



BHP AND NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

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Table of Contents

Nevada BHP Executive Summary	3
Nevada’s Academic Content Standards for Social Studies	3
BHP, the Common Core State Standards and the C3 Framework	4
Conclusion	4
Nevada Standards BHP Objectives Crosswalk	5

Nevada BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Nevada’s 6th-8th grade students, who take the Early World Civilizations course, to develop a well-grounded foundation for a deep understanding of history, geography, economics, and civics through its readings, videos, and activities. One benefit of the BHP course is that its structure also supports teacher and curricular flexibility while supporting the rigor and standards of the C3 Framework. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics or periods such as financial literacy. The accompanying crosswalk provides examples of the BHP materials that are aligned to Nevada’s standards.

Nevada’s Academic Content Standards for Social Studies

In Nevada’s Academic Content Standards for Social Studies, there is an emphasis on early civilizations and disciplinary skills. Specifically, Nevada’s standards document states that the Early World Civilizations course “focuses on the geography, history, and culture of early world civilizations while emphasizing disciplinary inquiry. There is an intentional focus on spatial understanding of the world and the location of continents and countries as students explore each civilization.” The document further asserts “Students will analyze regional, economic, political, intellectual, environmental, and cultural characteristics of early world civilizations.” All of the expectations expressed within the above quoted statements are found throughout the BHP Course. For example, students will learn about geography as they utilize and construct maps (**SS.6-8.EWC.26.**). Students will also learn about the cultural and environmental characteristics of places (**SS.6-8.EWC.27.**). Moreover, students will learn about the intellectual (**SS.6-8.EWC.22.**) and political elements of a civilization (**SS.6-8.EWC.25.**). Students will engage in historical analysis as they research the rise and fall of kingdoms (**SS.6-8.EWC.12.**) Lastly, students will apply inquiry skills as they construct questions (aligned to standard **SS.6-8.EWC.1.**), develop arguments (meets standard **SS.6-8.EWC.6.**) and engage in discussions (aligned to standard **SS.6-8.EWC.9.**). Additional alignment, and resources, can be found in the accompanying crosswalk.

Furthermore, BHP focuses on major turning points in history, and its conceptual units are anchored in thresholds of increasing complexity—moments in time when conditions are right for the emergence of new forms of development in matter or in human societies. Major skills that thread throughout the course include thinking across scales, which meet Nevada’s standard “**SS.6-8.EWC.22.** Analyze the intellectual, cultural, religious, and artistic contributions of ancient civilizations to our modern world of racially and ethnically diverse people.” In addition, the BHP making and testing claims skill is found in Nevada’s standard “**SS.6-8.EWC.9.** Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued.” A BHP concept that is found throughout the course is collective learning and this is aligned to Nevada’s standard “**SS.6-8.EWC.20.** Assess the influence of cultural diffusion when diverse groups interact within and across early civilizations.” Comprehensive information regarding the concepts and skills can be referenced in the “Big History Full Course Guide.”

BHP, the Common Core State Standards and the C3 Framework

BHP was created with the C3 Framework in mind and the C3 Framework incorporates the literacy expectations found in the CCSS. As a result, BHP meets these historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. BHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these new expectations. The BHP units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop claims, create arguments, and deliver presentations in a variety of formats. These inquiry-based opportunities are reinforced through practice progressions. BHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn, and to practice, inquiry-based skills at increasing complexity. For example, the conducting historical inquiry progressions are aligned to Nevada’s standard “**SS.6.8.EWC.3**. Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions.” An in-depth discussion of the progressions can be found in the “BHP Practice Progressions Guide.”

Moreover, BHP provides resources for literacy practices and historical thinking processes that teachers can adapt for their other social studies courses. These resources include readings, writing assignments, investigations, debates, essays, project-based learning assignments, and the comprehensive Little Big History Project.

Conclusion

BHP provides an engaging and coherent curriculum that enables Nevada’s students to meet the vast majority of Nevada’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, the content, and the knowledge that is expected from Nevada’s 6th-8th grade Early World Civilizations course.

Nevada Standards BHP Objectives Crosswalk

Skills

NEVADA SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEVADA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEVADA SKILLS AND STANDARDS
DISCIPLINARY SKILLS		
<p>SS.6-8.EWC.1. Construct compelling questions based upon disciplinary concepts.</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative.</p>	<p>UNITS 1-10: Disciplines - What Do You Know? What Do You Ask? UNIT 7: LBH-Research Questions; LBH: Big Questions Brainstorm Guide</p>
<p>SS.6-8.EWC.2. Evaluate various interpretations to answer compelling questions within and across disciplines.</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, or other formats. U6-7: Demonstrate using BHP concepts accurately in writing.</p>	<p>ALL UNITS: Driving Questions UNITS 1-10: Investigation UNITS 1-10: Disciplines - What Do You Know? What Do You Ask? UNIT 2: Debate: Views of the Universe UNIT 6: Debate: Culture and Collective Learning UNIT 7: LBH-Research Questions; LBH: Big Questions Brainstorm Guide</p>
<p>SS.6-8.EWC.3. Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions.</p>	<p>CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence.</p>	<p>ALL UNITS: Three Close Reads UNITS 1-10: What Do You Know? What Do Ask? UNIT 6: LBH-Choosing Your Focus</p>
<p>SS.6-8.EWC.4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts through close reading and disciplinary skills.</p>	<p>CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U4-8: Demonstrate an ability to construct an argument in writing. U5-5: Demonstrate using texts as evidence in historical writing.</p>	<p>Research Worksheet UNITS 1-10: Investigation UNIT 2: Debate: Views of the Universe; Essay: Human History Compare and Contrast UNIT 5: PBL UNIT 6: Debate: Culture and Collective Learning; Essay: Change Over Time UNIT 7: Biography of a Little Big History Project; Essay: Were They Pushed or Did They Jump?; Early Civilizations Museum Project</p>

<p>SS.6-8.EWC.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.</p>	<p>CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one’s thinking, and present findings that are well-supported by scientific and historical evidence. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. U2-3: Understand how to use claim testing to evaluate a claim or resource.</p>	<p>Students can utilize the "Research Worksheet" to assess credibility while completing the following assignments. UNIT 7: Biography of a Little Big History Project; PBL UNIT 8: Debate: Has the Scientific Revolution Ended? UNIT 9: Debate: Is Change Accelerating?; Essay: Impact of Population Growth UNIT 10: Visions of the Future</p>
<p>SS.6-8.EWC.6. Using varied source material, develop an argument based on substantive claims, with strong evidence, and clear reasoning.</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. U1-6: Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing. U4-8: Demonstrate an ability to construct an argument in writing. U5-5: Demonstrate using texts as evidence in historical writing. U6-7: Demonstrate using BHP concepts accurately in writing. U7-7: Use sentence starters to strengthen making an argument in writing. U8-5: Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p>UNITS 1-10: Investigation UNIT 2: Debate: Views of the Universe UNIT 4: Revising Investigation Writing–Claim and Focus UNIT 5: Convincing Narratives UNIT 6: Essay: Change Over Time; Debate: Culture and Collective Learning UNIT 7: Biography of a Crop; The Rise, Fall, and Collapse of Civilizations; Essay: Were They Pushed or Did They Jump? UNIT 8: Little Big History Final Project</p>
<p>SS.6-8.EWC.7. Examine different arguments while pointing out the strengths and limitations of each.</p>	<p>CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U5-5: Demonstrate using texts as evidence in historical writing. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.</p>	<p>Research Worksheet UNITS 1-6: Claim Testing activities UNIT 2: Debate: Views of the Universe UNIT 5: Convincing Narratives UNIT 6: Essay: Change Over Time; Debate: Culture and Collective Learning UNIT 7: Essay: Were They Pushed or Did They Jump?; The Fall, Rise, and Collapse of Civilizations UNIT 10: Visions of the Future</p>

<p>SS.6-8.EWC.8. Construct organized explanations for various audiences and purposes using evidence and reasoning.</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U4-8: Demonstrate an ability to construct an argument in writing. U5-5: Demonstrate using texts as evidence in historical writing.</p>	<p>UNIT 2: Debate: Views of the Universe; Essay: Human History Compare and Contrast UNIT 5: PBL: Invent A Species UNIT 6: Debate: Culture and Collective Learning; Essay: Change Over Time UNIT 7: Biography of a Little Big History Project; Essay: Were They Pushed or Did They Jump?</p>
<p>SS.6-8.EWC.9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued.</p>	<p>CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats.</p>	<p>Big History Discussion Quick Guide UNIT 1: Visions of the Future UNIT 2: Debate: Views of the Universe UNIT 6: Debate: Culture and Collective Learning UNIT 9: How Long Will Human Impacts Last UNIT 10: Visions of the Future; Natural Disasters; What Do You Know? What Do You Ask?</p>
<p>SS.6-8.EWC.10. Draw on disciplinary concepts to explain challenges people have faced, are facing, and opportunities they created in addressing local, regional and global problems at various times and places.</p>	<p>CO7: Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. U3-7: Identify various types of causes and consequences, including short-term, long-term, and triggering events. U8-6: Analyze a complex historical event through the lens of causality.</p>	<p>UNIT 8: Benjamin Banneker Science in Adversity UNIT 9: And Then Gandhi Came: Nationalism, Revolution & Sovereignty; Forming the Concept of Nationalism; You Say You Want a Revolution?: Political Change on Both Sides of the Atlantic</p>
<p>SS.6-8.EWC.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.</p>	<p>CO7: Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. U1-3: Understand how you fit into the Big History narrative, using the concepts of "thresholds" to frame your past, present, and future, as well as the history of the Universe.</p>	<p>UNIT 1: Visions of the Future UNIT 7: Best Lunch Ever (Part 1 & 2) UNIT 10: Visions of the Future; The Future of Our Planet</p>

Nevada Standards BHP Objectives Crosswalk

Historical

NEVADA SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEVADA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEVADA SKILLS AND STANDARDS
HISTORY		
<p>SS.6-8.EWC.12. Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. U8-6: Analyze a complex historical event through the lens of causality.</p>	<p>UNIT 7: What Do You Know? What Do You Ask?; DQ Notebook; The Rise, Fall, and Collapse of Civilizations; Essay – Were They Pushed or Did They Jump?; Do Civilizations Collapse?; Greco-Roman; Jericho; Aksum</p>
<p>SS.6-8.EWC.13. Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Mesoamerica; Jericho; Aksum</p>
<p>SS.6-8.EWC.14. Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-2: Identify the features of agrarian civilizations. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: The Origin of World Religions; Teotihuacan: City of Water, City of Fire; Early Civilizations Museum Project; Comparing More Civilizations; The Ghana Empire; Mesoamerica; Uruk; Greco-Roman; Aksum; Jericho; Teotihuacan: Artifacts and Symbols; Social Status, Power, and Human Burials</p>
<p>SS.6-8.EWC.15. Interpret events from a variety of historical and cultural perspectives, including but not limited to: Romans vs. “barbarians,” conquerors vs. conquered, Mongols vs. Ming Chinese.</p>	<p>CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.</p>	<p>UNIT 7: The Rise, Fall, and Collapse of Civilizations; Essay: Were They Pushed or Did they Jump?; Greco-Roman; Mesoamerica; Aksum; East Asia</p>
<p>SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.</p>	<p>CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.</p>	<p>UNIT 7: Early Civilizations Museum Project; Comparing More Civilizations; We're Not in Kansas Anymore: The Emergence of Early Cities; Uruk; The Origin of World Religions; Teotihuacan: City of Water, City of Fire; Mesoamerica; Jericho; The Ghana Empire; Greco-Roman</p>
<p>SS.6-8.EWC.17. Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-4: Explain collective learning.</p>	<p>UNIT 6: Migrations & Technological Creativity UNIT 7: Collective Learning Part 2; Greco-Roman; Aksum; Early Civilizations Museum Project; The Origin of Agriculture in Africa; Mesoamerica</p>
<p>SS.6-8.EWC.18. Analyze the use of conflict and/or diplomacy within the ancient world.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U7-4: Describe how early civilizations formed and their key features.</p>	<p>UNIT 7: Jericho; Aksum; Greco-Roman; Mesoamerica; The Rise, Fall, and Collapse of Civilizations</p>

Nevada Standards BHP Objectives Crosswalk
Multicultural

NEVADA SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEVADA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEVADA SKILLS AND STANDARDS
MULTI-CULTURAL		
<p>SS.6-8.EWC.19. Analyze the ways in which dominant cultures oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to the oppression.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Mesoamerica; We're Not in Kansas Anymore: The Emergence of Early Cities</p>
<p>SS.6-8.EWC.20. Assess the influence of cultural diffusion when diverse groups interact within and across early civilizations.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-4: Explain collective learning.</p>	<p>UNIT 7: Collective Learning Part 2; Greco-Roman; Aksum; The Origin of Agriculture in Africa; Mesoamerica; Teotihuacan: City of Water, City of Fire UNIT 8: The First Silk Roads; Lost on the Silk Road; Collective Learning Part 3</p>
<p>SS.6-8.EWC.21. Investigate the ways civilizations build communities of respect, equity, and diversity throughout early world history.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features.</p>	<p>UNIT 7: Teotihuacan: City of Water, City of Fire</p>
<p>SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions of ancient civilizations to our modern world of racially and ethnically diverse people.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</p>	<p>UNIT 6: Writing: A Brief Big History-H2 UNIT 7: Greco-Roman; Early Civilizations Museum Project; Mesoamerica; Recordkeeping and History; Early Civilizations Museum Project; Comparing More Civilizations; Comparing Civilizations</p>

Nevada Standards BHP Objectives Crosswalk

Civics

NEVADA SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEVADA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEVADA SKILLS AND STANDARDS
CIVICS		
<p>SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organization of early civilizations.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Early Civilizations Museum Project; Comparing More Civilizations; Jericho; Greco-Roman; Uruk; Mesoamerica; Teotihuacan: City of Water, City of Fire; The Ghana Empire UNIT 8: Ibn Battuta</p>
<p>SS.6-8.EWC.24. Compare a current global issue to a historical event from an ancient civilization in order to propose a solution based upon past outcomes.</p>	<p>CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</p>	<p>UNIT 7: PBL: How Many People Could Earth Support Now and 100 Years From Now?</p>
<p>SS.6-8.EWC.25. Compare and contrast government structures, processes, and laws within and across early civilizations.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: We're Not in Kansas Anymore: The Emergence of Early Cities; Comparing More Civilizations; Jericho; Greco-Roman; The Ghana Empire UNIT 8: Ibn Battuta</p>

Nevada Standards BHP Objectives Crosswalk
 Geography

NEVADA SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEVADA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEVADA SKILLS AND STANDARDS
GEOGRAPHY		
<p>SS.6-8.EWC.26. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early civilizations.</p>	<p>CO7: Locate and understand how our own place, our community’s place, and humanity as a whole fit into and impact Big History’s narrative. U6-6: Show early human migration on a map. U7-4: Describe how early civilizations formed and their key features.</p>	<p>UNIT 1: What Happened on Easter Island?; Easter Island Mystery UNIT 6: Human Migration Patterns UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Civilizations Museum Project</p>
<p>SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here.</p>	<p>U6-3: Describe how early humans lived. U7-1: Define agriculture and describe where it emerged. U7-3: Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers. U7-4: Describe how early civilizations formed and their key features.</p>	<p>UNIT 1: Easter Island Mystery; What Happened on Easter Island? UNIT 6: Foraging UNIT 7: What’s For Dinner Tonight?; Where and Why Did the First Cities Appear?; Mesoamerica; East Asia; Comparing More Civilizations; Early Civilizations Museum Project UNIT 8: China: The First Great Divergence</p>
<p>SS.6-8.EWC.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p>	<p>UNIT 8: Lost on the Silk Road; The First Silk Roads; A Little Big History of Horses; Systems of Exchange and Trade; Collective Learning (Part 3); A History of the Magnetic Compass; Ibn Battuta; Marco Polo</p>
<p>SS.6-8.EWC.29. Explain how global changes in population distribution patterns affect changes in land use in early civilizations, including but not limited to: rural vs. urban, major waterways, pandemics, and slavery.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-1: Define agriculture and describe where it emerged. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Where and Why Did the First Cities Appear?; Why Was Agriculture so Important?; Migrations & Intensifications; Jericho UNIT 8: The First Silk Roads; China: The First Great Divergence UNIT 9: Africa: Slavery and Empire; Essay: Impact of Population Growth</p>

Nevada Standards BHP Objectives Crosswalk

Economics

NEVADA SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEVADA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEVADA SKILLS AND STANDARDS
ECONOMICS		
<p>SS.6-8.EWC.30 Differentiate between economic systems and patterns of trade and how they impact civilizations.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p>	<p>UNIT 7: Teotihuacan: City of Water, City of Fire; Aksum; The Ghana Empire UNIT 8: The First Silk Roads; Lost on the Silk Road; Systems of Exchange and Trade</p>
<p>SS.6-8.EWC.31. Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Teotihuacan: City of Water, City of Fire; Aksum; The Ghana Empire; Comparing More Civilizations</p>
<p>SS.6-8.EWC.32. Explain how trade impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different ancient civilizations.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p>	<p>UNIT 8: Systems of Exchange and Trade; The First Silk Roads; Lost on the Silk Road; The Ghana Empire; Aksum</p>