



BHP AND NEW JERSEY'S STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES

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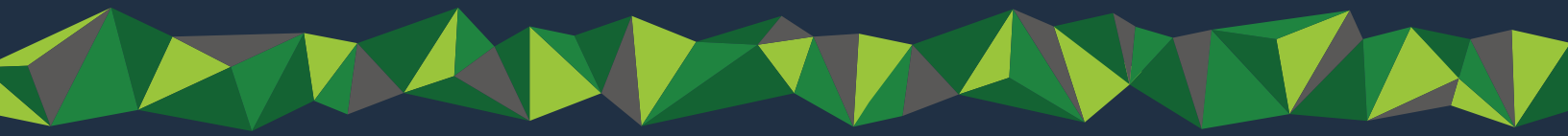


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New Jersey BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for New Jersey's middle school students to develop a well-grounded foundation for a deep understanding of history, geography, economics, and civics through its readings, videos, and activities. One benefit of the BHP course is that its structure also supports teacher and curricular flexibility while supporting the rigor and standards of the C3 Framework. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics or periods such as European feudalism and the Byzantine Empire. The accompanying crosswalk provides examples of the BHP materials that are aligned to New Jersey's standards.

New Jersey's Student Learning Standards for Social Studies

In New Jersey's Student Learning Standards for Social Studies, there is an emphasis on the origins of human society and the development and expansion of civilizations. Specifically, New Jersey's standards document states that their middle school students "begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships." The document further states that "The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society." All of the expectations expressed within these statements are found throughout the BHP Course. For example, students will learn about government structures as they study Ancient Mesopotamia and their utilization of Hammurabi's Code (aligned to NJ standard **6.2.8.A.1.a**; 2020 draft standard **6.2.8.CivicsPI.2.a**). Students will also learn about economics, in the beginning of human society, and how the Agricultural Revolution influenced the development of ancient civilizations (aligned to NJ standard **6.2.8.C.1.a**; 2020 draft standard **6.2.8.HistoryCC.1.a**). Moreover, students will review the migration patterns of early humans (aligned to NJ standard **6.2.8.B.1.a**; 2020 draft standard **6.2.8.GeoPP.1.b**), the economic and cultural factors that shaped classical civilizations (aligned to NJ standard **6.2.8.A.3.a**; 2020 draft standard **6.2.8.HistoryCC.3.a**) and the cultural transmission that occurred during expansion and trade (aligned to NJ standard **6.2.8.B.4.b**; 2020 draft standard **6.2.8.GeoHE.4.c**). 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 periodization, which meet the NJ social studies skill "Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations." In addition, periodization is also found in the NJ social studies skill "Explain how major events are related to one another in time." A BHP concept that is found throughout the course is collective learning and this is aligned to multiple NJ standards including how discoveries enhance our understanding of history, how innovations throughout history have led to progress, and how the sharing of information across networks of exchange has impacted history. Comprehensive information regarding the concepts and skills can be referenced in the "Big History Full Course Guide."

BHP, the Common Core State Standards and the C3 Framework

The New Jersey Student Learning Standards for Social Studies were created with the C3 in mind and the C3 incorporates the literacy expectations found in the CCSS. As a result, BHP meets these historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. BHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these new expectations. The BHP units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop claims, create arguments, and deliver presentations in a variety of formats. These inquiry-based opportunities are reinforced through practice progressions. BHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn, and to practice, inquiry-based skills at increasing complexity. For example, the conducting historical inquiry progressions are aligned to New Jersey's social studies skill "Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)." 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 New Jersey's students to meet the vast majority of New Jersey's standards and to develop the ways of thinking, reading, and writing set forth in the CCSS and C3 Framework. BHP will reinforce the inquiry skills, and the content, and knowledge that is expected from New Jersey's middle school world history course.

New Jersey Standards BHP Objectives Crosswalk

Social Studies Skills

NEW JERSEY MIDDLE SCHOOL STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS
Social Studies Skills		
Chronological Thinking		
Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.	CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO7: Locate and understand how our own place, our community’s place, and humanity as a whole fit into and impact Big History’s narrative. U1-3: Understand how you fit into the Big History narrative, using the concept of “thresholds” to frame your past, present, and future, as well as the history of the Universe. U1-5: Learn to use timelines as a way to compare the scale of personal and historic events. U3-6: Understand how to use and apply the concept of periodization.	UNIT 1: Scale-Timelines; Scale-Big History on a Football Field; Scale-Human History on a String UNIT 2: Scale - Changing Views Timeline UNIT 3: Scale - Timelines and Periodization UNIT 5: Scale - Evolution and Life Timeline UNIT 8: Columbian Exchange Timeline UNIT 9: Scale - How Would You Periodize Human History? UNIT 10: My Timeline Redux
Explain how major events are related to one another in time.	CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO7: Locate and understand how our own place, our community’s place, and humanity as a whole fit into and impact Big History’s narrative. U1-1: Define thresholds of increasing complexity, origin stories, and scale. U1-3: Understand how you fit into the Big History narrative, using the concept of “thresholds” to frame your past, present, and future, as well as the history of the Universe. U1-5: Learn to use timelines as a way to compare the scale of personal and historic events. U3-6: Understand how to use and apply the concept of periodization.	Various timelines and infographics are located in each unit. UNIT 1: Scale-Timelines; Scale - Big History on a Football Field; Scale – Human History on a String; Visions of the Future UNIT 2: Scale - Changing Views Timeline UNIT 3: Scale - Timelines and Periodization UNIT 5: Scale - Evolution and Life Timeline UNIT 8: The Columbian Exchange Timeline UNIT 9: Scale - Periodizing Big History; Scale - How Would You Periodize Human History? UNIT 10: My Timeline Redux; Scale-Review; Visions of the Future; PBL: What is the Next Threshold?
Spatial Thinking		
Select and use various geographic representations to compare information about people, places, regions, and environments.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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. U4-3: Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impacts life on Earth. U5-3: Describe the major events in the development of life on Earth and explain what is meant by the term biosphere. U6-6: Show early human migration on a map. U7-4: Describe how early civilizations formed and their key features. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity.	UNIT 1: What Happened on Easter Island? UNIT 4: Biography of a Continent; Why We're All Lava Surfers UNIT 5: Living in the Extremes of the Biosphere; What is the Biosphere?; How Do Earth and Life Interact? UNIT 6: Human Migration: Mapping; Mannahatta: The Old Collect; Human Migration Patterns; Why Do We Live Here? UNIT 7: We're Not in Kansas Anymore: The Emergence of Early Cities; The Origin of Agriculture in Africa; Aksum; The Ghana Empire; Teotihuacan: City of Water, City of Fire UNIT 8: Comparing Maps; Investigation 8; A Curious Case of African Agrarianism; Lost on the Silk Road; Human Migration Patterns II; The Four World Zones; An Age of Adventure (article); Lost on the Silk Road UNIT 9: Comparing Most Populous Cities by Century, 1500 To Present; Mapping the World: 1914, 1945, 1985, Today; Anthropocene Africa UNIT 10: Gapminder Card Sort

<p>Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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. U6-6: Show early human migration on a map. U7-4: Describe how early civilizations formed and their key features. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p>UNIT 6: Human Migration Patterns; Human Migration Mapping UNIT 7: The Rise, Fall, and Collapse of Civilizations; Essay: Were They Pushed or Did They Jump?; DQ Notebook; The Origin of Agriculture in Africa UNIT 8: Lost on the Silk Road; Human Migration Patterns II UNIT 9: Mapping the World: 1914, 1945, 1985, Today UNIT 10: Gapminder Card Sort</p>
<p>Critical Thinking</p>		
<p>Compare and contrast differing interpretations of current and historical events.</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. U1-2: Understand that Big History is a modern, science-based origin story that draws on many different types of knowledge. U1-4: Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.</p>	<p>UNITS 1-10: Investigation UNIT 1: What Happened on Easter Island? UNIT 2: Views of the Universe Article Collection; Debate: Views of the Universe UNIT 5: Convincing Narratives UNIT 6: Essay: Change Over Time; Debate: Culture and Collective Learning UNIT 7: Agrarian Civilizations Article Collection; The Rise, Fall, and Collapse of Civilizations; Essay: Were they Pushed or Did they Jump?; Do Civilizations Collapse? UNIT 8: Explorers Mini Project; Debate: Has the Scientific Revolution Ended? UNIT 9: Debate: Is Change Accelerating?</p>
<p>Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.</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>NOTE: 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. Research Worksheet; Big History Project Reading Guide UNIT 2: This Threshold Today: Big Bang; Debate: Views of the Universe UNIT 3: This Threshold Today: Stars Light Up UNIT 4: This Threshold Today: Earth and the Solar System UNIT 5: Convincing Narratives UNIT 6: Debate: Culture and Collective Learning; Essay: Change Over Time UNIT 7: Biography of a Little Big History Project; The Rise, Fall, and Collapse of Civilizations; This Threshold Today: Agriculture; Essay: Were They Pushed or Did They Jump? UNIT 8: Debate: Has the Scientific Revolution Ended? UNIT 9: This Threshold Today: The Modern Revolution; Debate: Is Change Accelerating?</p>

<p>Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</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. U1-4: Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic. U1-6: Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective.</p>	<p>UNITS 1-10: Investigation UNIT 2: Debate: Views of the Universe; Essay: Human History Compare and Contrast Essay UNIT 5: Convincing Narratives UNIT 6: Debate: Culture and Collective Learning; Essay: Change Over Time UNIT 7: Essay: Were They Pushed or Did They Jump?; The Rise, Fall, and Collapse of Civilizations UNIT 8: Comparing Maps; Debate: Has the Scientific Revolution Ended? UNIT 9: Debate: Is Change Accelerating?; Essay: Impact of Population Growth</p>
<p>Presentation Skills</p>		
<p>Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</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. U6-7: Demonstrate using BHP concepts accurately in writing.</p>	<p>Big History Project Writing Rubric-Course Resource UNITS 1-10: Investigation UNIT 2: Debate: Views of the Universe; Essay: Human History Compare and Contrast Essay; Big Bang Infographic UNIT 5: Convincing Narratives UNIT 6: Debate: Culture and Collective Learning; Essay: Change Over Time UNIT 7: Early Civilizations Museum Project; Essay: Were They Pushed or Did They Jump?; Biography of a Little Big History Project; The Rise, Fall, and Collapse of Civilizations UNIT 8: Debate: Has the Scientific Revolution Ended?; Little Big History Final Project UNIT 9: Debate: Is Change Accelerating?; Impact of Population Growth Essay UNIT 10: Visions of the Future</p>
<p>Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).</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>Debate Rubric UNITS 1-10: Investigation UNITS 2: Debate: Views of the Universe UNIT 5: PBL: Invent a Species UNIT 6: Debate: Culture and Collective Learning UNIT 7: Best Lunch Ever Part 2; PBL: How Many People Could Earth Support Now and 100 Years from Now? UNIT 8: Debate: Has the Scientific Revolution Ended?; An Age of Adventure (activity); Explorers Mini Project; Little Big History Final Project UNIT 9: Debate: Is Change Accelerating? UNIT 10: Big History Presentation Rubric; Visions of the Future; PBL: What Is the Next Threshold?</p>

New Jersey Standards BHP Objectives Crosswalk
 Beginnings of Human Society

NEW JERSEY MIDDLE SCHOOL STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS
Era 1: The Beginnings of Human Society		
Relationships between humans and environments impact spatial patterns of settlement and movement.		
<p>6.2.8.GeoPP.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-3: Describe how early humans lived. U7-1: Define agriculture and describe where it emerged. U7-2: Identify the features of agrarian civilizations. U7-3: Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers. U7-4: Describe how early civilizations formed and their key features. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 6: How Did the First Humans Live?; Hunter Gatherer Menu; Foraging; Human Migration Patterns UNIT 7: This Threshold Today – Agriculture; Why Was Agriculture so Important?; What’s for Dinner Tonight?; Where and Why Did The First Cities Appear?; Agrarian Civilizations; Uruk; East Asia; Jericho; Migrations & Intensifications; The Origin of Agriculture in Africa; DQ Notebook; We're Not In Kansas Anymore: The Emergence of Early Cities</p>
<p>6.2.8.GeoPP.1.b Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia and the Americas.</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. U6-3: Describe how early humans lived. U6-6: Show early human migration on a map.</p>	<p>UNIT 6: How Did the First Humans Live?; Hunter Gatherer Menu; Foraging; Human Migration Patterns UNIT 7: This Threshold Today – Agriculture; Why Was Agriculture so Important?; What’s for Dinner Tonight?; Where and Why Did The First Cities Appear?; Agrarian Civilizations; Uruk; East Asia; Jericho; Migrations & Intensifications; The Origin of Agriculture in Africa; DQ Notebook; We're Not In Kansas Anymore: The Emergence of Early Cities</p>
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.		
<p>6.2.8.HistoryCC.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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. 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: Why Was Agriculture so Important?; Where and Why Did The First Cities Appear?; Investigation 7; DQ Notebook; Migrations & Intensifications; Jericho</p>

<p>6.2.8.HistoryCC.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-3: Describe how early humans lived. U7-3: Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers.</p>	<p>UNIT 6: Foraging; Hunter Gatherer Menu; Migrations & Technological Creativity; Early Evidence of Collective Learning; Making Stone Tools UNIT 7: Investigation 7; Where and Why Did the First Cities Appear?; What's for Dinner Tonight?; Early Civilizations Museum Project</p>
<p>6.2.8.HistoryCC.1.c Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</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: We're Not In Kansas Anymore: The Emergence of Early Cities; Recordkeeping & History; Uruk; Migrations & Investigations; Where and Why Did the First Cities Appear?</p>
<p>Chronological sequencing helps us track events over time as well as events that took place at the same time.</p>		
<p>6.2.8.HistoryCC.1.d Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</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. U1-3: Understand how you fit into the Big History narrative, using the concept of "thresholds" to frame your past, present, and future, as well as the history of the Universe. U6-6: Show early human migration on a map.</p>	<p>UNIT 6: Migrations & Technological Creativity; How Did the First Humans Live?; Human Migration Patterns; Timeline: Early Humans UNIT 7: Threshold 7: Agriculture; Timeline: Agriculture and Civilization</p>
<p>Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.</p>		
<p>6.2.8.HistorySE.1.a Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</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. U6-1: Describe human evolution, using evidence and connection to other species of mammals. U6-3: Describe how early humans lived. U6-4: Explain collective learning. 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 6: Foraging; Intro to Archaeology; Lucy and the Leakeys; What Do You Know? Why Do You Ask?; Historos Cave; Intro to Anthropology; Early Evidence of Collective Learning; How Did the First Humans Live? UNIT 7: What's For Dinner Tonight?; Jericho; We're Not in Kansas Anymore: The Emergence of Early Cities; Teotihuacan: City of Water, City of Fire; Teotihuacan: Artifacts and Symbols; Do Civilizations Collapse?</p>

New Jersey Standards BHP Objectives Crosswalk

Early Civilizations

NEW JERSEY MIDDLE SCHOOL STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS
Era 2: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)		
Political and civil institutions impact all aspects of people's lives.		
6.2.8.CivicsPI.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	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.	UNIT 7: Uruk; Where and Why Did the First Cities Appear?; East Asia; Early Civilizations Museum Project; Comparing More Civilizations; DQ Notebook; Agrarian Civilizations; We're Not in Kansas Anymore: The Emergence of Early Cities
Human rights can be protected or abused in various societies.		
6.2.8.CivicsHR.2.a Determine the role of slavery in the economic and social structures of early river valley civilizations.	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.	UNIT 7: Uruk; Comparing More Civilizations; We're Not in Kansas Anymore: The Emergence of Early Cities; Early Civilizations Museum Project
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.		
6.2.8.GeoSV.2.a Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).	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. U6-6: Show early human migration on a map. U7-4: Describe how early civilizations formed and their key features.	UNIT 6: Human Migration: Mapping UNIT 7: Where and Why Did the First Cities and States Appear?; Early Civilizations Museum Project; Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; The Origin of Agriculture in Africa; We're Not in Kansas Anymore: The Emergence of Early Cities UNIT 8: A Curious Case of African Agrarianism
The physical and human characteristics of places and regions are connected to human identities and cultures.		
6.2.8.GeoHE.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.	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.	UNIT 7: Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; Where and Why Did the First Cities Appear?; Comparing More Civilizations; Early Civilizations Museum Project

Economic interdependence is impacted by increased specialization and trade.		
6.2.8.GeoGE.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.	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.	UNIT 7: Where and Why Did The First Cities Appear?; Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; Early Civilizations Museum Project; Horse Power Revolution - H2; Weapons - H2 Teotihuacan: City of Water, City of Fire; Teotihuacan: Artifacts and Symbols
Chronological sequencing helps us track events over time as well as events that took place at the same time.		
6.2.8.HistoryCC.2.a Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	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. U7-2: Identify the features of agrarian civilizations. 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. Use sentence starters to strengthen the use of texts as evidence in writing.	UNIT 7: Comparing Civilizations; Comparing More Civilizations; Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; Early Civilizations Museum Project; We're Not In Kansas Anymore: The Emergence of Early Cities
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.		
6.2.8.HistoryCC.2.b Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	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.	UNIT 7: Comparing More Civilizations; Early Civilizations Museum Project; Uruk; We're Not in Kansas Anymore: The Emergence of Early Cities; The Origin of World Religions
6.2.8.HistoryCC.2.c Explain how the development of written language transformed all aspects of life in early river valley civilizations.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-2: Explain whether or not symbolic language makes humans different. U7-2: Identify the features of agrarian civilizations. U7-6: Describe how agrarian civilizations formed and analyze their key similar	UNIT 6: Writing: A Brief Big History - H2 UNIT 7: We're Not In Kansas Anymore: The Emergence of Early Cities; Uruk; Recordkeeping & History; Where and Why Did the First Cities Appear?
Historians develop arguments using evidence from multiple relevant historical sources.		
6.2.8.HistoryCA.2.a Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.	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. U8-6: Analyze a complex historical event through the lens of causality.	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?

New Jersey Standards BHP Objectives Crosswalk

Classical Civilizations

NEW JERSEY MIDDLE SCHOOL STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS
Era 3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)		
Governments have different structures which impact development (expansion) and civic participation.		
<p>6.2.8.CivicsPI.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</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: Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; Early Civilizations Museum Project; Comparing More Civilizations; DQ Notebook UNIT 8: What Caused Expansion?; Why Did Civilization Expand?</p>
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.		
<p>6.2.8.CivicsDP.3.a Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system.</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. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 7: Greco-Roman; DQ Notebook UNIT 9: Comparing Rights Documents; Declaration of Rights Reading List</p>
<p>6.2.8.CivicsDP.3.b Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.</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: Greco-Roman; DQ Notebook</p>
<p>6.2.8.CivicsDP.3.c Cite evidence of the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.</p>		
Human rights can be protected or abused in various societies.		
<p>6.2.8.CivicsHR.3.a Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical 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.</p>	<p>UNIT 7: Greco-Roman; Early Civilizations Museum Project; Comparing Civilizations; Comparing More Civilizations; DQ Notebook</p>

Relationships between humans and environments impact spatial patterns of settlement and movement.		
6.2.8.GeoPP.3.a Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.	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.	UNIT 7: Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; Early Civilizations Museum Project; Comparing More Civilizations; DQ Notebook UNIT 8: What Caused Expansion?; Why Did Civilization Expand?
6.2.8.GeoPP.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.	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.	UNIT 7: Greco-Roman; What Do You Know? What Do You Ask?; DQ Notebook UNIT 8: What Caused Expansion?; Why Did Civilization Expand?
People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.		
6.2.8.EconEM.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.	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. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.	UNIT 7: East Asia UNIT 8: Why Early Globalization Matters: CCWH; China: The First Great Divergence; An Age of Adventure; Ibn Battuta; Marco Polo; Zheng He; Explorers Mini Project; The First Silk Roads
Economic interdependence is impacted by increased specialization and trade.		
6.2.8.EconGE.3.a Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.	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.	UNIT 7: Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; Early Civilizations Museum Project; Comparing More Civilizations UNIT 8: What Caused Expansion?; Why Did Civilization Expand?
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.		
6.2.8.HistoryCC.3.a Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.	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	UNIT 7: Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; Early Civilizations Museum Project; The Origin of World Religions; Comparing More Civilizations UNIT 8: What Caused Expansion?; Why Did Civilization Expand?
An individual's perspective is impacted by their background and experiences.		
6.2.8.HistoryUP.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	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.	UNIT 7: Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; Early Civilizations Museum Project; The Origin of World Religions; Comparing More Civilizations; DQ Notebook

Perspectives change over time.		
6.2.8.HistoryUP.3.b Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).	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. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.	UNIT 7: Greco-Roman; DQ Notebook; Comparing More Civilizations UNIT 9: Comparing Rights Documents; Declaration of Rights Reading List; Africa: Slavery and Empire; And Then Gandhi Came: Nationalism; Revolution & Sovereignty
Historical contexts and events shaped and continue to shape people's perspectives.		
6.2.8.HistoryUP.3.c Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.	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.	UNIT 1: Judeo Christian: Origin Story; Cosmology & Faith UNIT 7: Jericho; Greco-Roman; Comparing More Civilizations; Early Civilizations Museum Project; We're Not in Kansas Anymore; The Origin of World Religions UNIT 8: How Did The World Zones Connect?; The First Silk Roads
Historians analyze claims within societies for perspective and validity.		
6.2.8.HistoryCA.3.a Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.	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.	UNIT 7: Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; Comparing Civilizations; Comparing More Civilizations; Early Civilizations Museum Project
6.2.8.HistoryCA.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.	CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. 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.	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?

New Jersey Standards BHP Objectives Crosswalk

Expanding Exchanges

NEW JERSEY MIDDLE SCHOOL STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS
Era 4: Expanding Exchanges and Encounters (500 CE-1450 CE)		
Political and civil institutions impact all aspects of people's lives.		
<p>6.2.8.CivicsPI.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</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; Comparing More Civilizations; Early Civilizations Museum Project; Teotihuacan: City of Water, City of Fire; Mesoamerica; Teotihuacan: Artifacts and Symbols UNIT 8: The First Silk Roads; Why Early Globalization Matters; Investigation 8; DQ Notebook</p>
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.		
<p>6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.</p>		
Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.		
<p>6.2.8.GeoHE.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</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. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p>UNIT 7: Where and Why Did the First Cities and States Appear? Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; Comparing Civilizations; Comparing More Civilizations; Early Civilizations Museum Project; Teotihuacan: City of Water, City of Fire; Mesoamerica UNIT 8: World Zone Game; The Four World Zones; The First Silk Roads; How Did the World Become Interconnected?</p>
The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.		
<p>6.2.8.GeoHE.4.b Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p>	<p>U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p>UNIT 8: Why Early Globalization Matters: Crash Course; An Age of Adventure; Ibn Battuta; Explorers Mini Project; The First Silk Roads</p>
<p>6.2.8.GeoHE.4.c Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).</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. U8-3: Explain how networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p>UNIT 7: Aksum; Ghana UNIT 8: Why Early Globalization Matters; Marco Polo; Ibn Battuta; Zheng He; An Age of Adventure (article); An Age of Adventure (activity); Explorers Mini Project; The First Silk Roads; Systems of Exchange and Trade; Lost on the Silk Road; How Did the World Become Interconnected?</p>

<p>6.2.8.GeoHE.4.d Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought and the arts.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-3: Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p>UNIT 8: Why Early Globalization Matters: Crash Course; An Age of Adventure; Ibn Battuta; Explorers Mini Project; The First Silk Roads; She Blinded Me With Science; DQ Notebook; Debate: Has the Scientific Revolution Ended?</p>
<p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p>		
<p>6.2.8.GeoHE.4c Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. 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. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p>UNIT 7: The Rise, Fall, and Collapse of Civilizations; This Threshold Today – Agriculture; Why Was Agriculture So Important?; Migrations & Intensifications; Ghana; Teotihuacan: City of Water, City of Fire UNIT 9: The Anthropocene; How Long Will Human Impacts Last?; How Was the Modern World Created?; Energy Through Time UNIT 10: What Do You Know? What Do You Ask?</p>
<p>6.2.8.GeoHE.4.d Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</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: East Asia; Aksum; Ghana; Mesoamerica; Teotihuacan: City of Water, City of Fire UNIT 8: The Four World Zones; How Did the World Become Interconnected?; The Columbian Exchange; Guns, Germs, and Steel: The Fate of Human Societies</p>
<p>The environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>		
<p>6.2.8.GeoGI.4.a Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.</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: Aksum; Ghana; The Origin of Agriculture in Africa UNIT 8: A Curious Case: African Agrarianism</p>
<p>Economic interdependence is impacted by increased specialization and trade.</p>		
<p>6.2.8.GeoSV.4.a Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p>	<p>U8-3: Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p>UNIT 8: Why Did Civilization Expand?</p>
<p>The production and consumption of goods and services influence economic growth, well-being and quality of life.</p>		
<p>6.2.8.EconNE.4.a Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p>		
<p>Historical events may have single, multiple, direct and indirect causes and effects.</p>		
<p>6.2.8.HistoryCC.4.a Determine which events led to the rise and eventual decline of European feudalism.</p>		

<p>6.2.8.HistoryCC.4.f Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</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. U8-3: Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p>UNIT 7: Ghana; Teotihuacan: City of Water, City of Fire UNIT 8: Why Early Globalization Matters: Crash Course; China: The First Great Divergence; The Columbian Exchange: CCWH; One Lump or Two: The Development of a Global Economy; Gunpowder - H2; The Columbian Exchange; How Did the World Become Interconnected?</p>
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>		
<p>6.2.8.HistoryCC.4.a Assess the demographic, economic, and religious impact of the plague on Europe.</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. 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: The First Silk Roads; Why Early Globalization Matters; Investigation 8; DQ Notebook</p>
<p>6.2.8.HistoryCC.4.b Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p>		
<p>6.2.8.HistoryCC.4.c Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p>		
<p>6.2.8.HistoryCC.4.d Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</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. U8-3: Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p>UNIT 7: Where and Why Did the First Cities and States Appear?; Mesoamerica; Teotihuacan: City of Water, City of Fire UNIT 8: How Did the World Become Interconnected?</p>
<p>6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa (Islam), Europe and the Americas over time.</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. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U2-2: 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. U4-6: Understand how geologists can work with scientists and historians from other disciplines to form a deeper understanding of the history of the Earth. U5-4: Use evidence to explain adaptation and evolution, including Darwin’s theory of natural selection and DNA. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 2: Galileo Galilei; Nicolaus Copernicus; Isaac Newton; Henrietta Leavitt; Debate: Views of the Universe; Changing Views Timeline Worksheet UNIT 3: Dmitri Mendeleev; Marie Curie UNIT 4: Eratosthenes of Cyrene; Alfred Wegener & Harry Hess UNIT 5: Charles Darwin; Investigation 5 UNIT 8: The Modern Revolution; Why Early Globalization Matters; An Age of Adventure (activity); Zheng He; Marco Polo; Ibn Battuta; Benjamin Banneker Science in Adversity; A History of the Magnetic Compass UNIT 9: And Then Gandhi Came: Nationalism, Revolution & Sovereign; Forming the Concept of Nationalism; Smith, Marx, and Keynes UNIT 10: Sylvester James Gates Jr. Biography</p>