



# BHP AND ILLINOIS'S LEARNING STANDARDS FOR THE SOCIAL SCIENCES

MAY 2020



## Table of Contents

Illinois Middle School BHP Executive Summary	3
BHP and Illinois's Learning Standards for the Social Sciences	3
Conclusion	4
Illinois Standards BHP Objectives Crosswalk	5

## Illinois Middle School BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Illinois's middle school students to develop a well-grounded foundation for a deep understanding of history, geography, economics, and civics through its readings, videos, and activities. The BHP aligns with the vast majority of the Illinois Learning Standards (ILS) for the Social Sciences. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics such as those in Illinois history or financial literacy. The accompanying crosswalk provides examples of the BHP materials that are aligned to Illinois's standards.

## BHP and Illinois's Learning Standards for the Social Sciences

While completing the BHP curriculum, students will learn historical content through the narrative of thresholds of increasing complexity and will develop and apply their inquiry skills. These aspects of WHP are aligned to the ILS such as “**SS.IS.2.6-8** Ask essential and focusing questions that will lead to independent research” and “**SS.IS.3.6-8** Determine sources representing multiple points of view that will assist in organizing a research plan.” All of the expectations expressed within these statements are found throughout the BHP Course. For example, students will study how “ask essential and focusing questions” as they complete the Three Close Reads process for articles in the course. In addition, they will employ these skills when completing activities such as What Do You Know? What Do You Ask? as well as when they determine research questions for the culminating course project, or the Little Big History project (LBH). Students will also identify “helpful sources” as they complete each Investigation in the course and when they complete activities such as Invent a Species and Debate: Views of the Universe. More information about the BHP assets and their alignment to ILS can be found in the accompanying crosswalk.

Furthermore, BHP focuses on major turning points in history, and its conceptual units are anchored in thresholds of increasing complexity—moments in time when conditions are right for the emergence of new forms of development in matter or in human societies. Major concepts and skills threads throughout the course such as claim testing, research and evaluation of sources, and communicating conclusions are met including the following: Illinois's inquiry skills for **Gathering and Evaluating Sources** and **Developing Claims and Using Evidence (SS.IS.4.6-8 through SS.IS.5.6-8)** as well as to the history standards in the category **Historical Sources and Evidence (SS.H.3.6-8)**. Finally, the causation and writing progressions align to Illinois's history standards for **Causation and Argumentation (SS.H.4.6-8)**. Comprehensive information regarding the concepts and skills can be referenced in the “Big History Full 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 Illinois's middle school students to meet the vast majority of Illinois's standards and to develop the ways of thinking, reading, and writing set forth in the CCSS and C3 Framework. BHP will reinforce the inquiry skills, content, and knowledge that is expected from Illinois's middle school social studies course.



Illinois Standards BHP Objectives Crosswalk

Inquiry Skills

ILLINOIS MIDDLE SCHOOL SOCIAL STUDIES LEARNING STANDARDS	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT ILLINOIS SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ILLINOIS SKILLS AND STANDARDS
<b>INQUIRY SKILLS</b>		
<b>DEVELOPING QUESTIONS AND PLANNING INQUIRIES</b>		
<p><b>SS.IS.1.6-8 CREATING ESSENTIAL QUESTIONS:</b> Create essential questions to help guide inquiry about a topic.</p>	<p><b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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.</p>	<p><b>ALL UNITS:</b> Three Close Reads <b>UNITS 2-4, 6-7 &amp; 10:</b> What Do You Know? What Do You Ask? <b>UNIT 2:</b> Disciplines - Who Knows What? <b>UNIT 6:</b> Debate: Culture and Collective Learning; Essay: Change Over Time <b>UNIT 7:</b> Little Big History - Research Questions; LBH: Big Questions Brainstorm Guide <b>UNIT 8:</b> Little Big History Final Project <b>UNIT 9:</b> Scale - Periodizing Big History</p>
<p><b>SS.IS.2.6-8 CREATING SUPPORTING QUESTIONS:</b> Ask essential and focusing questions that will lead to independent research.</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>U6-7:</b> Demonstrate using BHP concepts accurately in writing.</p>	<p><b>ALL UNITS:</b> Three Close Reads <b>UNITS 2-4, 6-7 &amp; 10:</b> What Do You Know? What Do You Ask? <b>UNIT 2:</b> Disciplines - Who Knows What? <b>UNIT 7:</b> Little Big History-Research Questions; LBH: Big Questions Brainstorm Guide <b>UNIT 8:</b> Little Big History Final Project</p>
<p><b>SS.IS.3.6-8 DETERMINING HELPFUL SOURCES:</b> Determine sources representing multiple points of view that will assist in organizing a research plan.</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>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>U5-5:</b> Demonstrate using texts as evidence in historical writing.</p>	<p><b>UNITS 1-10:</b> Investigation <b>UNIT 2:</b> Debate: Views of the Universe; Essay: Human History Compare and Contrast Essay <b>UNIT 5:</b> PBL: Invent A Species <b>UNIT 6:</b> Debate: Culture and Collective Learning; Essay: Change Over Time <b>Culminating Course Project:</b> Little Big History Project</p>
<b>EVALUATING SOURCES AND USING EVIDENCE</b>		
<p><b>SS.IS.4.6-8 (LC, MdC, MC) GATHERING AND EVALUATING SOURCES:</b> Determine the value of sources by evaluating their relevance and intended use (LC). Determine credibility of sources based upon their origin, authority, and context (MdC). Gather relevant information from credible sources and determine whether they support each other (MC).</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.</p>	<p><b>NOTE:</b> Students can utilize the "Research Worksheet" in UNIT 5 to assess credibility and bias while completing the following assignments: <b>UNIT 2:</b> This Threshold Today: Big Bang; Debate: Views of the Universe <b>UNIT 3:</b> This Threshold Today: Stars Light Up <b>UNIT 4:</b> This Threshold Today: Earth and the Solar System <b>UNIT 6:</b> Debate: Culture and Collective Learning <b>UNIT 7:</b> Biography of a Little Big History Project; This Threshold Today: Agriculture</p>

<p><b>SS.IS.5.6-8 (LC, MdC, MC) DEVELOPING CLAIMS AND USING EVIDENCE:</b>          Appropriately cite all sources utilized (LC). Identify evidence from multiple sources to support claims, noting its limitations (MdC). Develop claims and counterclaims while pointing out the strengths and limitations of both (MC).</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>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.</p>	<p><b>NOTE:</b> CLAIM TESTING IS USED THROUGHOUT THE BHP AND IS ONE OF THE CORE CONCEPTS OF THE COURSE. Claim testing activities are located throughout the course including in Units 1, 2, 4, 5, 6, and 7. Students also develop claims and counterclaims in all writing assignments including for each investigation that closes every unit of the course.</p>
<p><b>COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION</b></p>		
<p><b>SS.IS.6.6-8 (LC, MdC, MC) COMMUNICATING CONCLUSIONS:</b>          Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations (LC). Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses (MdC). Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media (MC).</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, or other formats.</p>	<p><b>ALL UNITS:</b> STUDENTS COMMUNICATE THEIR CONCLUSIONS IN ALL WRITING ASSIGNMENTS IN THE COURSE INCLUDING FOR EACH INVESTIGATION THAT CLOSES EVERY UNIT OF THE COURSE AND FOR THE LBH PROJECT AND PBLs.</p>
<p><b>SS.IS.7.6-8 CRITIQUING CONCLUSIONS:</b>          Critique the structure and credibility of arguments and explanations (self and others).</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, or other formats.</p>	<p><b>ALL UNITS:</b> STUDENTS COMPLETE PEER REVIEWS OF INVESTIGATION WRITING INCLUDING THOSE OF THEIR CLASSMATES AND THROUGH INVESTIGATION WRITING ACTIVITIES IN ALL UNITS OF THE COURSE.</p>
<p><b>SS.IS.8.6-8 (LC, MdC, MC) TAKING INFORMED ACTION:</b> Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it (LC). Assess individual and collective capacities to take action to address problems and identify potential outcomes (MdC). Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.</p>	<p><b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.</p>	<p><b>UNIT 7: PBL UNIT 10: PBL COURSE CULMINATING PROJECT:</b> Little Big History Project (LBH)</p>

Illinois Standards BHP Objectives Crosswalk

Civics

ILLINOIS MIDDLE SCHOOL SOCIAL STUDIES LEARNING STANDARDS	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT ILLINOIS SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ILLINOIS SKILLS AND STANDARDS
<b>CIVICS</b>		
<p><b>SS.CV.1.6-8 (LC, MdC, MC) CIVIC AND POLITICAL INSTITUTIONS:</b> Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders) (LC). Describe the roles of political, civil, and economic organizations in shaping people's lives (MdC). Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media (MC).</p>	<p><b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.</p>	<p><b>UNIT 8:</b> Issues of Colonization Mini Project; When Humans Became Inhumane: The Atlantic Slave Trade <b>UNIT 9:</b> You Say You Want a Revolution: Change on Both Sides of the Atlantic; Imperialism and Resistance Shape a Modern World; Rights and Resistance Timeline; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents</p>
<p><b>SS.CV.2.6-8 (LC, MdC, MC) CIVIC AND POLITICAL INSTITUTIONS:</b> Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements (LC). Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government (MdC). Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries (MC).</p>	<p><b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>U1-3:</b> Understand how you fit into the Big History narrative, using the concepts of "thresholds" to frame your past, present, and future, as well as the history of the Universe. <b>U7-2:</b> Identify the features of agrarian civilizations. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>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.</p>	<p><b>UNIT 7:</b> Lesson 7.1 The First Cities and States Appear (articles, videos, and activities) <b>UNIT 9:</b> You Say You Want a Revolution: Change on Both Sides of the Atlantic; Declaration of Rights Documents</p>
<p><b>SS.CV.3.6-8 PARTICIPATION AND DELIBERATION: APPLY THE CIVIC VIRTUES AND DEMOCRATIC PRINCIPALS:</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p>	<p><b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.</p>	<p><b>UNIT 9:</b> You Say You Want a Revolution; Imperialism and Resistance Shape a Modern World; Rights and Resistance Timeline; And Then Gandhi Came; Declaration of Rights Documents Reading List; Comparing Rights Documents; Democratic and Independent States Timeline</p>
<p><b>SS.CV.4.6-8 (LC, MdC, MC) PARTICIPATION AND DELIBERATION: APPLY THE CIVIC VIRTUES AND DEMOCRATIC PRINCIPALS:</b> Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society (LC). Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system (MdC). Critique deliberative processes used by a wide variety of groups in various settings (MC).</p>	<p><b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.</p>	<p><b>UNIT 9:</b> You Say You Want a Revolution; Imperialism and Resistance Shape a Modern World; Rights and Resistance Timeline; And Then Gandhi Came; Declaration of Rights Documents Reading List; Comparing Rights Documents; Democratic and Independent States Timeline</p>

<p><b>SS.CV.5.6-8 PARTICIPATION AND DELIBERATION: APPLY THE CIVIC VIRTUES AND DEMOCRATIC PRINCIPALS:</b> Apply civic virtues and democratic principles in school and community settings.</p>	<p><b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.</p>	<p><b>LITTLE BIG HISTORY PROJECT - MULTIPLE UNITS; PBL UNIT 7</b> How Many People Could Earth Support Now and 100 Years from Now? <b>UNIT 10:</b> Visions of the Future; What Is the Next Threshold?</p>
<p><b>SS.CV.6.6-8 (LC, MdC, MC) PROCESSES, RULES, AND LAWS:</b> Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address (LC). Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings (MdC). Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state, or national government) (MC).</p>	<p><b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>U10-3:</b> Propose a vision of the future based on new understandings of the past.</p>	<p><b>LITTLE BIG HISTORY PROJECT - MULTIPLE UNITS; PBL UNIT 7</b> How Many People Could Earth Support Now and 100 Years from Now? <b>UNIT 10:</b> Visions of the Future; The Future of Our Planet; What Is the Next Threshold?</p>



Illinois Standards BHP Objectives Crosswalk  
 Geography

ILLINOIS MIDDLE SCHOOL SOCIAL STUDIES LEARNING STANDARDS	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT ILLINOIS SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ILLINOIS SKILLS AND STANDARDS
<b>GEOGRAPHY</b>		
<p><b>SS.G.1.6-8 (LC, MdC, MC) GEOGRAPHIC REPRESENTATIONS:</b> Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between locations (places and regions) and changes in their environment (LC). Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics (MdC). Construct different representations to explain the spatial patterns of cultural and environmental characteristics (MC).</p>	<p><b>U4-2:</b> Use evidence to explain how the Earth and its atmosphere developed and changed over time. <b>U4-3:</b> Define geology, the types of questions geologists ask, and the tools they use to answer those questions. <b>U4-5:</b> Explain why geology is important to understanding the history of the Earth. <b>U6-6:</b> Show early human migration on a map.</p>	<p><b>UNIT 4:</b> Biography of a Continent; Introduction to Geology; Alfred Wegener and Harry Hess; What Do You Know? What Do You Ask? <b>UNIT 6:</b> Human Migration Patterns; Human Migration: Mapping; Mannahatta: The Old Collect; Why Do We Live Here? <b>UNIT 8:</b> Comparing Maps; Human Migration Patterns II</p>
<p><b>SS.G.2.6-8 (LC, MdC, MC) HUMAN/ENVIRONMENT INTERACTION:</b> Explain how humans and their environment affect one another (LC). Compare and contrast cultural and environmental characteristics of different places or regions (MdC). Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places (MC).</p>	<p><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>U5-1:</b> Describe the conditions that made it possible for life to emerge on Earth. <b>U5-3:</b> Describe the major events in the development of life on Earth and explain what is meant by the term biosphere. <b>U10-2:</b> Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p><b>UNIT 4:</b> Our Shifting Globe; Why We're All Lava Surfers <b>UNIT 5:</b> How Did Life Begin and Change?; Mini-Thresholds of Life; Living in the Extremes of the Biosphere; What Is the Biosphere?; How Do Life and Earth Interact?; How We Proved an Asteroid Wiped Out the Dinosaurs <b>UNIT 6:</b> Mannahatta: The Old Collect; Why Do We Live Here? <b>UNIT 7:</b> Why Was Agriculture So Important?; What's for Dinner Tonight?; We're Not in Kansas Anymore: The Emergence of Early Cities <b>UNIT 9:</b> The Appetite for Energy; Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Is Change Accelerating? Debate; Why Is that T-shirt So Cheap? <b>UNIT 10:</b> The Atmosphere and Climate; The Future of Our Planet</p>
<p><b>SS.G.3.6-8 (LC, MdC, MC) HUMAN POPULATION:</b> Explain how environmental characteristics impact human migration and settlement (LC). Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture (MdC). Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation (MC).</p>	<p><b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>U6-6:</b> Show early human migration on a map. <b>U9-3:</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. <b>U9-6:</b> Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p><b>UNIT 6:</b> Human Migration Patterns; Migrations and Technological Creativity <b>UNIT 7:</b> Crash Course: Migrations &amp; Intensifications <b>UNIT 8:</b> What Caused Expansion?; Why Did Civilization Expand?; Human Migration Patterns II; Investigating the Consequences of the Columbian Exchange; When Humans Became Inhumane: The Atlantic Slave Trade; ; Systems of Exchange and Trade <b>UNIT 9:</b> Graphing Population Growth; The Impact of Population Growth Essay; Mapping the World: 1914, 1945, 1985, Today; Comparing the Most Populous Cities by Century <b>UNIT 10:</b> GapMinder Sort Card</p>

<p><b>SS.G.4.6-8 (LC, MdC, MC) GLOBAL INTERCONNECTIONS:</b> Identify how cultural and environmental characteristics vary among regions of the world (LC). Explain how global changes in population distribution patterns affect changes in land use (MdC). Analyze how the environmental characteristics of places and production of goods influence patterns of world trade (MC).</p>	<p><b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>U6-6:</b> Show early human migration on a map. <b>U9-3:</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. <b>U9-6:</b> Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p><b>UNIT 7:</b> Where and Why Did the First Cities and States Appear?; Agrarian Civilizations: Introduction; Comparing Civilizations; The Origin of World Religions; Early Civilization Museum Project; Comparing More Civilizations; The Origin of Agriculture in Africa <b>UNIT 8:</b> The Four World Zones; China: The First Great Divergence; World Travelers; Human Migration Patterns II; Issues of Colonization Mini Project; One Lump or Two? The Development of Global Economy; The First Silk Roads; A Curious Case: African Agrarianism; Personal Supply Chain <b>UNIT 9:</b> How Did Change Accelerate?; The Industrial Revolution; Anthropocene; Anthropocene Africa; Graphing Population Growth; The Impact of Population Growth Essay</p>
--	---	--

# Illinois Standards BHP Objectives Crosswalk

## Economy

ILLINOIS MIDDLE SCHOOL SOCIAL STUDIES LEARNING STANDARDS	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT ILLINOIS SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ILLINOIS SKILLS AND STANDARDS
<b>ECONOMICS</b>		
<p><b>SS.EC.1.6-8 (LC, MdC, MC) ECONOMIC DECISION MAKING:</b> Explain how economic decisions affect the well-being of individuals, businesses, and society (LC). Explain how external benefits and costs influence choices (MdC). Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole (MC).</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. <b>U7-2:</b> Identify the features of agrarian civilizations. <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>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <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 how commerce has spread.</p>	<p><b>UNIT 7:</b> Comparing More Civilizations; Recordingkeeping and History; The Rise, Fall, and Collapse of Civilizations; What Caused Expansion?; Why Did Civilization Expand? <b>UNIT 8:</b> When Humans Became Inhumane: The Atlantic Slave Trade <b>UNIT 9:</b> Crash Course: The Industrial Revolution; Smith, Marx, and Keynes;</p>
<p><b>SS.EC.2.6-8 (LC, MdC, MC) EXCHANGE AND MARKETS:</b> Analyze the role of innovation and entrepreneurship in a market economy (LC). Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy (MdC). Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies (MC).</p>	<p><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>U8-1:</b> Describe accelerating global change and the factors that describe it. <b>U8-6:</b> Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p><b>UNIT 8:</b> World Zone Game; The Four World Zones; One Lump or Two? The Development of a Global Economy; The First Silk Roads <b>UNIT 9:</b> Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; Crisis and Conflict on the Global Stage Lesson</p>
<p><b>SS.EC.3.6-8 (LC, MdC, MC) NATIONAL AND GLOBAL ECONOMY:</b> Explain why standards of living increase as productivity improves (LC). Explain barriers to trade and how those barriers influence trade among nations (MdC). Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups (MC).</p>	<p><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>U8-1:</b> Describe accelerating global change and the factors that describe it. <b>U8-6:</b> Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p><b>UNIT 8:</b> World Zone Game; The Four World Zones; One Lump or Two? The Development of a Global Economy; The First Silk Roads <b>UNIT 9:</b> Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; Crisis and Conflict on the Global Stage Lesson <b>UNIT 10:</b> Gapminder Sort Card</p>
<p><b>SS.EC.FL.1.6-8 (LC, MdC, MC) FINANCIAL LITERACY:</b> Analyze the relationship between skills, education, jobs, and income (LC). Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates (MdC). Describe the connection between credit, credit options, and interest and credit history (MC).</p>	<p><b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.</p>	<p><b>UNIT 10:</b> Gapminder Sort Card</p>
<p><b>SS.EC.FL.2.6-8 (LC, MdC, MC) FINANCIAL LITERACY:</b> Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving (LC). Explain the correlation between investors, investment options (and associated risks), and income/wealth (MdC). Analyze the relationship between financial risks and protection, insurance and costs (MC).</p>		

# Illinois Standards BHP Objectives Crosswalk

## Historical

ILLINOIS MIDDLE SCHOOL SOCIAL STUDIES LEARNING STANDARDS	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT ILLINOIS SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ILLINOIS SKILLS AND STANDARDS
<b>HISTORY</b>		
<p><b>SS.H.1.6-8 (LC, MdC, MC) CHANGE, CONTINUITY, AND CONTEXT:</b> Classify series of historical events and developments as examples of change and/or continuity (LC). Analyze connections among events and developments in broader historical contexts (MdC). Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant (MC).</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>UNITS 2-5:</b> DQ Notebook <b>UNITS 2-4, 7, &amp; 9:</b> This Threshold Today activities <b>UNIT 2:</b> Scale - Changing Views Timeline <b>UNIT 3:</b> Scale - Timelines and Periodization <b>UNIT 6:</b> Change Over Time Essay <b>UNIT 8:</b> Issues of Colonization Mini Project</p>
<p><b>SS.H.2.6-8 (LC, MdC, MC) PERSPECTIVES:</b> Explain how and why perspectives of people have changed over time (LC). Analyze multiple factors that influenced the perspectives of people during different historical eras (MdC). Analyze how people's perspectives influenced what information is available in the historical sources they created (MC).</p>	<p><b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO8:</b> Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</p>	<p><b>UNIT 1:</b> Origin Stories Lesson 1.2 <b>UNIT 2:</b> How Did Our Understanding of the Universe Change? Lesson 2.1 <b>UNIT 3:</b> Crash Course Chemistry: Periodic Table of Elements; Dmitri Mendeleev; Marie Curie <b>UNIT 4:</b> Alfred Wegener &amp; Harry Hess <b>UNIT 5:</b> Darwin, Evolution, &amp; Faith; Crick, Watson, &amp; Franklin</p>
<p><b>SS.H.3.6-8 (LC, MdC, MC) HISTORICAL SOURCES AND EVIDENCE:</b> Classify the kinds of historical sources used in a secondary interpretation (LC). Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources (MdC). Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified (MC).</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.</p>	<p><b>NOTE:</b> Students can utilize the "Research Worksheet" in UNIT 5 to assess credibility and bias while completing the following assignments: <b>UNIT 2:</b> This Threshold Today: Big Bang; Debate: Views of the Universe <b>UNIT 3:</b> This Threshold Today: Stars Light Up <b>UNIT 4:</b> This Threshold Today: Earth and the Solar System <b>UNIT 6:</b> Debate: Culture and Collective Learning <b>UNIT 7:</b> Biography of a Little Big History Project; This Threshold Today: Agriculture</p>

<p><b>SS.H.4.6-8 (LC, MdC, MC) CAUSATION AND ARGUMENTATION:</b> Explain multiple causes and effects of historical events (LC). Compare the central historical arguments in secondary works across multiple media (MdC). Organize applicable evidence into a coherent argument about the past (MC).</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>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.</p>	<p><b>ALL UNITS:</b> Investigations <b>UNIT 2:</b> Causation-Natural Disasters <b>UNIT 3:</b> Causation-Star Formation Part 1; Causation-Star Formation Part 2 <b>UNIT 4:</b> Causation-Categorizing Causes <b>UNIT 6:</b> Causation: Alphonse the Camel</p>
--	---	--