



BHP AND WISCONSIN'S SOCIAL SCIENCE STANDARDS

MAY 2020

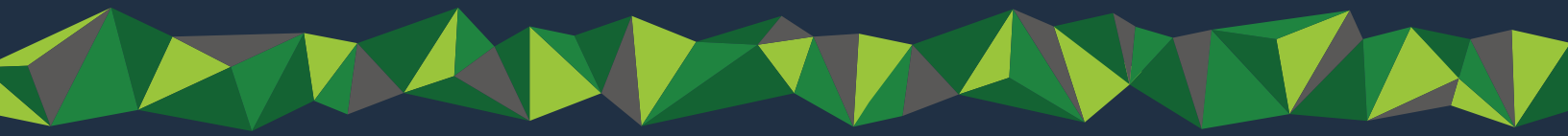


Table of Contents

Wisconsin 7 th Grade BHP Executive Summary	3
BHP and Wisconsin Social Science Standards	3
BHP, the Common Core State Standards and the C3 Framework	3
Conclusion	4
Wisconsin Standards BHP Objectives Crosswalk	5

Wisconsin 7th Grade BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Wisconsin's 7th 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 that connect specifically to Wisconsin history and government. The accompanying crosswalk provides examples of the BHP materials that are aligned to Wisconsin's standards.

BHP and Wisconsin Social Science Standards

In Wisconsin's 7th grade World Cultures and Geography of the Eastern Hemisphere Standards, there is an emphasis on the development of modern societies. Specifically, students will become well versed on topics concerning geography, history, civics, economics, and the behavioral sciences. The standards document states that Wisconsin students will explore "Historically marginalized groups; Human and civil rights; and Stewardship, sustainability, and civic responsibility". All of the expectations expressed within these statements are found throughout the BHP Course. For example, students will study how "historical context influenced the process or nature of the continuity or change that took place" (aligned to WI component **SS.Hist2.c.m**). Students will "explain how place-based identities can change places over time" (aligned to WI component **SS.Geo4.a.m**). Students will also "analyze how a person's local actions can have global consequences" (aligned to WI component **SS.BH3.a.m**). Moreover, students will "analyze the rights and responsibilities of citizens" (aligned to WI component **SS.PS2.b.m**). 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 claim testing, research and evaluation of sources, and communicating conclusions are met including the following: meeting the WI standards: "Develop a debatable and defensible claim based upon the analysis of sources (**SS.Inq3.a.m**); "Formulate open-ended question for further research within one of the social studies disciplines (**SS.Inq1.a.m**); and "Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand (**SS.Inq2.b.m**). 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 Wisconsin Standards for Social Studies 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. 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 Wisconsin’s students to meet the vast majority of Wisconsin’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 Wisconsin’s middle school world history course.

Wisconsin Standards BHP Objectives Crosswalk

7th Grade Inquiry Practices

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
SOCIAL STUDIES INQUIRY PRACTICES AND PROCESSES		
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.		
SS.Inq1.a Formulate open-ended questions for further research within one of the social studies disciplines.	CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one’s thinking, and present findings that are well-supported by scientific and historical evidence. U6-7: Demonstrate using BHP concepts accurately in writing.	UNITS 2-4, 6-7 & 10: What Do You Know? What Do You Ask? UNIT 7: LBH-Research Questions
SS.Inq1.b Identify additional questions that support the research and possible resources to guide the inquiry.	CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one’s thinking, and present findings that are well-supported by scientific and historical evidence. U6-7: Demonstrate using BHP concepts accurately in writing.	UNITS 2-4, 6-7 & 10: What Do You Know? What Do You Ask? UNIT 7: LBH-Research Questions
Standard SS.Inq2: Wisconsin students will gather and evaluate sources.		
SS.Inq2.a Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.	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. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U3-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. U5-5: Demonstrate using texts as evidence in historical writing. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. 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.	UNITS 1-10: Investigation UNITS 2, 6, 8 & 9: Debate UNIT 4: Biography of a Continent UNIT 5: Convincing Narratives UNITS 5, 7 & 10: PBL UNIT 6: Change Over Time Essay UNIT 7: Biography of a Crop; Biography of a Little Big History Project; The Rise, Fall, and Collapse of Civilizations; Essay- Were they Pushed or Did they Jump? UNIT 8: Little Big History Final Project UNIT 9: Impact of Population Growth Essay; This Threshold Today UNIT 10: Visions of the Future
SS.Inq2.b. Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.	CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one’s thinking, and present findings that are well-supported by scientific and historical evidence. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. U2-3: Understand how to use claim testing to evaluate a claim or resource.	UNITS 2-6: Claim Testing UNIT 5: Convincing Narratives UNITS 5, 7 & 10: PBL UNIT 7: Biography of a Little Big History Project; The Rise, Fall, and Collapse of Civilizations; The Rise, Fall, and Collapse of Civilizations UNIT 9: Impact of Population Growth Essay
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.		

<p>SS.Inq3.a Develop a debatable and defensible claim based upon the analysis of sources.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. 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. U2-3: Understand how to use claim testing to evaluate a claim or resource. 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. U7-7: Use sentence starters to strengthen making an argument in writing. U8-5: Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p>UNITS 1-10: Investigation UNITS 2, 6 ,8 & 9: Debate UNITS 2-6: Claim Testing UNITS 2-4, 7 & 8: This Threshold Today UNIT 4: Revising Investigation Writing - Claim and Focus UNIT 6: Change Over Time Essay UNIT 7: Biography of a Crop; The Rise, Fall, and Collapse of Civilizations; Essay- Were they Pushed or Did they Jump?; Revising Investigation Writing-Sentence Starters Part 1 UNIT 8: Little Big History Final Project; Revising Investigation Writing-Sentence Starters Part 2 UNIT 9: Impact of Population Growth Essay; Revising Investigation Writing-Sentence Starters Part 3 UNIT 10: Visions of the Future; The Future of Our Planet</p>
<p>SS.Inq3.b Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U4-2: Use evidence to explain how the Earth and its atmosphere developed and changed over time. U3-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. U4-2: Use evidence to explain how the Earth and its atmosphere developed and changed over time. U5-4: Use evidence to explain adaptation and evolution, including Darwin’s theory of natural selection and DNA. U5-5: Demonstrate using texts as evidence in historical writing. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective.</p>	<p>UNITS 1-10: Investigation UNITS 2, 6 ,8 & 9: Debate UNITS 2-6: Claim Testing UNITS 2-4, 7 & 8: This Threshold Today UNIT 2: Big Bang Infographic UNIT 5: Convincing Narratives UNIT 6: Change Over Time Essay UNIT 7: Biography of a Crop; Early Civilizations Museum Project; The Rise, Fall, and Collapse of Civilizations; Essay - Were they Pushed or Did they Jump? UNIT 8: Little Big History Final Project UNIT 9: Impact of Population Growth Essay UNIT 10: Visions of the Future</p>
<p>SS.Inq3.c Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</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. U2-3: Understand how to use claim testing to evaluate a claim or resource. U8-5: Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p>UNIT 2: Analyzing Investigation Writing - Using Texts as Evidence UNITS 2-6: Claim Testing UNIT 4: Revising Investigative Writing - Using Texts as Evidence UNIT 5: Convincing Narratives UNIT 7: The Rise, Fall, and Collapse of Civilizations; Revising Investigation Writing - Sentence Starters Part 1 UNIT 8: Revising Investigation Writing - Sentence Starters Part 2 UNIT 9: Revising Investigation Writing - Sentence Starters Part 3</p>
<p>Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.</p>		

<p>SS.Inq4.a Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>	<p>CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one’s thinking, and present findings that are well-supported by scientific and historical evidence. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. 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. U4-8: Demonstrate an ability to construct an argument in writing.</p>	<p>UNITS 1-10: Investigation UNITS 2, 6 ,8 & 9: Debate UNITS 2-6: Claim Testing UNITS 2-4, 7 & 8: This Threshold Today UNIT 2: Big Bang Infographic UNIT 4: Biography of a Continent UNITS 5, 7 & 10: PBL UNIT 6: Change Over Time Essay UNIT 7: Biography of a Crop; Essay - Were they Pushed or Did they Jump? UNIT 8: Little Big History Final Project UNIT 9: Impact of Population Growth Essay UNIT 10: Visions of the Future UNIT 10: The Future of Our Planet</p>
<p>SS.Inq4.b Analyze and evaluate the logic, relevance, and accuracy of others’ claims, taking into consideration potential bias.</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. U2-3: Understand how to use claim testing to</p>	<p>UNIT 1: Analyzing Investigative Writing UNITS 1-10: Investigation UNIT 2: Analyzing Investigative Writing; What Did You Say Happened? UNITS 2-6: Claim Testing UNITS 2, 6, 8 & 9: Debate UNIT 4: Biography of a Continent UNIT 6: Change Over Time Essay UNIT 7: Revising Investigation Writing - Sentence Starters Part 1; Biography of a Crop; The Rise, Fall, and Collapse of Civilizations UNIT 8: Little Big History Final Project; Revising Investigation Writing - Sentence Starters Part 2 UNIT 9: Revising Investigation Writing - Sentence Starters Part 3</p>
<p>Standard SS.Inq5: Wisconsin students will be civically engaged.</p>		
<p>SS.Inq5.a Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO7: Locate and understand how our own place, our community’s place, and humanity as a whole fit into and impact Big History’s narrative. U1-3: Understand how you fit into the Big History narrative, using the concept of “thresholds” to frame your past, present, and future as well as the history of the Universe.</p>	<p>UNIT 1: Visions of the Future UNIT 8: Little Big History Final Project UNIT 10: Visions of the Future UNIT 10: The Future of Our Planet</p>

Wisconsin Standards BHP Objectives Crosswalk

7th Grade Behavioral Sciences

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
BEHAVIORAL SCIENCES		
Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).		
<p>SS.BH1.a Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.</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. 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. 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: For Most People, Eating Bugs Is Only Natural UNIT 8: Ibn Battuta; Marco Polo; Brain Boost-H2; Human Migration Patterns II; When Humans Became Inhumane; One Lump or Two? The Development of a Global Economy UNIT 9: Smith, Marx, and Keynes; Aksum; The Ghana Empire; Benjamin Banneker Science in Adversity; Crisis & Conflict on the Global Stage; Archdukes, Cynicism, & World War I; World War II; And Then Gandhi Came: Nationalism, Revolution & Sovereign; Forming the Concept of Nationalism; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; Imperialism; Imperialism & Resistance Shape the Modern World; Smith, Marx, And Keynes</p>
<p>SS.BH1.b Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</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. 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. 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: The Origin of World Religions; Teotihuacan: City of Water, City of Fire UNIT 8: Ibn Battuta; Marco Polo; Human Migration Patterns II; When Humans Became Inhumane; Benjamin Banneker Science in Adversity UNIT 9: Crisis & Conflict on the Global Stage; Archdukes, Cynicism, & World War I; World War II; And Then Gandhi Came: Nationalism, Revolution & Sovereign; Forming the Concept of Nationalism; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; Imperialism; Imperialism & Resistance Shape the Modern World; Smith, Marx, And Keynes</p>
Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).		
<p>SS.BH2.a Summarize the role culture plays in personal and group behavior; Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</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. U7-2: Identify the features of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks. U9-8: Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression and World War II.</p>	<p>UNIT 7: Uruk; Mesoamerica; Aksum; For Most People, Eating Bugs Is Only Natural; Teotihuacan: City of Water, City of Fire UNIT 8: Ibn Battuta; Marco Polo; Brain Boost - H2; Human Migration Patterns II; When Humans Became Inhumane; One Lump or Two? The Development of a Global Economy; Benjamin Banneker Science in Adversity; Investigation 8 UNIT 9: Crisis & Conflict on the Global Stage; Archdukes, Cynicism, & World War I; World War II; Propaganda and World War II; And Then Gandhi Came: Nationalism, Revolution & Sovereign; Democratic and Independent States Timeline; Forming the Concept of Nationalism; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; Imperialism; Imperialism & Resistance Shape the Modern World; Rights and Resistance Timeline</p>

<p>SS.BH2.b Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</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. 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. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. 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: Early Civilizations Museum Project; Teotihuacan: City of Water, City of Fire UNIT 8: The Modern Revolution; World Travelers; Ibn Battuta; Zheng He; Explorers Mini Project; Issues of Colonization Mini Project; The Columbian Exchange; Columbian Exchange Infographic; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me with Science: Collective Learning and the Emergence of Modern Science; How Did the World Zones Connect? UNIT 9: Imperialism; Imperialism & Resistance Shape the Modern World</p>
<p>Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.</p>		
<p>SS.BH4.a Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-2: Understand the key features that define the Anthropocene. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 7: Where and Why Did the First Cities Appear?; We’re Not in Kansas Any More: The Emergence of Early Cities UNIT 9: Imperialism; Threshold 8: The Modern Revolution; Investigation 9; The Industrial Revolution; The Industrial Revolution: Fossil Fuels, Steam Power, and the Rise of Manufacturing; Archdukes, Cynicism, & World War I UNIT 10: Globalization II: Good or Bad; Atmosphere and Climate; Visions of the Future</p>

Wisconsin Standards BHP Objectives Crosswalk
7th Grade Geography

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
GEOGRAPHY		
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.		
<p>SS.Geog1.a Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?); Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-6: Show early human migration on a map. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations.</p>	<p>UNIT 6: Human Migration Patterns UNIT 8: Human Migration Patterns II; Investigating the Consequences of The Columbian Exchange; Lost on the Silk Road; Comparing Maps; A History of the Magnetic Compass UNIT 10: Gapminder Card Sort</p>
<p>SS.Geog1.b Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U1-5: Learn to use timelines as a way to compare the scale of personal and historic events. U6-6: Show early human migration on a map. U7-4: Describe how early civilizations formed and their key features. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U9-1: Describe accelerating global change and the factors that describe it.</p>	<p>UNIT 6: Human Migration Patterns UNIT 7: Comparing Civilizations UNIT 8: An Age of Adventure; Human Migration Patterns II; Investigating the Consequences of The Columbian Exchange; Columbian Exchange Timeline; Lost on the Silk Road; Investigation 8; Comparing Maps; A History of the Magnetic Compass UNIT 9: Understanding the Global Depression; 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 UNIT 10: Gapminder Card Sort</p>
<p>SS.Geog1.c Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones; Compare mental maps shaped by individual perceptions of people, places, regions, and environments.</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-6: Show early human migration on a map. U7-4: Describe how early civilizations formed and their key features. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations.</p>	<p>UNIT 6: Human Migration Patterns UNIT 7: Early Civilizations Museum Project UNIT 8: Human Migration Patterns II; Columbian Exchange Infographic; Comparing Maps UNIT 10: Gapminder Card Sort</p>
Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.		

<p>SS.Geog2.a Analyze why populations increase or decrease in various regions throughout the world; Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 1: Easter Island Mystery UNIT 6: Why Human Ancestry Matters UNIT 7: Where And Why Did the First Cities Appear?; Agrarian Civilizations; Uruk; Jericho; The Ghana Empire; Crash Course: Migrations & Intensifications; Essay - Were They Pushed Or Did They Jump?; Transition to Agriculture; Teotihuacan: City of Water, City of Fire; PBL UNIT 8: The Modern Revolution; Why Early Globalization Matters; China: The First Great Divergence; Brain Boost - H2; Investigating the Consequences of The Columbian Exchange; When Humans Became Inhumane; One Lump or Two? The Development of a Global Economy; The First Silk Roads; How Did the World Zones Connect? UNIT 9: Crisis & Conflict on the Global Stage; Archdukes, Cynicism, & World War I; World War II; Mapping the World: 1914, 1945, 1985, Today; A Bird's Eye View: Acceleration and Global Chaos in the Early Twentieth Century; Comparing Most Populous Cities by Century, 1500 To Present; Imperialism; Imperialism & Resistance Shape the Modern World; Investigation 9; Anthropocene Africa: Out of Every Crisis, an Opportunity; The Impact of Population Growth Essay UNIT 10: Globalization II: Good or Bad</p>
<p>SS.Geog2.b Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-6: Show early human migration on a map. 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. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p>UNIT 6: How Did the First Humans Live?; Human Migration Patterns; Why Human Ancestry Matters; Human Migration Patterns UNIT 7: Agrarian Civilizations; Uruk UNIT 8: China: The First Great Divergence; Human Migration Patterns II; One Lump or Two? The Development of a Global Economy UNIT 9: Globalization I: The Upside; Impacts of Interconnection UNIT 10: What Do You Know? What Do You Ask?</p>
<p>Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.</p>		
<p>SS.Geog3.a Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-8: Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. U7-4: Describe how early civilizations formed and their key features. 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. U8-2: 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. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 7: Why Was Agriculture So Important?; Where And Why Did the First Cities Appear?; Agrarian Civilizations; Uruk; Mesoamerica; East Asia; The Ghana Empire; Essay - Were They Pushed Or Did They Jump? UNIT 8: China: The First Great Divergence; Brain Boost - H2; One Lump or Two? The Development of a Global Economy UNIT 9: Globalization I: The Upside UNIT 10: What Do You Know? What Do You Ask?</p>

<p>SS.Geog3.b Analyze spatial patterns of social and economic development in a variety of regions in the world; Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. 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. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 6: Human Migration Patterns UNIT 7: Uruk; Mesoamerica; Jericho; Greco-Roman; Aksum; The Ghana Empire; Teotihuacan: City of Water, City of Fire UNIT 8: The Modern Revolution; Why Early Globalization Matters; Brain Boost - H2; Investigating the Consequences of the Columbian Exchange; Columbian Exchange Infographic UNIT 9: Imperialism; Anthropocene Africa: Out of Every Crisis, an Opportunity UNIT 10: What Do You Know? What Do You Ask?</p>
<p>Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.</p>		
<p>SS.Geog4.a Explain how place-based identities can change places over time; Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place; Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</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. 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. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U8-6: Analyze a complex historical event through the lens of causality. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 7: Where and Why Did the First Cities Appear?; Uruk; Greco-Roman; Aksum; The Ghana Empire; The Origin of Agriculture in Africa; Brain Boost - H2; Issues of Colonization Mini Project; The Columbian Exchange UNIT 8: One Lump or Two? The Development of a Global Economy UNIT 9: Crisis & Conflict on the Global Stage; And Then Gandhi Came: Nationalism, Revolution & Sovereign; Imperialism; Globalization I: The Upside; The Industrial Revolution: Fossil Fuels, Steam Power, and the Rise of Manufacturing UNIT 10: What Do You Know? What Do You Ask?; Visions of the Future</p>

Wisconsin Standards BHP Objectives Crosswalk

7th Grade History

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
HISTORY		
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.		
<p>SS.Hist1.a Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, & evaluate the history of the Universe and Universal change. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U1-4: Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic. 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. U3-5: Understand what scholars from multiple disciplines know about a topic & the questions they can ask to gain an understanding of the topic from an integrated perspective. U4-6: Understand how geologists can work with scientists and historians from other disciplines to form a deeper understanding of the history of the Earth. U6-5: Understand what scholars from multiple disciplines know about a topic & the questions they can ask to gain an understanding of the topic from an integrated perspective. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization & the information they can derive from them using an integrated perspective.</p>	<p>UNIT 2: Debate: Views of The Universe; Human History - Compare and Contrast Essay UNIT 6: Culture and Collective Learning Debate; Change Over Time Essay UNIT 7: Agrarian Civilizations; Early Civilizations Museum Project; The Rise, Fall, And Collapse of Civilizations; PBL UNIT 8: Explorers Mini Project; Issues of Colonization Mini Project UNIT 9: Understanding the Causes of World War I; Forming the Concept of Nationalism; Rights and Resistance Timeline; Investigation 9; The Industrial Revolution; Debate: Collaboration or Competition in Space; Debate: Is Change Accelerating?; The Impact of Population Growth Essay; Elsewhere’s Energy UNIT 10: PBL; Visions of the Future; Investigation 10</p>
<p>SS.Hist1.b Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</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. CO8: Engage in historical analysis using the theories & practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U3-5: Understand what scholars from multiple disciplines know about a topic & the questions they can ask to gain an understanding of the topic from an integrated perspective. U4-6: Understand how geologists can work with scientists & historians from other disciplines to form a deeper understanding of the history of the Earth. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization & the information they can derive from them using an integrated perspective.</p>	<p>UNIT 2: Debate: Views of The Universe; Human History - Compare and Contrast Essay UNIT 6: Culture and Collective Learning Debate; Change Over Time Essay UNIT 7: Essay - Were They Pushed or Did They Jump?; PBL UNIT 8: Explorers Mini Project; Issues of Colonization Mini Project UNIT 9: Rights and Resistance Timeline; Investigation 9; The Industrial Revolution; Debate: Collaboration or Competition in Space; Debate: Is Change Accelerating?; The Impact of Population Growth Essay ; Elsewhere’s Energy UNIT 10: PBL; Visions of the Future; Investigation 10</p>
Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author’s point of view (Historical Methodology).		

<p>SS.Hist4.a Explain how the historical context (situation) influences a primary or secondary source.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. U1-3: Understand how to use claim testing to evaluate a claim or resource.</p>	<p>UNITS 1-10: Investigation UNIT 10: What Do You Know? What Do You Ask?</p>
<p>SS.Hist4.b Explain the significance of the intended audience of a primary or secondary source.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. U1-3: Understand how to use claim testing to evaluate a claim or resource.</p>	<p>UNITS 2-4, 6-7, & 10: What Do You Know? What Do You Ask? UNITS 2-4, 7 & 8: This Threshold Today</p>
<p>SS.Hist4.c Explain the significance of the intended purpose of a specific primary or secondary source.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. U1-3: Understand how to use claim testing to evaluate a claim or resource.</p>	<p>UNIT 8: Marco Polo; Ibn Battuta; Zheng He; Explorers Mini Project UNITS 2-4, 6-7, & 10: What Do You Know? What Do You Ask? UNITS 2-4, 7 & 8: This Threshold Today</p>
<p>SS.Hist4.d Explain how the POV of the author can influence the meaning of a primary or secondary source.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. U1-3: Understand how to use claim testing to evaluate a claim or resource.</p>	<p>UNIT 8: Marco Polo; Ibn Battuta; Zheng He; Explorers Mini Project UNITS 2-4, 6-7, & 10: What Do You Know? What Do You Ask? UNITS 2-4, 7 & 8: This Threshold Today</p>

Wisconsin Standards BHP Objectives Crosswalk

7th Grade Political Science

WISCONSIN STANDARDS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
POLITICAL SCIENCE		
Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.		
<p>SS.PS2.b Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws); Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 7: We're Not in Kansas Anymore: The Emergence of Early Cities UNIT 9: Crisis & Conflict on the Global Stage; And Then Gandhi Came: Nationalism, Revolution & Sovereignty; Declaration of Rights Reading List; Democratic and Independent States Timeline; Forming the Concept of Nationalism; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; Imperialism; Imperialism & Resistance Shape the Modern World; Rights and Resistance Timeline; Threshold 8: The Modern Revolution; How Would You Periodize Human History? UNIT 10: Globalization II: Good or Bad</p>
<p>SS.PS2.c Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide; Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U1-1: Define thresholds of increasing complexity, origin stories, and scale. U8-4: 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. U10-2: Identify important human end environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 8: When Humans Became Inhumane; World War II UNIT 9: And Then Gandhi Came: Nationalism, Revolution & Sovereignty; Forming the Concept of Nationalism; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; Imperialism; Imperialism & Resistance Shape the Modern World; Rights and Resistance Timeline; Threshold 8: The Modern Revolution; How Would You Periodize Human History?; Africa: Slavery and Empire UNIT 10: What Do You Know? What Do You Ask?; Visions of the Future</p>
Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.		
<p>SS.PS4.a Assemble an argument utilizing multiple sources of information.</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U1-4: Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic. U6-5 and U7-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective.</p>	<p>UNITS 1-10: Investigation UNIT 2: Debate: Views of The Universe UNIT 6: Culture and Collective Learning Debate; Change Over Time Essay UNIT 7: Early Civilizations Museum Project; PBL UNIT 8: Little Big History Final Project; Debate: Has the Scientific Revolution Ended? UNIT 9: Debate: Is Change Accelerating?; Debate: Collaboration or Competition in Space UNIT 10: PBL; Visions of the Future</p>
<p>SS.PS4.b Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p>UNIT 9: Crisis & Conflict on the Global Stage; Declaration of Rights Reading List; Democratic and Independent States Timeline; How Would You Periodize Human History?; The Impact of Population Growth Essay UNIT 10: What Do You Know? What Do You Ask?</p>