



BHP AND OHIO'S LEARNING
STANDARDS FOR SOCIAL STUDIES
AND SCIENCE



Table of Contents

Ohio 7 th Grade BHP Executive Summary	3
BHP and Ohio's Learning Standards for Social Studies and Science	3
Conclusion	4
Ohio Standards BHP Objectives Crosswalk	5

Ohio 7th Grade BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Ohio's middle school students to develop a well-grounded foundation for a deep understanding of science, history, geography, economics, and civics through its readings, videos, and activities. The BHP aligns with the vast majority of Ohio's Learning Standards: Social Studies and Ohio's Learning Standards and Model Curriculum: Science. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics such as the significance of specific religious holidays and observances (social studies) and methods of thermal energy transfer (science). The accompanying crosswalk provides examples of the BHP materials that are aligned to Ohio's standards.

BHP and Ohio's Learning Standards for Social Studies and Science

While completing the BHP curriculum, students will learn scientific and historical content through the narrative of thresholds of increasing complexity and will develop and apply their inquiry skills. These aspects of BHP are aligned to Ohio's Learning Standards such as Social Studies Content Statement 1: "Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values" and the Nature of Science Strand on Scientific Inquiry, Practice, and Application: "All students must use these scientific processes with appropriate laboratory safety techniques to construct their knowledge and understanding in all science content areas." All of the expectations expressed within these statements are found throughout the BHP course. For example, students will learn a systematic process for testing claims, learning to evaluate authority intuition, logic, and evidence in both primary and secondary sources. Additionally, students will read about different scientists' views of the Universe, and then place those on a timeline to create a story arc that will help them better understand how thinking about the Universe has changed over time in the Changing Views Timeline activity in Unit 2. Moreover, Ohio emphasizes developing students who are scientifically literate citizens. "All students should have sufficient understanding of scientific knowledge and scientific processes to enable them to distinguish what is science from what is not science and to make informed decisions about career choices, health maintenance, quality of life, community and other decisions that impact both themselves and others." BHP places a large emphasis on developing critical thinking skills that will transfer across academic disciplines. More information about the BHP assets and their alignment to Ohio's Learning Standards can be found in the accompanying crosswalk.

Furthermore, BHP focuses on major turning points in history, and its conceptual units are anchored in thresholds of increasing complexity—moments in time when conditions are right for the emergence of new forms of development in matter or in human societies. The Ohio Learning Standards and Model Curriculum for Science require students to "Identify questions that can be answered through scientific investigations" and "Think critically and logically to connect evidence and explanations." BHP's driving questions and unit investigations align well with this real-world application of scientific inquiry. Major concepts and skills threads throughout the course such as claim testing, research and evaluation of sources, and communicating conclusions which support

the four Nature of Science categories and the Cognitive Demands for Science. This also aligns well with the philosophy and guiding assumptions of the Learning Standards for Social Studies to “apply inquiry processes.” Finally, the debates, writing progressions, and project-based learning (PBL) require students to communicate in written, oral, and visual forms. This aligns with Ohio’s Social Studies Standards philosophy and guiding assumptions that “the aim of social studies is the promotion of civic competence.” Comprehensive information regarding the concepts and skills can be referenced in the “Big History Project Course Guide.”

The BHP course meets the required historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. BHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these new expectations. The BHP units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop claims, create arguments, and deliver presentations in a variety of formats. These inquiry-based opportunities are reinforced through practice progressions. BHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn and practice inquiry-based skills at increasing complexity. An in-depth discussion of the progressions can be found in the “BHP Practice Progressions Guide.”

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

Conclusion

BHP provides an engaging and coherent curriculum that enables Ohio’s middle school students to meet the vast majority of Ohio’s standards and to develop critical thinking, reading, and writing skills. BHP will reinforce the inquiry skills, content, and knowledge that is expected from Ohio’s seventh grade social studies and science courses.

Ohio Standards BHP Objectives Crosswalk

Grade 7 Social Studies

OHIO LEARNING STANDARDS FOR SCIENCE AND SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT OHIO SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT OHIO SKILLS AND STANDARDS
GRADE 7 SOCIAL STUDIES		
History Strand		
Historical Thinking and Skills		
<p>1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.</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. 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. 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. U3-5 & 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>Unit 1: "History as Mystery"; Easter Island Mystery; "What Happened on Easter Island?"; "Approaches to Knowledge"; <i>How Do We Decide What to Believe?</i> Unit 2: Claim Testing-Authority; Views of the Universe Debate; Investigation 2. Unit 3: <i>The Periodic Table: Crash Course Chemistry</i>; Investigation 3. Unit 4: "Alfred Wegener & Harry Hess"; Investigation 4. Unit 6: <i>Intro to Anthropology</i>; Hisorotoros Cave. Unit 7: Social Status, Power, and Human Burials; Investigation 7</p>
Early Civilizations		
<p>2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</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. U7-4: 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.</p>	<p>Unit 7: Comparing Civilizations; "Greco-Roman"; "The Origin of World Religions"; Early Civilizations Museum Project. Unit 8: What Caused Expansion?; <i>Why Did Civilizations Expand?</i></p>
Feudalism and Transitions		
<p>3. The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.</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. U6-8: Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. 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. U8-6: Analyze a complex historical event through the lens of causality.</p>	<p>Unit 7: The Rise, Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump? Unit 8: What Caused Expansion?; <i>Why Did Civilizations Expand?</i></p>
<p>4. The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.</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. U8-6: Analyze a complex historical event through the lens of causality.</p>	<p>Unit 8: What Caused Expansion?; <i>Why Did Civilizations Expand?</i></p>
<p>5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.</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. U8-3: 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. U8-6: Analyze a complex historical event through the lens of causality.</p>	<p>Unit 2: "Standing on the Shoulders of Invisible Giants"; "The Missing Link?: The Maragha Observatory". Unit 4: "Pure Metal: Jabir Ibn Hayyan". Unit 8: "Lion of the Sea: Ahmad Ibn Majid"; "She Blinded Me With Science"; "Thank You for Algebra: Muhammad Ibn Musa al-Khwarizmi"; Debate: Has the Scientific Revolution Ended?</p>

6. The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-8: 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.	Unit 9: Forming the Concept of Nationalism; "You Say You Want a Revolution"
7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.	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.	
First Global Age		
8. Empires in Africa and Asia grew as commercial and cultural centers along trade routes.	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. U8-3: 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.	Unit 7: <i>Where and Why Did the First Cities and States Appear?</i> ; "East Asia"; "Aksum"; "Ghana". Unit 8: What Caused Expansion?; <i>Why Did Civilizations Expand?</i> ; "Ibn Battuta"; "Marco Polo"; "Zheng He"; "Lion of the Sea: Ahmad Ibn Mājīd"; <i>Systems of Exchange and Trade</i> ; "The First Silk Roads"; "Lost on the Silk Road"
9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.	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. U8-3: 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. U8-6: Analyze a complex historical event through the lens of causality.	Unit 8: Columbian Exchange Snap Judgment; <i>The Columbian Exchange: Crash Course World History #23</i> ; "Consequences of the Columbian Exchange"; "When Human Became Inhumane"
10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.	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. U8-3: 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. U8-6: Analyze a complex historical event through the lens of causality.	Unit 8: Issues of Colonization Mini Project; Columbian Exchange Snap Judgment; <i>The Columbian Exchange: Crash Course World History #23</i> ; "Consequences of the Columbian Exchange"; "When Humans Became Inhumane"; Columbian Exchange Timeline; Columbian Exchange Infographic; <i>Gunpowder: A Brief Big History - H2</i> ; "Guns, Germs, and Steel: The Fates of Human Societies"; "A Little Big History of Horses" Unit 9: <i>Imperialism: Crash Course World History</i> ; "Imperialism & Resistance Shape a Modern World"; Rights and Resistance Timeline
11. The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.	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. U8-3: 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. U8-6: Analyze a complex historical event through the lens of causality.	Unit 8: Columbian Exchange Snap Judgment; <i>The Columbian Exchange: Crash Course World History #23</i> ; "Consequences of the Columbian Exchange"; "When Humans Became Inhumane"; Columbian Exchange Timeline; Columbian Exchange Infographic
Geography Strand		
Spatial Thinking and Skills		
12. Maps and other geographic representations can be used to trace the development of human settlement 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. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U6-6: Show early human migrations on a map. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life.	Unit 6: Human Migration Patterns; Why Do We Live Here? Unit 7: <i>Why Was Agriculture So Important?</i> ; Agriculture and Civilization. Unit 8: Human Migration Patterns II

Human Systems		
<p>13. Geographic factors promote or impede the movement of people, products and ideas.</p>	<p>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. U6-6: Show early human migrations on a map. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p>Unit 6: Human Migration Patterns. Unit 7: "Where and Why Did the First Cities and States Appear?"; Comparing Civilizations; "Uruk"; "Mesoamerica"; "Jericho"; "East Asia"; "Greco-Roman"; "Aksum"; "Ghana"; <i>Crash Course: Migrations & Intensifications</i>; <i>Mountains - H2</i>; "Teotihuacan: City of Water, City of Fire"; "Do Civilizations Collapse?" Unit 8: World Zone Game; "The Four World Zones"; Human Migration Patterns II</p>
<p>14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted 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. 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. U8-1: 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. U8-4: 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: "The Origin of World Religions". Unit 8: <i>Crash Course Big History: Why Early Globalization Matters</i>; Explorers Mini Project; "One Lump or Two? The Development of Global Economy"; "Systems of Exchange and Trade"</p>
<p>15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.</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 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 6: <i>Migrations and Technological Creativity</i>. Unit 7: "The Origin of World Religions"; <i>Crash Course: Migrations & Intensifications</i>. Unit 8: <i>How Did the World Become Interconnected?</i>; "A History of the Magnetic Compass". Unit 9: <i>New Jobs; How Was the Modern World Created?</i>; "Why Is that T-Shirt So Cheap"; <i>Globalization I - The Upside: Crash Course World History #41</i>; What Role Did Industrialism Play in Creating the Modern World</p>
Government Strand		
Civic Participation and Skills		
<p>16. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. 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. 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. U1-4: Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic. U2-4: Locate Ptolemy, Copernicus, Galileo, Newton, and Hubble on a timeline and explain what each added to our collective understanding of the structure of the Universe. U6-4: Explain collective learning. U10-3: Propose a vision of the future based on new understandings of the past.</p>	<p>Unit 1: Introduction to Origin Stories; Origin Stories Article Collection; "Origin Story: Chinese"; "Origin Story: Judeo-Christian"; "Origin Story: Iroquois"; "Origin Story: Mayan"; "Origin Story: Greek"; "Origin Story: Zulu"; "Origin Story: Efik"; "Cosmology and Faith". Unit 2: Scale - Changing Views Timeline; "Claudius Ptolemy"; "Galileo Galilei"; "Nicolaus Copernicus"; "Isaac Newton"; "Henrietta Leavitt"; "Edwin Hubble"; "Standing on the Shoulders of Invisible Giants"; Views of the Universe Debate. Unit 6: Collective Learning Snap Judgment; "Collective Learning: (Part 1)"; Culture and Collective Learning Debate. Unit 10: Visions of the Future; Unit 10 - PBL; Predicting What's Next</p>
Roles and Systems of Government		
<p>17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.</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. U8-6: Analyze a complex historical event through the lens of causality.</p>	<p>Unit 7: "Greco-Roman"</p>
<p>18. With the decline of feudalism, consolidation of power resulted in the emergence of nation-states.</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.</p>	<p>Unit 9: Forming the Concept of Nationalism; "You Say You Want a Revolution"</p>

Economic Strand		
Economic Decision Making and Skills		
19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	Unit 8: Personal Supply Chain
Scarcity		
20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.	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. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life.	Unit 7: Agriculture and Civilizations; "Where and Why Did the First Cities and States Appear?"; Comparing Civilizations. Unit 8: What Caused Expansion?; <i>Why Did Civilizations Expand?</i> ; World Zone Game; "The Four World Zones"; Columbian Exchange Infographic; Personal Supply Chain
Markets		
21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.	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. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-3: Explain how new networks of exchange accelerated collective learning and innovation.	Unit 8: "Jacqueline Howard Presents: The History of Money"; "One Lump or Two?: The Development of the Global Economy"; <i>Systems of Exchange and Trade</i> ; "The First Silk Roads"