



# BHP AND CONNECTICUT'S SOCIAL STUDIES FRAMEWORKS



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## Connecticut BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Connecticut's 6th and 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 supports teacher and curricular flexibility while supporting the rigor and standards of the C3 Framework. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics or regions such as Middle America and the Caribbean. The accompanying crosswalk provides examples of the BHP materials that are aligned to Connecticut's standards.

## Connecticut's Social Studies Frameworks

In Connecticut's Social Studies Frameworks, there is an emphasis on social studies skills, and key ideas and concepts related to world regional studies. Specifically, the Connecticut Elementary and Secondary Social Studies Framework Introduction states that "The inquiry process is absolutely critical for effective student understanding of history, geography, civics, and economics." The document further states that "Inquiry should guide the teaching of social studies at all levels." All of the expectations expressed within these statements are found throughout the BHP Course. For example, students will analyze the cultural and environmental characteristics that make places both similar to and different from one another, which is aligned to CT Social Studies Standard GEO 6-7.4. Students will engage in disciplinary skills and practices as they complete inquiry-based assessments such as essays, investigations, and debates. These assessments require students to read and analyze primary and secondary sources in order to support their claims and arguments, which is aligned to CT Social Studies Standard INQ 6-8.10. Students will also learn how the relationship between the environmental characteristics of places and the production of goods influences the world trade, aligned to CT Social Studies Standard GEO 6-7.10. Additional alignment, and resources, can be found in the accompanying crosswalk.

Furthermore, BHP focuses on major turning points in history, and its conceptual units are anchored in thresholds of increasing complexity—moments in time when conditions are right for the emergence of new forms of development in matter or in human societies. Major skills that thread throughout the course including claim testing, which meets the CT Social Studies Dimension 3: Evaluating Sources and Using Evidence. In addition, claim testing is also found in the CT Social Studies Dimension 4: Communicating Conclusions and Taking Informed Action. 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 Connecticut Social Studies Frameworks were created with the C3 in mind and the C3 incorporates the literacy expectations found in the CCSS. As a result, BHP meets these historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. BHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job

supporting teachers and scaffolding students into these new expectations. The BHP units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop claims, create arguments, and deliver presentations in a variety of formats. These inquiry-based opportunities are reinforced through practice progressions. BHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn, and to practice, inquiry-based skills at increasing complexity. For example, the conducting historical inquiry progressions are aligned to Connecticut Social Studies Frameworks Dimension 4: Communicating Conclusions and Taking Informed Action. This includes INQ 6-8.12 in which students will “present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies.” An in-depth discussion of the progressions can be found in the “BHP Practice Progressions Guide”.

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

## Conclusion

BHP provides an engaging and coherent curriculum that enables Connecticut’s students to meet the vast majority of Connecticut’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 Connecticut’s 6th and 7th grade history courses.

# Connecticut Standards BHP Objectives Crosswalk

## Dimension 1

CONNECTICUT SOCIAL STUDIES FRAMEWORKS GRADES 6 AND 7 - WORLD REGIONAL STUDIES	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
<b>Dimension 1: Developing Questions and Planning Inquiry</b>		
<p><b>INQ 6-8.1</b> Explain how a question represents key ideas in the field.</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>U3-5:</b> Understand what scholars from multiple disciplines know about a topic and the questions they can ask to understand the topic from an integrated perspective.</p>	<p><b>UNIT 2:</b> Disciplines – Who Knows What?; Disciplines – What Do You Know? What Do You Ask?; <b>UNIT 3:</b> Disciplines – What Do You Know? What Do You Ask?; <b>UNIT 4:</b> Disciplines – What Do You Know? What Do You Ask?; <b>UNIT 6:</b> Disciplines – What Do You Know? What Do You Ask?; <b>UNIT 7:</b> Disciplines – What Do You Know? What Do You Ask?</p>
<p><b>INQ 6-8.2</b> Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</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>U3-5:</b> Understand what scholars from multiple disciplines know about a topic and the questions they can ask to understand the topic from an integrated perspective.</p>	<p><b>UNIT 2:</b> Disciplines – Who Knows What?; Disciplines – What Do You Know? What Do You Ask?; <b>UNIT 3:</b> Disciplines – What Do You Know? What Do You Ask?; <b>UNIT 4:</b> Disciplines – What Do You Know? What Do You Ask?; <b>UNIT 6:</b> Disciplines – What Do You Know? What Do You Ask?; <b>UNIT 7:</b> Disciplines – What Do You Know? What Do You Ask?</p>
<p><b>INQ 6-8.3</b> Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question.</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>U3-5:</b> Understand what scholars from multiple disciplines know about a topic and the questions they can ask to understand the topic from an integrated perspective.</p>	<p><b>UNIT 2:</b> Disciplines – Who Knows What?; Disciplines – What Do You Know? What Do You Ask?; <b>UNIT 3:</b> Disciplines – What Do You Know? What Do You Ask?; <b>UNIT 4:</b> Disciplines – What Do You Know? What Do You Ask?; <b>UNIT 6:</b> Disciplines – What Do You Know? What Do You Ask?; <b>UNIT 7:</b> Disciplines – What Do You Know? What Do You Ask?</p>
<p><b>INQ 6-8.4</b> Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.</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>U3-5:</b> Understand what scholars from multiple disciplines know about a topic and the questions they can ask to understand the topic from an integrated perspective.</p>	<p><b>UNIT 6:</b> Little Big History - Choosing Your Focus; <b>UNIT 7:</b> Little Big History - Research Questions; Little Big History - Brainstorm Guide; <b>UNIT 8:</b> Little Big History - Final Project</p>
<p><b>INQ 6-8.5</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.</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>U3-5:</b> Understand what scholars from multiple disciplines know about a topic and the questions they can ask to understand the topic from an integrated perspective.</p>	<p><b>UNIT 6:</b> Little Big History - Choosing Your Focus; <b>UNIT 7:</b> Little Big History - Research Questions; Little Big History - Brainstorm Guide; <b>UNIT 8:</b> Little Big History - Final Project; <b>ALL UNITS:</b> Investigations</p>

# Connecticut Standards BHP Objectives Crosswalk

## Dimension 2 - GEO

CONNECTICUT SOCIAL STUDIES FRAMEWORKS GRADES 6 AND 7 - WORLD REGIONAL STUDIES	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
<b>Dimension 2: Applying Disciplinary Concepts and Tools</b>		
<b>GEOGRAPHY</b>		
<b>Geographic Representations: Spatial Views of the World</b>		
<b>GEO 6-7.1</b> Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.	<b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3:</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 4:</b> Biography of a Continent; <b>UNIT 6:</b> Human Migration - Mapping Activity; <b>UNIT 7:</b> Early Civilizations Museum Project; Migration Patterns; <b>UNIT 8:</b> Migration Patterns II; <b>UNIT 9:</b> Mapping the World: 1914, 1945, 1985, Today
<b>GEO 6-7.2</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	<b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3:</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 4:</b> Biography of a Continent; <b>UNIT 7:</b> Migration Patterns; <b>UNIT 8:</b> Migration Patterns II; <b>UNIT 9:</b> Graphing Population Growth; Impact of Population Growth Essay; Mapping the World: 1914, 1945, 1985, Today
<b>Human-Environment Interaction: Places, Regions, and Culture</b>		
<b>GEO 6-7.3</b> Explain how cultural patterns and economic decisions influence environments and the daily lives of people.	<b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-2:</b> . Investigate the implications of interconnected societies and regions by looking at how commerce has spread. <b>U9-3:</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 7:</b> Where and Why Did the First Cities and States Appear?; Early Civilization Museum Project; <b>UNIT 8:</b> Jacqueline Howard Presents: The History of Money; One Lump or Two? The Development of a Global Economy; Systems of Exchange and Trade; <b>UNIT 9:</b> Smith, Marx, and Keynes; Why Is that T-Shirt So Cheap? The Origins of the Industrial Revolution; Crash Course World History: Globalization I - The Upside
<b>GEO 6-7.4</b> Analyze the cultural and environmental characteristics that make places both similar to and different from one another.	<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>UNIT 7:</b> Where and Why Did the First Cities and States Appear?; Comparing Civilizations; We're Not in Kansas Anymore: The Emergence of Early Cities; Early Civilization Museum Project; Comparing More Civilizations
<b>GEO 6-7.5</b> Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.	<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>UNIT 7:</b> Where and Why Did the First Cities and States Appear?; Comparing Civilizations; We're Not in Kansas Anymore: The Emergence of Early Cities; Early Civilization Museum Project; Comparing More Civilizations
<b>Human Population: Spatial Patterns and Movement</b>		
<b>GEO 6-7.6</b> Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.	<b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3:</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 9:</b> Threshold 8 - The Modern Revolution; Coal, Steam, and The Industrial Revolution: Crash Course World History; The Industrial Revolution; How Did Change Accelerate?; Acceleration; Debate: Is Change Accelerating?; Anthropocene Africa: Out of Every Crisis, an Opportunity;
<b>GEO 6-7.7</b> Analyze how relationships between humans and environments extend or contract settlement and movement.	<b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3:</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 7:</b> Migration Patterns; <b>UNIT 8:</b> Migration Patterns II; <b>UNIT 9:</b> Graphing Population Growth; Impact of Population Growth Essay; Mapping the World: 1914, 1945, 1985, Today

<p><b>GEO 6-7.8</b> Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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 9:</b> How Was the Modern World Created?; Why Is that T-Shirt So Cheap? The Origins of the Industrial Revolution; Crash Course World History: Globalization I - The Upside; What Role Did Industrialism Play in Creating the Modern World?</p>
<p><b>Global Interconnections</b></p>		
<p><b>GEO 6-7.9</b> Analyze the ways in which cultural and environmental characteristics vary among various 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>U7-6:</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 and States Appear?; Comparing Civilizations; We're Not in Kansas Anymore: The Emergence of Early Cities; Early Civilization Museum Project; Comparing More Civilizations</p>
<p><b>GEO 6-7.10</b> Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-4:</b> Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p><b>UNIT 9:</b> Coal, Steam, and The Industrial Revolution: Crash Course World History; The Industrial Revolution; Why Is that T-Shirt So Cheap? The Origins of the Industrial Revolution; Crash Course World History: Globalization I - The Upside; What Role Did Industrialism Play in Creating the Modern World?; <b>UNIT 10:</b> Globalization II – Good or Bad?: Crash Course World History; Gapminder Card Sort</p>
<p><b>GEO 6-7.11</b> Explain how global changes in population distribution affect changes in land use in particular regions.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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> Migration Patterns; <b>UNIT 8:</b> Migration Patterns II; <b>UNIT 9:</b> Graphing Population Growth; Impact of Population Growth Essay; Mapping the World: 1914, 1945, 1985, Today</p>

# Connecticut Standards BHP Objectives Crosswalk

## Dimension 2 - CIV ECO HIST

CONNECTICUT SOCIAL STUDIES FRAMEWORKS GRADES 6 AND 7 - WORLD REGIONAL STUDIES	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
<b>Dimension 2: Applying Disciplinary Concepts and Tools</b>		
<b>CIVICS</b>		
<b>Civic and Political Institutions</b>		
<b>CIV 6-7.1</b> Explain the specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).	<b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> Declaration of Rights Document Collection; Comparing Rights Documents; Democratic and Independent States Timeline
<b>Processes, Rules, and Laws</b>		
<b>CIV 6-7.2</b> Asses specific rules and laws (both actual and proposed) as means of addressing public problems.	<b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	<b>UNIT 9:</b> Declaration of Rights Document Collection; Comparing Rights Documents; Democratic and Independent States Timeline
<b>CIV 6-7.3</b> Compare historical and contemporary means of changing societies and promoting the common good.	<b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U9-3:</b> Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	<b>UNIT 9:</b> Forming the Concept of Nationalism; You Say You Want a Revolution: Political Change on Both Sides of the Atlantic; Rights and Resistance Timeline; And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Declaration of Rights Document Collection; Comparing Rights Documents; Democratic and Independent States Timeline
<b>ECONOMICS</b>		
<b>Economic Decision - Making</b>		
<b>ECO 6-7.1</b> Explain how economic decisions affect the well-being of individuals, businesses, and society.	<b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at how commerce has spread.	<b>UNIT 8:</b> One Lump or Two? The Development of a Global Economy; <b>UNIT 9:</b> Smith, Marx, and Keynes; How Was the Modern World Created?; Why Is that T-Shirt So Cheap? The Origins of the Industrial Revolution; Globalization I - The Upside: Crash Course World History; Understanding the Consequences of the Global Depression; A Bird's Eye View: Acceleration and Global Chaos in the Early Twentieth Century
<b>ECO 6-7.2</b> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.		
<b>Exchange and Markets</b>		
<b>ECO 6-7.3</b> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	<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 shifts in world population, including the impact of industrialism and commerce.	<b>UNIT 9:</b> How Was the Modern World Created?; Why Is that T-Shirt So Cheap? The Origins of the Industrial Revolution; Globalization I - The Upside: Crash Course World History; A Bird's Eye View: Acceleration and Global Chaos in the Early Twentieth Century
<b>ECO 6-7.4</b> Analyze the role of innovation and entrepreneurship in a market economy.		
<b>ECO 6-7.5</b> Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.		
<b>The Global Economy</b>		
<b>ECO 6-7.6</b> Explain barriers to trade and how those barriers influence trade among nations.	<b>CO3:</b> Deepen and understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at how commerce has spread. <b>U9-6:</b> Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.	<b>UNIT 8:</b> Systems of Exchange and Trade; The First Silk Roads; Lost on the Silk Road; <b>UNIT 9:</b> Globalization I - The Upside: Crash Course World History; What Role Did Industrialism Play in Creating the Modern World?
<b>ECO 6-7.7</b> Explain the benefits and the costs of trade policies to individuals, businesses, and society.		



**HISTORY**

**Change, Continuity, and Context**

**HIST 6-8.1** Use questions about historically significant people or events to explain the impact on a region.

**CO3:** Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. **U9-1:** Describe accelerating global change and the factors that describe it.

**UNIT 1:** Easter Island Mystery; **UNIT 6:** Change Over Time Essay **UNIT 7:** Threshold 7: Agriculture; What's for Dinner Tonight? Evidence of Early Agriculture - The First Farmers; Where and Why Did the First Cities and States Appear?; Comparing Civilizations; The Origin of World Religions; Early Civilization Museum Project; Comparing More Civilizations; The Rise, Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump? **UNIT 8:** An Age of Adventure; Explorers Mini Project; Crash Course World History: The Columbian Exchange; Investigating the Consequences of the Columbian Exchange; When Humans Became Inhumane: The Atlantic Slave Trade; Columbian Exchange Timeline; Columbian Exchange Infographic; **UNIT 9:** Crash Course World History: The Industrial Revolution; The Industrial Revolution; How Did Change Accelerate?; Forming the Concept of Nationalism; You Say You Want a Revolution: Political Change on Both Sides of the Atlantic; Crash Course World History: Imperialism; Imperialism and Resistance Shape a Modern World: 1850–1914; Rights and Resistance Timeline; Crisis and Conflict on the Global Stage; Understanding the Causes of WWI; Crash Course World History: Archdukes, Cynicism, and World War I; Understanding the Consequences of the Global Depression; Crash Course World History: World War II; And Then Gandhi Came: Nationalism, Revolution, and Sovereignty

# Connecticut Standards BHP Objectives Crosswalk

## Dimension 3

CONNECTICUT SOCIAL STUDIES FRAMEWORKS GRADES 6 AND 7 - WORLD REGIONAL STUDIES	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
<b>Dimension 3: Evaluating Sources and Using Evidence</b>		
<b>INQ 6-8.6</b> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	<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. <b>U5-5:</b> Demonstrate using texts as evidence in historical writing.	<b>ALL UNITS:</b> Investigations 1-10; <b>UNIT 1:</b> Claim Testing - What are the Claim Testers?; <b>UNIT 2:</b> Claim Testing - Authority; Claim Testing Worksheet - The Big Bang; <b>UNIT 3:</b> Claim Testing- Intuition; <b>UNIT 4:</b> Claim Testing - Evidence; Claim Testing – Geology and the Earth’s Formation;
<b>INQ 6-8.7</b> Evaluate the credibility of a source by determining its relevance and intended use.		
<b>INQ 6-8.8</b> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	<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>U5-5:</b> Demonstrate using texts as evidence in historical writing.	<b>ALL UNITS:</b> Investigations 1-10; <b>UNIT 2:</b> Analyzing Investigation Writing - Use of Evidence; <b>UNIT 4:</b> Claim Testing - Evidence; <b>UNIT 5:</b> Revising Investigation Writing - Use of Evidence
<b>INQ 6-8.9</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.	<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>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>ALL UNITS:</b> Investigations 1-10; <b>UNIT 1:</b> Analyzing Investigation Writing - Claim and Focus; <b>UNIT 4:</b> Revising Investigation Writing - Claim and Focus

# Connecticut Standards BHP Objectives Crosswalk

## Dimension 4

CONNECTICUT SOCIAL STUDIES FRAMEWORKS GRADES 6 AND 7 - WORLD REGIONAL STUDIES	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
<b>Dimension 4: Communicating Conclusions and Taking Informed Action</b>		
<p><b>INQ 6-8.10</b> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</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. <b>U2-2:</b> Using evidence from texts, 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.</p>	<p><b>ALL UNITS:</b> Investigations 1-10; <b>UNIT 2:</b> Views of the Universe Debate; <b>UNIT 6:</b> Culture and Collective Learning Debate;<b>UNIT 8:</b> Debate - Has the Scientific Revolution Ended?<b>UNIT 9:</b> Debate - Is Change Accelerating?</p>
<p><b>INQ 6-8.11</b> Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</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. <b>U5-5:</b> Demonstrate using texts as evidence in historical writing.</p>	<p><b>ALL UNITS:</b> Investigations 1-10; <b>UNIT 2:</b> Analyzing Investigation Writing - Use of Evidence; <b>UNIT 4:</b> Analyzing Investigation Writing - Organization; <b>UNIT 5:</b> Revising Investigation Writing - Use of Evidence</p>
<p><b>INQ 6-8.12</b> Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</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>U4-8:</b> Demonstrate an ability to construct an argument in writing.</p>	<p><b>UNIT 2:</b> Big Bang Infographic; <b>UNIT 4:</b> Biography of a Continent; <b>UNIT 7:</b> Biography of a Crop; Early Civilizations Museum Project; Were They Pushed or Did They Jump?;<b>UNIT 8:</b> Explorers Mini Project; Issues of Colonization Mini Project; Columbian Exchange Infographic; <b>UNIT 9:</b> The Impact of Population Growth Essay; <b>UNIT 10:</b> Visions of the Future; <b>Course Culminating Project :</b> Little Big History Project</p>
<p><b>INQ 6-8.13</b> Critique arguments for credibility</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>U2-3:</b> Understand how to use claim testing to evaluate a claim or resource.</p>	<p><b>UNIT 1:</b> How Do We Decide What to Believe?' Claim Testing - What are the Claim Testers?<b>UNIT 2:</b> Claim Testing - Authority; Views of the Universe Debate; Claim Testing Worksheet - The Big Bang; <b>UNIT 3:</b> Claim Testing- Intuition; <b>UNIT 4:</b> Claim Testing - Evidence; Was There Science Before the Scientific Revolution?; Claim Testing – Geology and the Earth’s Formation; <b>UNIT 5:</b> Convincing Narratives <b>UNIT 6:</b> Culture and Collective Learning Debate; Claim Testing – Collective Learning <b>UNIT 8:</b> Debate - Has the Scientific Revolution Ended?;<b>UNIT 9:</b> Debate - Is Change Accelerating?</p>
<p><b>INQ 6-8.14</b> Critique the structure of explanations.</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>U1-6:</b> Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing.</p>	<p><b>UNIT 2:</b> Views of the Universe Debate; <b>UNIT 4:</b> Was There Science Before the Scientific Revolution?; Analyzing Investigation Writing - Organization; <b>UNIT 5:</b> Convincing Narratives <b>UNIT 6:</b> Culture and Collective Learning Debate; <b>UNIT 8:</b> Debate - Has the Scientific Revolution Ended?;<b>UNIT 9:</b> Debate - Is Change Accelerating?</p>
<p><b>INQ 6-8.15</b> Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</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>U10-2:</b> Identify important human and environmental issues that affect the future of our species and the biosphere.<b>U10-3:</b> Propose a vision of the future based on new understandings of the past.</p>	<p><b>UNIT 1:</b> Visions of the Future Worksheet;<b>UNIT 10:</b> Visions of the Future</p>
<p><b>INQ 6-8.16</b> Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.</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>U10-2:</b> Identify important human and environmental issues that affect the future of our species and the biosphere. <b>U10-3:</b> Propose a vision of the future based on new understandings of the past.</p>	<p><b>UNIT 1:</b> Visions of the Future Worksheet;<b>UNIT 10:</b> Visions of the Future</p>
<p><b>INQ 6-8.17</b> Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.</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>Course Culminating Project:</b> Little Big History Project</p>

# Connecticut Standards BHP Objectives Crosswalk

## Themes

CONNECTICUT SOCIAL STUDIES FRAMEWORKS GRADES 6 AND 7 - WORLD REGIONAL STUDIES	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
<b>THEMES</b>		
<b>Human-Environment Interaction</b>		
Analyze how people from various world regions modify and adapt to their environments.	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.	UNIT 6: Crash Course: Human Evolution; How Did the First Humans Live?; Foraging; UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; The Origin of Agriculture in Africa: First Farmers in the Cradle of Humanity; UNIT 8: Why Did Civilization Expand?; China: The First Great Divergence
Analyze how people from various world regions allocate their available resources.		
<b>Global Interactions: Environmental Changes</b>		
Explore factors of environmental changes that cross regional boundaries.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U5-3: Describe the major events in the development of life on Earth and explain what is meant by the term biosphere. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U10-2: Identify important human and environmental issues that affect the future of our species and the biosphere.	UNIT 5: Living in the Extremes of the Biosphere; How Do Earth and Life Interact?; UNIT 9: Crash Course: The Anthropocene and the Near Future; The Anthropocene; Anthropocene Africa: Out of Every Crisis, an Opportunity; Energy through Time; How Long Will Human Impacts Last? UNIT 10: Natural Disasters; Globalization II – Good or Bad?; Crash Course World History; The Atmosphere and Climate;
Assess the impact of environmental changes on populations of various world regions over time.		
<b>Global Interactions: Cultural Diffusion</b>		
Analyze how the cultural aspects of a region spread beyond its borders.	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.	UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; We’re Not in Kansas Anymore: The Emergence of Early Cities; Early Civilization Museum Project; Comparing More Civilizations
Analyze the pattern and impact of cultural diffusion over time.		
<b>Human Population</b>		
Explore the makeup of the people in a particular region.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.	UNIT 9: Graphing Population Growth; Impact of Population Growth Essay; Mapping the World: 1914, 1945, 1985, Today; Comparing Most Populous Cities by Century, 1500 to Present; And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Declaration of Rights Document Collection; Comparing Rights Documents; Democratic and Independent States Timeline
Analyze a region's shifts in population over time.		
Examine the diversity and views on human rights of a region.		
<b>Movements of People</b>		
Analyze the migration of people within and beyond a region.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U9-6: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.	UNIT 7: Migration Patterns; UNIT 8: Migration Patterns II; UNIT 9: Crash Course World History: Imperialism; Imperialism and Resistance Shape a Modern World: 1850–1914; Rights and Resistance Timeline
Evaluate the impact of immigration on the political, social, and economic conditions of a region.		
Explore the factors that have led to colonialism.		
<b>Defining Regions</b>		
Evaluate cultural, social, political, and economic characteristics that may define a region.	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.	UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; We’re Not in Kansas Anymore: The Emergence of Early Cities; Early Civilization Museum Project; Comparing More Civilizations
Create graphic representations of various physical, cultural, social, political, and economic regions.		

# Connecticut Standards BHP Objectives Crosswalk

## Content I

CONNECTICUT SOCIAL STUDIES FRAMEWORKS GRADES 6 AND 7 - WORLD REGIONAL STUDIES	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
<b>CONTENT</b>		
<b>Middle East and Northern Africa</b>		
Analyze the critical geographic factors that have affected settlement patterns in the Middle East and Northern Africa, both in ancient and modern times; evaluate how water and policies concerning water have been critical for societies in the region.	<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>UNIT 6:</b> Human Migration Patterns; <b>UNIT 7:</b> Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Uruk; Jericho; Early Civilizations Museum Project; The Origin of Agriculture in Africa: First Farmers in the Cradle of Humanity; <b>UNIT 8:</b> A Curious Case: African Agrarianism; <b>UNIT 9:</b> Anthropocene Africa
Evaluate important factors that have made political and cultural unity in the region difficult, both in ancient and modern times.		
Evaluate how the physical features of Israel help to explain the conflicts between Israel and its neighboring nations (e.g., security concerns and the Golan Heights, use of land for housing in the West Bank, water resources, etc.)		
<b>Western Europe</b>		
Analyze how Western European geographic features and population patterns encourage unity, as well as geographic and societal factors that make a "Western European Union" difficult.	<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>UNIT 7:</b> Where and Why Did the First Cities and States Appear? Comparing Civilizations; Early Civilizations Museum Project <b>UNIT 9:</b> Coal, Steam, and The Industrial Revolution: Crash Course World History; The Industrial Revolution
Evaluate how Western European societal, political, and economic structures today are a product of Western Europe's past (this past includes the traditions of ancient Greece and Rome).		
Evaluate the critical similarities and differences between Western Europe and Eastern Europe.		
<b>East Asia</b>		
Analyze the reasons for and results of environmental problems of modern China; evaluate China's policies to deal with pollution.	<b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 8:</b> China: The First Great Divergence; <b>UNIT 9:</b> The Anthropocene; Impact of Population Growth Essay
Examine the issues associated with China's substantial population; compare its response to these issues as compared with its neighbors.		
Evaluate how Japan's geographic location affected its historical, cultural, and economic development.		
Explore the historical reasons for the division of Korea and the modern day impact on military strategy for the United States.		
<b>Subcontinental Asia</b>		
Analyze how the physical geography and religious diversity of modern India and Pakistan contributes to the tension between the two countries.	<b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <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>UNIT 9:</b> The Anthropocene; Impact of Population Growth Essay; And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Declaration of Rights Document Collection; Comparing Rights Documents; Democratic and Independent States Timeline
Evaluate the impact of India's substantial population on its environment, economy, and government.		
Evaluate the historical events that have created disunity and conflict in the region.		

# Connecticut Standards BHP Objectives Crosswalk

## Content II

CONNECTICUT SOCIAL STUDIES FRAMEWORKS GRADES 6 AND 7 - WORLD REGIONAL STUDIES	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
<b>CONTENT</b>		
<b>Middle America and the Caribbean</b>		
Analyze the factors that contribute to the emigration of people from Middle America and the Caribbean to the United States.	<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>UNIT 6:</b> Human Migration Patterns; <b>UNIT 7:</b> Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Mesoamerica; Early Civilizations Museum Project; Teotihuacan: City of Water, City of Fire; Teotihuacan: Artifacts and Symbols; <b>UNIT 8:</b> Human Migration Patterns II
Analyze how the physical geography affects the architecture and economy of Caribbean countries (this includes the impacts of severe storms and hurricanes).		
Explore how modern society in Middle America reflects the heritage of ancient indigenous societies.		
<b>Sub-Saharan Africa</b>		
Analyze how the physical geography of many sub-Saharan African countries contributes to tribal form of government and lack of a typical Western democracy.	<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>UNIT 6:</b> Human Migration Patterns; <b>UNIT 7:</b> Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Aksum; Ghana; The Origin of Agriculture in Africa: First Farmers in the Cradle of Humanity; <b>UNIT 8:</b> A Curious Case: African Agrarianism; <b>UNIT 9:</b> Anthropocene Africa; Imperialism and Resistance Shape a Modern World: 1850–1914; Imperialism: Crash Course World History; Declaration of Rights Document Collection; Comparing Rights Documents; Africa: Slavery and Empire
Evaluate the impact of European colonization on the culture, government, and economies of sub-Saharan African regions.		
Analyze the impact of human rights abuses on the people of sub-Saharan Africa (e.g., Genocide in Rwanda, Apartheid in South Africa).		
<b>South America</b>		
Examine the global interconnections between South American countries and their neighbors.	<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>UNIT 8:</b> An Age of Adventure; Explorers Mini Project; Human Migration Patterns II; Issues of Colonization Mini Project; <b>UNIT 9:</b> Impacts of Interconnection
Analyze the reasons for the migration of people within South America as well as from South America to the United States.		
Evaluate how the physical features and availability of natural resources of South America influence population patterns and ways of making a living (e.g., Andes Mountains, Pampas region, Amazon River).		
<b>Eastern Europe</b>		
Analyze how Eastern European geographic features and population patterns differ from Western Europe; examine the factors that identify Eastern Europe as a unique region; what geographic and social factors exist that make political and social unity difficult in the region.		
Evaluate how Eastern European societal, political, and economic structures today are a product of Eastern Europe’s past (this includes the traditions of the Roman and Byzantine empires as well as the Soviet Union).		