



BHP AND NEW YORK'S SOCIAL STUDIES STANDARDS

MAY 2020



Table of Contents

New York BHP Executive Summary	3
New York's History and Social Studies Standards	3
BHP, the Common Core State Standards and the C3 Framework	3
Conclusion	4
New York Standards BHP Objectives Crosswalk	5

New York BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for New York's 6th grade 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 the Byzantine Empire and the Crusades. The accompanying crosswalk provides examples of the BHP materials that are aligned to New York's standards.

New York's History and Social Studies Standards

In New York's Social Studies Standards, there is an emphasis on social studies skills, and key ideas and concepts related to the history of the Eastern Hemisphere. Specifically, the New York State K-12 Social Studies Framework Introduction states that the framework enables "Students to develop an understanding of concepts and key ideas through inquiry, analysis of primary and secondary source documents, and disciplinary skills and practices." The document further states that the framework enables "Students to be assessed on their understanding of key ideas and conceptual understandings as well as Social Studies practices." All of the expectations expressed within these statements are found throughout the BHP Course. For example, students will research and study key ideas and concepts such as the settlement of early humans and how they impacted the environment (aligned to NY Social Studies Standard 6.2). Students will engage in disciplinary skills and practices as they complete inquiry-based assessments such as essays, investigations, and debates. These assessments require students to read and analyze primary and secondary sources in order to support their claims and arguments (aligned to NY Social Studies Practice-Gathering, Interpreting and Using Evidence). Students will also learn key ideas about the geography of the Eastern Hemisphere and will review maps and regional characteristics (aligned to NY Social Studies Standard 6.1). 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 and causation, which meet the NY Chronological Reasoning Social Studies Practice. In addition, periodization is also found in the NY Social Studies Standard: 6.5 Comparative Classical Civilizations in the Eastern Hemisphere. A BHP concept that is found throughout the course is collective learning and this is aligned to the NY Social Studies Standard: 6.7 Interactions Across the Eastern Hemisphere. 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 York Social Studies Standards 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 York's Gathering, Interpreting, and Using Evidence Social Studies Practice. The practice states that students will "6. Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives." 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 York's students to meet the vast majority of New York'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 York's 6th grade history course.

New York Standards BHP Objectives Crosswalk
6th Grade – Social Studies Practices

NEW YORK SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEW YORK SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW YORK SKILLS AND STANDARDS
SOCIAL STUDIES PRACTICES		
Gathering, Interpreting and Using Evidence		
<p>1. Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.</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. 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. U6-7: Demonstrate using BHP concepts accurately in writing.</p>	<p>UNITS 2-4, 6-7, & 10: What Do You Know? What Do You Ask? UNIT 2: Disciplines - Who Knows What? UNIT 7: Little Big History- Research Questions UNIT 8: Little Big History Final Project</p>
<p>2. Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</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. 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>UNITS 1-10: Investigation UNIT 2: Debate: Views of the Universe UNIT 4: Biography of a Continent UNIT 6: Change Over Time Essay; Debate: Culture and Collective Learning UNIT 7: Biography of a Crop; Biography of a Little Big History Project; The Rise, Fall, and Collapse of Civilizations; Essay- Were they Pushed or Did they Jump?; This Threshold Today: Agriculture UNIT 8: Little Big History Final Project; Debate: Has the Scientific Revolution Ended? UNIT 9: Impact of Population Growth Essay; This Threshold Today: The Modern Revolution; Debate: Is Change Accelerating? UNIT 10: Visions of the Future</p>
<p>3. Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.</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>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 UNIT 7: Biography of a Little Big History Project; The Rise, Fall, and Collapse of Civilizations; This Threshold Today: Agriculture UNIT 8: Debate: Has the Scientific Revolution Ended? UNIT 9: This Threshold Today: The Modern Revolution; Debate: Is Change Accelerating?</p>
<p>4. Describe the arguments of others.</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. 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 4: Revising Investigation Writing-Claim and Focus UNIT 5: Convincing Narratives UNIT 6: Debate: Culture and Collective Learning; Essay: Change Over Time UNIT 7: PBL: How Many People Could Earth Support Now and 100 Years From Now?; Essay: Were They Pushed or Did They Jump? UNIT 8: Debate: Has the Scientific Revolution Ended? UNIT 9: Debate: Is Change Accelerating?; Essay: Impact of Population Growth UNIT 10: PBL: What Is the Next Threshold?</p>
<p>5. Identify implicit ideas and draw inferences, with support.</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. 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. 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: How Do We Know What the Milky Way Looks Like?; Debate: Views of the Universe UNIT 4: Was There Science Before the Scientific Revolution? UNIT 6: Debate: Culture and Collective Learning UNIT 7: PBL: How Many People Could Earth Support Now and 100 Years From Now? UNIT 8: Debate: Has the Scientific Revolution Ended? UNIT 9: Debate: Is Change Accelerating? UNIT 10: Predicting What’s Next; PBL: What Is the Next Threshold?</p>

<p>6. Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.</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>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? UNIT 8: Debate: Has the Scientific Revolution Ended? UNIT 9: Debate: Is Change Accelerating?</p>
<p>Chronological Reasoning</p>		
<p>1. Identify ways that events are related chronologically to one another in 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. 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. U1-5: Learn to use timelines as a way to compare the scale of personal and historic events. 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. U3-6: Understand how to use and apply the concept of periodization.</p>	<p>Various infographics located in each unit 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: The Columbian Exchange Timeline UNIT 9: Scale - Periodizing Big History; Scale - How Would You Periodize Human History? UNIT 10: Little Big History Final Project; My Timeline Redux</p>
<p>2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines, with teacher support.</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. U1-5: 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.</p>	<p>Various infographics located in each unit UNIT 1: Scale-Timelines; Scale - Big History on a Football Field; Scale - Human History on a String; Notations and Measures 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 10: Timeline Review; My Timeline Redux</p>
<p>3. Identify causes and effects from current events, grade-level content, and historical events.</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. U3-7: Identify various types of causes and consequences, including short-term, long-term, and triggering events. U4-7: Understand multiple causes and how to identify them. U6-8: Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. U8-6: Analyze a complex historical event through the lens of causality.</p>	<p>UNIT 3: Causation-Star Formation Part 1; Causation-Star Formation Part 2 UNIT 4: Causation-Categorizing Causes UNIT 6: Causation: Alphonse the Camel; Change Over Time Essay UNIT 7: The Rise, Fall, And Collapse of Civilizations; Essay - Were They Pushed Or Did They Jump? UNIT 8: Why Early Globalization Matters; Causation: The Modern Revolution; Human Migration Patterns II; When Humans Became Inhumane; One Lump or Two? The Development of a Global Economy; Explorers Mini Project UNIT 9: Africa: Slavery and Empire; Energy Through Time UNIT 10: Visions of the Future</p>
<p>4. Identify and classify the relationship between multiple causes and multiple effects.</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. U3-7: Identify various types of causes and consequences, including short-term, long-term, and triggering events. U4-7: Understand multiple causes and how to identify them. U6-8: Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. U8-6: Analyze a complex historical event through the lens of causality.</p>	<p>UNIT 3: Causation-Star Formation Part 1; Causation-Star Formation Part 2 UNIT 4: Causation-Categorizing Causes UNIT 6: Causation-Alphonse the Camel UNIT 8: Causation-The Modern Revolution</p>
<p>5. Distinguish between long-term and immediate causes and effects of an event from current events or history.</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. U3-7: Identify various types of causes and consequences, including short-term, long-term, and triggering events. U4-7: Understand multiple causes and how to identify them. U6-8: Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. U8-6: Analyze a complex historical event through the lens of causality.</p>	<p>UNIT 2: Causation-Natural Disasters UNIT 3: Causation-Star Formation Part 1; Causation-Star Formation Part 2 UNIT 4: Causation-Categorizing Causes UNIT 6: Causation-Alphonse the Camel UNIT 8: Causation-The Modern Revolution</p>

<p>6. Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.</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. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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. U10-1: Explain the Big History story and its defining features and patterns.</p>	<p>UNIT 1: Scale-Timelines UNIT 2: History of Me UNIT 3: Little Big History of Silver UNIT 5: Scale-Evolution and Life Timeline UNIT 6: Foraging; Why Do We Live Here? UNIT 8: The Modern Revolution; Investigating the Consequences of the Columbian Exchange; Jacqueline Howard Presents: The History of Money; One Lump or Two? The Development of a Global Economy; Columbian Exchange Timeline; Explorers Mini Project; When Humans Became Inhumane: The Atlantic Slave Trade; Why Early Globalization Matters; Causation-The Modern Revolution UNIT 9: Africa: Slavery and Empire UNIT 10: My Timeline Redux; Globalization II: Good or Bad; Timeline: Big History</p>
<p>7. Compare histories in different places in the Eastern Hemisphere, utilizing time lines. Identify ways that changing periodization affects the historical narrative.</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. 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.</p>	<p>UNIT 1: Scale-Timelines UNIT 2: Scale - Changing Views Timeline UNIT 3: Scale - Timelines and Periodization UNIT 4: Introduction to the Geologic Time chart UNIT 5: Scale - Evolution and Life Timeline UNIT 8: Columbian Exchange Timeline UNIT 9: Scale - Periodizing Big History; Scale - How Would You Periodize Human History?</p>
<p>8. Identify the relationships of patterns of continuity and change to larger historical processes and themes.</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. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U1-1: Define thresholds of increasing complexity, origin stories, and scale. U8-3: Explain how new 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 5: Scale-Evolution and Life Timeline; Crick, Watson, and Franklin; Charles Darwin UNIT 6: Foraging; Why Do We Live Here? UNIT 8: The Columbian Exchange; Investigating the Consequences of the Columbian Exchange; Jacqueline Howard Presents: The History of Money; One Lump or Two? The Development of a Global Economy; Explorers Mini Project; Issues of Colonization Mini Project; When Humans Became Inhumane: The Atlantic Slave Trade; Why Early Globalization Matters; The Modern Revolution; Causation-The Modern Revolution UNIT 10: My Timeline Redux; Globalization II: Good or Bad</p>
<p>9. Understand that historians use periodization to categorize events. Describe general models of periodization in history.</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. U1-1: Define thresholds of increasing complexity, origin stories, and scale. 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.</p>	<p>UNIT 1: Scale-Timelines UNIT 2: Scale - Changing Views Timeline UNIT 3: Scale - Timelines and Periodization UNIT 4: Introduction to the Geologic Time chart UNIT 5: Scale - Evolution and Life Timeline UNIT 8: Columbian Exchange Timeline UNIT 9: Scale - Periodizing Big History; Scale - How Would You Periodize Human History?</p>
<p>Comparison and Contextualization</p>		
<p>1. Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-6: Show early human migration on a map. 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 6: Human Migration Patterns; Human Migration: Mapping UNIT 7: Comparing Civilizations; Comparing More Civilizations; Early Civilization Museum Project; The Rise, Fall, and Collapse of Civilizations; Social Status, Power, and Burials; Agrarian Civilizations; We’re Not in Kansas Anymore; Comparing Crops; What’s for Dinner Tonight?; Uruk; Jericho; East Asia; Greco-Roman; Aksum; The Ghana Empire; Where and Why Did the First Cities Appear? UNIT 8: Investigating the Consequences of the Columbian Exchange UNIT 10: Gapminder Card Sort</p>
<p>2. Categorize and evaluate divergent perspectives on an individual historical event.</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. U1-4: 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.</p>	<p>UNITS 1-10: Investigation UNIT 2: Debate: Views of the Universe UNIT 5: Convincing Narratives UNIT 6: Essay: Change Over Time; Debate: Culture and Collective Learning UNIT 7: The Rise, Fall, and Collapse of Civilizations; Essay: Were they Pushed or Did they Jump? UNIT 8: Debate: Has the Scientific Revolution Ended? UNIT 9: Debate: Is Change Accelerating?</p>

<p>3. Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.</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. 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. U8-4: 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: Comparing Civilizations; Comparing More Civilizations; Uruk; Jericho; East Asia; Greco-Roman; Aksum; The Ghana Empire UNIT 8: Issues of Colonization Mini Project; Systems of Exchange and Trade; The First Silk Roads; How Did the World Zones Connect?</p>
<p>4. Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. 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 benefited and threatened humanity.</p>	<p>UNIT 8: Brain Boost; When Humans Became Inhumane: The Atlantic Slave Trade; One Lump or Two? The Development of a Global Economy; Marco Polo; Columbian Exchange Infographic Issues of Colonization Mini Project; Systems of Exchange and Trade; The First Silk Roads; How Did The World Zones Connect? UNIT 9: The Industrial Revolution; Crash Course: The Industrial Revolution; This Threshold Today: The Modern Revolution; How Was the World Created?</p>
<p>5. Describe historical developments in the history of the Eastern Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes.</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. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U1-5: Learn to use timelines as a way to compare the scale of personal and historic events. U2-2: Using evidence from texts, explain why views of the Universe have changed over time and the roles that scientists play in shaping our understanding of the origin of the Universe. U8-3: Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p>UNITS 2-4, 6-7 & 10: What Do You Know? What Do You Ask? UNIT 2: Changing Views Timeline; Nicolaus Copernicus; Galileo Galilei; Isaac Newton; Views of the Universe Debate UNIT 3: A Little Big History of Silver; Dmitri Mendeleev – Building the Periodic Table of Elements; Marie Curie: Chemistry, Physics, and Radioactivity; Timelines and Periodization UNIT 4: Alfred Wegener & Harry Hess UNIT 6: Lucy & the Leakeys; Jane Goodall UNIT 8: China: The First Great Divergence; Explorers Mini Project; One Lump or Two? The Development of a Global Economy; Why Early Globalization Matters; Ibn Battuta; Marco Polo; Zheng He</p>
<p>6. Understand the roles that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period, with teacher support.</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. U7-2: Identify the features of agrarian civilizations. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Comparing Civilizations; Comparing More Civilizations; Comparing Crops; Aksum; The Ghana Empire; Jericho; East Asia; Uruk; The Rise, Fall, and Collapse of Civilizations</p>

New York Standards BHP Objectives Crosswalk
6th Grade – Social Studies Practices

NEW YORK SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEW YORK SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW YORK SKILLS AND STANDARDS
SOCIAL STUDIES PRACTICES		
Geographic Reasoning		
<p>1. Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</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. 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. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U9-1: Describe accelerating global change and the factors that describe it.</p>	<p>UNIT 4: Biography of a Continent UNIT 5: Voyage of the Beagle: Reading and Gallery UNIT 6: Human Migration Patterns; Human Migration: Mapping UNIT 7: Early Civilizations Museum Project UNIT 8: Lost on the Silk Road; Comparing Maps; A History of the Magnetic Compass; Investigation 8; Zheng He; Marco Polo; Ibn Battuta; The Four World Zones; An Age of Adventure: Introduction; Human Migration Patterns II UNIT 9: Industrialism in the Modern World; Imperialism and Resistance Shape the Modern World; A Bird's Eye View: Acceleration and Global Chaos in the Early Twentieth Century</p>
<p>2. Distinguish human activities and human-made features from “environments” (natural events or physical features —land, air, and water—that are not directly made by humans) in the Eastern Hemisphere; identify the relationship between human activities and the environment.</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. U4-2: Use evidence to explain how the Earth and its atmosphere developed and changed over time. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U10-1: Explain the Big History story and its defining features and patterns.</p>	<p>UNIT 4: Crash Course: The Solar System & the Earth; Why We're All Lava Surfers UNIT 5: The Atmosphere and Life UNIT 6: Migrations & Technological Creativity; Foraging UNIT 7: This Threshold Today – Agriculture; Why Was Agriculture So Important?; Biography of a Crop; Where And Why Did the First Cities Appear?; Agrarian Civilizations: Introduction; Uruk; East Asia; The Ghana Empire; What's for Dinner Tonight?; The Origin of Agriculture in Africa UNIT 8: China-The First Great Divergence; The Curious Case of African Agrarianism UNIT 9: This Threshold Today: The Modern Revolution; How Long Will Human Impacts Last?; Benefits of Renewable Energy Use UNIT 10: The Atmosphere and Climate</p>
<p>3. Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.</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. U4-2: Use evidence to explain how the Earth and its atmosphere developed and changed over time. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p>UNIT 4: Crash Course: The Solar System & the Earth UNIT 6: Migrations & Technological Creativity; Foraging; Human Migration Patterns UNIT 7: This Threshold Today – Agriculture; Why Was Agriculture So Important?; Agrarian Civilizations; Uruk; East Asia; The Ghana Empire; What's for Dinner Tonight?; The Origin of Agriculture in Africa; Threshold 7 Agriculture; Biography of a Crop; Where And Why Did The First Cities Appear? UNIT 8: China: The First Great Divergence UNIT 9: This Threshold Today: The Modern Revolution</p>
<p>4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-6: Show early human migration on a map. 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. 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. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p>UNIT 7: Uruk; Jericho UNIT 8: China: The First Great Divergence; Brain Boost-H2; Issues of Colonization Mini Project; Comparing Civilizations; Comparing More Civilizations; Lost on the Silk Road; A Curious Case: African Agrarianism; When Humans Became Inhumane UNIT 9: The Industrial Revolution; Crash Course: The Industrial Revolution; Crash Course World History: Imperialism; Imperialism and Resistance Shape the Modern World</p>
<p>5. Describe how human activities alter places and regions in the Eastern Hemisphere.</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. U7-6: 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 6: Migrations & Technological Creativity; Foraging UNIT 7: Uruk; The Rise, Fall, and Collapse of Civilizations; This Threshold Today – Agriculture; Why Was Agriculture So Important?; Where And Why Did the First Cities Appear?; What's for Dinner Tonight?; Migrations & Intensifications; The Origin of Agriculture in Africa UNIT 8: Issues of Colonization Mini Project; The Modern Revolution UNIT 9: The Anthropocene; Anthropocene Africa; The Impact of Population Growth Essay; How Long Will Human Impacts Last?; How Was the Modern World Created? UNIT 10: What Do You Know? What Do You Ask?</p>

<p>6. Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definitions of location are historically constructed.</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. 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. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 4: Biography of a Continent UNIT 7: Early Civilizations Museum Project; East Asia; Aksum; Jericho UNIT 8: Comparing Maps; Lost on the Silk Road; The Curious Case of African Agrarianism UNIT 9: Mapping the World: 1914, 1945, 1985, Today; Comparing Most Populous Cities by Century, 1500 to Present</p>
<p>Economics and Economic Systems</p>		
<p>1. Explain how scarcity necessitates decision making; employ examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events; compare through historical examples the costs and benefits of economic decisions.</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. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U8-6: Analyze a complex historical event through the lens of causality. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p>UNIT 8: Why Did Civilization Expand?; Brain Boost - H2; Investigating the Consequences of the Columbian Exchange; One Lump or Two? The Development of a Global Economy; The First Silk Roads; When Humans Became Inhumane; Why Did Civilizations Expand?; Investigating the Consequences of the Columbian Exchange; Crash Course World History: The Industrial Revolution; Industrial Revolution UNIT 9: Crash Course World History: Imperialism; Imperialism and Resistance Shape the Modern World; How Did Change Accelerate?; Why is the T-Shirt so Cheap?; Crash Course World History: Globalization I - The Upside</p>
<p>2. Examine the role that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.</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. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p>UNIT 7: Aksum UNIT 8: Brain Boost - H2; Investigating the Consequences of the Columbian Exchange; One Lump or Two? The Development of a Global Economy; Systems of Exchange and Trade; The First Silk Roads; Personal Supply Chain UNIT 9: How Did Change Accelerate?; Why is that T-Shirt so Cheap?; Crash Course: Industrial Revolution; Industrial Revolution</p>
<p>3. Compare market economies to other economic systems in the Eastern Hemisphere.</p>	<p>CO3: 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. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 8: One Lump or Two? The Development of a Global Economy UNIT 9: Why is that T-Shirt So Cheap?; Crash Course World History: Globalization I - The Upside; Crash Course Imperialism; How Did Change Accelerate?; Smith, Marx, and Keynes; How Was the Modern World Created?; The Industrial Revolution; Crisis and Conflict on the Global Stage</p>
<p>4. Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere.</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. U9-1: Describe accelerating global change and the factors that describe it.</p>	<p>UNIT 7: Where and Why Did the First Cities and States Appear?; Agrarian Civilizations: Introduction; Comparing Civilizations; Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; We're Not in Kansas Anymore; Early Civilizations Museum Project; Comparing More Civilizations; Social Status, Power, and Human Burials; Recordkeeping and History UNIT 8: Personal Supply Chain; Marco Polo UNIT 9: Crash Course: The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt So Cheap?; Crash Course World History: Globalization I - The Upside; The Industrial Revolution; How Was the Modern World Created?</p>
<p>5. Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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. U9-1: Describe accelerating global change and the factors that describe it. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 8: One Lump or Two? The Development of a Global Economy UNIT 9: How Did Change Accelerate?; Why is that T-Shirt So Cheap?; A Bird's Eye View: Acceleration and Global Chaos in the Early Twentieth Century; The industrial Revolution; Crash Course: The Industrial Revolution; Understanding the Global Depression; Crisis and Conflict on the Global Stage; Mapping the World: 1914, 1945, 1985, and Today; How Was the Modern World Created?; Crash Course World History: Globalization I - The Upside UNIT 10: Gapminder Sort Card</p>
<p>6. Describe government decisions that affect economies in case studies from the Eastern Hemisphere.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-6: Analyze a complex historical event through the lens of causality. U9-1: Describe accelerating global change and the factors that describe it. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>Unit 8: One Lump or Two? The Development of a Global Economy UNIT 9: The Industrial Revolution; Crash Course: The Industrial Revolution; Why is that T-Shirt So Cheap?; Crash Course World History: Globalization I - The Upside; Crisis and Conflict on the Global Stage; Crash Course World History: Imperialism</p>
<p>Civic Participation</p>		

<p>1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion.</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 UNITS 2-4 ,6-7 & 10: What Do You Know? What Do You Ask? UNIT 1: Visions of the Future UNITS 2: Debate: Views of the Universe UNIT 6: Debate: Culture and Collective Learning UNIT 7: Best Lunch Ever Part 2 UNIT 8: Debate: Has the Scientific Revolution Ended? UNIT 9: How Long Will Human Impacts Last?; Debate: Is Change Accelerating? UNIT 10: Visions of the Future; Natural Disasters; What Do You Know? What Do You Ask?; Predicting What's Next</p>
<p>2. Participate in activities that focus on a local issue or problem in a country in the Eastern Hemisphere.</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. 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. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U10-2: Identify important human end environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 1: Visions of the Future UNIT 7: PBL: How Many People Could Earth Support Now and 100 Years From Now? UNIT 9: The Impact of Population Growth Essay; Debate: Is Change Accelerating? UNIT 10: Visions of the Future; The Future of Our Planet</p>
<p>3. Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the role of individuals and key groups in those political and social systems.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 7: Where and Why Did the First Cities and States Appear?; Agrarian Civilizations: Introduction; Comparing Civilizations; Uruk; Jericho; East Asia; Greco-Roman; Aksum; Ghana; We're Not in Kansas Anymore; Early Civilizations Museum Project; Comparing More Civilizations; Social Status, Power, and Human Burials; Recordkeeping and History UNIT 9: And Then Gandhi Came: Nationalism, Revolution & Sovereignty; Declaration of Rights Reading List; Comparing Rights Documents; Forming the Concept of Nationalism; How Would You Periodize Human History?; Crash Course World History: Imperialism; Imperialism & Resistance Shape the Modern World; Smith, Marx, and Keynes</p>
<p>4. Identify and describe opportunities for and the role of the individual in social and political participation at various times and in various locations in the Eastern Hemisphere.</p>	<p>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. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 7: Greco-Roman UNIT 9: Smith, Marx, and Keynes; Forming the Concept of Nationalism; You Say You Want a Revolution: Change on Both Sides of the Atlantic; Imperialism and Resistance Shape a Modern World; Rights and Resistance Timeline; And Then Gandhi Came: Nationalism, Revolution & Sovereignty; Declaration of Rights Documents Reading List; Comparing Rights Documents</p>
<p>5. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.</p>	<p>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 7: You Say You Want a Revolution: Change on Both Sides of the Atlantic; Imperialism and Resistance Shape a Modern World; Rights and Resistance Timeline; And Then Gandhi Came: Nationalism, Revolution & Sovereignty; Declaration of Rights Documents Reading List; Comparing Rights Documents</p>
<p>6. Identify situations with a global focus in which social actions are required and suggest solutions.</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. 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. U10-2: Identify important human end environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 1: Visions of the Future UNIT 7: PBL - How many people could Earth support now and 100 years from now? UNIT 10: Visions of the Future; The Future of Our Planet; PBL - What is the next threshold? COURSE CULMINATING PROJECT: Little Big History Project</p>
<p>7. Describe the roles of people in power in the Eastern Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.</p>	<p>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. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it.</p>	<p>UNIT 8: Issues of Colonization Mini Project; When Humans Became Inhumane: The Atlantic Slave Trade UNIT 9: Smith, Marx, And Keynes; Crash Course World History: Imperialism; Imperialism and Resistance Shape a Modern World; And Then Gandhi Came: Nationalism, Revolution & Sovereignty</p>
<p>8. Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.</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. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 7: We're Not in Kansas Anymore: The Emergence of Early Cities UNIT 9: And Then Gandhi Came: Nationalism, Revolution & Sovereignty; Declaration of Rights Reading List; Democratic and Independent States Timeline; Rights and Resistance Timeline; Comparing Rights Documents</p>

<p>9. Develop an understanding of an interdependent global community by developing awareness and/or engaging in the political process as it relates to a global context.</p>	<p>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. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U10-1: Explain the Big History story and its defining features and patterns.</p>	<p>UNIT 8: One Lump or Two? The Development of a Global Economy UNIT 9: How Did Change Accelerate?; Crash Course World History: Globalization I: The Upside UNIT 10: Crash Course World History: Globalization II-Good or Bad</p>
--	--	--

New York Standards BHP Objectives Crosswalk
6th Grade - Geography & Neolithic Revolution

NEW YORK SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEW YORK SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW YORK SKILLS AND STANDARDS
6th GRADE SOCIAL STUDIES STANDARDS		
6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human		
6.1a Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U4-3: Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impacts life on Earth. U6-6: Show early human migration on a map.	UNIT 4: Why We're All Lava Surfers; Biography of a Continent; Alfred Wegener & Harry Hess UNIT 6: Human Migration Patterns UNIT 8: Comparing Maps UNIT 9: Industrialism in the Modern World
6.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-6: Show early human migration on a map. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	UNIT 4: Biography of a Continent; Why We're All Lava Surfers UNIT 6: Human Migration: Mapping UNIT 8: Comparing Maps 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
6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.	U6-8: Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere.	UNIT 7: Where and Why Did the First Cities and States Appear?; East Asia UNIT 8: The Four World Zones; Human Migration Patterns II; A Curious Case of African Agrarianism; The First Silk Roads; Lost on the Silk Road UNIT 9: Benefits of Renewable Energy; Anthropocene Africa; Energy Through Time; Comparing the Most Populous Cities by Century, 1500 to Present; Elsewhere's Energy UNIT 10: What Do You Know? What Do You Ask?; Crash Course World History: Globalization II: Good or Bad; The Atmosphere and Climate
6.1d Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.	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. U9-2: Understand the key features that define the Anthropocene. U10-1: Explain the Big History story and its defining features and patterns.	UNIT 8: When Humans Became Inhumane UNIT 9: Anthropocene Africa; Africa: Slavery and Empire UNIT 10: What Do You Know? What Do You Ask?
6.2 THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE: The first humans modified their physical environment as well as adapted to their		
6.2a Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.	CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U10-1: Explain the Big History story and its defining features and patterns.	UNIT 6: How Did the First Humans Live?; 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; The Ghana Empire; What's for Dinner Tonight?; Migrations & Intensifications; The Origin of Agriculture in Africa
6.2b Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.	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. 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.	UNIT 6: Foraging; How Did Our Ancestors Evolve?; Introduction to Archaeology; Lucy and the Leakeys; What Do You Know? Why Do You Ask?; Hatoros Cave; Early Ancestors; Crash Course: Human Evolution; Intro to Anthropology; Early Evidence of Collective Learning; How Did the First Humans Live? Why Human Ancestry Matters UNIT 7: What's For Dinner Tonight?; Jericho
6.2c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.	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. U7-5: 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: Why Was Agriculture so Important?; What's For Dinner Tonight?; Where And Why Did The First Cities Appear?; Investigation 7; History of Domestic Animals; The Origin of Agriculture in Africa; Uruk; Jericho
6.2d Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.	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. U7-1: Define agriculture and describe where it emerged. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.	UNIT 7: Investigation 7; DQ notebook ; Why Was Agriculture So Important?; What's For Dinner Tonight?; Where And Why Did The First Cities Appear?; Investigation 7; Migrations and Technological Creativity; History of Domestic Animals; The Origin of Agriculture in Africa; Uruk; Jericho; East Asia; The Ghana Empire; What's For Dinner Tonight?
6.3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although		
6.3a Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.	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: Why Was Agriculture So Important?; Jericho; Uruk; Mesoamerica; East Asia; Greco-Roman; Aksum; Ghana; Where and Why Did the First Cities Appear?; Comparing Civilizations; Comparing More Civilizations; Early Civilizations Museum Project

<p>6.3b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and 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. U7-5: 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: Why Was Agriculture So Important?; Jericho; Uruk; Mesoamerica; East Asia; Greco-Roman; Aksum; Ghana; Where and Why Did the First Cities Appear?; Comparing Civilizations; Comparing More Civilizations; Early Civilizations Museum Project</p>
<p>6.3c Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</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. U7-2: Identify the features of agrarian civilizations.</p>	<p>UNIT 7: Why Was Agriculture So Important?; Jericho; Uruk; Mesoamerica; East Asia; Greco-Roman; Aksum; Ghana; Where and Why Did the First Cities Appear?; Comparing Civilizations; Comparing More Civilizations; Early Civilizations Museum Project</p>
<p>6.3d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</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.</p>	<p>UNIT 7: Why Was Agriculture So Important?; Jericho; Uruk; Mesoamerica; East Asia; Greco-Roman; Aksum; Ghana; Where and Why Did the First Cities Appear?; Comparing Civilizations; Comparing More Civilizations; Early Civilizations Museum Project</p>

New York Standards BHP Objectives Crosswalk
6th Grade - Religion & Civilizations

NEW YORK SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT NEW YORK SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW YORK SKILLS AND STANDARDS
6th GRADE SOCIAL STUDIES STANDARDS		
6.4 COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and		
6.4a Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.	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: Origin Stories Introduction; Origin Stories Article Collection; Origin Story: Chinese; Origin Story: Greek; Origin Story: Zulu; Origin Story: Efik; Judeo Christian: Origin Story; Cosmology & Faith UNIT 7: Jericho; Uruk; Mesoamerica; East Asia; Greco-Roman; Aksum; Ghana; Comparing More Civilizations; Early Civilizations Museum Project; We're Not in Kansas Anymore: The Emergence of Early Cities; The Origin of World Religions
6.4b Belief systems and religions are based on sets of mutually held values.	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 1: Origin Stories Introduction; Origin Stories Article Collection; Origin Story: Chinese; Origin Story: Greek; Origin Story: Zulu; Origin Story: Efik; Judeo Christian: Origin Story; Cosmology & Faith UNIT 7: We're Not in Kansas Anymore: The Emergence of Cities; The Origin of World Religions
6.4c Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.	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 1: Origin Stories Introduction; Origin Stories Article Collection; Origin Story: Chinese; Origin Story: Greek; Origin Story: Zulu; Origin Story: Efik; Judeo Christian: Origin Story; Cosmology & Faith UNIT 7: We're Not in Kansas Anymore: The Emergence of Cities; The Origin of World Religions
6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca.500 C.E.): As complex societies and civilizations change over time, their political and economic		
6.5a Geographic factors influence the development of classical civilizations and their political structures.	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 and States Appear; Uruk; Jericho; Mesoamerica; East Asia; Greco-Roman; Aksum; Ghana; Comparing More Civilizations; Social Status, Power, and Human Burials
6.5b Political structures were developed to establish order, to create and enforce laws, and to enable decision making.	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: Why Was Agriculture So Important?; Where and Why Did the First Cities and States Appear; Uruk; Jericho; Mesamerica; East Asia; Greco-Roman; Aksum; Ghana; Early Civilizations Museum Project; Comparing More Civilizations
6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.	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. 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: Greco-Roman; Comparing More Civilizations; Early Civilizations Museum Project; The Rise, Fall, and Collapse of Civilizations
6.6 MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES (ca. 600 C.E. – ca. 1450): The Mediterranean world was reshaped with the		
6.6a Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.	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.	UNIT 7: Greco-Roman; What Do You Know? What Do You Ask?; DQ Notebook; The Rise, Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump?
6.6b The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.		
6.6c Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.	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.	UNIT 8: Ibn Battuta; How Did the World Zones Connect?
6.6d Competition and rivalry over religious, economic, and political control over holy lands led to conflict such as the Crusades.		
6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas,		

<p>6.7a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.</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: Ghana UNIT 8: Why Early Globalization Matters; Marco Polo; Ibn Battuta; Zheng He; World Travelers; 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</p>
<p>6.7b The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as important agents of change and cultural diffusion.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p>UNIT 7: What Do You Know? What Do You Ask? UNIT 8: Why Did Civilization Expand?; Why Early Globalization Matters</p>
<p>6.7c Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-3: Explain how networks of exchange accelerated collective learning and innovation. U8-6: Analyze a complex historical event through the lens of causality.</p>	<p>UNIT 7: Ghana UNIT 8: Why Did Civilization Expand?; Zheng He; A Little Big History of Horses; A History of the Magnetic Compass; Lost on the Silk Road; The First Silk Roads; Systems of Exchange and Trade</p>