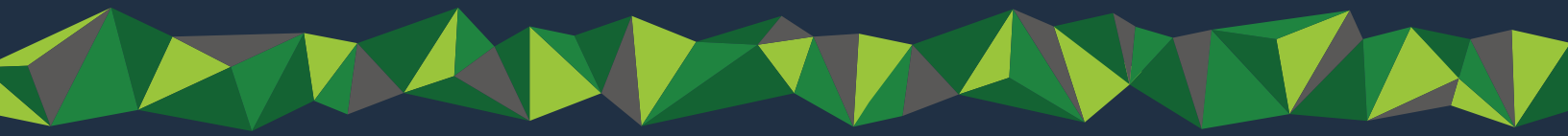




# BHP AND WASHINGTON'S SOCIAL STUDIES LEARNING STANDARDS

MAY 2020



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## Washington BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Washington's 6<sup>th</sup> 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 allows 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 Code of Justinian and the Magna Carta. The accompanying crosswalk provides examples of the BHP materials that are aligned to Washington's standards.

## Washington's History and Social Studies Learning Standards

In Washington's History and Social Studies Learning Standards, there is an emphasis on the development of ancient civilizations and their connections to the contemporary world. Specifically, the standards document states "Students develop higher levels of critical thinking by considering why ancient civilizations developed where and when they did and why they declined." The document further states "...through the study of world history, students should evaluate the enduring contributions of ancient and medieval global societies, recognizing the links between the historical and contemporary worlds made possible through the interconnection of peoples and the Age of Exploration." All of the expectations expressed within these statements are found throughout the BHP Course. For example, students will study where ancient civilizations developed (aligned to WA component **G2.6-8.2**). Students will read about the contributions of the Mesoamerican and Uruk ancient civilizations (aligned to WA component **H1.6-8.1**). Students will also learn about the Columbian Exchange and how it globally transformed production, trade, and collective learning (aligned to WA component **E2.6-8.1**). Moreover, students will learn about the Industrial Revolution and its lasting technological impacts on our contemporary world (aligned to WA component **H4.6-8.1**). Specific resource alignment 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 concepts and skills threads throughout the course such as periodization and causation are met including the following: meeting the WA standards: understands historical chronology and understands and analyzes causal factors that have shaped major events in history, **H1** and **H2** and collective learning, which aligns with the WA component: analyze how societies have interacted with one another, **C3.6-8.1**. Comprehensive information regarding the concepts and skills can be referenced in the "Big History Full Course Guide."

## BHP, the Common Core State Standards and the C3 Framework

The Washington History and Social Studies Learning Standards were created with the C3 Framework in mind and the C3 Framework 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 practice inquiry-based skills at increasing complexity. For example, the claim testing progressions are aligned to Washington's **SSS2.6-8.2** standard, which states "Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event." 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 Washington's students to meet the vast majority of Washington'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, content, and knowledge that is expected from Washington's middle school world history course.

# Washington Standards BHP Objectives Crosswalk

## Skills

WASHINGTON 6th GRADE SOCIAL STUDIES LEARNING STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WASHINGTON SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT WASHINGTON SKILLS AND STANDARDS
<b>SOCIAL STUDIES SKILLS</b>		
<p><b>SSS1:</b> Uses critical reasoning skills to analyze and evaluate claims.</p>	<p><b>U2-3:</b> Understand how to use claim testing to evaluate a claim or resource.</p>	<p><b>UNITS 1-10:</b> Various articles and activities</p>
<p><b>SSS1.6-8.1</b> Analyze positions and evidence supporting an issue or an event.</p>	<p><b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>CO8:</b> Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. <b>U2-3:</b> Understand how to use claim testing to evaluate a claim or resource. <b>U5-5:</b> Demonstrate using texts as evidence in historical writing. <b>U7-5:</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.</p>	<p><b>Three Close Reads-Course Resource UNITS 1-6 &amp; 8-10:</b> Investigation <b>UNITS 2, 6, 8 &amp; 9:</b> Debate <b>UNIT 5:</b> Convincing Narratives <b>UNIT 6:</b> Change Over Time Essay <b>UNIT 7:</b> Biography of a Little Big History Project; The Rise, Fall, and Collapse of Civilizations; Essay-Were they Pushed or Did they Jump? <b>UNIT 8:</b> Little Big History Final Project <b>UNIT 9:</b> Impact of Population Growth Essay; This Threshold Today-The Modern Revolution <b>UNIT 10:</b> Visions of the Future</p>
<p><b>SSS1.6-8.2</b> Evaluate the logic of reasons for a position on an issue or event.</p>	<p><b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>CO8:</b> Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. <b>U3-5:</b> 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><b>UNITS 1-6 &amp; 8-10:</b> Investigation <b>UNITS 2, 6, 8 &amp; 9:</b> Debate <b>UNIT 5:</b> Convincing Narratives <b>Unit 7:</b> This Threshold Today-Agriculture <b>UNIT 8:</b> This Threshold Today-The Modern Revolution <b>UNIT 9:</b> Understanding the Causes of World War I</p>
<p><b>SSS2:</b> Uses inquiry-based research.</p>	<p><b>CO4:</b> 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. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p>	<p><b>UNIT 1:</b> History as Mystery; Easter Island Mystery; What Happened to Easter Island; Approaches to Knowledge: How Do We Decide What to Believe?; Claim Testing - What Are the Claim Testers?; Investigations 0 and 1 <b>UNIT 2:</b> Views of the Universe Debate; Investigation 2 <b>UNIT 4:</b> Biography of a Continent <b>UNIT 5:</b> Are These the Right Mini-Thresholds of Life <b>UNITS 2-10:</b> Various activities such as What Do You Know? What Do You Ask? and Claim Testing; various assessments such as Investigations and projects like Early Civilizations Museum Project and debates; in addition, numerous articles and videos address this topic <b>Culminating Course Project and Accompanying Activities:</b> Little Big History Project</p>
<p><b>SSS2.6-8.1</b> Create and use research questions to guide inquiry on an issue or event.</p>	<p><b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO4:</b> 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. <b>CO6:</b> 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. <b>U6-7:</b> Demonstrate using BHP concepts accurately in writing.</p>	<p><b>UNIT 1:</b> History as Mystery; Easter Island Mystery; What Happened on Easter Island? <b>UNIT 2:</b> Disciplines - Who Knows What? <b>UNIT 6:</b> Historos Cave <b>UNITS 2-4, 6-7, 10</b> Disciplines - What Do You Know? What Do You Ask? <b>UNIT 7:</b> Little Big History-Research Questions <b>UNIT 8:</b> Little Big History Final Project <b>UNIT 10:</b> Visions of the Future; The Future of Our Planet</p>

<p><b>SSS2.6-8.2</b> Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.</p>	<p><b>CO4:</b> 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. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U2-3:</b> Understand how to use claim testing to evaluate a claim or resource.</p>	<p><b>UNITS 2-6:</b> Claim Testing <b>UNITS 2, 6, 8 &amp; 9:</b> Debate <b>UNIT 3:</b> This Threshold Today-Stars Light Up <b>UNIT 5:</b> Convincing Narratives <b>UNIT 7:</b> Biography of a Little Big History Project; The Rise, Fall, and Collapse of Civilizations; This Threshold Today-Agriculture <b>UNIT 8:</b> Little Big History Final Project <b>UNIT 9:</b> This Threshold Today-The Modern Revolution; Understanding the Causes of World War I</p>
<p><b>SSS3:</b> Deliberates public issues.</p>	<p><b>CO6:</b> Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats.</p>	<p><b>UNIT 1:</b> Big Questions <b>UNIT 2:</b> Disciplines - Who Knows What? <b>UNITS 2-4, 6-7, 10</b> Disciplines - What Do You Know? What Do You Ask? <b>UNIT 7:</b> Little Big History-Research Questions <b>UNIT 8:</b> Little Big History Final Project <b>UNIT 10:</b> Visions of the Future; The Future of Our Planet</p>
<p><b>SSS3.6-8.1</b> Engage in discussion, analyzing multiple viewpoints on public issues.</p>	<p><b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>CO6:</b> Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats.</p>	<p><b>UNITS 1-2 &amp; 4-5:</b> Big History Discussion Quick Guide <b>UNITS 2-4, 7, &amp; 9:</b> This Threshold Today <b>UNIT 1:</b> Visions of the Future <b>UNIT 6:</b> Culture and Collective Learning Debate <b>UNIT 7:</b> Best Lunch Ever Part 2; Little Big History-Research Questions <b>UNIT 8:</b> Has the Scientific Revolution Ended Debate; Little Big History Final Project <b>UNIT 9:</b> Impacts of Interconnection; How Long Will Human Impacts Last; Is Change Accelerating Debate <b>UNIT 10:</b> Visions of the Future; Natural Disasters; What Do You Know? What Do You Ask?; Predicting What's Next</p>
<p><b>SSS4:</b> Creates a product that uses social studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience.</p>	<p><b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p>	<p><b>UNIT 2:</b> Compare and Contrast Essay <b>UNIT 6:</b> Change Over Time Essay <b>UNIT 7:</b> Were They Pushed or Did They Jump Essay; Little Big History-Research Questions <b>UNIT 8:</b> Little Big History Final Project <b>UNIT 9:</b> The Impact of Population Growth Essay <b>UNIT 10:</b> Visions of the Future; The Future of Our Planet <b>UNITS 1-10:</b> Investigations <b>CULMINATING COURSE PROJECT:</b> Little Big History</p>
<p><b>SSS4.6-8.1</b> Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.</p>	<p><b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U1-6:</b> Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing. <b>U4-8:</b> Demonstrate an ability to construct an argument in writing. <b>U6-7:</b> Demonstrate using BHP concepts accurately in writing. <b>U7-7:</b> Use sentence starters to strengthen making an argument in writing.</p>	<p><b>UNIT 2:</b> Compare and Contrast Essay <b>UNIT 6:</b> Change Over Time Essay <b>UNIT 7:</b> Were They Pushed or Did They Jump Essay; Little Big History-Research Questions <b>UNIT 8:</b> Little Big History Final Project <b>UNIT 9:</b> The Impact of Population Growth Essay <b>UNIT 10:</b> Visions of the Future; The Future of Our Planet <b>UNITS 1-10:</b> Investigations and Analyzing Investigation Writing activities <b>CULMINATING COURSE PROJECT:</b> Little Big History</p>
<p><b>SSS4.6-8.2</b> Use appropriate format to cite sources within an essay, presentation, and reference page.</p>	<p><b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p>	<p><b>UNIT 2:</b> Big Bang Infographic; Compare and Contrast Essay <b>UNIT 6:</b> Change Over Time Essay <b>UNIT 7:</b> Were They Pushed or Did They Jump Essay; Little Big History-Research Questions <b>UNIT 8:</b> Columbian Exchange Infographic; Little Big History Final Project <b>UNIT 9:</b> The Impact of Population Growth Essay <b>UNIT 10:</b> Visions of the Future; The Future of Our Planet <b>UNITS 1-10:</b> Investigations and Analyzing Investigation Writing activities <b>CULMINATING COURSE PROJECT:</b> Little Big History</p>

Washington Standards BHP Objectives Crosswalk  
Civics

WASHINGTON 6th GRADE SOCIAL STUDIES LEARNING STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WASHINGTON SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT WASHINGTON SKILLS AND STANDARDS
<b>CIVICS</b>		
<p><b>C1:</b> Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-6:</b> Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p><b>UNIT 9:</b> You Say You Want a Revolution; Rights and Resistance Timeline; Declaration of Rights Reading List; Comparing Rights Documents; Democratic and Independent States Timeline</p>
<p><b>C1.6-8.1</b> Explain how early works such as the Code of Justinian or the Magna Carta contributed to foundational documents of the United States.</p>		
<p><b>C2:</b> Understands the purposes, organization, and function of governments, laws, and political systems.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U9-6:</b> Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p><b>UNIT 7:</b> Where and Why Did the First Cities and States Appear; Agrarian Civilizations Introduction; Comparing Civilizations; Uruk; Mesoamerica; Jericho; East Asia; Greco-Roman; Aksum; Ghana; Early Civilizations Museum Project; Comparing More Civilizations <b>UNIT 8:</b> Why Did Civilization Expand?; China: The First Great Divergence <b>UNIT 9:</b> The Industrial Revolution; Forming the Concept of Nationalism; 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; Declaration of Rights Documents Reading List; Comparing Rights Documents; Democratic and Independent States Timeline</p>
<p><b>C2.6-8. 1</b> Explain a variety of forms of government from the past or present.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p><b>UNIT 7:</b> Early Civilizations Museum Project; Comparing More Civilizations; Jericho; Greco-Roman; Uruk; Mesoamerica; Teotihuacan: City of Water, City of Fire <b>UNIT 9:</b> Imperialism; Declaration of Rights Reading List; Comparing Rights Documents; Democratic and Independent States Timeline</p>
<p><b>C3:</b> Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p><b>UNITS 9:</b> 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; Crash Course: WWII; Propaganda and WWII; A Bird's Eye View; Declaration of Rights Documents Reading List; Comparing Rights Documents; Democratic and Independent States Timeline</p>

<p><b>C3.6-8.1</b> Analyze how societies have interacted with one another.</p>	<p><b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. <b>U8-6:</b> Analyze a complex historical event through the lens of causality. <b>U9-1:</b> Describe accelerating global change and the factors that describe it.</p>	<p><b>UNIT 7:</b> Early Civilizations Museum Project; The Origin of Agriculture in Africa; The Rise, Fall, and Collapse of Civilizations; Uruk; Mesoamerica; Jericho; Teotihuacan: City of Water, City of Fire <b>UNIT 8:</b> An Age of Adventure; Explorers Mini Project; Issues of Colonization Mini Project; Columbian Exchange; One Lump or Two? The Development of a Global Economy; The First Silk Roads <b>UNIT 9:</b> How Did Change Accelerate?; Imperialism; Imperialism and Resistance Shape the Modern World</p>
<p><b>C4:</b> Understands civic involvement.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p><b>UNIT 9:</b> You Say You Want a Revolution; Rights and Resistance Timeline; And Then Gandhi Came; Declaration of Rights Reading List; Comparing Rights Documents; Democratic and Independent States Timeline</p>
<p><b>C4.6-8.1</b> Describe the historical origins of civic involvement.</p>	<p><b>CO8:</b> Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U9-6:</b> Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p><b>UNIT 7:</b> Greco-Roman; Early Civilizations Museum Project <b>UNIT 9:</b> And Then Gandhi Came; Rights and Resistance Timeline; Declaration of Rights Documents Reading List; Comparing Rights Documents; Smith, Marx, and Keynes</p>



Washington Standards BHP Objectives Crosswalk  
Economics

WASHINGTON 6th GRADE SOCIAL STUDIES LEARNING STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WASHINGTON SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT WASHINGTON SKILLS AND STANDARDS
<b>ECONOMICS</b>		
<p><b>E1:</b> Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p><b>UNITS 7:</b> When and Why Did the First Cities and States Appear; Agrarian Civilizations Introduction and accompanying articles; Recordkeeping and History <b>UNIT 8:</b> The Columbian Exchange; When Humans Became Inhumane; The History of Money; One Lump or Two: The Development of the Global Economy; Systems of Exchange and Trade; The First Silk Roads; Personal Supply Chain <b>UNIT 9:</b> The Industrial Revolution; The Anthropocene; Smith, Marx, and Keynes; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; Imperialism and Resistance Shape a Modern World <b>UNIT 10:</b> Crash Course: Globalization II; Gapminder Sort Card</p>
<p><b>E1.6-8.1</b> Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p><b>UNIT 7:</b> Do Civilizations Collapse? <b>UNIT 8:</b> Why Did Civilization Expand?; Brain Boost - H2; Investigating the Consequences of the Columbian Exchange; One Lump or Two? The Development of a Global Economy; The First Silk Roads; When Humans Became Inhumane <b>UNIT 9:</b> Imperialism; Imperialism and Resistance Shape the Modern World</p>
<p><b>E2:</b> Understands how economic systems function.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p><b>UNITS 7:</b> Recordkeeping and History <b>UNIT 8:</b> The History of Money; One Lump or Two: The Development of the Global Economy; Systems of Exchange and Trade; Personal Supply Chain <b>UNIT 9:</b> The Industrial Revolution; Smith, Marx, and Keynes; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; Imperialism and Resistance Shape a Modern World <b>UNIT 10:</b> Crash Course: Globalization II; Gapminder Sort Card</p>
<p><b>E2.6-8.1</b> Describe the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present</p>	<p><b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. <b>U9-7:</b> Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p><b>UNIT 7:</b> Aksum; Teotihuacan: City of Water, City of Fire <b>UNIT 8:</b> 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 <b>UNIT 9:</b> Crash Course: The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt So Cheap?; Crash Course World History: Globalization I - The Upside; Crisis and Conflict on the Global Stage; Imperialism and Resistance Shape a Modern World <b>UNIT 10:</b> Crash Course World History: Globalization II- Good or Bad</p>

<p><b>E2.6-8.2</b> Explain how scarce resources have affected international trade in the past or present.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-6:</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>UNIT 8:</b> Brain Boost-H2; One Lump Or Two?: The Development of A Global Economy; Systems of Exchange And Trade; When Humans Became Inhumane <b>UNIT 9:</b> The Appetite for Energy; The Industrial Revolution; Crash Course: The Anthropocene; The Anthropocene; Anthropocene Africa; The Impact of Population Growth Essay; Why Is the T-shirt So Cheap?; Crash Course: Imperialism; Imperialism and Resistance Shape a Modern World</p>
<p><b>E3:</b> Understands the government’s role in the economy.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p><b>UNITS 7:</b> When and Why Did the First Cities and States Appear; Agrarian Civilizations Introduction and accompanying articles; Recordkeeping and History <b>UNIT 8:</b> The Columbian Exchange; When Humans Became Inhumane; The History of Money; One Lump or Two: The Development of the Global Economy; Systems of Exchange and Trade; The First Silk Roads; Personal Supply Chain <b>UNIT 9:</b> The Industrial Revolution; The Anthropocene; Smith, Marx, and Keynes; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; Imperialism and Resistance Shape a Modern World <b>UNIT 10:</b> Crash Course: Globalization II; Gapminder Sort Card</p>
<p><b>E3.6-8.1</b> Explain the role of government in the world’s economies through the creation of money, taxation, and spending in the past or present.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-6:</b> Analyze a complex historical event through the lens of causality. <b>U9-1:</b> Describe accelerating global change and the factors that describe it.</p>	<p><b>UNIT 8:</b> One Lump or Two? The Development of a Global Economy <b>UNIT 9:</b> Crash Course: The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt So Cheap?; Crash Course World History: Globalization I - The Upside; You Say You Want a Revolution: Political Change on Both Sides of the Atlantic; Crisis and Conflict on the Global Stage</p>
<p><b>E4:</b> Understands the economic issues and problems that all societies face.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p><b>UNITS 7:</b> Recordkeeping and History <b>UNIT 8:</b> The History of Money; One Lump or Two: The Development of the Global Economy; Systems of Exchange and Trade; Personal Supply Chain <b>UNIT 9:</b> The Industrial Revolution; Smith, Marx, and Keynes; Why Is that T-shirt So Cheap?; Crash Course: Globalization I; Imperialism and Resistance Shape a Modern World <b>UNIT 10:</b> Crash Course: Globalization II; Gapminder Sort Card</p>
<p><b>E4.6-8.1</b> Explain the distribution of wealth and sustainability of resources in the world.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-1:</b> Describe accelerating global change and the factors that describe it.</p>	<p><b>UNIT 9:</b> Crisis and Conflict on the Global Stage; Understanding the Global Depression; A Bird's Eye View: Acceleration and Global Chaos in the Early Twentieth Century; Mapping the World: 1914, 1945, 1985, Today <b>UNIT 10:</b> Gapminder Card Sort</p>
<p><b>E4.6-8.2</b> Explain barriers to trade and how those barriers influence trade among nations.</p>	<p><b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation. <b>U9-1:</b> Describe accelerating global change and the factors that describe it.</p>	<p><b>UNIT 8:</b> The Modern Revolution; Brain Boost - H2; One Lump or Two? The Development of a Global Economy <b>UNIT 9:</b> Why is that T-Shirt So Cheap?; Crash Course World History: Globalization I - The Upside; Crisis and Conflict on the Global Stage</p>

Washington Standards BHP Objectives Crosswalk  
 Geography

WASHINGTON 6th GRADE SOCIAL STUDIES LEARNING STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WASHINGTON SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT WASHINGTON SKILLS AND STANDARDS
<b>Geography</b>		
<p><b>G1:</b> Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.</p>	<p><b>CO1:</b> 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. <b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>U4-3:</b> Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impacts life on Earth. <b>U6-6:</b> Show early human migration on a map. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-3:</b> Explain how networks of exchange accelerated collective learning and innovation. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. <b>U9-4:</b> Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p><b>UNIT 4:</b> Crash Course World History: Solar System &amp; the Earth; Our Shifting Globe; Why We're All Lava Surfers; Biography of a Continent; Alfred Wegener &amp; Harry Hess; Investigation 4 <b>UNIT 5:</b> Living in the Extremes of the Biosphere; What Is the Biosphere? How Do Life and Earth Interact?; Voyage of the Beagle <b>UNIT 6:</b> Crash Course: Human Evolution; Lucy and the Leakeys; How Did the First Humans Live; Human Migration Patterns; Migrations and Technological Creativity; Why Do We Live Here <b>UNIT 7:</b> Why Was Agriculture So Important?; Biography of a Crop; Where and Why Did the First Cities and States Appear?; Agrarian Civilizations: Introduction and accompanying articles; Crash Course: Migrations &amp; Intensification; The Origin of Agriculture in Africa <b>UNIT 8:</b> Why Did Civilization Expand?; The Four World Zones; Human Migration Patterns II</p>
<p><b>G1.6-8.1</b> Construct and analyze maps using scale, direction, symbols, legends, and projections to gather information.</p>	<p><b>CO1:</b> 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. <b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>U6-6:</b> Show early human migration on a map. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations.</p>	<p><b>UNIT 1:</b> What Happened on Easter Island?; Easter Island Mystery <b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Civilizations Museum Project <b>UNIT 8:</b> Human Migration Patterns II; The Four World Zones; Comparing Maps <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today</p>
<p><b>G1.6-8.2</b> Identify the location of places and regions in the world and understand their physical and cultural characteristics.</p>	<p><b>U6-6:</b> Show early human migration on a map. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U8-3:</b> Explain how networks of exchange accelerated collective learning and innovation. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. <b>U9-3:</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p><b>UNIT 1:</b> Easter Island Mystery; What Happened on Easter Island? <b>UNIT 6:</b> Human Migration Patterns <b>UNIT 7:</b> Comparing Civilizations <b>UNIT 8:</b> Investigating the Consequences of The Columbian Exchange; Lost on the Silk Road; Comparing Maps <b>UNIT 9:</b> Comparing Most Populous Cities by Century, 1500 To Present; Mapping the World: 1914, 1945, 1985, Today <b>UNIT 10:</b> Gapminder Card Sort</p>

<p><b>G2:</b> Understands human interaction with the environment.</p>	<p><b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>U6-8:</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U9-3:</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. <b>U9-4:</b> Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p><b>UNIT 4:</b> Why We're All Lava Surfers <b>UNIT 5:</b> Living in the Extremes of the Biosphere; What Is the Biosphere? How Do Life and Earth Interact? <b>UNIT 6:</b> Foraging; Human Migration Patterns; Migrations &amp; Technological Creativity <b>UNIT 7:</b> This Threshold Today – Agriculture; Why Was Agriculture So Important?; What's For Dinner Tonight?; Where And Why Did The First Cities Appear?; Agrarian Civilizations <b>UNIT 9:</b> The Appetite for Energy; Crash Course: The Industrial Revolution; How Did Change Accelerate?; Acceleration; Crash Course: The Anthropocene and the Near Future; The Anthropocene; Anthropocene Africa; The Impact of Population Growth Essay; Why Is that T-shirt So Cheap; Crash Course: Globalization I; Mapping the World; Comparing Most Populous Cities by Century; Running on Renewable Energy; How Long Will Human Impacts Last? <b>UNIT 10:</b> Crash Course: Globalization II; The Atmosphere and Climate; The Future of Our Planet</p>
<p><b>G2.6-8.1</b> Explain and analyze how the environment has affected people and how people have affected the environment in world history.</p>	<p><b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U4-2:</b> Use evidence to explain how the Earth and its atmosphere developed and changed over time. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U9-4:</b> Explain the changes in the use, distribution, and importance of natural resources on human life. <b>U10-1:</b> Explain the Big History story and its defining features and patterns.</p>	<p><b>UNIT 4:</b> The Solar System &amp; the Earth <b>UNIT 6:</b> Migrations &amp; Technological Creativity; Foraging <b>UNIT 7:</b> This Threshold Today – Agriculture; Why Was Agriculture So Important?; Biography of a Crop; Where And Why Did the First Cities Appear?; Agrarian Civilizations; Uruk; East Asia; The Ghana Empire; What's for Dinner Tonight?; Migrations &amp; Intensifications; The Origin of Agriculture in Africa <b>UNIT 9:</b> The Impact of Population Growth Essay <b>UNIT 10:</b> The Ghana Empire; Crash Course World History: Globalization II-Good or Bad; Atmosphere and Climate</p>
<p><b>G2.6-8.2</b> Explain the geographic factors that influence the movement of groups of people in world history.</p>	<p><b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>U4-3:</b> Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impact life on Earth. <b>U6-6:</b> Show early human migration on a map. <b>U6-8:</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U9-7:</b> Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p><b>UNIT 1:</b> What Happened on Easter Island?; Easter Island Mystery <b>UNIT 6:</b> How Did the First Humans Live?; Human Migration Patterns <b>UNIT 7:</b> Where and Why Did the First Cities and States Appear?; Comparing Civilizations (Uruk, Mesoamerica, Jericho, East Asia, Greco-Roman, Aksum, Ghana); Comparing More Civilizations; Crash Course: Migrations &amp; Intensification; The Rise, Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump? <b>UNIT 8:</b> What Caused Expansion?; Why Did Civilization Expand?; The Four World Zones; Crash Course Big History: Why Early Globalization Matters; Human Migration Patterns II; One Lump or Two? The Development of Global Economy; Systems of Exchange and Trade; The First Silk Roads; Personal Supply Chain <b>UNIT 9:</b> Graphing Population Growth; The Impact of Population Growth Essay; Mapping the World: 1914, 1945, 1985, Today; Comparing Most Populous Cities by Century</p>

<p><b>G3:</b> Understands the geographic context of global issues and events.</p>	<p><b>CO7:</b> 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><b>UNIT 9:</b> The Appetite for Energy; How Did Change Accelerate?; Acceleration; Crash Course: The Anthropocene and the Near Future; The Anthropocene; Anthropocene Africa; The Impact of Population Growth Essay; Crash Course: Globalization I; Mapping the World; Comparing Most Populous Cities by Century; Running on Renewable Energy; How Long Will Human Impacts Last? <b>UNIT 10:</b> Crash Course: Globalization II; The Atmosphere and Climate; The Future of Our Planet</p>
<p><b>G3.6-8.1</b> Explain how learning about the geography of the world helps us understand global issues such as diversity, sustainability, and trade.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>U9-4:</b> Explain the changes in the use, distribution, and importance of natural resources on human life. <b>U10-1:</b> Explain the Big History story and its defining features and patterns. <b>U10-2:</b> Identify important human and environmental issues that affect the future of our species and the biosphere.</p>	<p><b>UNIT 9:</b> Crash Course: The Industrial Revolution; How Did Change Accelerate?; Why is That T-Shirt So Cheap?; Globalization I: The Upside; Imperialism; Resistance and Imperialism Shape the Modern World; Benefits of Renewable Energy Use <b>UNIT 10:</b> Crash Course World History: Globalization II-Good or Bad</p>

Washington Standards BHP Objectives Crosswalk  
Historical

WASHINGTON 6th GRADE SOCIAL STUDIES LEARNING STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WASHINGTON SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT WASHINGTON SKILLS AND STANDARDS
<b>History</b>		
<p><b>H1:</b> Understands historical chronology.</p>	<p><b>CO1:</b> 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. <b>CO7:</b> Locate and understand how our own place, our community’s place, and humanity as a whole fit into and impact Big History’s narrative. <b>U1-5:</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U1-3:</b> 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. <b>U3-6:</b> Understand how to use and apply the concept of periodization. <b>U10-3:</b> Propose a vision of the future based on new understandings of the past.</p>	<p><b>UNIT 1:</b> Scale-Timelines; Scale - Big History on a Football Field; Scale – Human History on a String  <b>UNIT 2:</b> Scale - Changing Views Timeline  <b>UNIT 3:</b> Scale - Timelines and Periodization  <b>UNIT 5:</b> Scale - Evolution and Life Timeline  <b>UNIT 6:</b> Where and Why Did the First Cities Appear?  <b>UNIT 9:</b> Scale - Periodizing Big History; Scale - How Would You Periodize Human History?  <b>UNIT 10:</b> Scale - Review; Visions of the Future; Little Big History Project; Various infographics and timelines located in each unit</p>
<p><b>H1.6-8.1</b> Analyze different cultural measurements of time.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p><b>UNIT 7:</b> Uruk; Mesoamerica; Timekeeping</p>
<p><b>H1.6-8.2</b> Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p><b>UNIT 7:</b> Where and Why Did the First Cities Appear?; Mesoamerica; Jericho; Uruk; Aksum; East Asia; Greco-Roman; Ghana; Agrarian Civilizations; Comparing Civilizations; Migrations &amp; Intensifications  <b>UNIT 8:</b> A Curious Case: African Agrarianism</p>
<p><b>H1.6-8.3</b> Explain how the rise of civilizations defines two or more eras, such as:</p> <ul style="list-style-type: none"> <li>• 8,000 BCE to 500 BCE</li> <li>• 500 BCE to 500 CE</li> <li>• 500 CE to 1600 CE</li> </ul>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p><b>UNIT 7:</b> Where and Why Did the First Cities Appear?; Mesoamerica; Jericho; Uruk; Aksum; East Asia; Greco-Roman; Ghana; Agrarian Civilizations; Comparing Civilizations  <b>UNIT 8:</b> China: The First Great Divergence; A Curious Case: African Agrarianism; Crash Course: The Columbian Exchange; The Columbian Exchange</p>
<p><b>H2:</b> Understands and analyzes causal factors that have shaped major events in history.</p>	<p><b>CO8:</b> Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. <b>U8-6:</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>UNIT 2:</b> Causation - Natural Disasters; <b>UNIT 3:</b> Causation - Star Formation Part 1; Causation - Star Formation Part 2  <b>UNIT 4:</b> Causation - Categorizing Causes  <b>UNIT 6:</b> Causation - Alphonse the Camel  <b>UNIT 8:</b> Causation - The Modern Revolution</p>
<p><b>H2.6-8.1</b> Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p>	<p><b>CO7:</b> Locate and understand how our own place, our community’s place, and humanity as a whole fit into and impact Big History’s narrative. <b>CO8:</b> Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. <b>U3-7:</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U4-7:</b> Understand multiple causes and how to identify them. <b>U8-6:</b> Analyze a complex historical event through the lens of causality. <b>U9-7:</b> Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p><b>UNIT 2:</b> Isaac Newton; Henrietta Leavitt; Galileo Galilei; Nicolaus Copernicus; Edwin Hubble; Claudius Ptolemy  <b>UNIT 3:</b> Dmitri Mendeleev; Marie Curie  <b>UNIT 4:</b> Alfred Wegener &amp; Henry Hess  <b>UNIT 5:</b> Crick, Watson &amp; Franklin  <b>UNIT 7:</b> Jericho; Uruk; Greco-Roman; Comparing More Civilizations  <b>UNIT 8:</b> China: The First Great Divergence; Why Early Globalization Matters; Explorers Mini Project; A History of the Magnetic Compass; Benjamin Banneker: Science in Adversity  <b>UNIT 9:</b> Crash Course: The Industrial Revolution; How Did Change Accelerate?; Smith, Marx, and Keynes; And Then Gandhi Came</p>

<p><b>H3:</b> Understands that there are multiple perspectives and interpretations of historical events.</p>	<p><b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change.</p>	<p><b>UNIT 1:</b> Intro to Origin Stories and accompanying articles; Approaches to Knowledge; How Do We Decide What to Believe; Claim Testing <b>UNIT 2:</b> Views of the Universe Debate and accompanying articles; Disciplines - What Do You Know? What Do You Ask? <b>UNIT 4:</b> Claim Testing - Evidence; Alfred Wegener &amp; Harry Hess <b>UNIT 5:</b> How We Proved an Asteroid Wiped Out the Dinosaurs; Crick, Watson, &amp; Franklin <b>UNIT 6:</b> Crash Course: Human Evolution; Lucy and the Leakeys; Disciplines - What Do You Know? What Do You Ask?; Collective Learning, Part 1; Early Evidence of Collective Learning; Culture and Collective Learning Debate <b>UNIT 7:</b> Collective Learning, Part 2</p>
<p><b>H3.6-8.1</b> Analyze and interpret historical materials from a variety of perspectives in world history.</p>	<p><b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO4:</b> 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. <b>CO6:</b> Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats.</p>	<p><b>UNITS 5 &amp; 7-8:</b> Investigation <b>UNIT 7:</b> The Rise, Fall, and Collapse of Civilizations; Essay – Were They Pushed or Did They Jump? <b>UNIT 8:</b> Ibn Battuta; Marco Polo; Zheng He; Debate; When Humans Became Inhumane: The Atlantic Slave Trade <b>UNIT 9:</b> Declaration of Rights Reading List; Comparing Rights Documents; And Then Gandhi Came; Smith, Marx, and Keynes</p>
<p><b>H3.6-8.2</b> Analyze multiple causal factors to create and support a claim about major events in world history.</p>	<p><b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>CO7:</b> Locate and understand how our own place, our community’s place, and humanity as a whole fit into and impact Big History’s narrative. <b>U2-2:</b> 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. <b>U4-8:</b> Demonstrate an ability to construct an argument in writing. <b>U5-5:</b> Demonstrate using texts as evidence in historical writing. <b>U6-7:</b> Demonstrate using BHP concepts accurately in writing.</p>	<p><b>UNITS 2-8:</b> Debate <b>UNITS 2-5 &amp; 7-9:</b> Investigation <b>UNIT 6:</b> Change Over Time Essay <b>UNIT 7:</b> The Rise, Fall, and Collapse of Civilizations; Essay – Were They Pushed or Did They Jump? <b>UNIT 8:</b> Why Early Globalization Matters; When Humans Became Inhumane: The Atlantic Slave Trade; Little Big History Final Project <b>UNIT 9:</b> Impact of Population Growth Essay</p>
<p><b>H4:</b> Understands how historical events inform analysis of contemporary issues and events.</p>	<p><b>CO7:</b> 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><b>UNITS 7,9&amp;10:</b> Various articles and activities</p>
<p><b>H4.6-8.1</b> Analyze how a historical event in world history helps us to understand contemporary issues and events.</p>	<p><b>CO7:</b> Locate and understand how our own place, our community’s place, and humanity as a whole fit into and impact Big History’s narrative. <b>CO8:</b> Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. <b>U9-3:</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p><b>UNIT 7:</b> Introduction to History <b>UNIT 9:</b> Africa: Slavery and Empire; DQ Notebook; The Industrial Revolution; How Was the Modern World Created? <b>UNIT 10:</b> How Can an Understanding of History Help Us Predict the Future?; PBL</p>