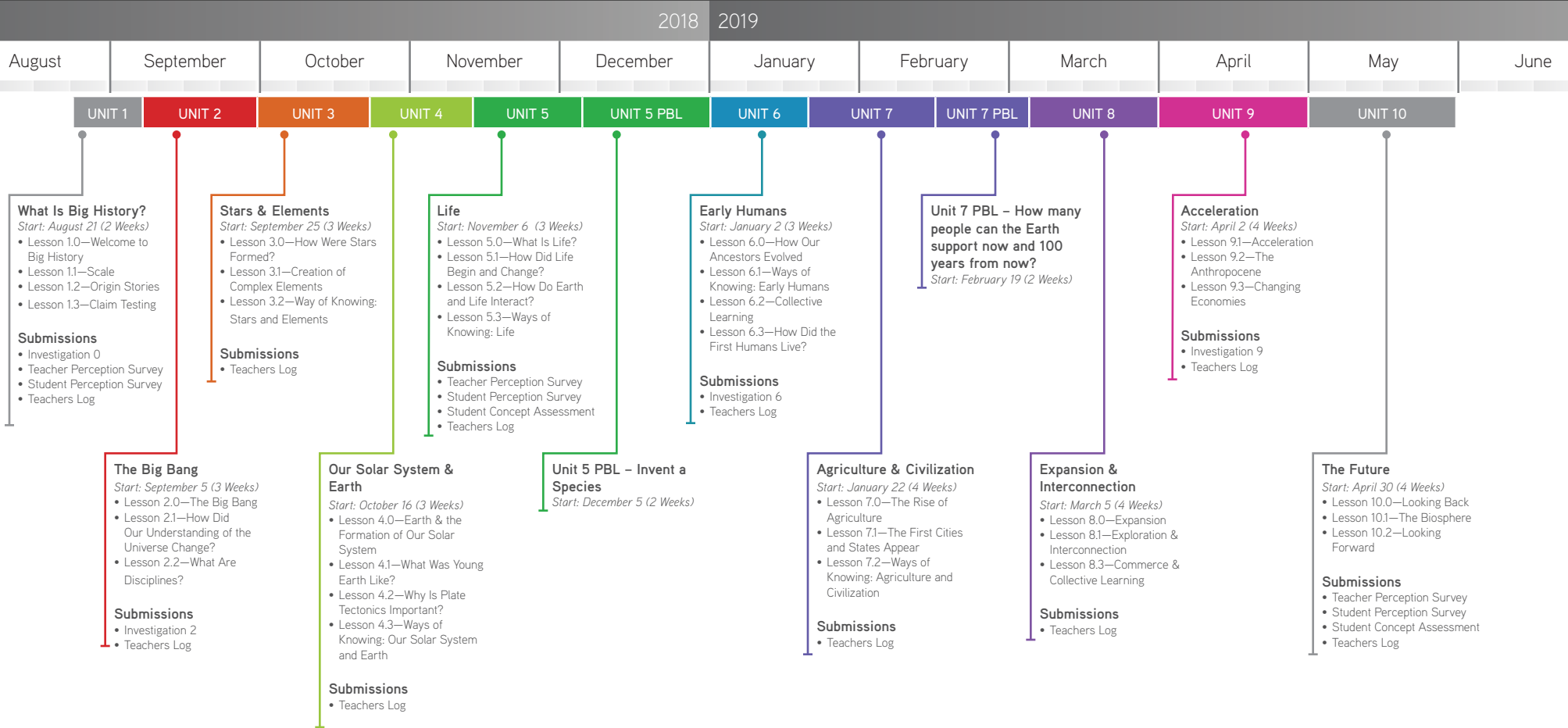


2018/19 Big History Project: Sample Year-Long Course Plan

Content Pacing Guide



*Assumes a three-day US Thanksgiving holiday the last week of November, an end of year holiday the last two weeks of December, and a week-long spring holiday in April. Note: Lesson numbers may not be sequential. BHP World History content is omitted from the Science Year-Long Course Plan.



Big History Project

2018/19 SAMPLE YEAR-LONG COURSE PLAN

Course Learning Outcomes

1. 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.
2. Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change.
3. Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.
4. 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.
5. Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.
6. 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.
7. Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.
8. Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.

Projected Pacing Guide*

Unit / Activity	Estimated Start	Estimated Duration
1	August 21	2 weeks
2	September 5	3 weeks
3	September 25	3 weeks
4	October 16	3 weeks
5	November 6	3 weeks
Unit 5 PBL	December 5	2 weeks
6	January 2	3 weeks
7	January 22	4 weeks
Unit 7 PBL	February 19	2 weeks
8	March 5	4 weeks
9	April 2	4 weeks
10	April 30	4 weeks

**Assumes a three-day US Thanksgiving holiday the last week of November, an end of year holiday the last two weeks of December, and a week-long spring holiday in April.*



Unit 1—What Is Big History?

Start Date: August 21, 2017 (2 weeks)

Learning Outcomes

1. Define thresholds of increasing complexity, origin stories, and scale.
2. Understand that Big History is a modern, science-based origin story that draws on many different types of knowledge.
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.
4. Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic.
5. Learn to use timelines as a way to compare the scale of personal and historic events.
6. Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing.

Unit 1 Driving Question

"Why do we look at things from far away and close up?"

Lesson 1.0—Welcome to Big History

- 1.0.2 Activity: Easter Island Mystery
- 1.0.3 Watch: *What Is Big History?*
- 1.0.4 Watch: *The Big Bang - Crash Course*
- 1.0.5 Activity: Big History Website Scavenger Hunt
- 1.0.6 Watch: *A Big History of Everything - H2*
- 1.0.7 Closing: Investigation 0

Lesson 1.1—Scale

- 1.1.1 Opening: *Watch: To Scale: The Solar System*
- 1.1.2 Vocab Activity: Part 1
- 1.1.3 Activity: DQ Notebook
- 1.1.4 Activity: Big History on a Football Field
- 1.1.6 Activity: Timelines and Scale

Lesson 1.2—Origin Stories

- 1.2.1 Watch: *Big Questions - H2*
- 1.2.2 Activity: Intro to Origin Stories
- 1.2.3 Read: "Origin Stories Introduction"
- 1.2.4 Read: "Origin Story: Modern Scientific"
- 1.2.5 Activity: "Origin Stories Article Collection"
- 1.2.6 Read: "Origin Story: Chinese"
- 1.2.7 Read: "Origin Story: Judeo - Christian"
- 1.2.8 Read: "Origin Story: Iroquois"
- 1.2.9 Read: "Origin Story: Mayan"
- 1.2.10 Read: "Origin Story: Greek"

- 1.2.11 Read: "Origin Story: Zulu"
- 1.2.12 Read: "Origin Story: Efik"
- 1.2.13 Read: "Cosmology and Faith"

Lesson 1.3—Claim Testing

- 1.3.1 Opening: Claim Testing Snap Judgment
- 1.3.2 Activity: DQ Notebook
- 1.3.3 Vocab Activity: Part II
- 1.3.4 Read: "Approaches to Knowledge"
- 1.3.5 Watch: *How Do We Decide What to Believe?*
- 1.3.6 Read: "The Claim Testers: Episode 1 - First Contact"
- 1.3.7 Activity: Analyzing Investigation Writing – Thesis/Major Claim and Structure
- 1.3.8 Closing: Investigation 1

Note: Lesson 1.4 is for BHP Science Implementations.

Unit 2—The Big Bang

Start Date: September 5, 2017 (3 weeks)

Learning Outcomes

1. Explain the basics of the Big Bang theory and the primary evidence that supports this theory.
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.
3. Understand how to use claim testing to evaluate a claim or resource.
4. Locate Ptolemy, Copernicus, Galileo, Newton, and Hubble on a timeline and explain what each added to our collective understanding of the structure of the Universe.

Unit 2 Driving Question

"How and why do individuals change their minds? "

Lesson 2.0—The Big Bang

- 2.0.1 Activity: Who Knows What?
- 2.0.2 Vocab Activity: Part I
- 2.0.3 Watch: *A Big History of Everything - H2 (Clip 8:25 to 12:04)*
- 2.0.4 Read: "Complexity and Thresholds"
- 2.0.5 Watch: *Introduction to Thresholds*
- 2.0.6 Watch: *Threshold 1: The Big Bang*
- 2.0.7 Activity: This Threshold Today
- 2.0.8 Watch: *Questions About the Big Bang*
- 2.0.9 Activity: Claim Testing – The Big Bang
- 2.0.10 Closing: Big Bang Infographic

Lesson 2.1—How Did Our Understanding of the Universe Change?

- 2.1.1 Opening: DQ Notebook

- 2.1.2 Watch: *Crash Course Big History: Why Cosmic Evolution Matters*
- 2.1.3 Activity: Changing Views Timeline
- 2.1.4 Read: "Claudius Ptolemy"
- 2.1.5 Read: "Galileo Galilei"
- 2.1.6 Read: "Nicolaus Copernicus"
- 2.1.7 Read: "Isaac Newton"
- 2.1.8 Read: "Henrietta Leavitt"
- 2.1.9 Read: "Edwin Hubble"
- 2.1.10 Activity: Views of the Universe Debate

Lesson 2.2—What Are Disciplines?

- 2.2.1 Opening: DQ Notebook
- 2.2.2 Watch: *Are We Alone? - H2*
- 2.2.3 Vocab Activity: Part II
- 2.2.4 Watch: *Ways of Knowing - Introduction to Cosmology*
- 2.2.5 Watch: *Ways of Knowing - Introduction to Astrophysics*
- 2.2.6 Activity: What Do You Know? What Do You Ask?
- 2.2.7 Activity: Analyzing Investigation Writing – Use of Evidence
- 2.2.8 Closing: Investigation 2

Note: Lesson 2.3 is for BHP Science Implementations.

Unit 3—Stars & Elements

Start Date: September 25, 2017 (3 weeks)

Learning Outcomes

1. Describe how stars form.
2. Explain what happens in the life of a star and explain what happens when a star dies.
3. Explain how the death of stars results in the creation of heavier elements.
4. Explain why the formation of stars and the emergence of elements are so important in our world.
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.
6. Understand how to use and apply the concept of periodization.
7. Identify various types of causes and consequences, including short-term, long-term, and triggering events.

Unit 3 Driving Question

"How can looking at the same information from different perspectives pave the way for progress?"

Lesson 3.0—How Were Stars Formed?

- 3.0.1 Opening: The Life of a Star
- 3.0.2 Vocab Activity: Part I
- 3.0.3 Watch: *How Were Stars Formed?*
- 3.0.4 Watch: *Threshold 2*
- 3.0.5 Activity: Understanding Causes and Consequences Part 1

- 3.0.6 Watch: *A Big History of Everything - H2 (Clip 12:05 to 16:47)*
- 3.0.7 Activity: This Threshold Today
- 3.0.8 Closing: Star Comic

Lesson 3.1—Creation of Complex Elements

- 3.1.1 Opening: Is It in There?
- 3.1.2 Activity: DQ Notebook
- 3.1.3 Watch: *Threshold 3: New Chemical Elements*
- 3.1.4 Watch: *What Did Stars Give Us?*
- 3.1.5 Vocab Activity: Part II
- 3.1.6 Watch: *Crash Course Big History: Why Start Stuff Matters*
- 3.1.7 Activity: Understanding Causes and Consequences Part 2
- 3.1.8 Read: "A Little Big History of Silver"
- 3.1.9 Closing: Superhero Element

Lesson 3.2—Ways of Knowing: Stars and Elements

- 3.2.1 Opening: DQ Notebook
- 3.2.2 Watch: *Ways of Knowing - Intro to Chemistry*
- 3.2.3 Activity: What Do You Know? What Do You Ask?
- 3.2.4 Watch: *Crash Course Chemistry - Periodic Table of Elements*
- 3.2.5 Read: "Dmitri Mendeleev - Building the Periodic Table of Elements"
- 3.2.6 Read: "Marie Curie - Chemistry, Physics, and Radioactivity"
- 3.2.7 Activity: Timelines and Periodization
- 3.2.8 Activity: Analyzing Investigation Writing – Use of BHP Concepts
- 3.2.9 Closing: Investigation 3

Note: Lessons 3.3 and 3.4 are for BHP Science Implementations.

Unit 4—Our Solar System & Earth

Start Date: October 16, 2017 (3 weeks)

Learning Outcomes

1. Explain why planets are more complex than stars.
2. Use evidence to explain how the Earth and its atmosphere developed and changed over time.
3. Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impacts life on Earth.
4. Define geology, the types of questions geologists ask, and the tools they use to answer those questions.
5. Explain why geology is important to understanding the history of the Earth.
6. Understand how geologists can work with scientists and historians from other disciplines to form a deeper understanding of the history of the Earth.
7. Understand multiple causes and how identify them.
8. Demonstrate an ability to construct an argument in writing.

Unit 4 Driving Question



"How and why do theories become generally accepted?"

Lesson 4.0—Earth & the Formation of Our Solar System

- 4.0.1 Opening: Planet Card Sort
- 4.0.2 Vocab Activity: Part I
- 4.0.3 Watch: *Threshold 4: Earth and the Solar System*
- 4.0.4 Watch: *How Did Earth and the Solar System Form?*
- 4.0.5 Read: "How Our Solar System Formed"
- 4.0.6 Activity: Mapping Causes
- 4.0.7 Closing: Active Accretion

Lesson 4.1—What Was Young Earth Like?

- 4.1.1 Opening: DQ Notebook
- 4.1.2 Watch: *What Was the Young Earth Like?*
- 4.1.3 Watch: *The Early Atmosphere*
- 4.1.4 Closing: This Threshold Today

Lesson 4.2—Why Is Plate Tectonics Important?

- 4.2.1 Vocab Activity: Part II
- 4.2.2 Watch: *The Solar System and the Earth - Crash Course*
- 4.2.3 Watch: *Our Shifting Globe*
- 4.2.4 Activity: Claim Testing - Geology and the Earth's Formation
- 4.2.5 Read: "Why We're All Lava Surfers"
- 4.2.6 Closing: Biography of a Continent

Lesson 4.3—Ways of Knowing: Our Solar System and Earth

- 4.3.1 Opening: DQ Notebook
- 4.3.2 Watch: *Introduction to Geology*
- 4.3.3 Read: "Alfred Wegener and Harry Hess"
- 4.3.4 Read: "Eratosthenes"
- 4.3.5 Watch: *Introduction to the Geologic Time Chart*
- 4.3.6 Read: "Principles of Geology"
- 4.3.7 Activity: What Do You Know? What Do You Ask?
- 4.3.9 Activity: Revising Investigation Writing – Constructing and Argument
- 4.3.10 Closing: Investigation 4


Note: Lessons 4.4 and 4.5 are for BHP Science Implementations.

Unit 5—Life

Start Date: November 6, 2017 (3 weeks)

Learning Outcomes

1. Describe the conditions that made it possible for life to emerge on Earth.

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2. Explain the differences between life and nonlife.
 3. Describe the major events in the development of life on Earth and explain what is meant by the term biosphere.
 4. Use evidence to explain adaptation and evolution, including Darwin's theory of natural selection and DNA.
 5. Demonstrate using texts as evidence in historical writing.

Unit 5 Driving Question

"How and why do theories evolve?"

Lesson 5.0—What Is Life?

- 5.0.1 Opening: DQ Notebook
- 5.0.2 Vocab Activity: Part I
- 5.0.3 Watch: *A Big History of Everything - H2 (Clip 26:45 to 39:42)*
- 5.0.4 Watch: *Threshold 5 - Life*
- 5.0.5 Activity: How Closely Related Are We?
- 5.0.6 Watch: *The Origin of Life - Crash Course*
- 5.0.7 Read: "Life and Purpose"
- 5.0.8 Closing: Claim Testing - What Is Life?

Lesson 5.1—How Did Life Begin and Change?

- 5.1.1 Opening: Spontaneous Generation
- 5.1.2 Watch: *How Did Life Begin and Change?*
- 5.1.3 Watch: *Mini-Thresholds of Life*
- 5.1.4 Activity: Are These the Right Mini-Thresholds of Life?
- 5.1.5 Watch: *Life in All Its Forms*
- 5.1.6 Activity: The Tree of Life Infographic
- 5.1.7 Watch: *Evolution: A Whole Lot of Things Go Right*

Lesson 5.2—How Do Earth and Life Interact?

- 5.2.1 Opening: Living in the Extremes of the Biosphere
- 5.2.2 Vocab Activity: Part II
- 5.2.3 Activity: DQ Notebook
- 5.2.4 Read: "What Is the Biosphere?"
- 5.2.5 Watch: *How Do Earth and Life Interact?*
- 5.2.6 Activity: A Year in the Life of a Species
- 5.2.7 Watch: *How We Proved an Asteroid Wiped Out the Dinosaurs*

Lesson 5.3—Ways of Knowing: Life

- 5.3.1 Activity: The Voyage of the Beagle
- 5.3.2 Read: "Darwin, Evolution, and Faith"
- 5.3.3 Read: "Watson, Crick, and Franklin"
- 5.3.4 Watch: *Codes - H2*
- 5.3.5 Activity: Evolution and Life Timeline
- 5.3.6 Activity: Revising Investigation Writing: Using Texts as Evidence
- 5.3.7 Closing: Investigation 5



Note: Lesson 5.4 is for BHP Science Implementations.

Unit 5 PBL – Invent a Species (2 weeks)

Unit 6—Early Humans

Start Date: January 2, 2018 (3 weeks)

Learning Outcomes

1. Describe human evolution, using evidence and connection to other species of mammals.
2. Explain whether or not symbolic language makes humans different.
3. Describe how early humans lived.
4. Explain collective learning.
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.
6. Show early human migration on a map.
7. Demonstrate using BHP concepts accurately in writing
8. Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another.

Unit 6 Driving Question

"What makes humans different from other species?"

Lesson 6.0—How Our Ancestors Evolved

- 6.0.1 Opening: Early Ancestors
- 6.0.2 Vocab Activity: Part I
- 6.0.3 Watch: *Threshold 6: Humans and Collective Learning*
- 6.0.4 Watch: *Human Evolution – Crash Course*
- 6.0.5 Activity: Evolution Comic
- 6.0.6 Read: "Lucy and the Leakeys"
- 6.0.7 Read: "Jane Goodall"

Lesson 6.1—Ways of Knowing: Early Humans

- 6.1.1 Opening: DQ Notebook
- 6.1.2 Watch: *Intro to Anthropology*
- 6.1.3 Watch: *Intro to Archaeology*
- 6.1.4 Activity: What Do You Know? What Do You Ask?
- 6.1.5 Activity: Historos Cave
- 6.1.6 Closing: Little Big History Kickoff

Lesson 6.2—Collective Learning

- 6.2.1 Opening: Collective Learning Snap Judgment

- 6.2.2 Read: “Collective Learning” (Part 1)
- 6.2.3 Watch: *Crash Course Big History: Why Human Evolution Matters*
- 6.2.4 Watch: *Common Man – H2*
- 6.2.5 Vocab Activity: Part II
- 6.2.6 Watch: *Early Evidence of Collective Learning*
- 6.2.8 Closing: Alphonse the Camel

Lesson 6.3—How Did the First Humans Live?

- 6.3.1 Opening: DQ Notebook
- 6.3.2 Watch: *How Did the First Humans Live?*
- 6.3.3 Read: “Foraging”
- 6.3.4 Watch: *From Foraging to Food Shopping*
- 6.3.5 Activity: Hunter Gatherer Menu
- 6.3.6 Watch: *Crash Course Big History: Why Human Ancestry Matters*
- 6.3.7 Activity: Human Migration Patterns
- 6.3.8 Activity: Little Big History – Choosing Your Focus
- 6.3.9 Activity: Revising Investigation Writing – Applying BHP Concepts
- 6.3.10 Closing: Investigation 6

Unit 7—Agriculture & Civilization

Start Date: January 22, 2018 (4 weeks)

Learning Outcomes

1. Define agriculture and describe where it emerged.
2. Identify the features of agrarian civilizations.
3. Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers.
4. Describe how early civilizations formed and their key features.
5. Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.
6. Describe how agrarian civilizations formed and analyze their key similarities and differences.
7. Use sentence starters to strengthen making an argument in writing.

Unit 7 Driving Question

“To what extent was farming an improvement over foraging?”

Lesson 7.0—The Rise of Agriculture

- 7.0.1 Opening: This Threshold Today
- 7.0.2 Vocab Activity: Part I
- 7.0.3 Watch: *Threshold 7: Agriculture*
- 7.0.4 Watch: *Why Was Agriculture So Important?*
- 7.0.5 Activity: DQ Notebook
- 7.0.6 Watch: *Jacqueline Howard Presents: The History of Domestic Animals*
- 7.0.7 Read: “Collective Learning” (Part 2)
- 7.0.8 Activity: Biography of a Crop
- 7.0.10 Closing: Little Big History Biography



Lesson 7.1—The First Cities and States Appear

- 7.1.1 Opening: Comparing Crops
- 7.1.2 Vocab Activity: Part II
- 7.1.3 Watch: *Where and Why Did the First Cities and States Appear?*
- 7.1.4 Read: Agrarian Civilizations Introduction
- 7.1.5 Activity: Comparing Civilizations
- 7.1.6 Read: “Uruk”
- 7.1.7 Read: “Mesoamerica”
- 7.1.8 Read: “Jericho”
- 7.1.9 Read: “East Asia”
- 7.1.10 Read: “Greco Roman”
- 7.1.11 Read: “Aksum”
- 7.1.12 Read: “Ghana”
- 7.1.15 Activity: Early Civilization Museum Project

Lesson 7.2—Ways of Knowing: Agriculture and Civilization

- 7.2.1 Opening: Social Status, Power, and Human Burials
- 7.2.2 Watch: *Intro to History*
- 7.2.3 Read: “Recordkeeping and History”
- 7.2.4 Activity: What Do You Know? What Do You Ask?
- 7.2.5 Watch: *Migrations and Intensification – Crash Course*
- 7.2.6 Activity: DQ Notebook
- 7.2.7 Read: “The Origin of Agriculture in Africa”
- 7.2.8 Activity: Little Big History – Research Questions
- 7.2.11 Activity: Revising Investigation Writing – Sentence Starters Part 1
- 7.2.12 Closing: Investigation 7

Note: Lesson 7.3 is for BHP Science Implementations.

Unit 7 PBL – How many people can the Earth support now and 100 years from now? (2 weeks)

Unit 8—Expansion & Interconnection

Start Date: March 5, 2018 (4 weeks)

Learning Outcomes

1. Analyze what propelled the expansion and interconnection of agrarian civilizations.
2. Explain how new networks of exchange accelerated collective learning and innovation.
3. Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.
4. Use sentence starters to strengthen the use of texts as evidence in writing.
5. Analyze a complex historical event through the lens of causality.



Unit 8 Driving Question

"What are the positive and negative impacts of interconnection? "

Lesson 8.0—Expansion

- 8.0.1 Opening: What Caused Expansion?
- 8.0.2 Vocab Activity: Part I
- 8.0.3 Watch: *Why Did Civilization Expand?*
- 8.0.4 Watch: *The Modern Revolution – Crash Course*
- 8.0.5 Activity: World Zone Game
- 8.0.6 Read: "The Four World Zones"
- 8.0.7 Activity: DQ Notebook
- 8.0.8 Closing: Causes of the Modern Revolution

Lesson 8.1—Exploration & Interconnection

- 8.1.1 Opening: World Travelers
- 8.1.2 Watch: *Crash Course Big History: Why Early Globalization Matters*
- 8.1.3 Read: "China: The First Great Divergence"
- 8.1.4 Read: "An Age of Adventure"
- 8.1.5 Activity: An Age of Adventure
- 8.1.6 Read: "Ibn Battuta"
- 8.1.7 Read: "Marco Polo"
- 8.1.8 Read: "Zheng He"
- 8.1.9 Activity: Explorers Mini Project

Note: Lesson 8.2 is for BHP World implementations.

Lesson 8.3—Commerce & Collective Learning

- 8.3.2: Vocab Activity: Part II
- 8.3.3 Activity: DQ Notebook
- 8.3.4 Watch: *Jacqueline Howard Presents: The History of Money*
- 8.3.6 Watch: *Systems of Exchange and Trade*
- 8.3.7 Read: "Benjamin Banneker: Science in Adversity"
- 8.3.8 Read: "The First Silk Roads"
- 8.3.9 Read: "Lost on the Silk Road"
- 8.3.10 Read: "A Curious Case: African Agrarianism"
- 8.3.11 Activity: Personal Supply Chain
- 8.3.12 Activity: Little Big History Final Project
- 8.3.15 Activity: Revising Investigation Writing – Sentence Starters Part 2
- 8.3.16 Closing: Investigation 8

Unit 9—Acceleration

Start Date: April 2, 2018 (4 weeks)

Learning Outcomes



1. Describe accelerating global change and the factors that describe it.
2. Understand the key features that define the Anthropocene.
3. Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.
4. Explain the changes in the use, distribution, and importance of natural resources on human life.
5. Use sentence starters to build skills in applying BHP concepts to writing.

Unit 9 Driving Question

"To what extent has the Modern Revolution been a positive or a negative force?"

Note: Lesson 9.0 is for BHP World implementations.

Lesson 9.1—Acceleration

- 9.1.1 Opening: The Appetite for Energy
- 9.1.2 Vocab Activity: Part I
- 9.1.3 Watch: *Threshold 8: The Modern Revolution*
- 9.1.4 Activity: DQ Notebook
- 9.1.5 Watch: *Crash Course World History: The Industrial Revolution*
- 9.1.6 Read: "The Industrial Revolution"
- 9.1.7 Watch: *How Did Change Accelerate?*
- 9.1.8 Read: "Acceleration"
- 9.1.9 Activity: Is Change Accelerating? Debate
- 9.1.10 Watch: *Jacqueline Howard Presents: Energy*

Lesson 9.2—The Anthropocene

- 9.2.1 Watch: *The Anthropocene and the Near Future - Crash Course*
- 9.2.2 Vocab Activity: Part II
- 9.2.4 Read: "The Anthropocene"
- 9.2.5 Read: "Anthropocene Africa: Out of Every Crisis, an Opportunity"
- 9.2.6 Activity: Population Growth

Lesson 9.3—Changing Economies

- 9.3.1 Opening: DQ Notebook
- 9.3.2 Read: "Collective Learning" (Part 4)
- 9.3.3 Watch: *A Big History of Everything – H2 (Clip 1:07 to 1:14)*
- 9.3.4 Read: "Smith, Marx, and Keynes"
- 9.3.5 Watch: Energy
- 9.3.6 Activity: This Threshold Today
- 9.3.7 Activity: Revising Investigation Writing: Sentence Starters Part 3
- 9.3.8 Closing: Investigation 9

Note: Lessons 9.4 to 9.7 are for BHP World implementations.

Note: Lessons 9.8 and 9.9 are for BHP Science Implementations.

Unit 10—The Future



Start Date: April 30, 2018 (4 weeks)

Learning Outcomes

1. Explain the Big History story and its defining features and patterns.
2. Identify important human and environmental issues that affect the future of our species and the biosphere.
3. Propose a vision of the future based on new understandings of the past.

Unit 10 Driving Question

"What's the next threshold? "

Lesson 10.0—Looking Back

- 10.0.1 Opening: Timeline Review
- 10.0.2 Vocab Activity: Part I
- 10.0.3 Watch: *The History of Everything – TED*
- 10.0.4 Activity: DQ Notebook
- 10.0.5 Activity: Scale
- 10.0.6 Closing: What Do You Know? What Do You Ask?

Lesson 10.1—The Biosphere

- 10.1.1 Opening: Natural Disasters
- 10.1.2 Vocab Activity: Part II
- 10.1.3 Watch: *Crash Course World History: Globalization II – Good or Bad*
- 10.1.4 Watch: *The Atmosphere and Climate*
- 10.1.5 Watch: *Jacqueline Howard Presents: A Day on Mars*
- 10.1.6 Activity: Gapminder Card Sort
- 10.1.7 Closing: Visions of the Future

Lesson 10.2—Looking Forward

- 10.2.1 Watch: *A Big History of Everything – H2*
- 10.2.2 Read: "Complexity and the Future"
- 10.2.3 Watch: *Visions of the Future – Bill Gates*
- 10.2.4 Watch: *The Deep Future – Crash Course*
- 10.2.5 Read: Sylvester James Gates, Jr.: At the Forefront of Science"
- 10.2.6 Activity: DQ Notebook
- 10.2.7 Closing: The Future of Our Planet

Note: Lesson 10.3 is for BHP Science Implementations.

Note: Lesson numbers may not be sequential. BHP World History content is omitted from the Year-Long Course Plan.