



BHP AND FLORIDA'S NEXT GENERATION SUNSHINE STATE STANDARDS



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Florida BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Florida's 6th grade students to develop a well-grounded foundation for a deep understanding of history, geography, economics, and civics through its readings, videos, and activities. One benefit of the BHP course is that its structure also supports teacher and curricular flexibility while supporting the rigor and standards of the C3 Framework. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics or periods such as the Punic Wars or the Mongol Empire. The accompanying crosswalk provides examples of the BHP materials that are aligned to Florida's standards.

Florida's Next Generation Sunshine State Standards

In Florida's Next Generation Standards, there is an emphasis on social studies skills, and key ideas and concepts related to early global history. Specifically, the Florida Next Generation Sunshine State Standards - Social Studies state that students should "utilize historical inquiry skills and analytical processes". The expectations expressed within the standards are found throughout the BHP Course. For example, students will compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities, which are aligned to FL Social Studies Standard SS.6.W.2.1. 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, aligned FL Social Studies Standard SS.6.W.1.3. Students will also learn how the physical landscape has affected the development of agriculture and industry in the ancient world, aligned to FL Social Studies Standard SS.6.G.3.1. 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 include periodization and causation, which meet the FL Social Studies Standard 1: Utilize historical inquiry skills and analytical processes. A BHP concept that is found throughout the course is collective learning and this is aligned to the FL Social Studies Standard SS.6.W.1.4 - Describe the methods of historical inquiry and how history relates to the other social sciences. Comprehensive information regarding the concepts and skills can be referenced in the "Big History Full Course Guide."

BHP and the C3 Framework

The Florida Next Generation Sunshine State Standards - Social Studies were created with the C3 in mind and the C3 incorporates the literacy expectations found in the CCSS. As a result, BHP meets these historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. BHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these new expectations. The BHP

units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop claims, create arguments, and deliver presentations in a variety of formats. These inquiry-based opportunities are reinforced through practice progressions. BHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn, and to practice, inquiry-based skills at increasing complexity. For example, the conducting historical inquiry progressions are aligned to Florida's Standard SS.6.W.1.3. The standard states that students will "Interpret primary and secondary sources." 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 Florida's students to meet the vast majority of Florida's standards and to develop the ways of thinking, reading, and writing set forth in the CCSS and C3 Framework. BHP will reinforce the inquiry skills, and the content, and knowledge that is expected from Florida's 6th grade history course.

Florida Standards BHP Objectives Crosswalk

6th - Geography

FLORIDA SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT FLORIDA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT FLORIDA SKILLS AND STANDARDS
6th GRADE SOCIAL STUDIES STANDARDS		
Standard 1: Understand how to use maps and other geographic representations, tools and technology to report information.		
SS.6.G.1.1 Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.	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. CO8 Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.	UNIT 6: Human Migration Patterns UNIT 7: Agriculture and Civilizations UNIT 8: Human Migration Patterns II; Comparing Maps UNIT 9: Mapping the World: 1914, 1945, 1985, Today
SS.6.G.1.2 Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.	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. CO8 Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.	UNIT 6: Human Migration Patterns UNIT 7: Agriculture and Civilizations UNIT 8: Human Migration Patterns II; Comparing Maps UNIT 9: Mapping the World: 1914, 1945, 1985, Today
SS.6.G.1.3 Identify natural wonders of the ancient world.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features.	UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Museums Civilization Project; Comparing More Civilizations; A Big History of Everything
SS.6.G.1.4 Utilize tools geographers use to study the world.	CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change.	UNIT 1: Measuring Distances Using Parallax; Measuring Great Distances (Part 2) UNIT 4: Introduction to the Geological Time Chart; UNIT 8: Comparing Maps
SS.6.G.1.5 Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.	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. CO8 Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.	UNIT 6: Human Migration Patterns UNIT 7: Agriculture and Civilizations UNIT 8: Human Migration Patterns II; Comparing Maps UNIT 9: Mapping the World: 1914, 1945, 1985, Today
SS.6.G.1.6 Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.	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. CO8 Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.	UNIT 6: Human Migration Patterns UNIT 7: Agriculture and Civilizations UNIT 8: Human Migration Patterns II; Comparing Maps UNIT 9: Mapping the World: 1914, 1945, 1985, Today
SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features.	UNIT 7: Early Museums Civilization Project
Standard 2: Understand physical and cultural characteristics of places.		
SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.	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. U4-3: Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impacts life on Earth.	UNIT 4: Biography of a Continent; A Big History of Everything UNIT 7: Comparing Civilizations; Early Civilizations Museum Project
SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.	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. CO8 Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.	UNIT 6: Human Migration Patterns UNIT 7: Agriculture and Civilizations UNIT 8: Human Migration Patterns II; Comparing Maps
SS.6.G.2.3 Analyze the relationship of physical geography to the development of ancient river valley civilizations.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features.	UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Museums Civilization Project; Comparing More Civilizations

SS.6.G.2.4 Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features.	UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Museums Civilization Project; Comparing More Civilizations; A Big History of Everything
SS.6.G.2.5 Interpret how geographic boundaries invite or limit interaction with other regions and cultures.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features.	UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Museums Civilization Project; Comparing More Civilizations
SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features.	UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Museums Civilization Project; Comparing More Civilizations
SS.6.G.2.7 Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.		
Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.		
SS.6.G.3.1 Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-1: Define agriculture and describe where it emerged.	UNIT 7: Threshold 7: Agriculture; Why Was Agriculture So Important?; Biography of a Crop; What's for Dinner Tonight? Evidence of Early Agriculture - The First Farmers; Where and Why Did the First Cities and States Appear?; The Origin of Agriculture in Africa: First Farmers in the Cradle of Humanity; Transition to Agriculture
SS.6.G.3.2 Analyze the impact of human populations on the ancient world's ecosystems.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 7: Crash Course: Migrations and Intensification
Standard 4: Understand the characteristics, distribution, and migration of human populations.		
SS.6.G.4.1 Explain how family and ethnic relationships influenced ancient cultures.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features.	UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Museums Civilization Project; Comparing More Civilizations; A Big History of Everything
SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.	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.	UNIT 6: Human Migration Patterns; UNIT 8: Human Migration Patterns II;
SS.6.G.4.3 Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.	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.	UNIT 6: Lucy and the Leakeys; Human Migration Patterns
SS.6.G.4.4 Map and analyze the impact of the spread of various belief systems in the ancient world.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 7: The Origin of World Religions
Standard 5: Understand how human actions can impact the environment.		
SS.6.G.5.1 Identify the methods used to compensate for the scarcity of resources in the ancient world.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features.	UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Museums Civilization Project; Comparing More Civilizations
SS.6.G.5.2 Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features.	UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Museums Civilization Project; Comparing More Civilizations
SS.6.G.5.3 Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features.	UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Museums Civilization Project; Comparing More Civilizations
Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.		
SS.6.G.6.1 Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.		
SS.6.G.6.2 Compare maps of the world in ancient times with current political maps.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-4: Describe how early civilizations formed and their key features.	UNIT 7: Early Museums Civilization Project

Florida Standards BHP Objectives Crosswalk

6th -Economics

FLORIDA SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT FLORIDA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT FLORIDA SKILLS AND STANDARDS
6th GRADE SOCIAL STUDIES STANDARDS		
Standard 1: Understand the fundamental concepts relevant to the development of a market economy.		
<p>SS.6.E.1.1 Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread.</p>	<p>UNIT 8: One Lump or Two? The Development of a Global Economy; UNIT 9: Collective Learning Part 4; A Big History of Everything; Smith, Marx and Keynes</p>
<p>SS.6.E.1.2 Describe and identify traditional and command economies as they appear in different civilizations.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread.</p>	<p>UNIT 8: One Lump or Two? The Development of a Global Economy; UNIT 9: Collective Learning Part 4; A Big History of Everything; Smith, Marx and Keynes</p>
<p>SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread.</p>	<p>UNIT 8: Jacqueline Howard Presents: The History of Money; Systems of Exchange and Trade</p>
Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.		
<p>SS.6.E.2.1 Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations.</p>	<p>UNIT 8: What Caused Expansion?; Why Did Civilization Expand?</p>
Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.		
<p>SS.6.E.3.1 Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread.</p>	<p>UNIT 8: Jacqueline Howard Presents: The History of Money; Systems of Exchange and Trade</p>
<p>SS.6.E.3.2 Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread.</p>	<p>UNIT 8: The Columbian Exchange: Crash Course World History; Columbian Exchange Timeline; Columbian Exchange Infographic;</p>
<p>SS.6.E.3.3 Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</p>	<p>CO3 Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-3 Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p>UNIT 8: Jacqueline Howard: The History of Money; "One Lump or Two? The Development of Global Economy"; Systems of Exchange and Trade</p>
<p>SS.6.E.3.4 Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-2: Investigate the implications of interconnected societies and regions by looking at how commerce has spread.</p>	<p>UNIT 8: The Columbian Exchange: Crash Course World History; Columbian Exchange Timeline; Columbian Exchange Infographic; The First Silk Roads; Lost on the Silk Road</p>

Florida Standards BHP Objectives Crosswalk

6th - World history

FLORIDA SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT FLORIDA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT FLORIDA SKILLS AND STANDARDS
6th GRADE SOCIAL STUDIES STANDARDS		
Standard 1: Utilize historical inquiry skills and analytical processes.		
SS.6.W.1.1 Use timelines to identify chronological order of historical events	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. U1-5: Learn to use timelines as a way to compare the scale of personal and historic events.	UNIT 1: Scale – Big History on a Football Field; Scale – Human History on a String; Scale – Timelines UNIT 2: Scale – Changing Views Timeline UNIT 3: Scale – Timelines and Periodization UNIT 5: Scale – Evolution and Life Timeline UNIT 8: Columbian Exchange Timeline UNIT 9: Scale – Periodizing Big History; Scale – How Would You Periodize Human History; Rights and Resistance Timeline; Democratic and Independent States Timeline
SS.6.W.1.2 Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNITS 1-10: Vocab Activities
SS.6.W.1.3 Interpret primary and secondary sources.	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.	UNITS 1-10: Investigation Writing
SS.6.W.1.4 Describe the methods of historical inquiry and how history relates to the other social sciences.	CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change.	UNIT 2: Disciplines-Who Knows What?; Disciplines-What Do You Know? What Do You Ask? UNIT 3: Disciplines-What Do You Know? What Do You Ask? UNIT 4: Disciplines-What Do You Know? What Do You Ask? UNIT 6: Disciplines-What Do You Know? What Do You Ask? UNIT 7: Disciplines-What Do You Know? What Do You Ask?; Ways of Knowing - Intro to History; UNIT 10: Disciplines-What Do You Know? What Do You Ask?
SS.6.W.1.5 Describe the roles of historians and recognize varying historical interpretations (historiography).	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 1: History As Mystery; Easter Island Mystery; Approaches to Knowledge UNIT 7: Ways of Knowing - Intro to History
SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.	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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.	UNIT 7: Collective Learning, Part 2; Agrarian Civilizations; Comparing Civilizations; Uruk; Mesoamerica; Jericho; East Asia; Greco-Roman; Aksum; Ghana; The Origin of World Religions; Early Civilization Museum Project; Comparing More Civilizations; Crash Course: Migrations & Intensifications; The Rise, Fall, and Collapse of Civilizations
Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).		
SS.6.W.2.1 Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.	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. U7-3: Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers.	UNIT 6: How Did First Humans Live?; Foraging; From Foraging to Food Shopping; Hunter-Gatherer Menu UNIT 7: Why Was Agriculture So Important; Investigation 7

<p>SS.6.W.2.10 Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations</p>
<p>SS.6.W.2.2 Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Threshold 7: Agriculture; Why Was Agriculture So Important?; Biography of a Crop; What’s for Dinner Tonight? Evidence of Early Agriculture - The First Farmers; Where and Why Did the First Cities and States Appear?; The Origin of Agriculture in Africa: First Farmers in the Cradle of Humanity; Transition to Agriculture</p>
<p>SS.6.W.2.3 Identify the characteristics of civilization.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations</p>
<p>SS.6.W.2.4 Compare the economic, political, social, and religious institutions of ancient river civilizations.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations</p>
<p>SS.6.W.2.5 Summarize important achievements of Egyptian civilization.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations</p>
<p>SS.6.W.2.6 Determine the contributions of key figures from ancient Egypt.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations</p>
<p>SS.6.W.2.7 Summarize the important achievements of Mesopotamian civilization.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations</p>
<p>SS.6.W.2.8 Determine the impact of key figures from ancient Mesopotamian civilizations.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations</p>

<p>SS.6.W.2.9 Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations</p>
<p>Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum). .</p>		
<p>SS.6.W.3.1 Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations</p>
<p>SS.6.W.3.10 Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Comparing Civilizations Article Collection - Greco-Roman; Early Civilizations Museum Project; Comparing More Civilizations</p>
<p>SS.6.W.3.11 Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Comparing Civilizations Article Collection - Greco-Roman; Early Civilizations Museum Project; Comparing More Civilizations</p>
<p>SS.6.W.3.12 Explain the causes for the growth and longevity of the Roman Empire.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Comparing Civilizations Article Collection - Greco-Roman; Early Civilizations Museum Project; Comparing More Civilizations</p>
<p>SS.6.W.3.13 Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 1: Origin Stories Article Collection - Judeo-Christian; UNIT 7: Comparing Civilizations Article Collection - Greco-Roman</p>
<p>SS.6.W.3.14 Describe the key achievements and contributions of Roman civilization.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: Comparing Civilizations Article Collection - Greco-Roman; Early Civilizations Museum Project; Comparing More Civilizations</p>
<p>SS.6.W.3.15 Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.</p>	<p>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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>UNIT 7: The Rise, Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump?</p>
<p>SS.6.W.3.16 Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.</p>		

SS.6.W.3.17 Explain the spread and influence of the Latin language on Western Civilization.		
SS.6.W.3.18 Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.	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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.	UNIT 7: Comparing Civilizations Article Collection - Aksum; Ghana; Early Civilization Museum Project; Comparing More Civilizations
SS.6.W.3.2 Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 7: Comparing Civilizations Article Collection - Greco-Roman
SS.6.W.3.3 Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 7: Comparing Civilizations Article Collection - Greco-Roman
SS.6.W.3.4 Explain the causes and effects of the Persian and Peloponnesian Wars.		
SS.6.W.3.5 Summarize the important achievements and contributions of ancient Greek civilization.	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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.	UNIT 7: Comparing Civilizations Article Collection - Greco-Roman; Early Civilizations Museum Project; Comparing More Civilizations
SS.6.W.3.6 Determine the impact of key figures from ancient Greece.	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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.	UNIT 7: Comparing Civilizations Article Collection - Greco-Roman; Early Civilizations Museum Project; Comparing More Civilizations
SS.6.W.3.7 Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.	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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.	UNIT 7: Comparing Civilizations Article Collection - Greco-Roman; Early Civilizations Museum Project; Comparing More Civilizations
SS.6.W.3.8 Determine the impact of significant figures associated with ancient Rome.	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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.	UNIT 7: Comparing Civilizations Article Collection - Greco-Roman; Early Civilizations Museum Project; Comparing More Civilizations
SS.6.W.3.9 Explain the impact of the Punic Wars on the development of the Roman Empire.		
Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).		
SS.6.W.4.1 Discuss the significance of Aryan and other tribal migrations on Indian civilization.	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.	UNIT 7: Early Civilizations Museum Project; Comparing More Civilizations

SS.6.W.4.10 Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-3: Explain how new networks of exchange accelerated collective learning and innovation.	UNIT 8: Why Early Globalization Matters; An Age of Adventure; The First Silk Roads; Lost on the Silk Road;
SS.6.W.4.11 Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Genghis and Kublai Khan.	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.	UNIT 7: Early Civilizations Museum Project; Comparing More Civilizations
SS.6.W.4.12 Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 8: China: The First Great Divergence
SS.6.W.4.2 Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 7: The Origins of World Religions
SS.6.W.4.3 Recognize the political and cultural achievements of the Mauryan and Gupta empires.	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.	UNIT 7: Early Civilizations Museum Project; Comparing More Civilizations
SS.6.W.4.4 Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 7: The Origins of World Religions
SS.6.W.4.5 Summarize the important achievements and contributions of ancient Indian civilization.	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.	UNIT 7: Early Civilizations Museum Project; Comparing More Civilizations
SS.6.W.4.6 Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.	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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.	UNIT 7: Comparing Civilizations Article Collection - East Asia; Early Civilizations Museum Project; Comparing More Civilizations
SS.6.W.4.7 Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.	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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.	UNIT 7: Comparing Civilizations Article Collection - East Asia; Early Civilizations Museum Project; Comparing More Civilizations
SS.6.W.4.8 Describe the contributions of classical and post classical China.	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.	UNIT 7: Comparing Civilizations; Early Civilizations Museum Project; Comparing More Civilizations
SS.6.W.4.9 Identify key figures from classical and post classical China.	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.	UNIT 7: Comparing Civilizations; Early Civilizations Museum Project; Comparing More Civilizations

Florida Standards BHP Objectives Crosswalk

6th - CIVICS and GOVT

FLORIDA SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT FLORIDA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT FLORIDA SKILLS AND STANDARDS
6th GRADE SOCIAL STUDIES STANDARDS		
Standard 1: SS.6.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.		
SS.6.CG.1.1 Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 7: Comparing Civilizations Article Collection - Greco-Roman
SS.6.CG.1.2 Analyze the influence of ancient Rome on the United States' constitutional republic.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 7: Comparing Civilizations Article Collection - Greco-Roman
SS.6.CG.1.3 Examine rule of law in the ancient world and its influence on the United States' constitutional republic.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 7: Comparing Civilizations Article Collection - Greco-Roman
SS.6.CG.1.4 Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.	UNIT 7: Comparing Civilizations Article Collection - Greco-Roman;