



BHP AND PENNSYLVANIA SOCIAL STUDIES ACADEMIC STANDARDS

MAY 2020



Table of Contents

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

Cover: This ruffed grouse is drumming on a log with his outstretched feathers. The Pennsylvania state bird is the ruffed grouse. © photobirders / iStock / Getty Images Plus

Pennsylvania BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Pennsylvania’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 Pennsylvania constitution and the history of the state. The accompanying crosswalk provides examples of the BHP materials that are aligned to Pennsylvania’s standards.

Pennsylvania’s Academic Standards for Social Studies

In Pennsylvania’s Academic Standards for Social Studies, there is an emphasis on competencies that students should be able to exhibit: 1) Analytic Thinking; 2) Critical Thinking; 3) Strategic Thinking; and 4) Chronological Thinking. These competencies are found in each standard category and content topic. As students demonstrate these skills, they also study specific content. Specifically, Pennsylvania’s Curriculum Framework for Social Studies states “The Academic Standards and the curriculum framework are designed to assist educators in focusing instruction of selected content so that students develop thinking skills to learn the concepts of civics and government, economics, geography, and history.” All of the expectations expressed within the above quoted statement are found throughout the BHP Course. For example, students will develop thinking skills as they explain continuity and change (**8.1.6.A.**), and create a thesis statement (**8.1.6.C.**). Students will learn about civics and government as they explain the rule of law (**5.1.6.A.**), discuss the importance of civic life (**5.2.6.D.**), and demonstrate an understanding of allies and adversaries (**5.4.6.B.**). Students will also learn about geography as they describe places based on their features (**7.1.6.B.**) and explain the effect people have on the environment (**7.4.6.B.**). Moreover, students will review the production of goods (aligned to PA standard **6.1.6.B.**) and market competition (aligned to PA standard **6.2.6.B.**). Lastly, students will study the history and the contributions of people to world history (aligned to PA standard **8.4.6.A.**), and conflict and cooperation (aligned to PA standard **8.4.6.D.**). Additional alignment, and resources, can be found in the accompanying crosswalk.

Furthermore, BHP focuses on major turning points in history, and its conceptual units are anchored in thresholds of increasing complexity—moments in time when conditions are right for the emergence of new forms of development in matter or in human societies. Major skills that thread throughout the course include periodization, which meet Pennsylvania’s standard “**8.1.6.A.** Explain continuity and change over time using sequential order and context of events.” Another skill is causation, which meets’ Pennsylvania’s standard “**6.4.6.B.** Explain how trade affects standards of living.” Another example of causation is “**6.4.6.D.** Explain how transportation, communication networks, and technology contribute to economic interdependence.” Comprehensive information regarding the concepts and skills can be referenced in the “Big History Full Course Guide.”

BHP, the Common Core State Standards and the C3 Framework

BHP was created with the C3 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 Pennsylvania's Academic Standard for Social Studies "8.1.6.B. Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events." 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 Pennsylvania's students to meet the vast majority of Pennsylvania'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 knowledge that is expected from Pennsylvania's 6th grade history course.

Pennsylvania Standards BHP Objectives Crosswalk

Civics & Government

PENNSYLVANIA 6TH GRADE SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS
<p>5.1. Principles and Documents of Government</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: We’re Not in Kansas Anymore: The Emergence of Early Cities UNIT 9: Comparing Rights Documents; Declaration of Rights Reading List; Democratic and Independent States Timeline; Propaganda and World War II</p>
<p>5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U8-4: 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: We’re Not in Kansas Anymore: The Emergence of Early Cities UNIT 9: Comparing Rights Documents; Declaration of Rights Reading List; Democratic and Independent States Timeline</p>
<p>5.1.6.B. Compare and contrast a direct democracy with a republican form of government.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p>UNIT 7: Greco-Roman</p>
<p>5.1.6.C. Explain how the principles and ideals shape local, state, and national government.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality 	<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.</p>	<p>UNIT 9: You Say You Want a Revolution; Comparing Rights Documents; Declaration of Rights Reading List; Democratic and Independent States Timeline</p>
<p>5.1.6.D. Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution 	<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 9: Declaration of Rights Reading List; Democratic and Independent States Timeline</p>
<p>5.1.6.E. Summarize individual rights guaranteed by the PA Constitution and the U.S. Constitution.</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 9: Declaration of Rights Reading List; Democratic and Independent States Timeline</p>
<p>5.1.6.F. Describe how citizens and leaders use political symbols.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p>UNIT 9: Propaganda and World War II</p>
<p>5.2. Rights and Responsibilities of Citizenship</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.</p>	<p>UNIT 9: Declaration of Rights Reading List; Democratic and Independent States Timeline; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; And Then Gandhi Came: Nationalism, Revolution & Sovereignty</p>

5.2.6.A. Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.	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.	UNIT 9: Declaration of Rights Reading List; Democratic and Independent States Timeline
5.2.6.B. Explain how citizens resolve conflicts in society and government.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.	UNIT 9: You Say You Want a Revolution; Crisis & Conflict on the Global Stage; And Then Gandhi Came UNIT 10: Visions of the Future
5.2.6.C. Describe the importance of political leadership and public service.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.	UNIT 9: You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; And Then Gandhi Came: Nationalism, Revolution & Sovereignty
5.2.6.D. Explain why participation in government and civic life is important.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.	UNIT 9: You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; And Then Gandhi Came: Nationalism, Revolution & Sovereignty
5.3. How Government Works	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 9: Globalization I: The Upside
5.3.6.A. Describe the responsibilities and powers of the three branches of government.		
5.3.6.B. Define and compare the role and structure of local, state, and national governments.		
5.3.6.C. Describe how local, state, and national governments provide services.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 9: Globalization I: The Upside
5.3.6.D. Identify leadership positions and their primary duties at the local, state, and national levels.		
5.3.6.E. Describe the voting process, including registration, primaries, and general elections.		
5.3.6.F. Explain how courts resolve conflicts.		
5.3.6.G. Identify individual interest groups and how they impact government.		
5.3.6.H. Describe the influence of mass media on society.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	UNIT 9: Propaganda and World War II; How Would You Periodize Human History?
5.3.6.I. Explain what taxes are and why they are necessary.		

<p>5.4. How International Relationships Function</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.</p>	<p>UNIT 8: Brain Boost-H2; Systems of Exchange and Trade; The First Silk Roads; Lost on the Silk Roads UNIT 9: Crisis & Conflict on the Global Stage; Archdukes, Cynicism & World War I; World War II</p>
<p>5.4.6.A. Identify how countries have varying interests.</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. U9-1: Describe accelerating global change and the factors that describe it.</p>	<p>UNIT 8: Brain Boost-H2; Systems of Exchange and Trade; The First Silk Roads; Lost on the Silk Roads UNIT 9: Why is That T-Shirt so Cheap?; The Industrial Revolution; CCWH: The Industrial Revolution</p>
<p>5.4.6.B. Explain the difference between allies and adversaries.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U9-8: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression and World War II.</p>	<p>UNIT 9: Crisis & Conflict on the Global Stage; Archdukes, Cynicism & World War I; World War II</p>

Pennsylvania Standards BHP Objectives Crosswalk
Economics

PENNSYLVANIA 6TH GRADE SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS
<p>6.1. Scarcity and Choice</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.</p>	<p>UNIT 7: Aksum; Teotihuacan: City of Water, City of Fire; Where and Why Did the First Cities and States Appear? UNIT 8: Brain Boost - H2; Investigating Why Did Civilizations Expand?; Lost on the Silk Road UNIT 9: Crash Course: The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt So Cheap?</p>
<p>6.1.6.A. Explain how limited resources and unlimited wants cause scarcity.</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.</p>	<p>UNIT 8: Brain Boost - H2; Why Did Civilizations Expand?; Lost on the Silk Road</p>
<p>6.1.6.B. Compare ways that people meet their needs with how they meet their wants. -Describe how resources are combined to produce different goods and services.</p>	<p>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. 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. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 7: Aksum; Teotihuacan: City of Water, City of Fire UNIT 8: The Modern Revolution; Brain Boost - H2; Investigating the Consequences of the Columbian Exchange; Columbian Exchange Timeline; One Lump or Two? The Development of a Global Economy; Systems of Exchange and Trade; The First Silk Roads; Columbian Exchange Infographic UNIT 9: Crash Course: The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt so Cheap?; CCWH: Globalization I - The Upside; Crisis and Conflict on the Global Stage; Imperialism and Resistance Shape a Modern World UNIT 10: CCWH: Globalization II- Good or Bad</p>
<p>6.1.6.C. Define opportunity cost and describe the opportunity cost of personal choice.</p>		
<p>6.1.6.D. Identify incentives that affect personal choices.</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. U7-4: Describe how early civilizations formed and their key features. 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. 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: Where and Why Did the First Cities and States Appear?; Investigation 7 UNIT 8: Explorers Mini Project; The First Silk Roads; When Humans Became Inhumane; Ibn Battuta; Marco Polo; Zheng He UNIT 9: Crash Course: The Industrial Revolution; Smith, Marx, and Keynes UNIT 10: Globalization II: Good or Bad</p>

<p>6.2. Markets and Economic Systems</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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: One Lump or Two? The Development of a Global Economy; Personal Supply Chain UNIT 9: Crash Course: The Industrial Revolution; Why is That T-Shirt so Cheap?; How Did Change Accelerate?</p>
<p>6.2.6.A. Describe the interaction of consumers and producers of goods and services in the state and national economy.</p>	<p>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 8: Personal Supply Chain UNIT 9: CCWH: Globalization I - The Upside</p>
<p>6.2.6.B Explain why and how market competition takes place.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-3: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p>	<p>UNIT 8: Brain Boost-H2 UNIT 9: How Did Change Accelerate?; One Lump or Two? The Development of a Global Economy; CCWH: The Industrial Revolution; Why is that T-Shirt so Cheap?</p>
<p>6.2.6.C. Explain how advertising influences economic decisions.</p>		
<p>6.2.6.D. Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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: One Lump or Two? The Development of a Global Economy UNIT 9: Crash Course: The Industrial Revolution; Why is That T-Shirt so Cheap?</p>
<p>6.2.6.E Explain the causes and effects of expansion and contraction of businesses.</p>		
<p>6.2.6.F. Explain the influence of private economic institutions on the local and state economy.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 9: CCWH: Globalization I: The Upside</p>
<p>6.2.6.G. Examine how various economic systems address the three basic questions.</p> <ul style="list-style-type: none"> • What to produce? • How? • For whom? 	<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.</p>	<p>UNIT 9: CCWH: Globalization I: The Upside; Why is That T-Shirt so Cheap?</p>
<p>6.3 Functions of Government</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</p>	<p>Unit 8: One Lump or Two? The Development of a Global Economy; Why Early Globalization Matters; The Modern Revolution; Brain Boost-H2 UNIT 9: The Industrial Revolution; Crash Course: The Industrial Revolution; Why is that T-Shirt so Cheap?; CCWH: Globalization I - The Upside; How Did Change Accelerate?</p>
<p>6.3.6.A. Examine government's role in providing public goods and services.</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?; CCWH: Globalization I - The Upside; How Did Change Accelerate?</p>

<p>6.3.6.B. Describe the impact of government involvement in state and national economic activities.</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.</p>	<p>UNIT 9: CCWH: Globalization I - The Upside</p>
<p>6.3.6.C. Explain the cost and benefits of taxation.</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.</p>	<p>UNIT 9: Why is That T-Shirt so Cheap?; You Say You Want a Revolution: Political Change on Both Sides of the Atlantic; Crisis and Conflict on the Global Stage</p>
<p>6.3.6.D. Explain the benefits of international trade.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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: Aksum; Ghana UNIT 8: Why Early Globalization Matters; The Modern Revolution; Brain Boost-H2; The First Silk Roads; Lost on the Silk Roads; One Lump or Two?: The Development of a Global Economy UNIT 9: CCWH: Globalization I: The Upside; Why is That T-Shirt so Cheap?</p>
<p>6.4. Economic Interdependence</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. 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: Systems of Exchange and Trade; Personal Supply Chain; One Lump or Two? The Development of a Global Economy; Brain Boost-H2; Lost on the Silk Road UNIT 9: Crash Course: The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt So Cheap?; CCWH: Globalization I - The Upside; The Industrial Revolution; How Was the Modern World Created?</p>
<p>6.4.6.A. Explain why people specialize in the production of goods and services and divide labor.</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. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 8: Personal Supply Chain; One Lump or Two? The Development of a Global Economy; Brain Boost-H2; Lost on the Silk Road UNIT 9: Crash Course: The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt so Cheap?; CCWH: Globalization I - The Upside; The Industrial Revolution; How Was the Modern World Created?; What Role Did Industrialism Play in Creating the Modern World?</p>
<p>6.4.6.B. Explain how trade affects standards of living.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p>	<p>UNIT 8: Systems of Exchange and Trade; The First Silk Roads; One Lump or Two? The Development of a Global Economy; Lost on the Silk Road; Causation: The Modern Revolution</p>
<p>6.4.6.C. Explain how multinational corporations contribute to economic interdependence.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p>UNIT 9: CCWH: Globalization I - The Upside</p>
<p>6.4.6.D. Explain how transportation, communication networks, and technology contribute to economic interdependence.</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. 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: Columbian Exchange Infographic; Causation: The Modern Revolution UNIT 9: Why is That T-Shirt so Cheap?</p>

<p>6.5. Income, Profit, and Wealth</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p>UNIT 8: Personal Supply Chain UNIT 9: What Role Did Industrialism Play in Creating the Modern World?; Crash Course: The Industrial Revolution; Industrial Revolution; CCWH: Globalization I: The Upside</p>
<p>6.5.6.A. Describe how the availability of goods and services is made possible by the work of members of the society.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 8: Personal Supply Chain UNIT 9: What Role Did Industrialism Play in Creating the Modern World?; Crash Course: The Industrial Revolution; Industrial Revolution; CCWH: Globalization I: The Upside</p>
<p>6.5.6.B. Explain the concept of labor productivity.</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.</p>	<p>UNIT 9: Why is That T-Shirt so Cheap?</p>
<p>6.5.6.D. Explain how profits and losses serve as incentives.</p>		
<p>6.5.6.E. Describe how people accumulate tangible and intangible assets.</p>		
<p>6.5.6.F. Explain the role of the entrepreneur in Pennsylvania.</p>		
<p>6.5.6.G. Identify the costs and benefits of saving.</p>		
<p>6.5.6.H. Explain the differences between interest rates for saving and borrowing.</p>		

Pennsylvania Standards BHP Objectives Crosswalk

Geography

PENNSYLVANIA 6TH GRADE SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS
<p>7.1. Basic Geographic Literacy</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative.</p>	<p>UNIT 6: Human Migration Patterns; Human Migration: Mapping UNIT 8: Comparing Maps; Human Migration Patterns II</p>
<p>7.1.6.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</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.</p>	<p>UNIT 6: Human Migration Patterns; Human Migration: Mapping UNIT 8: Comparing Maps; Human Migration Patterns II</p>
<p>7.1.6.B. Describe and locate places and regions as defined by physical and human features.</p>	<p>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.</p>	<p>UNIT 6: Human Migration Patterns; Human Migration: Mapping UNIT 7: Civilization Comparison; East Asia; Early Civilizations Museum Project UNIT 8: Human Migration Patterns II</p>
<p>7.2. Physical Characteristics of Places and Regions</p>	<p>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. U7-4: Describe how early civilizations formed and their key features.</p>	<p>UNIT 1: Easter Island Mystery; What Happened on Easter Island? UNIT 4: Our Shifting Globe; The Solar System & The Earth; Biography of a Continent; Why We're All Lava Surfers UNIT 6: Foraging UNIT 7: What's For Dinner Tonight?; Where and Why Did the First Cities Appear? UNIT 8: The Four World Zones; China: The First Great Divergence</p>

<p>7.2.6.A. Describe the characteristics of places and regions.</p>	<p>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 1: Easter Island Mystery; What Happened on Easter Island? UNIT 6: Foraging UNIT 7: What's For Dinner Tonight?; Where and Why Did the First Cities Appear?; Agrarian Civilizations; Mesoamerica; East Asia; Comparing More Civilizations; Early Civilizations Museum Project UNIT 8: The Four World Zones; China: The First Great Divergence; Marco Polo; Lost on the Silk Road UNIT 9: A Bird's Eye View: Acceleration and Global Chaos in the Early Twentieth Century; Comparing Most Populous Cities by Century, 1500 To Present; Imperialism & Resistance Shape the Modern World; Mapping the World: 1914, 1945, 1985, Today UNIT 10: Gapminder Card Sort</p>
<p>7.2.6.B. Describe the physical processes that shape patterns on Earth's surface.</p>	<p>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.</p>	<p>UNIT 4: Our Shifting Globe; The Solar System & The Earth; Biography of a Continent; Why We're All Lava Surfers</p>
<p>7.3. Human Characteristics of Places and Regions</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. U7-4: Describe how early civilizations formed and their key features. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations.</p>	<p>UNIT 7: What's For Dinner Tonight?; Why Was Agriculture so Important?; Where and Why Did the First Cities Appear?; Agrarian Civilizations; Civilization Comparison UNIT 9: A Bird's Eye View: Acceleration and Global Chaos in the Early Twentieth Century; Comparing Most Populous Cities by Century, 1500 To Present</p>
<p>7.3.6.A Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities 	<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. U7-4: Describe how early civilizations formed and their key features. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. 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: What's For Dinner Tonight?; Why Was Agriculture so Important?; Where and Why Did the First Cities Appear?; Agrarian Civilizations; Civilization Comparison; Uruk; Greco-Roman; Aksum; Ghana; Comparing More Civilizations; Early Civilizations Museum Project UNIT 8: China: The First Great Divergence UNIT 9: A Bird's Eye View: Acceleration and Global Chaos in the Early Twentieth Century; Comparing Most Populous Cities by Century, 1500 To Present; Mapping the World: 1914, 1945, 1985, Today UNIT 10: Gapminder Card Sort</p>

<p>7.4. Interactions Between People 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. 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 6: Human Migration Patterns; Migrations & Technological Creativity; Foraging UNIT 7: Where and Why Did the First Cities Appear?; Jericho; Uruk; East Asia; Early Civilizations Museum Project UNIT 8: China: The First Great Divergence; The Modern Revolution UNIT 9: The Anthropocene; Anthropocene Africa; The Impact of Population Growth Essay</p>
<p>7.4.6.A. Describe and explain the effects of the physical systems on people within regions.</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.</p>	<p>UNIT 7: Where and Why Did the First Cities Appear?; Jericho; Uruk; East Asia; Early Civilizations Museum Project UNIT 8: Why Early Globalization Matters</p>
<p>7.4.6.B. Describe and explain the effects of people on the physical systems within regions.</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: Human Migration Patterns; Migrations & Technological Creativity; Foraging UNIT 7: This Threshold Today – Agriculture; Threshold 7 Agriculture; Why Was Agriculture so Important?; Biography of A Crop; Where and Why Did the First Cities Appear?; Uruk UNIT 8: China: The First Great Divergence; 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?</p>

Pennsylvania Standards BHP Objectives Crosswalk

Historical

PENNSYLVANIA 6TH GRADE SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS
<p>8.1. HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT</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.</p>	<p>UNITS 1-10: Investigation UNIT 2: Debate: Views of the Universe; Human History Compare and Contrast Essay; Scale - Changing Views Timeline UNIT 6: Debate: Culture and Collective Learning UNIT 7: Biography of a Crop; The Rise, Fall, and Collapse of Civilizations; Essay: Were they Pushed or Did they Jump? UNIT 8: Little Big History Final Project; Debate: Has the Scientific Revolution Ended? UNIT 9: Impact of Population Growth Essay; Scale - Periodizing Big History; Scale - How Would You Periodize Human History?</p>
<p>8.1.6.A. Explain continuity and change over time using sequential order and context of events.</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. U1-1: Define thresholds of increasing complexity, origin stories, and scale. U1-3: Understand how you fit into the Big History narrative, using the concept of “thresholds” to frame your past, present, and future, as well as the history of the Universe. U1-5: Learn to use timelines as a way to compare the scale of personal and historic events. U3-6: Understand how to use and apply the concept of periodization.</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; Visions of the Future UNIT 2: Scale - Changing Views Timeline UNIT 3: Scale - Timelines and Periodization UNIT 5: Scale - Evolution and Life Timeline UNIT 9: Scale - Periodizing Big History; Scale - How Would You Periodize Human History? UNIT 10: My Timeline Redux; Scale-Review</p>
<p>8.1.6.B. Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p>	<p>CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</p>	<p>Research Worksheet; Big History Project Reading Guide UNITS 1-6: Claim Testing activities UNITS 1-10: Investigation</p>

<p>8.1.6.C. Identify a thesis statement using appropriate primary and secondary sources.</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats. U1-6: Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing. U2-2: Using evidence from texts and claim testing, explain why views of the Universe have changed over time and the roles that scientists played in shaping our understanding of the origin of the Universe. U4-8: Demonstrate an ability to construct an argument in writing. U5-5: Demonstrate using texts as evidence in historical writing. U6-7: Demonstrate using BHP concepts accurately in writing.</p>	<p>UNITS 1-10: Investigation UNIT 2: Debate: Views of the Universe; Human History Compare and Contrast Essay UNIT 6: Change Over Time Essay; Debate: Culture and Collective Learning UNIT 7: Biography of a Crop; The Rise, Fall, and Collapse of Civilizations; Essay: Were they Pushed or Did they Jump? UNIT 8: Little Big History Final Project; Debate: Has the Scientific Revolution Ended? UNIT 9: Impact of Population Growth Essay; Debate: Is Change Accelerating?</p>
<p>8.2. PENNSYLVANIA HISTORY</p>	<p>N/A</p>	
<p>8.3. UNITED STATES HISTORY</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. U9-1: 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 2: Henrietta Leavitt; Debate: Views of the Universe; Changing Views Timeline Worksheet; Edwin Hubble UNIT 4: Alfred Wegener & Harry Hess UNIT 8: Benjamin Banneker Science in Adversity UNIT 9: You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; Declaration of Rights Reading List; Comparing Rights Documents; Democratic and Independent States Timeline; Crisis & Conflict on the Global Stage; Archdukes, Cynicism, & World War I UNIT 10: Sylvester James Gates Jr. Biography</p>
<p>8.3.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.</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. 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. 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. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 2: Henrietta Leavitt; Debate: Views of the Universe; Changing Views Timeline Worksheet; Edwin Hubble UNIT 4: Alfred Wegener & Harry Hess UNIT 8: Benjamin Banneker Science in Adversity UNIT 9: You Say You Want A Revolution: Political Change on Both Sides of the Atlantic UNIT 10: Sylvester James Gates Jr. Biography</p>
<p>8.3.6.B. Explain the importance of significant historical documents, artifacts, and places critical to United States history.</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. U9-1: 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 9: Declaration of Rights Reading List; Comparing Rights Documents; Democratic and Independent States Timeline</p>

<p>8.3.6.C. Explain how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</p>	<p>UNIT 9: Crisis & Conflict on the Global Stage; Archdukes, Cynicism, & World War I; CCWH: World War II; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; How Did Change Accelerate?; Declaration of Rights Reading List; Comparing Rights Documents; Understanding the Global Depression</p>
<p>8.3.6.D Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II.</p>	<p>UNIT 9: You Say You Want a Revolution: Political Change on Both Sides of the Atlantic; Crisis and Conflict on the Global Stage; Understanding the Causes of WWI; Crash Course: Archdukes, Cynicism, & World War I; CCWH: WWII</p>
<p>8.4. WORLD 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. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p>UNIT 2: Galileo Galilei; Nicolaus Copernicus; Changing Views Timeline Worksheet UNIT 3: Dmitri Mendeleev; Marie Curie UNIT 7: Jericho; Greco-Roman; We’re Not In Kansas Anymore: The Emergence of Early Cities UNIT 8: Causation – The Modern Revolution; The Modern Revolution UNIT 9: You Say You Want a Revolution: Political Change on Both Sides of the Atlantic; Crash Course: Imperialism</p>
<p>8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world 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. 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. 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. 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. U6-8: Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. 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 2: Galileo Galilei; Nicolaus Copernicus; Isaac Newton; Henrietta Leavitt; Debate: Views of the Universe; Changing Views Timeline Worksheet UNIT 3: Dmitri Mendeleev; Marie Curie UNIT 4: Eratosthenes of Cyrene; Alfred Wegener & Harry Hess UNIT 5: Charles Darwin UNIT 6: Change Over Time Essay UNIT 7: Greco-Roman; Uruk; Mesoamerica UNIT 8: Why Early Globalization Matters; Explorers Mini Project; Benjamin Banneker Science in Adversity; Marco Polo; Zheng He; Ibn Battuta UNIT 9: And Then Gandhi Came: Nationalism, Revolution & Sovereign; Smith, Marx, and Keynes</p>
<p>8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p>UNIT 7: Jericho; Greco-Roman; We’re Not In Kansas Anymore: The Emergence of Early Cities; Recordkeeping & History; What Do You Know? What Do You Ask? UNIT 8: Columbian Exchange Infographic</p>

<p>8.4.6.C. Explain how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	<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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. 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. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p>UNIT 3: Little Big History of Silver UNIT 5: Crick, Watson, and Franklin; Charles Darwin UNIT 7: Greco-Roman; Ghana; The Origin of World Religions; Do Civilizations Collapse?; Agrarian Civilizations; The Rise, Fall And Collapse of Civilizations UNIT 8: Causation – The Modern Revolution; The Modern Revolution; Why Early Globalization Matters UNIT 9: Benefits of Renewable Energy Use; Understanding the Global Depression</p>
<p>8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II.</p>	<p>UNIT 7: The Rise, Fall, and Collapse of Civilizations UNIT 8: Issues of Colonization Mini Project UNIT 9: You Say You Want a Revolution: Political Change on Both Sides of the Atlantic; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage; Understanding the Causes of WWI; Crash Course: Archdukes, Cynicism, & World War I; CCWH: WWII; Propaganda and WWII; A Bird’s Eye View: Acceleration And Global Chaos In The Early Twentieth Century; And Then Gandhi Came: Nationalism, Revolution & Sovereignty; Rights and Resistance Timeline</p>