



BHP AND UTAH SOCIAL STUDIES CORE STANDARDS

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Utah BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Utah’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, standards, and ideals of the Utah 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 Crusades. The accompanying crosswalk provides examples of the BHP materials that are aligned to Utah’s standards.

Utah’s Core Standards for Social Studies

In Utah’s Core Standards for Social Studies, there is an emphasis on introducing 6th grade students to societies and cultures of the world. Specifically, Utah’s standards document states that social studies courses should achieve essential goals such as rigor, relevance, a focus on skills, a global perspective that is inclusive, and an integrated or interdisciplinary approach to learning. The BHP’s aim and focus are similar in scope. The course strives to present an inclusive, global, and interdisciplinary perspective that is both rigorous and relevant to students’ lives. Utah’s 6th grade standards introduction presents a core focus that was a guiding principle in the creation of the Big History Project course: “Social studies should be fun and intriguing for all students, and provide opportunities to make important life-long connections between the past, present, and future.” The Utah 6th grade world studies course begins with the origination of humans in Africa and their migration across the Earth. As students progress through the course, they will learn about ancient civilizations and how these are the foundations for our modern societies. Aspects of geography, civics, economics, and of course history are all included. The BHP includes assets on all of these topics and incorporates multiple disciplines into the course to show students how these are interwoven throughout history rather than being different subjects and periods of time that are isolated from one another. Specific BHP assets that apply to each of Utah’s 6th grade 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. These thresholds provide students with a narrative that is interwoven throughout the course, which will in turn allow them to see the interconnections present in our universe, Earth, life, and humanity. A BHP concept that is found throughout the course is collective learning and this is aligned to multiple UT standards including how discoveries enhance our understanding of history, how innovations throughout history have led to progress, and how the sharing of information across networks of exchange has impacted history. Comprehensive information regarding the concepts and skills can be referenced in the “Big History Full Course Guide.”

BHP and the National Council for the Social Studies C3 Framework

The Utah Core Standards for Social Studies were created with the C3 in mind and the C3 incorporates the literacy expectations found in the CCSS. As a result, BHP meets these historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. BHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these new expectations. The BHP units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop claims, create arguments, and deliver presentations in a variety of formats. These inquiry-based opportunities are reinforced through practice progressions. BHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn, and to practice, inquiry-based skills at increasing complexity. 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 students to meet the vast majority of Utah’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 Utah’s 6th grade world studies course.

Utah Standards BHP Objectives Crosswalk

World Studies

UTAH 6TH GRADE SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT UTAH SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT UTAH SKILLS AND STANDARDS
STANDARD I: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.		
Benchmark: Humans originated in Africa and migrated across the Earth, creating ancient civilizations in nearly every region that could support life. Modern civilizations can trace their foundations to these ancient civilizations. Their cultures and histories can teach us much about ourselves and the modern world in which we live.		
Objective 1: Explain why physical geography affected the development of early civilizations. a) Identify the major physical features of the regions where ancient civilizations flourished. b) Describe how these features influenced the success or decline of the civilizations. c) Compare maps of these ancient civilizations to current political maps and make inferences about the continuing effect of physical geography on cultural development.	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
Objective 2: Evaluate how religion has played a central role in human history from ancient times to today.	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
Objective 3: Explain how modern governments can trace some of their attributes to the systems of power, authority, and governance established in ancient civilizations.	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; Mesoamerica; East Asia; Greco-Roman; Aksum; Ghana; Early Civilizations Museum Project; Comparing More Civilizations UNIT 9: How Was the Modern World Created?; Declaration of Rights Documents Reading List; Comparing Rights Documents; Democratic and Independent States Timeline
Objective 4: Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.	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: Where and Why Did the First Cities and States Appear?; Uruk; Jericho; Mesoamerica; East Asia; Greco-Roman; Aksum; Ghana; Comparing More Civilizations; Early Civilizations Museum Project; Recordkeeping and History; The Rise, Fall, and Collapse of Civilizations UNIT 8: The First Silk Roads; Systems of Exchange and Trade; A Curious Case of African Agrarianism
STANDARD II: Students will understand the transformation of cultures during the Middle Ages and the Renaissance and the impact of this transformation on modern times.		
Benchmark: The Middle Ages and the Renaissance were epochs of great impact on our modern world. The expansion of knowledge, technological innovation and global interconnectedness set in motion changes that still resonate today.		
Objective 1: Explain how physical geography affects economic and cultural expansion.	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? UNIT 8: What Caused Expansion?; Why Did Civilization Expand?: Crash Course: The Modern Revolution; The Four World Zones; World Zone Game; Causation - The Modern Revolution

<p>Objective 2: Explore the importance of religion in the Middle Ages and Renaissance and its relevance to modern times.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</p>	<p>UNIT 1: Cosmology & Faith UNIT 2: Nicolaus Copernicus; Galileo Galilei; Tycho Brahe; Science, Theology, and the Copernican Revolution; The Vatican Observatory UNIT 4: The Codex Leicester UNIT 7: We're Not in Kansas Anymore: The Emergence of Cities; The Origin of World Religions</p>
<p>Objective 3: Examine how systems of governance began steps toward self-rule during the Middle Ages and the Renaissance.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p>UNIT 8: China: The First Great Divergence UNIT 9: How Was the Modern World Created?; Crash Course World History: Globalization I; Forming the Concept of Nationalism; You Say You Want a Revolution; Crash Course World History: Imperialism; Imperialism and Resistance Shape a Modern World; Rights and Resistance Timeline</p>
<p>Objective 4: Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</p>	<p>UNIT 1: Cosmology & Faith UNIT 2: Nicolaus Copernicus; Galileo Galilei; Tycho Brahe; Science, Theology, and the Copernican Revolution; The Vatican Observatory UNIT 4: The Codex Leicester UNIT 7: We're Not in Kansas Anymore: The Emergence of Cities; The Origin of World Religions</p>
<p>STANDARD III: Students will understand how revolutions have had an impact on the modern world.</p>		
<p>Benchmark: When people think of revolution, most of us think of armed conflict. World history has multiple examples of revolutionary times and revolutionary ideas and movements, but the era from 1750 to 1914 provides several strong examples of change in different arenas. The technological and economic impact of the Industrial Revolution meshed with the rise of new political ideologies and the rise of European dominance. The global forces of revolution created changes that still resonate to this day.</p>		
<p>Objective 1: Understand processes of revolution.</p>	<p>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 benefitted and threatened humanity. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. 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: Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents; Democratic and Independent States Timeline</p>
<p>Objective 2: Analyze the impact of selected revolutions.</p>	<p>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. U3-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to understand the topic from an integrated perspective. U4-6: Understand how geologists can work with historians and scientists from other disciplines to form a deeper understanding of the history of the Earth. U5-4: Use evidence to explain adaptation and evolution, including Darwin's theory of natural selection and DNA. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. 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 benefitted and threatened humanity.</p>	<p>UNIT 2: Isaac Newton; Henrietta Leavitt; Edwin Hubble; Views of the Universe Debate UNIT 3: Dmitri Mendeleev; Marie Curie; Timelines and Periodization UNIT 4: Our Shifting Globe; Why We're All Lava Surfers; Introduction to Geology; Alfred Wegener & Harry Hess UNIT 5: How We Proved an Asteroid Wiped Out the Dinosaurs; The Voyage of the Beagle; Darwin, Evolution, and Faith; Crick, Watson, & Franklin UNIT 6: Lucy & the Leakeys; Jane Goodall UNIT 9: How Would You Periodize Human History?; Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came UNIT 10: Timeline Big History; The History of Everything; Crash Course: Globalization II</p>
<p>STANDARD IV: Students will understand current global issues and their rights and responsibilities in the interconnected world.</p>		
<p>Benchmark: The modern world has witnessed incredible change in global trade, the spread of democracy, the influence of technology, an increase in environmental awareness and advances in human knowledge. The 20th century saw two world wars, the rise of competing economic systems, and unprecedented technological change. Against a backdrop of the modern world there are many opinions regarding the civic responsibilities humans have to one another.</p>		

<p>Objective 1: Analyze how major world events of the 20th century affect the world today.</p>	<p>U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II. U10-3: Propose a vision of the future based on new understandings of the past.</p>	<p>UNIT 9: Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Changing Economies Lesson; How Was the Modern World Created?; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents; Democratic and Independent States Timeline UNIT 10: Crash Course World History: Globalization II; Gapminder Sort Card; Complexity and the Future; Visions of the Future</p>
<p>Objective 2: Explore current global issues facing the modern world and identify potential solutions.</p>	<p>U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefitted and threatened humanity. U9-6: 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.</p>	<p>UNIT 4: Our Shifting Globe; Why We're All Lava Surfers UNIT 5: Living in the Extremes of the Biosphere; What Is the Biosphere?; How Do Life and Earth Interact? UNIT 6: Mannahatta: The Old Collect; Why Do We Live Here? UNIT 9: The Appetite for Energy; Threshold 8: The Modern Revolution; How Did Change Accelerate?; Is Change Accelerating? Debate; The Anthropocene; Anthropocene Africa; Graphing Population Growth; The Impact of Population Growth Essay; Mapping the World: 1914, 1945, 1985, Today; Comparing the Most Populous Cities by Century UNIT 10: Complexity and the Future; The Future of Our Planet; Gapminder Sort Card; How Can an Understanding of History Help Us Predict the Future</p>
<p>Objective 3: Determine human rights and responsibilities in the world.</p>	<p>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. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U9-7: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, and World War II. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 8: Causes of the Modern Revolution; Issues of Colonization Mini Project; Columbian Exchange Lesson UNIT 9: Threshold 8: The Modern Revolution; The Industrial Revolution; How Did Change Accelerate?; Acceleration; The Anthropocene Lesson; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; You Say You Want a Revolution; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World; Rights and Resistance Timeline; Crisis and Conflict on the Global Stage Lesson; And Then Gandhi Came; Declaration of Rights Documents; Comparing Rights Documents; Democratic and Independent States Timeline</p>