documents Reading List; Comparing Rights Documents

# Georgia Standards BHP Objectives Crosswalk

## 6th Grade Economic

GEORGIA STANDARDS OF EXCELLENCE (GSE)	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT GEORGIA SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT GEORGIA SKILLS AND STANDARDS
<b>ECONOMIC UNDERSTANDINGS</b>		
<b>LATIN AMERICA</b>		
<b>SS6E1</b> Analyze different economic systems.		
<b>SS6E1a</b> Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> "Smith, Marx, and Keynes"
<b>SS6E1b</b> Explain that countries have a mixed economic system located on a continuum between pure market and pure command.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> "Smith, Marx, and Keynes"
<b>SS6E1c</b> Compare and contrast the basic types of economic systems found in Mexico, Cuba, and Brazil.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS6E2</b> Give examples of how voluntary trade benefits buyers and sellers in Latin America.		
<b>SS6E2a</b> Explain how specialization encourages trade between countries.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 8:</b> Personal Supply Chain <b>UNIT 9:</b> <i>Globalization I - The Upside: Crash Course World History #41</i>
<b>SS6E2b</b> Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 9:</b> <i>Globalization I - The Upside: Crash Course World History #41</i>
<b>SS6E2c</b> Explain why international trade requires a system for exchanging currencies between nations.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.	<b>UNIT 8:</b> <i>Jacqueline Howard: The History of Money</i> ; "One Lump or Two? The Development of Global Economy"; <i>Systems of Exchange and Trade</i>
<b>SS6E2d</b> Explain the functions of the United States-Mexico-Canada Agreement (USMCA).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS6E3</b> Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.		
<b>SS6E3a</b> Evaluate how literacy rates affect the standard of living.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9:</b> Investigation 9
<b>SS6E3b</b> Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9:</b> Investigation 9 <b>UNIT 10:</b> Gapminder Card Sort
<b>SS6E3c</b> Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9:</b> Investigation 9
<b>SS6E3d</b> Describe the role of natural resources in a country's economy.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.	<b>UNIT 8:</b> Personal Supply Chain
<b>SS6E3e</b> Describe the role of entrepreneurship.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	
<b>SS6E4</b> Analyze different economic systems.		
<b>SS6E4a</b> Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> "Smith, Marx, and Keynes"

<b>SS6E4b</b> Explain that countries have a mixed economic system located on a continuum between pure market and pure command.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> "Smith, Marx, and Keynes"
<b>SS6E4c</b> Describe the economic system of Canada.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS6E5</b> Give examples of how voluntary trade benefits buyers and sellers in Canada.		
<b>SS6E5a</b> Explain how specialization encourages trade between countries.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 8:</b> Personal Supply Chain <b>UNIT 9:</b> <i>Globalization I - The Upside: Crash Course World History #41</i>
<b>SS6E5b</b> Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 9:</b> <i>Globalization I - The Upside: Crash Course World History #41</i>
<b>SS6E5c</b> Explain why international trade requires a system for exchanging currencies between nations.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.	<b>UNIT 8:</b> <i>Jacqueline Howard: The History of Money</i> ; "One Lump or Two? The Development of Global Economy"; <i>Systems of Exchange and Trade</i>
<b>SS6E5d</b> Explain the functions of the United States-Mexico-Canada Agreement (USMCA).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS6E6</b> Describe factors that influence economic growth and examine their presence or absence in Canada.		
<b>SS6E6a</b> Evaluate how literacy rates affect the standard of living.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9:</b> Investigation 9
<b>SS6E6b</b> Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9:</b> Investigation 9 <b>UNIT 10:</b> Gapminder Card Sort
<b>SS6E6c</b> Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9:</b> Investigation 9
<b>SS6E6d</b> Describe the role of natural resources in a country's economy.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.	<b>UNIT 8:</b> Personal Supply Chain
<b>SS6E6e</b> Describe the role of entrepreneurship.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	
<b>EUROPE</b>		
<b>SS6E7</b> Analyze different economic systems.		
<b>SS6E7a</b> Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> "Smith, Marx, and Keynes"
<b>SS6E7b</b> Explain that countries have a mixed economic system located on a continuum between pure market and pure command.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> "Smith, Marx, and Keynes"
<b>SS6E7c</b> Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS6E8</b> Analyze the benefits of and barriers to voluntary trade in Europe.		
<b>SS6E8a</b> Explain how specialization encourages trade between countries.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 8:</b> Personal Supply Chain <b>UNIT 9:</b> <i>Globalization I - The Upside: Crash Course World History #41</i>

<b>SS6E8b</b> Compare and contrast different types of trade barriers such as tariffs, quotas, and embargoes.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 9: <i>Globalization I - The Upside: Crash Course World History #41</i></b>
<b>SS6E8c</b> Explain why international trade requires a system for exchanging currencies between nations.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.	<b>UNIT 8: <i>Jacqueline Howard: The History of Money</i>; "One Lump or Two? The Development of Global Economy"; <i>Systems of Exchange and Trade</i></b>
<b>SS6E8d</b> Describe the purpose of the European Union and the relationship between member nations.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS6E9</b> Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.		
<b>SS6E9a</b> Evaluate how literacy rates affect the standard of living.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9: Investigation 9</b>
<b>SS6E9b</b> Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9: Investigation 9</b> <b>UNIT 10: Gapminder Card Sort</b>
<b>SS6E9c</b> Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9: Investigation 9</b>
<b>SS6E9d</b> Describe the role of natural resources in a country's economy.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.	<b>UNIT 8: Personal Supply Chain</b>
<b>SS6E9e</b> Describe the role of entrepreneurship.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	
<b>AUSTRALIA</b>		
<b>SS6E10</b> Analyze different economic systems.		
<b>SS6E10a</b> Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9: "Smith, Marx, and Keynes"</b>
<b>SS6E10b</b> Explain that countries have a mixed economic system located on a continuum between pure market and pure command.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9: "Smith, Marx, and Keynes"</b>
<b>SS6E10c</b> Describe the economic system used in Australia	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS6E11</b> Give examples of how voluntary trade benefits buyers and sellers in Australia.		
<b>SS6E11a</b> Explain how specialization makes trade possible between countries.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 8: Personal Supply Chain</b> <b>UNIT 9: <i>Globalization I - The Upside: Crash Course World History #41</i></b>
<b>SS6E11b</b> Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 9: <i>Globalization I - The Upside: Crash Course World History #41</i></b>
<b>SS6E11c</b> Explain why international trade requires a system for exchanging currency between nations.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.	<b>UNIT 8: <i>Jacqueline Howard: The History of Money</i>; "One Lump or Two? The Development of Global Economy"; <i>Systems of Exchange and Trade</i></b>
<b>SS6E12</b> Describe factors that influence economic growth and examine their presence or absence in Australia.		

<b>SS6E12a</b> Evaluate how literacy rates affect the standard of living.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9:</b> Investigation 9
<b>SS6E12b</b> Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9:</b> Investigation 9 <b>UNIT 10:</b> Gapminder Card Sort
<b>SS6E12c</b> Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9:</b> Investigation 9
<b>SS6E12d</b> Describe the role of natural resources in a country's economy.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.	<b>UNIT 8:</b> Personal Supply Chain
<b>SS6E12e</b> Describe the role of entrepreneurship.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	
<b>SS6E13</b> Understand that a basic principle of effective personal money management is to live within one's income.		
<b>SS6E13a</b> Understand that income is received from work and is limited.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>SS6E13b</b> Understand that a budget is a tool to plan the spending and saving of income.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>SS6E13c</b> Understand the reasons and benefits of saving.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>SS6E13d</b> Understand the uses and costs of credit.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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.	

# Georgia Standards BHP Objectives Crosswalk

## 6th Grade Map & Globe

GEORGIA STANDARDS OF EXCELLENCE (GSE)	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT GEORGIA SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT GEORGIA SKILLS AND STANDARDS
<b>MAP AND GLOBE SKILLS</b>		
<b>GOAL:</b> The student will use maps to retrieve social studies information.		
<b>I:</b> indicates when a skill is introduced in the standards and elements as part of the content		
<b>1A:</b> Use a compass rose to identify cardinal directions.	<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>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.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today
<b>2A:</b> Use intermediate directions.	<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>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.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today
<b>3A:</b> Use a letter/number grid system to determine location.	<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>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.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today
<b>4A:</b> Compare and contrast the categories of natural, cultural, and political features found on maps.	<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>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.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps; Columbian Exchange Infographic <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today
<b>5A:</b> Use graphic scales to determine distances on a map.	<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>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.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today
<b>6A:</b> Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.	<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>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. <b>U7-1</b> Define agriculture and describe where it emerged. <b>U7-2</b> Identify the features of agrarian civilizations. <b>U9-1</b> Describe accelerating global change and the factors that describe it.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps; Columbian Exchange Infographic <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today
<b>7A:</b> Use a map to explain impact of geography on historical and current events.	<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>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. <b>U6-6</b> Show early human migration on a map. <b>U7-1</b> Define agriculture and describe where it emerged. <b>U7-2</b> Identify the features of agrarian civilizations.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps; Columbian Exchange Infographic; Personal Supply Chain <b>UNIT 9:</b> What Roles Did Industrialism Play in Creating the Modern World?; Mapping the World: 1914, 1945, 1985, Today
<b>8A:</b> Draw conclusions and make generalizations based on information from maps.	<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>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. <b>U1-4</b> Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic.	<b>UNIT 4:</b> Investigation 4 <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps; "Consequences of the Columbian Exchange"; Columbian Exchange Infographic; Personal Supply Chain <b>UNIT 9:</b> What Roles Did Industrialism Play in Creating the Modern World?; Mapping the World: 1914, 1945, 1985, Today

<p><b>9D:</b> Use latitude and longitude to determine location.</p>	<p><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>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 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today</p>
<p><b>10A:</b> Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities.</p>	<p><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>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. <b>U6-6</b> Show early human migration on a map. <b>U7-4</b> Describe how early civilizations formed and their key features. <b>U7-5</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. <b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p>	<p><b>UNIT 4:</b> Investigation 4 <b>UNIT 6:</b> Human Migration Patterns <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today</p>
<p><b>11A:</b> Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations.</p>	<p><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>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. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p><b>UNIT 4:</b> Investigation 4 <b>UNIT 9:</b> Investigation 9 <b>UNIT 10:</b> Gapminder Card Sort <b>Project X Unit 2:</b> "Data Exploration: Greenhouse Gas Emissions"</p>



# Georgia Standards BHP Objectives Crosswalk

## 6th Grade Info Processing

GEORGIA STANDARDS OF EXCELLENCE (GSE)	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT GEORGIA SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT GEORGIA SKILLS AND STANDARDS
<b>INFORMATION PROCESSING SKILLS</b>		
<b>GOAL:</b> The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.		
I: indicates when a skill is introduced in the standards and elements as part of the content		
<b>1A:</b> Compare similarities and differences.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-3</b> Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers. <b>U7-6</b> Describe how agrarian civilizations formed and analyze their key similarities and differences.	<b>UNIT 7:</b> "Agrarian Civilizations: introduction"; Comparing Civilizations; "We're Not in Kansas Anymore"; "The Origin of World Religions"; Early Civilization Museum Project; Comparing More Civilizations; The Rise, Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump?; Investigation 7
<b>2A:</b> Organize items chronologically.	<b>CO1</b> 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. <b>U1-1</b> Define thresholds of increasing complexity, origin stories, and scale. <b>U1-3</b> 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. <b>U1-5</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U2-4</b> 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. <b>U3-6</b> Understand how to use and apply the concept of periodization.	<b>UNIT 1:</b> Scale - History of Me; <i>To Scale: The Solar System</i> ; Scale - Big History on a Football Field; Scale - Human History on a String; Scale - Timelines; Timeline: The Big Bang <b>UNIT 2:</b> Scale - Changing Views Timeline <b>UNIT 3:</b> Causation - Star Formation Part 1; Causation - Star Formation Part 2; Scale - Timelines and Periodization; Timeline: Stars
<b>3A:</b> Identify issues and/or problems and alternative solutions.	<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. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere. <b>U10-3</b> Propose a vision of the future based on new understandings of the past.	<b>UNIT 10:</b> Natural Disasters; <i>Globalization II - Good or Bad?</i> ; <i>Crash Course World History #42</i> ; <i>The Atmosphere and Climate</i> ; Gapminder Card Sort; Visions of the Future; "Complexity and the Future"; <i>Bill Gates: Visions of the Future</i> ; <i>Crash Course: The Deep Future</i> ; "Biography of Sylvester James Gates, Jr."; Unit 10 - PBL; Predicting What's Next
<b>4A:</b> Distinguish between fact and opinion.	<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>U2-3</b> Understand how to use claim testing to evaluate a claim or resource.	<b>UNIT 1:</b> Claim Testing Snap Judgment; "Approaches to Knowledge"; <i>How Do We Decide What to Believe?</i> ; Claim Testing - What are the Claim Testers?; "Claim Testers Episode 1: First Contact" <b>UNIT 2:</b> Claim Testing - Authority; Claim Testing Worksheet - The Big Bang <b>UNIT 4:</b> Claim Testing - Evidence; Claim Testing - Geology and the Earth's Formation <b>UNIT 5:</b> The Claim Testers: Episode 2 - Barren World; Convincing Narratives <b>UNIT 6:</b> Claim Testing - Collective Learning
<b>5A:</b> Identify main idea, detail, sequence of events, and cause and effect in a social studies context.	<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>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U4-7</b> Understand multiple causes and how to identify them. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>UNIT 3:</b> Causation - Star Formation Part 1; Causation - Star Formation Part 2; "A Little Big History of Silver" <b>UNIT 4:</b> Causation - Categorizing Causes; "Alfred Wegener & Harry Hess"; Investigation 4 <b>UNIT 6:</b> Causation - Alphonse the Camel <b>UNIT 8:</b> Causation - The Modern Revolution <b>UNIT 9:</b> "Why Is that T-Shirt So Cheap"; Understanding the Causes of WWII; Understanding the Consequences of the Global Depression; Impacts of Interconnection

<p><b>6A:</b> Identify and use primary and secondary sources.</p>	<p><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>U1-4</b> Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic. <b>U2-2</b> Using evidence from texts and claim testing, 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. <b>U2-3</b> Understand how to use claim testing to evaluate a claim or resource. <b>U4-3</b> Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impacts life on Earth. <b>U5-5</b> Demonstrate using texts as evidence in historical writing. <b>U6-2</b> Explain whether or not symbolic language makes humans different. <b>U7-3</b> Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers.</p>	<p><b>UNIT 1:</b> "Approaches to Knowledge"; <i>How Do We Decide What to Believe?</i> <b>UNIT 2:</b> Analyzing Investigation Writing - Use of Evidence; Investigation 2 <b>UNIT 4:</b> Claim Testing - Evidence; Investigation 4 <b>UNIT 5:</b> Voyage of the Beagle Image Gallery; The Voyage of the Beagle; Revising Investigation Writing - Use of Evidence; Investigation 5 <b>UNIT 6:</b> Histories Cave; <i>Early Evidence of Collective Learning</i> <b>UNIT 7:</b> "We're Not in Kansas Anymore"; Social Status, Power, and Human Burial; <i>Intro to History</i>; "Recordkeeping and History"; Disciplines - What Do You Know? What Do You Ask?; Investigation 7; Teotihuacan: Artifacts and Symbols <b>UNIT 8:</b> World Travelers</p>
<p><b>7A:</b> Interpret timelines, charts, and tables.</p>	<p><b>CO1</b> 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. <b>U1-1</b> Define thresholds of increasing complexity, origin stories, and scale. <b>U1-3</b> 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. <b>U1-5</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U2-4</b> 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. <b>U3-6</b> Understand how to use and apply the concept of periodization.</p>	<p><b>UNIT 1:</b> Easter Island Mystery; "What Happened on Easter Island?"; Scale - Big History on a Football Field; Scale - Human History on a String; Scale - Timelines; Timeline: The Big Bang <b>UNIT 2:</b> Scale - Changing Views Timeline <b>UNIT 3:</b> Scale - Timelines and Periodization; Timeline: Stars <b>UNIT 4:</b> Chemical Abundances: Earth's Crust; Chemical Abundances: The Sun; Chemical Abundances: The Universe; <i>Introduction to the Geologic Time Chart</i>; Investigation 4; Interpreting Transit Graphs; Timeline: Earth and the Solar System <b>UNIT 5:</b> Taxonomy: The Tree of Life; The Tree of Life; Chemical Abundances: The Oceans; Chemical Abundances: A Meteorite; Chemical Abundances: The Human Body; <i>How Do Earth and Life Interact?</i>; Scale - Evolution and Life Timeline <b>UNIT 6:</b> Timeline: Early Humans; Why Do We Live Here? <b>UNIT 9:</b> Scale - Periodizing Big History; Scale - How Would You Periodize Human History; Graphing Population Growth; Investigation 9 <b>UNIT 10:</b> Gapminder Card Sort</p>
<p><b>8A:</b> Identify social studies reference resources to use for a specific purpose.</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>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. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere. <b>U10-3</b> Propose a vision of the future based on new understandings of the past.</p>	<p><b>UNIT 6:</b> Little Big History Kick Off; Little Big History: Choosing Your Focus <b>UNIT 7:</b> Little Big History Biography; Little Big History Research Questions <b>UNIT 8:</b> Little Big History Final Project <b>UNIT 10:</b> Visions of the Future; Unit 10 - PBL</p>
<p><b>9A:</b> Construct charts and tables.</p>	<p><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>UNIT 2:</b> Big Bang Infographic <b>UNIT 8:</b> Columbian Exchange Infographic</p>
<p><b>10A:</b> Analyze artifacts.</p>	<p><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>U6-4</b> Explain collective learning. <b>U7-3</b> Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers.</p>	<p><b>UNIT 1:</b> Easter Island Mystery; History as Mystery <b>UNIT 6:</b> <i>Intro to Anthropology</i>; <i>Intro to Archaeology</i>; Disciplines - What Do You Know? What Do You Ask?; Histories Cave; <i>Early Evidence of Collective Learning</i> <b>UNIT 7:</b> "What's for Dinner Tonight?"; "We're Not in Kansas Anymore"; Social Status, Power, and Human Burial; <i>Intro to History</i>; Disciplines - What Do You Know? What Do You Ask?; Teotihuacan: Artifacts and Symbols</p>

<p><b>11A:</b> Draw conclusions and make generalizations.</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>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. <b>U2-2</b> Using evidence from texts and claim testing, 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. <b>U5-5</b> Demonstrate using texts as evidence in historical writing. <b>U10-1</b> Explain the Big History story and its defining features and patterns.</p>	<p><b>UNIT 1:</b> Investigation 1 <b>UNIT 2:</b> Debate: Views of the Universe; Investigation 2 <b>UNIT 3:</b> Investigation 3 <b>UNIT 4:</b> Investigation 4 <b>UNIT 5:</b> Investigation 5 <b>UNIT 6:</b> Debate: Culture and Collective Learning; Investigation 6 <b>UNIT 7:</b> Were They Pushed or Did They Jump?; Investigation 7 <b>UNIT 8:</b> Debate: Has the Scientific Revolution Ended?; Investigation 8 <b>UNIT 9:</b> Debate: Is Change Accelerating?; Investigation 9</p>
<p><b>12A:</b> Analyze graphs and diagrams.</p>	<p><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.</p>	<p><b>UNIT 2:</b> Big Bang Infographic <b>UNIT 8:</b> Columbian Exchange Infographic <b>UNIT 9:</b> Graphing Population Growth</p>
<p><b>13A:</b> Translate dates into centuries, eras, or ages.</p>	<p><b>CO1</b> 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. <b>U1-1</b> Define thresholds of increasing complexity, origin stories, and scale. <b>U1-3</b> 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. <b>U1-5</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U3-6</b> Understand how to use and apply the concept of periodization.</p>	<p><b>UNIT 3:</b> Scale - Timelines and Periodization <b>UNIT 5:</b> Scale - Evolution and Life Timeline <b>UNIT 6:</b> Timeline: Early Humans <b>UNIT 9:</b> Scale - Periodizing Big History; Scale - How Would You Periodize Human History</p>
<p><b>14A:</b> Formulate appropriate research questions.</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>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere. <b>U10-3</b> Propose a vision of the future based on new understandings of the past.</p>	<p><b>UNIT 6:</b> Little Big History Kick Off; Little Big History: Choosing Your Focus <b>UNIT 7:</b> Little Big History Biography; Little Big History Research Questions <b>UNIT 8:</b> Little Big History Final Project <b>UNIT 10:</b> Visions of the Future; Unit 10 - PBL</p>
<p><b>15A:</b> Determine adequacy and/or relevancy of information.</p>	<p><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. <b>U2-3</b> Understand how to use claim testing to evaluate a claim or resource.</p>	<p><b>UNIT 1:</b> Claim Testing Snap Judgment; "Approaches to Knowledge"; <i>How Do We Decide What to Believe?</i>; Claim Testing - What are the Claim Testers?; "Claim Testers Episode 1: First Contact" <b>UNIT 2:</b> Claim Testing - Authority; Claim Testing Worksheet - The Big Bang <b>UNIT 4:</b> Claim Testing - Evidence; Claim Testing - Geology and the Earth's Formation <b>UNIT 5:</b> The Claim Testers: Episode 2 - Barren World; Convincing Narratives <b>UNIT 6:</b> Claim Testing - Collective Learning</p>
<p><b>16A:</b> Check for consistency of information.</p>	<p><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>U2-3</b> Understand how to use claim testing to evaluate a claim or resource.</p>	<p><b>UNIT 1:</b> Claim Testing Snap Judgment; "Approaches to Knowledge"; <i>How Do We Decide What to Believe?</i>; Claim Testing - What are the Claim Testers?; "Claim Testers Episode 1: First Contact" <b>UNIT 2:</b> Claim Testing - Authority; Claim Testing Worksheet - The Big Bang <b>UNIT 4:</b> Claim Testing - Evidence; Claim Testing - Geology and the Earth's Formation <b>UNIT 5:</b> The Claim Testers: Episode 2 - Barren World; Convincing Narratives <b>UNIT 6:</b> Claim Testing - Collective Learning</p>
<p><b>17D:</b> Interpret political cartoons.</p>	<p><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.</p>	<p><b>WHP ORIGINS ERA 6 &amp; 1200 UNIT 6:</b> Imperialism Cartoons <b>WHP 1750 UNIT 5:</b> Imperialism Cartoons</p>

# Georgia Standards BHP Objectives Crosswalk

## 7th Grade Historical

GEORGIA STANDARDS OF EXCELLENCE (GSE)	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT GEORGIA SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT GEORGIA SKILLS AND STANDARDS
<b>HISTORICAL UNDERSTANDINGS</b>		
<b>AFRICA</b>		
<b>SS7H1 Analyze continuity and change in Africa.</b>		
<b>SS7H1a</b> Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>UNIT 9: Imperialism: Crash Course World History #35 ; "Imperialism &amp; Resistance Shape a Modern World" WHP 1750</b> <b>UNIT 5: "The Berlin Conference"</b>
<b>SS7H1b</b> Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>WHP 1200 UNIT 8: Decolonization and Nationalism Triumphant: Crash Course World History #40; Comparison - Decolonizing Women; "Decolonizing Women"</b>
<b>SS7H1c</b> Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.	<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. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U7-5</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>WHP 1200 UNIT 8: "Civil Rights and Global Liberation"; "Apartheid"</b>
<b>SOUTHWEST ASIA (MIDDLE EAST)</b>		
<b>SS7H2 Analyze continuity and change in Southwest Asia (Middle East).</b>		
<b>SS7H2a</b> Explain how European partitioning in the Middle East following WWI led to regional conflict.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U1-5</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>WHP ORIGINS ERA 7: The Middle East and World War I WHP 1200 UNIT 7: The Middle East and World War I</b>
<b>SS7H2b</b> Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, antisemitism, the development of Zionism in Europe, and the aftermath of the Holocaust.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U1-5</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>WHP ORIGINS ERA 7: Conflict in Israel and Palestine: Crash Course World History #223 WHP 1200 UNIT 8: "The Middle East and the End of Empire"; 1945 CE Political Map; 1975 CE Political Map</b>

<p><b>SS7H2c</b> Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-6</b> Analyze a complex historical event through the lens of causality.</p>	
<p><b>SS7H2d</b> Explain U.S. presence and interest in Southwest Asia, including the Persian Gulf conflict and invasions of Afghanistan and Iraq.</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. <b>U4-8</b> Demonstrate an ability to construct an argument in writing. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	
<p><b>SOUTHERN AND EASTERN ASIA</b></p>		
<p><b>SS7H3</b> Analyze continuity and change in Southern and Eastern Asia.</p>		
<p><b>SS7H3a</b> Describe how nationalism led to independence in India.</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-6</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>UNIT 9: "And Then Gandhi Came"</b></p>
<p><b>SS7H3b</b> Describe the impact of Mohandas Gandhi's belief in non-violent protest.</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-6</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>UNIT 9: "And Then Gandhi Came"</b></p>
<p><b>SS7H3c</b> Explain the role of the United States in the rebuilding of Japan after WWII.</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p><b>WHP 1750 UNIT 3: "Japan's Industrial Revolution" WHP 1750 UNIT 8: "Devastation of Old Markets"</b></p>
<p><b>SS7H3d</b> Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-6</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>WHP ORIGINS ERA 7: "Chinese Communist Revolution"; "Rise of China"; <i>Global China into the 21st Century</i> WHP 1200 UNIT 9: "Rise of China"; <i>Global China into the 21st Century</i>; "Hua Guofeng (Graphic Biography)" WHP 1750 UNIT 9: "Rise of China"; <i>Global China into the 21st Century</i>; "Hua Guofeng (Graphic Biography)"</b></p>
<p><b>SS7H3e</b> Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.</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. <b>U4-8</b> Demonstrate an ability to construct an argument in writing.</p>	<p><b>WHP ORIGINS ERA 7: "The Cold War: An Overview" WHP 1200 UNIT 8: "The Cold War: An Overview"; <i>Decolonization and the Cold War Through an Asian Lens</i> WHP 1750 UNIT 8: "The Cold War: An Overview"; <i>Decolonization and the Cold War Through an Asian Lens</i></b></p>

# Georgia Standards BHP Objectives Crosswalk

## 7th Grade Geographic

GEORGIA STANDARDS OF EXCELLENCE (GSE)	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT GEORGIA SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT GEORGIA SKILLS AND STANDARDS
<b>GEOGRAPHIC UNDERSTANDINGS</b>		
<b>AFRICA</b>		
<b>SS7G1</b> Locate selected features of Africa.		
<b>SS7G1a</b> Locate on a world and regional political-physical map: Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.	<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.	<b>UNIT 4:</b> Biography of a Continent
<b>SS7G1b</b> Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.	<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.	<b>UNIT 4:</b> Biography of a Continent
<b>SS7G2</b> Explain environmental issues across the continent of Africa.		
<b>SS7G2a</b> Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water.	<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. <b>U8-6</b> Analyze a complex historical event through the lens of causality. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere.	<b>UNIT 10:</b> Visions of the Future <b>Project X Unit 1:</b> "Data Exploration: Global Inequality"; Project X - Research
<b>SS7G2b</b> Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere.	<b>UNIT 10:</b> Visions of the Future
<b>SS7G2c</b> Explain the impact of desertification on the environment of Africa.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere.	<b>UNIT 10:</b> Visions of the Future
<b>SS7G3</b> Explain the impact of location, climate, and physical characteristics on population distribution in Africa.		
<b>SS7G3a</b> Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest impact trade and affect where people live.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-1</b> Define agriculture and describe where it emerged. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.	<b>UNIT 4:</b> Biography of a Continent <b>UNIT 6:</b> Why Do We Live Here? <b>Unit 7:</b> This Threshold Today - Agriculture; Agriculture and Civilization; <i>Where and Why Did the First Cities and States Appear?</i> <b>UNIT 8:</b> "The Four World Zones"; <i>Systems of Exchange and Trade</i>
<b>SS7G4</b> Analyze the diverse cultural characteristics of the people who live in Africa.		
<b>SS7G4a</b> Explain the differences between an ethnic group and a religious group.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS7G4b</b> Describe the diversity of religions within African ethnic groups.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-4</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.	<b>WHP ORIGINS ERA 4:</b> "States and Empires of West Africa"
<b>SOUTHWEST ASIA (MIDDLE EAST)</b>		
<b>SS7G5</b> Locate selected features in Southwest Asia (Middle East).		
<b>SS7G5a</b> Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, and Red Sea.	<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.	<b>UNIT 4:</b> Biography of a Continent

<b>SS7G5b</b> Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank.	<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.	<b>UNIT 4:</b> Biography of a Continent
<b>SS7G6</b> Explain the impact of environmental issues across Southwest Asia (Middle East).		
<b>SS7G6a</b> Explain how water pollution and the unequal access to water impacts irrigation and drinking water.	<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. <b>U8-6</b> Analyze a complex historical event through the lens of causality. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere.	<b>UNIT 10:</b> Visions of the Future
<b>SS7G7</b> Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).		
<b>SS7G7a</b> Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-1</b> Define agriculture and describe where it emerged. <b>U8-1</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.	<b>UNIT 4:</b> Biography of a Continent <b>UNIT 6:</b> Why Do We Live Here? <b>UNIT 7:</b> This Threshold Today - Agriculture; Agriculture and Civilization; <i>Where and Why Did the First Cities and States Appear?</i> <b>UNIT 8:</b> "The Four World Zones"; <i>Systems of Exchange and Trade</i>
<b>SS7G8</b> Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).		
<b>SS7G8a</b> Explain the differences between an ethnic group and a religious group.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS7G8b</b> Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-4</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.	<b>WHP ORIGINS ERA 3:</b> Comparison - Belief Systems
<b>SS7G8c</b> Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 7:</b> The Origin of World Religions <b>WHP ORIGINS ERA 3:</b> "Judaism"; "Islam"; "Christianity"
<b>SOUTHERN AND EASTERN ASIA</b>		
<b>SS7G9</b> Locate selected features in Southern and Eastern Asia.		
<b>SS67G9a</b> Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Chang Jiang (Yangtze) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.	<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.	<b>UNIT 4:</b> Biography of a Continent
<b>SS7G9b</b> Locate on a world and regional political-physical map the countries of China, India, Japan, North Korea, South Korea, and Vietnam.	<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.	<b>UNIT 4:</b> Biography of a Continent
<b>SS7G10</b> Explain the impact of environmental issues across Southern and Eastern Asia.		
<b>SS7G10a</b> Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers.	<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. <b>U8-6</b> Analyze a complex historical event through the lens of causality. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere.	<b>UNIT 9:</b> The Appetite for Energy; "The Anthropocene" <b>UNIT 10:</b> Visions of the Future

<p><b>SS7G10b</b> Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Uluru/Ayers Rock, Indian and Pacific Oceans, Great Dividing Range, and Great Victoria Desert.</p>	<p><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 4:</b> Biography of a Continent</p>
<p><b>SS7G11</b> Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.</p>		
<p><b>SS7G11a</b> Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-1</b> Define agriculture and describe where it emerged. <b>U8-1</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p><b>UNIT 4:</b> Biography of a Continent <b>UNIT 6:</b> Why Do We Live Here? <b>UNIT 7:</b> This Threshold Today - Agriculture; Agriculture and Civilization; <i>Where and Why Did the First Cities and States Appear?</i> <b>UNIT 8:</b> "The Four World Zones"; <i>Systems of Exchange and Trade</i></p>
<p><b>SS7G12</b> Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.</p>		
<p><b>SS7G12a</b> Explain the differences between an ethnic group and a religious group.</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	
<p><b>SS7G12b</b> Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p><b>UNIT 7:</b> The Origin of World Religions <b>WHP ORIGINS ERA 3:</b> "Buddhism"; "Hinduism"; "Confucianism"; "Legalism"</p>



# Georgia Standards BHP Objectives Crosswalk

## 7th Grade Government-Civic

GEORGIA STANDARDS OF EXCELLENCE (GSE)	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT GEORGIA SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT GEORGIA SKILLS AND STANDARDS
<b>GOVERNMENT/CIVIC UNDERSTANDINGS</b>		
<b>AFRICA</b>		
<b>SS7CG1</b> Compare and contrast different forms of citizen participation in government.		
<b>SS7CG1a</b> Explain the role of citizen participation in autocratic and democratic governments.	<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.	<b>UNIT 9:</b> Declaration of Rights Documents Reading List; Comparing Rights Documents
<b>SS67G1b</b> Describe the two predominant forms of democratic governments: parliamentary and presidential.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS7CG1C</b> Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy).	<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.	<b>UNIT 9:</b> Declaration of Rights Documents Reading List; Comparing Rights Documents
<b>SS7CG2</b> Analyze how government instability in Africa impacts standard of living.		
<b>SS7CG2a</b> Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	
<b>SOUTHWEST ASIA (MIDDLE EAST)</b>		
<b>SS7CG3</b> Compare and contrast various forms of government.		
<b>SS7CG3a</b> Explain citizen participation in autocratic and democratic governments [i.e., the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (presidential democracy)].	<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.	<b>UNIT 9:</b> Declaration of Rights Documents Reading List; Comparing Rights Documents
<b>SS7CG3b</b> Describe the two predominant forms of democratic governments: parliamentary and presidential.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SOUTHERN AND EASTERN ASIA</b>		
<b>SS7CG4</b> Compare and contrast various forms of government.		
<b>SS7CG4a</b> Explain the role of citizen participation in autocratic and democratic governments [i.e. explain the role of citizens in choosing the leaders of China (communist state), Japan (parliamentary democracy), North Korea (autocracy), South Korea (presidential democracy), and India (parliamentary democracy)].	<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.	<b>UNIT 9:</b> Declaration of Rights Documents Reading List; Comparing Rights Documents
<b>SS7CG4b</b> Describe the two predominant forms of democratic governments: parliamentary and presidential.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	

# Georgia Standards BHP Objectives Crosswalk

## 7th Grade Economic

GEORGIA STANDARDS OF EXCELLENCE (GSE)	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT GEORGIA SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT GEORGIA SKILLS AND STANDARDS
<b>ECONOMIC UNDERSTANDINGS</b>		
<b>AFRICA</b>		
<b>SS7E1</b> Analyze different economic systems.		
<b>SS7E1a</b> Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> "Smith, Marx, and Keynes"
<b>SS7E1b</b> Explain that countries have a mixed economic system located on a continuum between pure market and pure command.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> "Smith, Marx, and Keynes"
<b>SS7E1c</b> Compare and contrast the economic systems in South Africa, Nigeria, and Kenya.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS7E2</b> Explain how voluntary trade benefits buyers and sellers in Africa.		
<b>SS7E2a</b> Explain how specialization encourages trade between countries.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 8:</b> Personal Supply Chain <b>UNIT 9:</b> <i>Globalization I - The Upside: Crash Course World History #41</i>
<b>SS7E2b</b> Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 9:</b> <i>Globalization I - The Upside: Crash Course World History #41</i>
<b>SS7E2c</b> Explain why international trade requires a system for exchanging currencies between nations.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.	<b>UNIT 8:</b> <i>Jacqueline Howard: The History of Money</i> ; "One Lump or Two? The Development of Global Economy"; <i>Systems of Exchange and Trade</i>
<b>SS7E3</b> Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.		
<b>SS7E3a</b> Evaluate how literacy rates affect the standard of living.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9:</b> Investigation 9
<b>SS7E3b</b> Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9:</b> Investigation 9 <b>UNIT 10:</b> Gapminder Card Sort
<b>SS7E3c</b> Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9:</b> Investigation 9
<b>SS7E3d</b> Explain how the distribution of natural resources affects the economic development of Africa.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.	<b>UNIT 8:</b> Personal Supply Chain
<b>SS7E3e</b> Describe the role of entrepreneurship.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	
<b>SOUTHWEST ASIA (MIDDLE EAST)</b>		
<b>SS7E4</b> Analyze different economic systems.		
<b>SS7E4a</b> Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> "Smith, Marx, and Keynes"

<b>SS7E4b</b> Explain that countries have a mixed economic system located on a continuum between pure market and pure command.	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> "Smith, Marx, and Keynes"
<b>SS7E4c</b> Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS7E5</b> Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).		
<b>SS7E5a</b> Explain how specialization encourages trade between countries.	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 8:</b> Personal Supply Chain <b>UNIT 9:</b> <i>Globalization I - The Upside: Crash Course World History #41</i>
<b>SS7E5b</b> Compare and contrast different types of trade barriers such as tariffs, quotas, and embargoes.	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 9:</b> <i>Globalization I - The Upside: Crash Course World History #41</i>
<b>SS7E5c</b> Explain why international trade requires a system for exchanging currencies between nations.	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.	<b>UNIT 8:</b> <i>Jacqueline Howard: The History of Money</i> ; "One Lump or Two? The Development of Global Economy"; <i>Systems of Exchange and Trade</i>
<b>SS7E5d</b> Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>WHP 1750 UNIT 8:</b> "The Oil Revolution"
<b>SS7E6</b> Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.		
<b>SS7E6a</b> Evaluate how literacy rates affect the standard of living.	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>C05</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>UNIT 9:</b> Investigation 9
<b>SS7E6b</b> Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita).	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>C05</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>UNIT 9:</b> Investigation 9 <b>UNIT 10:</b> Gapminder Card Sort
<b>SS7E6c</b> Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita).	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>C05</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>UNIT 9:</b> Investigation 9
<b>SS7E6d</b> Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.	<b>UNIT 8:</b> Personal Supply Chain <b>WHP 1750 UNIT 8:</b> "The Oil Revolution"
<b>SS7E6e</b> Describe the role of entrepreneurship.	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	
<b>SOUTHERN AND EASTERN ASIA</b>		
<b>SS7E7</b> Analyze different economic systems.		
<b>SS7E7a</b> Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> "Smith, Marx, and Keynes"
<b>SS7E7b</b> Explain that countries have a mixed economic system located on a continuum between pure market and pure command.	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> "Smith, Marx, and Keynes"
<b>SS7E7c</b> Compare and contrast the economic systems in China, India, Japan, North Korea, and South Korea.	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	
<b>SS7E8</b> Explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.		
<b>SS7E8a</b> Explain how specialization makes trade possible between countries.	<b>C03</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 8:</b> Personal Supply Chain <b>UNIT 9:</b> <i>Globalization I - The Upside: Crash Course World History #41</i>

<b>SS7E8b</b> Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 9: Globalization I - The Upside: Crash Course World History #41 WHP 1750 UNIT 3: "Japan's Industrial Revolution"</b>
<b>SS7E8c</b> Explain why international trade requires a system for exchanging currency between nations.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.	<b>UNIT 8: Jacqueline Howard: The History of Money ; "One Lump or Two? The Development of Global Economy"; Systems of Exchange and Trade</b>
<b>SS7E9</b> Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea.		
<b>SS7E9a</b> Evaluate how literacy rates affect the standard of living.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9: Investigation 9</b>
<b>SS7E9b</b> Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9: Investigation 9 UNIT 10: Gapminder Card Sort</b>
<b>SS7E9c</b> Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita).	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9: Investigation 9</b>
<b>SS7E9d</b> Describe the role of natural resources in a country's economy.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.	<b>UNIT 8: Personal Supply Chain</b>
<b>SS7E9e</b> Describe the role of entrepreneurship.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	
<b>SS7E10</b> Understand that a basic principle of effective personal money management is to live within one's income.		
<b>SS7E10a</b> Understand that income is received from work and is limited.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>SS7E10b</b> Understand that a budget is a tool to plan the spending and saving of income.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>SS7E10c</b> Understand the reasons and benefits of saving.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>SS7E10d</b> Understand the uses and costs of credit.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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.	

# Georgia Standards BHP Objectives Crosswalk

## 7th Grade Map & Globe

GEORGIA STANDARDS OF EXCELLENCE (GSE)	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT GEORGIA SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT GEORGIA SKILLS AND STANDARDS
<b>MAP AND GLOBE SKILLS</b>		
<b>GOAL:</b> The student will use maps to retrieve social studies information.		
<b>I:</b> indicates when a skill is introduced in the standards and elements as part of the content		
<b>1A:</b> Use a compass rose to identify cardinal directions.	<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>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.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today
<b>2A:</b> Use intermediate directions.	<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>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.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today
<b>3A:</b> Use a letter/number grid system to determine location.	<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>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.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today
<b>4A:</b> Compare and contrast the categories of natural, cultural, and political features found on maps.	<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>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.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps; Columbian Exchange Infographic <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today
<b>5A:</b> Use graphic scales to determine distances on a map.	<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>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.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today
<b>6A:</b> Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.	<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>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. <b>U7-1</b> Define agriculture and describe where it emerged. <b>U7-2</b> Identify the features of agrarian civilizations. <b>U9-1</b> Describe accelerating global change and the factors that describe it.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps; Columbian Exchange Infographic <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today
<b>7A:</b> Use a map to explain impact of geography on historical and current events.	<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>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. <b>U6-6</b> Show early human migration on a map. <b>U7-1</b> Define agriculture and describe where it emerged. <b>U7-2</b> Identify the features of agrarian civilizations.	<b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps; Columbian Exchange Infographic; Personal Supply Chain <b>UNIT 9:</b> What Roles Did Industrialism Play in Creating the Modern World?; Mapping the World: 1914, 1945, 1985, Today
<b>8A:</b> Draw conclusions and make generalizations based on information from maps.	<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>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. <b>U1-4</b> Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic.	<b>UNIT 4:</b> Investigation 4 <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps; "Consequences of the Columbian Exchange"; Columbian Exchange Infographic; Personal Supply Chain <b>UNIT 9:</b> What Roles Did Industrialism Play in Creating the Modern World?; Mapping the World: 1914, 1945, 1985, Today

<p><b>9M:</b> Use latitude and longitude to determine location.</p>	<p><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>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 6:</b> Human Migration Patterns <b>UNIT 7:</b> Agriculture and Civilizations <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today</p>
<p><b>10A:</b> Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities.</p>	<p><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>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. <b>U6-6</b> Show early human migration on a map. <b>U7-4</b> Describe how early civilizations formed and their key features. <b>U7-5</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. <b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p>	<p><b>UNIT 4:</b> Investigation 4 <b>UNIT 6:</b> Human Migration Patterns <b>UNIT 8:</b> Human Migration Patterns II; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today</p>
<p><b>11A:</b> Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations.</p>	<p><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>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. <b>U9-3</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p><b>UNIT 4:</b> Investigation 4 <b>UNIT 9:</b> Investigation 9 <b>UNIT 10:</b> Gapminder Card Sort <b>Project X Unit 2:</b> "Data Exploration: Greenhouse Gas Emissions"</p>

# Georgia Standards BHP Objectives Crosswalk

## 7th Grade Info Processing

GEORGIA STANDARDS OF EXCELLENCE (GSE)	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT GEORGIA SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT GEORGIA SKILLS AND STANDARDS
<b>INFORMATION PROCESSING SKILLS</b>		
<b>GOAL:</b> The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.		
I: indicates when a skill is introduced in the standards and elements as part of the content		
<b>1A:</b> Compare similarities and differences.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-3</b> Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers. <b>U7-6</b> Describe how agrarian civilizations formed and analyze their key similarities and differences.	<b>UNIT 7:</b> "Agrarian Civilizations: introduction"; Comparing Civilizations; "We're Not in Kansas Anymore"; "The Origin of World Religions"; Early Civilization Museum Project; Comparing More Civilizations; The Rise, Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump?; Investigation 7
<b>2A:</b> Organize items chronologically.	<b>CO1</b> 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. <b>U1-1</b> Define thresholds of increasing complexity, origin stories, and scale. <b>U1-3</b> 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. <b>U1-5</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U2-4</b> 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. <b>U3-6</b> Understand how to use and apply the concept of periodization.	<b>UNIT 1:</b> Scale - History of Me; <i>To Scale: The Solar System</i> ; Scale - Big History on a Football Field; Scale - Human History on a String; Scale - Timelines; Timeline: The Big Bang <b>UNIT 2:</b> Scale - Changing Views Timeline <b>UNIT 3:</b> Causation - Star Formation Part 1; Causation - Star Formation Part 2; Scale - Timelines and Periodization; Timeline: Stars
<b>3A:</b> Identify issues and/or problems and alternative solutions.	<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. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere. <b>U10-3</b> Propose a vision of the future based on new understandings of the past.	<b>UNIT 10:</b> Natural Disasters; <i>Globalization II - Good or Bad?</i> ; <i>Crash Course World History #42</i> ; <i>The Atmosphere and Climate</i> ; Gapminder Card Sort; Visions of the Future; "Complexity and the Future"; <i>Bill Gates: Visions of the Future</i> ; <i>Crash Course: The Deep Future</i> ; "Biography of Sylvester James Gates, Jr."; Unit 10 - PBL; Predicting What's Next
<b>4A:</b> Distinguish between fact and opinion.	<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>U2-3</b> Understand how to use claim testing to evaluate a claim or resource.	<b>UNIT 1:</b> Claim Testing Snap Judgment; "Approaches to Knowledge"; <i>How Do We Decide What to Believe?</i> ; Claim Testing - What are the Claim Testers?; "Claim Testers Episode 1: First Contact" <b>UNIT 2:</b> Claim Testing - Authority; Claim Testing Worksheet - The Big Bang <b>UNIT 4:</b> Claim Testing - Evidence; Claim Testing - Geology and the Earth's Formation <b>UNIT 5:</b> The Claim Testers: Episode 2 - Barren World; Convincing Narratives <b>UNIT 6:</b> Claim Testing - Collective Learning
<b>5A:</b> Identify main idea, detail, sequence of events, and cause and effect in a social studies context.	<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>U3-7</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U4-7</b> Understand multiple causes and how to identify them. <b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>UNIT 3:</b> Causation - Star Formation Part 1; Causation - Star Formation Part 2; "A Little Big History of Silver" <b>UNIT 4:</b> Causation - Categorizing Causes; "Alfred Wegener & Harry Hess"; Investigation 4 <b>UNIT 6:</b> Causation - Alphonse the Camel <b>UNIT 8:</b> Causation - The Modern Revolution <b>UNIT 9:</b> "Why Is that T-Shirt So Cheap"; Understanding the Causes of WWII; Understanding the Consequences of the Global Depression; Impacts of Interconnection

<p><b>6A:</b> Identify and use primary and secondary sources.</p>	<p><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>U1-4</b> Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic. <b>U2-2</b> Using evidence from texts and claim testing, 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. <b>U2-3</b> Understand how to use claim testing to evaluate a claim or resource. <b>U4-3</b> Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impacts life on Earth. <b>U5-5</b> Demonstrate using texts as evidence in historical writing. <b>U6-2</b> Explain whether or not symbolic language makes humans different. <b>U7-3</b> Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers.</p>	<p><b>UNIT 1:</b> "Approaches to Knowledge"; <i>How Do We Decide What to Believe?</i> <b>UNIT 2:</b> Analyzing Investigation Writing - Use of Evidence; Investigation 2 <b>UNIT 4:</b> Claim Testing - Evidence; Investigation 4 <b>UNIT 5:</b> Voyage of the Beagle Image Gallery; The Voyage of the Beagle; Revising Investigation Writing - Use of Evidence; Investigation 5 <b>UNIT 6:</b> Historos Cave; <i>Early Evidence of Collective Learning</i> <b>UNIT 7:</b> "We're Not in Kansas Anymore"; Social Status, Power, and Human Burial; <i>Intro to History</i>; "Recordkeeping and History"; Disciplines - What Do You Know? What Do You Ask?; Investigation 7; Teotihuacan: Artifacts and Symbols <b>UNIT 8:</b> World Travelers</p>
<p><b>7A:</b> Interpret timelines, charts, and tables.</p>	<p><b>CO1</b> 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. <b>U1-1</b> Define thresholds of increasing complexity, origin stories, and scale. <b>U1-3</b> 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. <b>U1-5</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U2-4</b> 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. <b>U3-6</b> Understand how to use and apply the concept of periodization.</p>	<p><b>UNIT 1:</b> Easter Island Mystery; "What Happened on Easter Island?"; Scale - Big History on a Football Field; Scale - Human History on a String; Scale - Timelines; Timeline: The Big Bang <b>UNIT 2:</b> Scale - Changing Views Timeline <b>UNIT 3:</b> Scale - Timelines and Periodization; Timeline: Stars <b>UNIT 4:</b> Chemical Abundances: Earth's Crust; Chemical Abundances: The Sun; Chemical Abundances: The Universe; <i>Introduction to the Geologic Time Chart</i>; Investigation 4; Interpreting Transit Graphs; Timeline: Earth and the Solar System <b>UNIT 5:</b> Taxonomy: The Tree of Life; The Tree of Life; Chemical Abundances: The Oceans; Chemical Abundances: A Meteorite; Chemical Abundances: The Human Body; <i>How Do Earth and Life Interact?</i>; Scale - Evolution and Life Timeline <b>UNIT 6:</b> Timeline: Early Humans; Why Do We Live Here? <b>UNIT 9:</b> Scale - Periodizing Big History; Scale - How Would You Periodize Human History; Graphing Population Growth; Investigation 9 <b>UNIT 10:</b> Gapminder Card Sort</p>
<p><b>8A:</b> Identify social studies reference resources to use for a specific purpose.</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>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. <b>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere. <b>U10-3</b> Propose a vision of the future based on new understandings of the past.</p>	<p><b>UNIT 6:</b> Little Big History Kick Off; Little Big History: Choosing Your Focus <b>UNIT 7:</b> Little Big History Biography; Little Big History Research Questions <b>UNIT 8:</b> Little Big History Final Project <b>UNIT 10:</b> Visions of the Future; Unit 10 - PBL</p>
<p><b>9A:</b> Construct charts and tables.</p>	<p><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>UNIT 2:</b> Big Bang Infographic <b>UNIT 8:</b> Columbian Exchange Infographic</p>
<p><b>10A:</b> Analyze artifacts.</p>	<p><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>U6-4</b> Explain collective learning. <b>U7-3</b> Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers.</p>	<p><b>UNIT 6:</b> <i>Intro to Anthropology</i>; <i>Intro to Archaeology</i>; Disciplines - What Do You Know? What Do You Ask?; Historos Cave; <i>Early Evidence of Collective Learning</i> <b>UNIT 7:</b> "What's for Dinner Tonight?"; "We're Not in Kansas Anymore"; Social Status, Power, and Human Burial; <i>Intro to History</i>; Disciplines - What Do You Know? What Do You Ask?; Teotihuacan: Artifacts and Symbols</p>



<p><b>11A:</b> Draw conclusions and make generalizations.</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>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. <b>U2-2</b> Using evidence from texts and claim testing, 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. <b>U5-5</b> Demonstrate using texts as evidence in historical writing. <b>U10-1</b> Explain the Big History story and its defining features and patterns.</p>	<p><b>UNIT 1:</b> Investigation 1 <b>UNIT 2:</b> Debate: Views of the Universe; Investigation 2 <b>UNIT 3:</b> Investigation 3 <b>UNIT 4:</b> Investigation 4 <b>UNIT 5:</b> Investigation 5 <b>UNIT 6:</b> Debate: Culture and Collective Learning; Investigation 6 <b>UNIT 7:</b> Were They Pushed or Did They Jump?; Investigation 7 <b>UNIT 8:</b> Debate: Has the Scientific Revolution Ended?; Investigation 8 <b>UNIT 9:</b> Debate: Is Change Accelerating?; Investigation 9</p>
<p><b>12A:</b> Analyze graphs and diagrams.</p>	<p><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.</p>	<p><b>UNIT 2:</b> Big Bang Infographic <b>UNIT 8:</b> Columbian Exchange Infographic</p>
<p><b>13A:</b> Translate dates into centuries, eras, or ages.</p>	<p><b>CO1</b> 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. <b>U1-1</b> Define thresholds of increasing complexity, origin stories, and scale. <b>U1-3</b> 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. <b>U1-5</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U3-6</b> Understand how to use and apply the concept of periodization.</p>	<p><b>UNIT 3:</b> Scale - Timelines and Periodization <b>UNIT 5:</b> Scale - Evolution and Life Timeline <b>UNIT 6:</b> Timeline: Early Humans <b>UNIT 9:</b> Scale - Periodizing Big History; Scale - How Would You Periodize Human History</p>
<p><b>14A:</b> Formulate appropriate research questions.</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>U10-2</b> Identify important human and environmental issues that affect the future of our species and the biosphere. <b>U10-3</b> Propose a vision of the future based on new understandings of the past.</p>	<p><b>UNIT 6:</b> Little Big History Kick Off; Little Big History: Choosing Your Focus <b>UNIT 7:</b> Little Big History Biography; Little Big History Research Questions <b>UNIT 8:</b> Little Big History Final Project <b>UNIT 10:</b> Visions of the Future; Unit 10 - PBL</p>
<p><b>15A:</b> Determine adequacy and/or relevancy of information.</p>	<p><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. <b>U2-3</b> Understand how to use claim testing to evaluate a claim or resource.</p>	<p><b>UNIT 1:</b> Claim Testing Snap Judgment; "Approaches to Knowledge"; <i>How Do We Decide What to Believe?</i>; Claim Testing - What are the Claim Testers?; "Claim Testers Episode 1: First Contact" <b>UNIT 2:</b> Claim Testing - Authority; Claim Testing Worksheet - The Big Bang <b>UNIT 4:</b> Claim Testing - Evidence; Claim Testing - Geology and the Earth's Formation <b>UNIT 5:</b> The Claim Testers: Episode 2 - Barren World; Convincing Narratives <b>UNIT 6:</b> Claim Testing - Collective Learning</p>
<p><b>16A:</b> Check for consistency of information.</p>	<p><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>U2-3</b> Understand how to use claim testing to evaluate a claim or resource.</p>	<p><b>UNIT 1:</b> Claim Testing Snap Judgment; "Approaches to Knowledge"; <i>How Do We Decide What to Believe?</i>; Claim Testing - What are the Claim Testers?; "Claim Testers Episode 1: First Contact" <b>UNIT 2:</b> Claim Testing - Authority; Claim Testing Worksheet - The Big Bang <b>UNIT 4:</b> Claim Testing - Evidence; Claim Testing - Geology and the Earth's Formation <b>UNIT 5:</b> The Claim Testers: Episode 2 - Barren World; Convincing Narratives <b>UNIT 6:</b> Claim Testing - Collective Learning</p>
<p><b>17M:</b> Interpret political cartoons.</p>	<p><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.</p>	<p><b>WHP ORIGINS ERA 6 &amp; 1200 UNIT 6:</b> Imperialism Cartoons <b>WHP 1750 UNIT 5:</b> Imperialism Cartoons</p>

# Georgia Standards BHP Objectives Crosswalk

## 6th & 7th Writing

GEORGIA STANDARDS OF EXCELLENCE (GSE)	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT GEORGIA SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT GEORGIA SKILLS AND STANDARDS
<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)</b>		
<b>Text Types and Purposes</b>		
<b>L6-8WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .		
<p><b>L6-8WHST1a.</b> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p><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. <b>U1-6</b> Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing. <b>U2-2</b> Using evidence from texts and claim testing, 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.</p>	<p><b>UNIT 1:</b> Analyzing Investigation Writing: Claim and Focus; Investigation 1 <b>UNIT 2:</b> Analyzing Investigation Writing: Use of Evidence; Investigation 2 <b>UNIT 3:</b> Investigation 3 <b>UNIT 4:</b> Analyzing Investigation Writing: Organization; Revising Investigation Writing: Claim &amp; Focus; Investigation 4 <b>UNIT 5:</b> Revising Investigation Writing: Use of Evidence; Investigation 5 <b>UNIT 6:</b> Investigation 6 <b>UNIT 7:</b> Investigation 7 <b>UNIT 8:</b> Investigation 8 <b>UNIT 9:</b> Investigation 9 <b>UNIT 10:</b> Investigation 10</p>
<p><b>L6-8WHST1b.</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>	<p><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. <b>U2-2</b> Using evidence from texts and claim testing, 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. <b>U2-3</b> Understand how to use claim testing to evaluate a claim or resource. <b>U5-5</b> Demonstrate using texts as evidence in historical writing. <b>U8-5</b> Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p><b>UNIT 1:</b> Claim Testing - Snap Judgment; What are the Claim Testers; Analyzing Investigation Writing: Claim and Focus; Investigation 1 <b>UNIT 2:</b> Claim Testing - Authority; Analyzing Investigation Writing: Use of Evidence; Investigation 2 <b>UNIT 3:</b> Claim Testing - Intuition; Investigation 3 <b>UNIT 4:</b> Claim Testing - Evidence; Analyzing Investigation Writing: Organization; Revising Investigation Writing: Claim &amp; Focus; Investigation 4 <b>UNIT 5:</b> Revising Investigation Writing: Use of Evidence; Investigation 5 <b>UNIT 6:</b> Investigation 6 <b>UNIT 7:</b> Revising Investigation Writing: Sentence Starters Part 1; Investigation 7 <b>UNIT 8:</b> Revising Investigation Writing: Sentence Starters Part 2; Investigation 8 <b>UNIT 9:</b> Revising Investigation Writing: Sentence Starters Part 3; Investigation 9 <b>UNIT 10:</b> Investigation 10</p>
<p><b>L6-8WHST1c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p><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. <b>U2-2</b> Using evidence from texts and claim testing, 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. <b>U2-3</b> Understand how to use claim testing to evaluate a claim or resource. <b>U7-7</b> Use sentence starters to strengthen making an argument in writing. <b>U8-5</b> Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p><b>UNIT 7:</b> Revising Investigation Writing: Sentence Starters Part 1 <b>UNIT 8:</b> Revising Investigation Writing: Sentence Starters Part 2 <b>UNIT 9:</b> Revising Investigation Writing: Sentence Starters Part 3</p>
<p><b>L6-8WHST1d.</b> Establish and maintain a formal style.</p>	<p><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>UNIT 1:</b> Investigation 1 <b>UNIT 2:</b> Investigation 2 <b>UNIT 3:</b> Investigation 3 <b>UNIT 4:</b> Analyzing Investigation Writing: Organization; Investigation 4 <b>UNIT 5:</b> Investigation 5 <b>UNIT 6:</b> Investigation 6 <b>UNIT 7:</b> Investigation 7 <b>UNIT 8:</b> Revising Investigation Writing: Sentence Starters Part 2; Investigation 8 <b>UNIT 9:</b> Revising Investigation Writing: Sentence Starters Part 3; Investigation 9 <b>UNIT 10:</b> Investigation 10</p>
<p><b>L6-8WHST1e.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><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>UNIT 1:</b> Investigation 1 <b>UNIT 2:</b> Investigation 2 <b>UNIT 3:</b> Investigation 3 <b>UNIT 4:</b> Analyzing Investigation Writing: Organization; Investigation 4 <b>UNIT 5:</b> Investigation 5 <b>UNIT 6:</b> Investigation 6 <b>UNIT 7:</b> Investigation 7 <b>UNIT 8:</b> Revising Investigation Writing: Sentence Starters Part 2; Investigation 8 <b>UNIT 9:</b> Revising Investigation Writing: Sentence Starters Part 3; Investigation 9 <b>UNIT 10:</b> Investigation 10</p>
<p><b>L6-8WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>		

<p><b>L6-8WHST2a.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p><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. <b>U7-7</b> Use sentence starters to strengthen making an argument in writing.</p>	<p><b>UNIT 1:</b> Investigation 1 <b>UNIT 2:</b> Debate: Views of the Universe; Investigation 2 <b>UNIT 3:</b> Investigation 3 <b>UNIT 4:</b> Analyzing Investigation Writing: Organization; Investigation 4 <b>UNIT 5:</b> Investigation 5 <b>UNIT 6:</b> Debate: Culture and Collective Learning; Investigation 6 <b>UNIT 7:</b> Investigation 7 <b>UNIT 8:</b> Debate: Has the Scientific Revolution Ended?; Revising Investigation Writing: Sentence Starters Part 2; Investigation 8; LBH Final Project <b>UNIT 9:</b> Debate: Is Change Accelerating?; Revising Investigation Writing: Sentence Starters Part 3; Investigation 9 <b>UNIT 10:</b> Investigation 10</p>
<p><b>L6-8WHST2b.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><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. <b>U2-2</b> Using evidence from texts and claim testing, 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. <b>U2-3</b> Understand how to use claim testing to evaluate a claim or resource. <b>U5-5</b> Demonstrate using texts as evidence in historical writing. <b>U7-7</b> Use sentence starters to strengthen making an argument in writing.</p>	<p><b>UNIT 1:</b> Investigation 1 <b>UNIT 2:</b> Debate: Views of the Universe; Investigation 2 <b>UNIT 3:</b> Investigation 3 <b>UNIT 4:</b> Investigation 4 <b>UNIT 5:</b> Investigation 5 <b>UNIT 6:</b> Debate: Culture and Collective Learning; Investigation 6; Little Big History Kick Off; Little Big History Choosing Your Focus <b>UNIT 7:</b> Investigation 7; Little Big History Biography; Little Big History Research Questions <b>UNIT 8:</b> Debate: Has the Scientific Revolution Ended?; Investigation 8; LBH Final Project <b>UNIT 9:</b> Debate: Is Change Accelerating?; Investigation 9 <b>UNIT 10:</b> Investigation 10</p>
<p><b>L6-8WHST2c.</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><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. <b>U7-7</b> Use sentence starters to strengthen making an argument in writing. <b>U8-5</b> Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p><b>UNIT 1:</b> Investigation 1 <b>UNIT 2:</b> Debate: Views of the Universe; Investigation 2 <b>UNIT 3:</b> Investigation 3 <b>UNIT 4:</b> Analyzing Investigation Writing: Organization; Investigation 4 <b>UNIT 5:</b> Investigation 5 <b>UNIT 6:</b> Debate: Culture and Collective Learning; Investigation 6 <b>UNIT 7:</b> Investigation 7 <b>UNIT 8:</b> Debate: Has the Scientific Revolution Ended?; Revising Investigation Writing: Sentence Starters Part 2; Investigation 8; LBH Final Project <b>UNIT 9:</b> Debate: Is Change Accelerating?; Revising Investigation Writing: Sentence Starters Part 3; Investigation 9 <b>UNIT 10:</b> Investigation 10</p>
<p><b>L6-8WHST2d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><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. <b>U7-7</b> Use sentence starters to strengthen making an argument in writing.</p>	<p><b>UNIT 7:</b> Revising Investigation Writing: Sentence Starters Part 1 <b>UNIT 8:</b> Revising Investigation Writing: Sentence Starters Part 2 <b>UNIT 9:</b> Revising Investigation Writing: Sentence Starters Part 3</p>
<p><b>L6-8WHST2e.</b> Establish and maintain a formal style and objective tone.</p>	<p><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>UNIT 1:</b> Investigation 1 <b>UNIT 2:</b> Investigation 2 <b>UNIT 3:</b> Investigation 3 <b>UNIT 4:</b> Analyzing Investigation Writing: Organization; Investigation 4 <b>UNIT 5:</b> Investigation 5 <b>UNIT 6:</b> Investigation 6 <b>UNIT 7:</b> Investigation 7 <b>UNIT 8:</b> Revising Investigation Writing: Sentence Starters Part 2; Investigation 8 <b>UNIT 9:</b> Revising Investigation Writing: Sentence Starters Part 3; Investigation 9 <b>UNIT 10:</b> Investigation 10</p>
<p><b>L6-8WHST2f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><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>UNIT 1:</b> Investigation 1 <b>UNIT 2:</b> Investigation 2 <b>UNIT 3:</b> Investigation 3 <b>UNIT 4:</b> Analyzing Investigation Writing: Organization; Investigation 4 <b>UNIT 5:</b> Investigation 5 <b>UNIT 6:</b> Investigation 6 <b>UNIT 7:</b> Investigation 7 <b>UNIT 8:</b> Revising Investigation Writing: Sentence Starters Part 2; Investigation 8 <b>UNIT 9:</b> Revising Investigation Writing: Sentence Starters Part 3; Investigation 9 <b>UNIT 10:</b> Investigation 10</p>
<p><b>L6-8WHST3:</b> (See note; not applicable as a separate requirement)</p>		

<b>Production and Distribution of Writing</b>		
<b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<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. <b>U1-6</b> Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing. <b>U7-7</b> Use sentence starters to strengthen making an argument in writing.	<b>UNIT 1:</b> Analyzing Investigation Writing: Claim and Focus; Investigation 1 <b>UNIT 2:</b> Analyzing Investigation Writing: Use of Evidence; Investigation 2 <b>UNIT 3:</b> Analyzing Investigation Writing: Applying BHP Concepts; Investigation 3 <b>UNIT 4:</b> Analyzing Investigation Writing: Organization; Revising Investigation Writing: Claim & Focus; Investigation 4 <b>UNIT 5:</b> Revising Investigation Writing: Use of Evidence; Investigation 5 <b>UNIT 6:</b> Revising Investigation Writing: Applying BHP Concepts; Investigation 6 <b>UNIT 7:</b> Revising Investigation Writing: Sentence Starters Part 1; Investigation 7 <b>UNIT 8:</b> Revising Investigation Writing: Sentence Starters Part 2; Investigation 8 <b>UNIT 9:</b> Revising Investigation Writing: Sentence Starters Part 3; Investigation 9 <b>UNIT 10:</b> Investigation 10
<b>L6-8WHST5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<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. <b>U7-7</b> Use sentence starters to strengthen making an argument in writing. <b>U8-5</b> Use sentence starters to strengthen the use of texts as evidence in writing.	<b>UNIT 1:</b> Analyzing Investigation Writing: Claim and Focus; Investigation 1 <b>UNIT 2:</b> Analyzing Investigation Writing: Use of Evidence; Investigation 2 <b>UNIT 3:</b> Analyzing Investigation Writing: Applying BHP Concepts; Investigation 3 <b>UNIT 4:</b> Analyzing Investigation Writing: Organization; Revising Investigation Writing: Claim & Focus; Investigation 4 <b>UNIT 5:</b> Revising Investigation Writing: Use of Evidence; Investigation 5 <b>UNIT 6:</b> Revising Investigation Writing: Applying BHP Concepts; Investigation 6 <b>UNIT 7:</b> Revising Investigation Writing: Sentence Starters Part 1; Investigation 7 <b>UNIT 8:</b> Revising Investigation Writing: Sentence Starters Part 2; Investigation 8 <b>UNIT 9:</b> Revising Investigation Writing: Sentence Starters Part 3; Investigation 9 <b>UNIT 10:</b> Investigation 10
<b>L6-8WHST6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<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.	<b>UNIT 1:</b> Investigation 1 <b>UNIT 2:</b> Debate: Views of the Universe; Investigation 2 <b>UNIT 3:</b> Investigation 3 <b>UNIT 4:</b> Investigation 4 <b>UNIT 5:</b> Investigation 5 <b>UNIT 6:</b> Debate: Culture and Collective Learning; Investigation 6 <b>UNIT 7:</b> Investigation 7; Early Civilization Museum Project; Unit 7 PBL <b>UNIT 8:</b> Debate: Has the Scientific Revolution Ended?; Investigation 8; LBH Final Project; Columbian Exchange Infographic <b>UNIT 9:</b> Debate: Is Change Accelerating?; Investigation 9 <b>UNIT 10:</b> Investigation 10
<b>Research to Build and Present Knowledge</b>		
<b>L6-8WHST7:</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<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. <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. <b>U3-5</b> 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. <b>U5-5</b> Demonstrate using texts as evidence in historical writing.	<b>UNIT 6:</b> Little Big History Kick Off; Little Big History Choose Your Focus <b>UNIT 7:</b> Little Big History Biography; Little Big History Research Questions <b>UNIT 8:</b> Little Big History Final Project

<p><b>L6-8WHST8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</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. <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. <b>U2-2</b> Using evidence from texts and claim testing, 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. <b>U2-3</b> Understand how to use claim testing to evaluate a claim or resource. <b>U6-5</b> 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. <b>U7-7</b> Use sentence starters to strengthen making an argument in writing. <b>U8-5</b> Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p><b>UNIT 6:</b> Little Big History Kick Off; Little Big History Choose Your Focus <b>UNIT 7:</b> Little Big History Biography; Little Big History Research Questions <b>UNIT 8:</b> Little Big History Final Project</p>
<p><b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research.</p>	<p><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. <b>U5-5</b> Demonstrate using texts as evidence in historical writing. <b>U7-7</b> Use sentence starters to strengthen making an argument in writing. <b>U8-5</b> Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p><b>UNIT 6:</b> Little Big History Kick Off; Little Big History Choose Your Focus <b>UNIT 7:</b> Little Big History Biography; Little Big History Research Questions <b>UNIT 8:</b> Little Big History Final Project</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>		
<p><b>L6-8WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</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>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>UNIT 1:</b> Investigation 1 <b>UNIT 2:</b> Debate: Views of the Universe; Investigation 2 <b>UNIT 3:</b> Investigation 3 <b>UNIT 4:</b> Investigation 4 <b>UNIT 5:</b> Investigation 5 <b>UNIT 6:</b> Debate: Culture and Collective Learning; Investigation 6; Little Big History Kick Off; Little Big History Choosing Your Focus <b>UNIT 7:</b> Investigation 7; Little Big History Biography; Little Big History Research Questions <b>UNIT 8:</b> Debate: Has the Scientific Revolution Ended?; Investigation 8; LBH Final Project <b>UNIT 9:</b> Debate: Is Change Accelerating?; Investigation 9 <b>UNIT 10:</b> Investigation 10</p>