



# BHP AND ARIZONA'S HISTORY AND SOCIAL SCIENCE STANDARDS

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## Arizona 6<sup>th</sup> Grade BHP Executive Summary

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

## Arizona's History and Social Studies Learning Standards

In Arizona's 6<sup>th</sup> grade Global Studies: World Regions and Cultures of the Eastern Hemisphere Standards, there is an emphasis on the development of human society to the Reformation. Specifically, the standards document states "Sixth grade students will understand the cultural, religious, economic, and political systems of selected societies in the Eastern Hemisphere." The document further states that "A course on world regions and cultures can be approached from many angles and perspectives." All of the expectations expressed within these statements are found throughout the BHP Course. For example, students will study how early human societies both shaped and were shaped by their environment (aligned to AZ component **6.G2.1**). Students will read about the development of civilizations, societies, cultures, and innovations (aligned to AZ component **6.H1.1**). Students will also learn about the factors that influenced trade (aligned to AZ component **6.E5.1**). Moreover, students will learn about how citizens have individual rights and responsibilities (aligned to AZ component **6.C2.1**). Specific resource alignment can be found in the accompanying crosswalk.

Furthermore, BHP focuses on major turning points in history, and its conceptual units are anchored in thresholds of increasing complexity—moments in time when conditions are right for the emergence of new forms of development in matter or in human societies. Major concepts and skills threads throughout the course such as periodization and causation are met including the following: meeting the AZ standards: "Thinking within the discipline involves the ability to analyze relationships among causes and effects to create and support arguments using relevant evidence. (**6.SP4.1-2**)" and claim testing, which aligns with the AZ component: "Define and frame compelling and supporting questions" and "Use evidence to develop claims and counterclaims" (**6.SP.3.1-2**). 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 Arizona History and Social Science Standards were created with the C3 Framework in mind and the C3 Framework incorporates the literacy expectations found in the CCSS. As a result, BHP meets these historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. BHP was designed with current research in literacy and historical thinking practices in mind and

does an excellent job supporting teachers and scaffolding students into these new expectations. The BHP units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop claims, create arguments, and deliver presentations in a variety of formats. These inquiry-based opportunities are reinforced through practice progressions. BHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn and practice inquiry-based skills at increasing complexity. An in-depth discussion of the progressions can be found in the “BHP Practice Progressions Guide.”

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

## Conclusion

BHP provides an engaging and coherent curriculum that enables Arizona’s students to meet the vast majority of Arizona’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 Arizona’s middle school world history course.

# Arizona Standard BHP Objectives Crosswalk

## 6th Grade Skills

ARIZONA SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT BHP LESSONS; ACTIVITIES; AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
<b>DISCIPLINARY SKILLS AND PROCESSES</b>		
<b>SP1:</b> Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.		
<b>6.SP1.1</b> Examine ways that historians and social scientist know about the past.	<b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U1-2:</b> Understand that Big History is a modern, science-based origin story that draws on many different types of knowledge. <b>U1-5:</b> Learn to use timelines as a way to compare the scale of personal and historic events. <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. <b>U6-4:</b> Explain collective learning.	<b>UNIT 2:</b> Changing Views Timeline (Ptolemy – Hubble); Views of the Universe Debate <b>UNIT 3:</b> Dmitri Mendeleev: Building the Periodic Table of Elements; Marie Curie: Chemistry, Physics, and Radioactivity <b>UNIT 4:</b> Alfred Wegener and Harry Hess; Eratosthenes <b>UNIT 5:</b> Crick, Watson and Franklin <b>UNIT 6:</b> Historos Cave; Introduction to Archeology; Introduction to Anthropology; Early Evidence of Collective Learning; Lucy and the Leakeys; Jane Goodall <b>UNIT 7:</b> Comparing Civilizations; Early Civilization Museum Project <b>UNIT 8:</b> An Age of Adventure; Explorers Mini Project; She Blinded Me With Science <b>UNIT 9:</b> How Did Change Accelerate?; Smith; Marx and Keynes; Industrialism in the Modern World ( <b>Focus on an object from an earlier time period</b> )
<b>6.SP1.2</b> Analyze connections among events and developments in various geographic and cultural contexts.	<b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>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>U1-5:</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U1-5:</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U3-6:</b> Understand how to use and apply the concept of periodization. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation.	<b>UNIT 2:</b> How Did Our Understanding of the Universe Change?; History of Me <b>UNIT 3:</b> Little Big History of Silver; Dmitri Mendeleev – Building the Periodic Table of Elements; Marie Curie: Chemistry, Physics, and Radioactivity; Timelines and Periodization <b>UNIT 4:</b> Our Shifting Globe; Alfred Wegener and Harry Hess; Eratosthenes; Principles of Geology; Was There Science Before the Scientific Revolution? <b>UNIT 5:</b> The Voyage of the Beagle; Crick, Watson, and Franklin <b>UNIT 6:</b> Migrations & Technological Creativity <b>UNIT 7:</b> Comparing Civilizations; We're Not in Kansas Anymore: The Emergence of Early Cities; The Origins of World Religions; Early Civilizations Museum Project; Intro to History; The Rise, Fall, and Collapse of Civilizations; Were They Pushed, or Did they Jump? <b>UNIT 8:</b> World Travelers; Age of Adventure; Marco Polo; Ibn Battuta; Zheng He; Explorers Mini Project; Issues of Colonization Mini Project; Investigating the Consequences of the Columbian Exchange; When Humans Became Inhumane: The Atlantic Slave Trade; She Blinded Me with Science: Collective Learning and the Emergence of Modern Science; Debate: Has the Scientific Revolution Ended? <b>UNIT 9:</b> Periodizing Big History; A Day in the Life; How Would You Periodize Human History?; The Appetite for Energy; Is Change Accelerating? Debate ( <b>An earlier time period will have to be identified</b> ); Smith; Marx and Keynes <b>UNIT 10:</b> Timeline Review
<b>6.SP1.3</b> Classify a series of historical events and developments as examples of change and/or continuity.	<b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U1-5:</b> Learn to use timelines as a way to compare the scale of personal and historic events. <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. <b>U3-6:</b> Understand how to use and apply the concept of periodization. <b>U3-7:</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U5-4:</b> Use evidence to explain adaptation and evolution, including Darwin's theory of natural selection and DNA. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. <b>U8-6:</b> Analyze a complex historical event through the lens of causality. <b>U9-1:</b> Describe accelerating global change and the factors that describe it.	<b>UNIT 1:</b> History of Me <b>UNIT 2:</b> How Did Our Understanding of the Universe Change?; Galileo Galilei <b>UNIT 3:</b> Little Big History of Silver; Dmitri Mendeleev – Building the Periodic Table of Elements; Marie Curie: Chemistry, Physics, and Radioactivity; Timelines and Periodization <b>UNIT 4:</b> Our Shifting Globe; Alfred Wegener and Harry Hess; Eratosthenes; Principles of Geology; Was There Science Before the Scientific Revolution? <b>UNIT 5:</b> Evolution and Life Timeline ( <b>Edit to fit the time period. Include questions such as: What did the scientists that came before Darwin add to our understanding of life? Based on what you have read about Darwin, what do you think those living in earlier civilizations understood about the evolution of life?</b> ); The Voyage of the Beagle; Crick, Watson, and Franklin; Charles Darwin <b>UNIT 6:</b> Foraging; Why Human Ancestry Matters; Why Do We Live Here? <b>UNIT 7:</b> Comparing Civilizations; We're Not in Kansas Anymore: The Emergence of Early Cities; The Origins of World Religions; Early Civilizations Museum Project; Intro to History; The Rise, Fall, and Collapse of Civilizations; Were They Pushed, or Did they Jump? <b>UNIT 8:</b> Columbian Exchange Timeline; World Travelers; Age of Adventure – Marco Polo; Ibn Battuta; Zheng He; Explorers Mini Project; Issues of Colonization Mini Project; Investigating the Consequences of the Columbian Exchange; When Humans Became Inhumane: The Atlantic Slave Trade; She Blinded Me with Science: Collective Learning and the Emergence of Modern Science; Debate: Has the Scientific Revolution Ended? <b>UNIT 9:</b> Periodizing Big History; A Day in the Life; How Would You Periodize Human History?; The Appetite for Energy; Is Change Accelerating? Debate; Smith, Marx and Keynes <b>UNIT 10:</b> Timeline Review

<p><b>6.SP1.4</b> Evaluate the significance of past events and their effect on students' lives and society.</p>	<p><b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>U1-3:</b> Understand how you fit into the Big History narrative, using the concept of "thresholds" to frame your past, present, and future, as well as the history of the Universe. <b>U1-5:</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U9-1:</b> Describe accelerating global change and the factors that describe it.</p>	<p><b>UNIT 1:</b> Easter Island Mystery; History of Me; History on a String <b>UNIT 5:</b> Evolution and Life Timeline (Edit to fit the time period. Include questions such as: What did the scientists that came before Darwin add to our understanding of life? Based on what you have read about Darwin, what do you think those living in earlier civilizations understood about the evolution of life?) <b>UNIT 6:</b> Why Do We Live Here? <b>UNIT 9:</b> Periodizing Big History; A Day in the Life; The Industrial Revolution; How Did Change Accelerate? Crash Course: The Anthropocene and the Near Future (Have students explain how life before the Anthropocene impacts the Anthropocene and life in the present); The Anthropocene (Revise: One of the questions included in the article is: "Do we date the Anthropocene from 8,000 years ago, or from 2,000 or 200 or 100?" Students can do a turn and talk, think, pair &amp; share, debate, one minute speech, etc. to answer this question based on what they have learned throughout their Big History Units in regards to early civilizations); Anthropocene Africa; The Impact of Population Growth Essay; Industrialism in the Modern World (Focus on an object from an earlier time period)</p>
<p><b>SP2:</b> Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.</p>		
<p><b>6.SP2.1</b> Explain how and why perspectives of people have changed throughout different historical eras.</p>	<p><b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO4:</b> Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence. <b>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. <b>U7-3:</b> Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p><b>UNIT 2:</b> Changing Views Timeline; Debate: Views of The Universe; Human History - Compare and Contrast Essay; Galileo Galilei <b>UNIT 3:</b> Dmitri Mendeleev – Building the Periodic Table of Elements; Marie Curie: Chemistry, Physics, and Radioactivity <b>UNIT 4:</b> Alfred Wegener and Harry Hess; Eratosthenes <b>UNIT 5:</b> The Voyage of the Beagle; Crick, Watson, and Franklin <b>UNIT 6:</b> Change Over Time Essay; Early Evidence of Collective Learning; Lucy and the Leakeys <b>UNIT 7:</b> Agrarian Civilizations; Early Civilizations Museum Project; The Rise, Fall, And Collapse of Civilizations; PBL <b>UNIT 8:</b> Explorers Mini Project; Issues of Colonization Mini Project; Marco Polo; Ibn Battuta; Zheng He; She Blinded Me With Science; World Travelers</p>
<p><b>6.SP2.2</b> Analyze how people's perspective influenced what information is available in the historical sources they created.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p><b>UNIT 2:</b> Galileo Galilei <b>UNIT 3:</b> Dmitri Mendeleev – Building the Periodic Table of Elements; Marie Curie: Chemistry, Physics, and Radioactivity <b>UNIT 4:</b> Alfred Wegener and Harry Hess; Eratosthenes <b>UNIT 5:</b> The Voyage of the Beagle; Crick, Watson, and Franklin <b>UNIT 8:</b> Marco Polo; Ibn Battuta; Zheng He; Explorers Mini Project</p>
<p><b>SP3:</b> Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</p>		
<p><b>6.SP3.1</b> Define and frame compelling and supporting questions about issues and events in the time-period and region studied.</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>U6-7:</b> Demonstrate using BHP concepts accurately in writing.</p>	<p><b>ALL UNITS:</b> Three Close Reads <b>All UNITS:</b> Driving Questions <b>Units 2,3,4, 6, 8 and 9:</b> What Do You Know? What Do You Ask? <b>UNIT 6:</b> LBH-Choosing Your Focus <b>UNIT 7:</b> LBH-Research Questions; LBH: Big Questions Brainstorm Guide</p>
<p><b>6.SP3.2</b> Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U1-6:</b> Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing. <b>U2-3:</b> Understand how to use claim testing to evaluate a claim or resource. <b>U4-8:</b> Demonstrate an ability to construct an argument in writing. <b>U5-5:</b> Demonstrate using texts as evidence in historical writing. <b>U6-7:</b> Demonstrate using BHP concepts accurately in writing. <b>U7-7:</b> Use sentence starters to strengthen making an argument in writing. <b>U8-5:</b> Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p><b>UNIT 1:</b> Claim Testers Episode 1; Analyzing Investigation Writing - Claim Testing <b>UNIT 2:</b> Analyzing Investigation Writing - Use of Evidence <b>UNITS 1-3; 7&amp;8:</b> Investigation <b>UNITS 2&amp;6:</b> Debate <b>UNIT 4:</b> Biography of a Continent <b>UNIT 5:</b> Convincing Narratives; PBL <b>UNIT 6:</b> Change Over Time Essay <b>UNIT 7:</b> Biography of a Crop; The Rise, Fall, and Collapse of Civilizations; Essay-Were they Pushed, or Did they Jump?</p>
<p><b>6.SP3.3</b> Classify the kinds of historical sources used in secondary interpretations.</p>	<p><b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p>	<p><b>UNITS 1-3; 7&amp;8:</b> Investigation (students can classify the types of sources used within the investigations)</p>

<p><b>6.SP3.4</b> Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</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. <b>U8-5:</b> Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p><b>UNITS 1-3; 7&amp;8:</b> Investigation <b>UNITS 2&amp;6:</b> Debate <b>UNIT 6:</b> Claim Testing-Collective Learning <b>UNIT 5:</b> Convincing Narratives <b>UNIT 7:</b> The Rise, Fall, and Collapse of Civilizations; PBL</p>
<p><b>6.SP3.5</b> Use questions generated about multiple sources to identify further areas of inquiry and additional sources.</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.</p>	<p><b>UNITS 2;3;4;6&amp;7:</b> What Do You Know? What Do You Ask? <b>UNIT 6:</b> LBH-Choosing Your Focus</p>
<p><b>6.SP3.6</b> Construct and present arguments using claims and evidence from multiple sources.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U1-6:</b> Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing. <b>U4-8:</b> Demonstrate an ability to construct an argument in writing. <b>U5-5:</b> Demonstrate using texts as evidence in historical writing. <b>U6-7:</b> Demonstrate using BHP concepts accurately in writing. <b>U7-7:</b> Use sentence starters to strengthen making an argument in writing. <b>U8-5:</b> Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p><b>UNITS 1-3; 7&amp;8:</b> Investigation <b>UNITS 2&amp;6:</b> Debate <b>UNIT 4:</b> Revising Investigation Writing–Claim and Focus <b>UNIT 5:</b> Convincing Narratives <b>UNIT 6:</b> Change Over Time Essay <b>UNIT 7:</b> Biography of a Crop; The Rise, Fall, and Collapse of Civilizations; Essay- Were they Pushed or, Did they Jump? <b>UNIT 8:</b> Little Big History Final Project (The project can be based on an object from the early civilization/renaissance /reformation.) <b>UNIT 9:</b> Impact of Population Growth Essay</p>
<p><b>6.SP3.7</b> Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U5-5:</b> Demonstrate using texts as evidence in historical writing. <b>U6-7:</b> Demonstrate using BHP concepts accurately in writing. <b>U8-5:</b> Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p><b>UNIT 2:</b> Analyzing Investigation Writing-Organization <b>UNITS 2, 4;&amp;5:</b> Claim Testing <b>UNIT 4:</b> Biography of a Continent <b>UNIT 5:</b> Convincing Narratives <b>UNIT 6:</b> Change Over Time Essay <b>UNIT 7:</b> The Rise, Fall, and Collapse of Civilizations; Biography of a Crop; This Threshold Today</p>
<p><b>SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</b></p>		
<p><b>6.SP4.1</b> Explain the multiple causes and effects of events and developments in the past.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U3-7:</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U4-7:</b> Understand multiple causes and how to identify them. <b>U6-8:</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-6:</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>UNIT 2:</b> Galileo Galilei <b>UNIT 3:</b> Dmitri Mendeleev – Building the Periodic Table of Elements; Marie Curie: Chemistry, Physics, and Radioactivity <b>UNIT 4:</b> Alfred Wegener and Harry Hess; Eratosthenes <b>UNIT 5:</b> The Voyage of the Beagle; Crick, Watson, and Franklin <b>UNIT 7:</b> Aksum; The Ghana Empire <b>UNIT 6:</b> Alphonse the Camel (Revise to focus on an event from the past) <b>UNIT 8:</b> Ibn Battuta; Marco Polo; Human Migration Patterns II; When Humans Became Inhumane; One Lump or Two? The Development of a Global Economy</p>
<p><b>6.SP4.2</b> Organize applicable evidence into a coherent argument about the past.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U1-6:</b> Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing. <b>U4-8:</b> Demonstrate an ability to construct an argument in writing. <b>U5-5:</b> Demonstrate using texts as evidence in historical writing. <b>U6-7:</b> Demonstrate using BHP concepts accurately in writing. <b>U7-7:</b> Use sentence starters to strengthen making an argument in writing. <b>U8-5:</b> Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p><b>UNITS 1-3; 7&amp;8:</b> Investigation <b>UNITS 2&amp;6:</b> Debate <b>UNIT 5:</b> Convincing Narratives <b>UNIT 6:</b> Change Over Time Essay <b>UNIT 7:</b> The Rise, Fall, and Collapse of Civilizations; Essay- Were they Pushed or Did they Jump? <b>UNIT 9:</b> Impact of Population Growth Essay</p>

# Arizona Standard BHP Objectives Crosswalk

## 6th Grade Civics

ARIZONA SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT BHP LESSONS; ACTIVITIES; AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
<b>CIVICS</b>		
<b>C2:</b> Citizens have individual rights; roles; and responsibilities.		
<p><b>6.C2.1</b> Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-4:</b> Describe how early civilizations formed and their key features.</p>	<p><b>UNIT 1:</b> Origin Stories <b>UNIT 7:</b> Lesson The First Cities and States Appear; Do Civilizations Collapse?; The Rise, Fall, And Collapse of Civilizations; Agrarian Civilizations; Civilization Comparison Chart (The graphic organizer can be updated to include values, beliefs, civic issues; etc.) <b>UNIT 8:</b> When Humans Became Inhumane: The Atlantic Slave Trade</p>
<b>C4:</b> Process, rules, and laws direct how individuals are governed and how society addresses problems.		
<p><b>6.C4.1</b> Explain challenges and opportunities people and groups face when solving local; regional; and/or global problems.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts, use these in constructing explanations. <b>U3-7:</b> Identify various types of causes and consequences, including short-term, long-term, and triggering events. <b>U8-6:</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>Units 2,3,4, 6, 8 and 9:</b> What Do You Know? What Do You Ask? <b>UNIT 2:</b> Galileo Galilei <b>UNIT 4:</b> Fleeing the Surface of the Earth</p>
<p><b>6.C4.2</b> Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.</p> <ul style="list-style-type: none"> <li>▪ Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building</li> </ul>	<p><b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>U1-3:</b> Understand how you fit into the Big History narrative, using the concepts of "thresholds" to frame your past, present, and future, as well as the history of the Universe.</p>	<p><b>Units 2,3,4, 6, 8 and 9:</b> What Do You Know? What Do You Ask? <b>UNIT 1:</b> Visions of the Future <b>UNITS 2&amp;6:</b> Debates <b>UNIT 7:</b> Best Lunch Ever</p>



**Arizona Standard BHP Objectives Crosswalk**  
**6th Grade Economics**

ARIZONA SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
<b>ECONOMICS</b>		
<b>E1: A financially literate individual understands how to manage income, spending, and investment.</b>		
<p><b>6.E1.1</b> Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p>	<p><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>U6-5:</b> Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective.</p>	<p>There is a gap. (Students can conduct their own original research on the topic and use the "What Do You Know? Why Do You Ask?" document as a guide.)</p>
<p><b>6.E1.2</b> Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p>	<p><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>U6-5:</b> Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective.</p>	<p>There is a gap. (Students can conduct their own original research on the topic and use the "What Do You Know? Why Do You Ask?" document as a guide.)</p>
<b>E3: Individuals and institutions are interdependent within market systems.</b>		
<p><b>6.E3.1</b> Describe the relationship between various costs and benefits of economic production.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p><b>UNIT 7:</b> Agrarian Civilizations: Introduction; Teotihuacan: City of Water, City of Fire; Do Civilizations Collapse? <b>UNIT 8:</b> Why Did Civilization Expand?; Brain Boost - H2; Investigating the Consequences of the Columbian Exchange; One Lump or Two? The Development of a Global Economy; The First Silk Roads; When Humans Became Inhumane; China: The First Great Divergence; Systems of Exchange and Trade <b>UNIT 9:</b> "Smith, Marx, and Keynes" instead)</p>
<p><b>6.E3.2</b> Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities. • Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO7:</b> Locate and understand how our own place, our community’s place, and humanity as a whole fit into and impact Big History’s narrative. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p><b>UNIT 7:</b> Aksum; Teotihuacan: City of Water, City of Fire <b>UNIT 8:</b> Brain Boost - H2; Investigating the Consequences of the Columbian Exchange; Columbian Exchange Timeline; One Lump or Two? The Development of a Global Economy; Systems of Exchange and Trade; The First Silk Roads; Lost on the Silk Road; Personal Supply Chain; China: The First Great Divergence; When Humans Became Inhumane</p>
<p><b>6.E3.3</b> Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-2:</b> Identify the features of agrarian civilizations. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p><b>UNIT 7:</b> Aksum; Teotihuacan: City of Water, City of Fire; Early Civilizations Museum Project <b>UNIT 8:</b> Crash Course: The Modern Revolution; Columbian Exchange Infographic; The Columbian Exchange; The World Zone Game, The Four World Zones; Brain Boost - H2; Investigating the Consequences of the Columbian Exchange; Columbian Exchange Timeline; The First Silk Roads; The History of Money</p>
<b>E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.</b>		
<p><b>6.E5.1</b> Describe the factors that influence trade between countries or cultures.</p>	<p><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 spread of people, plants, animals, disease, goods, and ideas. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p><b>UNIT 7:</b> Teotihuacan: City of Water, City of Fire <b>UNIT 8:</b> Investigating the Consequences of the Columbian Exchange; The History of Money; One Lump or Two? Systems of Exchange and Trade; The Development of a Global Economy; The First Silk Roads; When Humans Became Inhumane</p>
<p><b>6.E5.2</b> Explain the effects of increasing economic interdependence within distinct groups.</p>	<p><b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p><b>UNIT 7:</b> Aksum; Teotihuacan: City of Water, City of Fire <b>UNIT 8:</b> Columbian Exchange Infographic; Causes of the Modern Revolution; Why Did Civilization Expand?; Brain Boost - H2; One Lump or Two? The Development of a Global Economy; Systems of Exchange and Trade; The First Silk Roads; Lost on the Silk Road; China: The First Great Divergence; Issues of Colonization Mini Project</p>

**Arizona Standard BHP Objectives Crosswalk**  
**6th Grade Geography**

ARIZONA SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT BHP LESSONS; ACTIVITIES; AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
<b>GEOGRAPHY</b>		
<b>G1: The use of geographic representations and tools helps individuals understand their world.</b>		
<p><b>6.G1.1</b> Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <ul style="list-style-type: none"> <li>• Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns</li> </ul>	<p><b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U6-6:</b> Show early human migration on a map. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations.</p>	<p><b>UNIT 4:</b> Our Shifting Globe; Claim Testing- Geology and the Earth's Formation; Why We're All Lava Surfers; Biography of a Continent; Introduction to Geology; Alfred Wegener and Harry Hess; Eratosthenes; Principles of Geology <b>UNIT 5:</b> Living in the Extremes of the Biosphere; What is the Biosphere? How Do Earth and Life Interact? <b>UNIT 6:</b> How Did the First Humans Live?; Foraging; Hunter Gatherer Menu; Human Migration Patterns <b>UNIT 7:</b> Why Was Agriculture So Important?; Biography of a Crop; What's for Dinner Tonight?; Where and Why Did the First Cities and States Appear?; Comparing Civilizations; We're Not in Kansas Anymore: The Emergence of Early Cities; The Origins of World Religions; Early Civilization Museum Project; Comparing More Civilizations; Social Status, Power, and Human Burials; Crash Course: Migrations and Intensifications; The Origin of Agriculture in Africa; The Rise, Fall and Collapse of Civilizations; Were They Pushed, or Did They Jump? Transition to Agriculture; PBL; Do Civilizations Collapse? <b>UNIT 8:</b> What Caused Expansion? Why Did Civilization Expand? Crash Course Big History: Why Early Globalization?; China: The First Great Divergence; An Age of Adventure; Human Migration Patterns II; Columbian Exchange; One Lump or Two? The Development of Global Economy; Systems of Exchange and Trade; The First Silk Roads; Lost on the Silk Roads; A Curious Case: African Agrarianism; Personal Supply Chain; Investigation, Comparing Maps; How Did the World Become Interconnected? A History of the Magnetic Compass</p>
<b>G2: Human-environment interactions are essential aspects of human life in all societies.</b>		
<p><b>6.G2.1</b> Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <ul style="list-style-type: none"> <li>• Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons</li> </ul>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U6-3:</b> Describe how early humans lived. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations.</p>	<p><b>UNIT 1:</b> Easter Island <b>UNIT 6:</b> How Did The First Humans Live? Foraging; From Foraging to Food Shopping; Hunter Gatherer Menu; Human Migration Patterns; Migrations and Technological Creativity <b>UNIT 7:</b> Comparing Crops; The First City States Appear; Why Was Agricultural So Important?; History of Domestic Animals; Biography of a Crop; What's For Dinner Tonight?; The Origin of Agriculture in Africa; Uruk; Mesoamerica; Jericho; East Asia; Aksum; The Ghana Empire</p>
<b>G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</b>		
<p><b>6.G3.1</b> Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <ul style="list-style-type: none"> <li>• Key concepts include but are not limited to language, land and sea transportation and trade routes</li> </ul>	<p><b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U6-3:</b> Describe how early humans lived. <b>U6-6:</b> Show early human migration on a map. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U7-5:</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p><b>UNIT 5:</b> Living in the Extremes of the Biosphere; What is the Biosphere? <b>UNIT 6:</b> How Did The First Humans Live? Foraging; From Foraging to Food Shopping; Human Migration Patterns; Migrations and Technological Creativity <b>UNIT 7:</b> The First City States Appear; Why Was Agricultural So Important?; Biography of a Crop; The Origin of Agricultural in Africa; Crash Course: Migrations &amp; Intensifications <b>UNIT 8:</b> Why Did Civilization Expand?; Crash Course Big History: Why Early Globalization?; China: The First Great Divergence; An Age of Adventure; Human Migration Patterns II; Columbian Exchange; One Lump or Two?; How Did the World Become Interconnected? <b>UNIT 9:</b> Anthropocene Africa; Graphing Population Growth; The Impact of Population Growth Essay; Comparing Most Populous Cities by Century 1500 – the Present; Is Change Accelerating Debate (Edit to focus on early civilizations)</p>

<p><b>6.G3.2</b> Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <ul style="list-style-type: none"> <li>• Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires</li> </ul>	<p><b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U4-3:</b> Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impacts life on Earth. <b>U6-3:</b> Describe how early humans lived. <b>U6-6:</b> Show early human migration on a map. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U7-5:</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. <b>U9-4:</b> Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p><b>UNIT 1:</b> Easter Island Mystery <b>UNIT 4:</b> Our Shifting Globe; Claim Testing- Geology and the Earth’s Formation; Why We’re All Lava Surfers; Biography of a Continent; Introduction to Geology; Alfred Wegener and Harry Hess; Eratosthenes; Principles of Geology <b>UNIT 5:</b> How Do Earth and Life Interact? <b>UNIT 6:</b> How Did the First Humans Live?; Foraging; From Foraging to Food Shopping; Hunter Gatherer Menu; Human Migration Patterns; Why Human Ancestry Matters; Migrations and Technological Creativity <b>UNIT 7:</b> Comparing Crops; The First City States Appear; Why Was Agricultural So Important?; History of Domestic Animals; Biography of a Crop; What’s For Dinner Tonight?; The Origin of Agriculture in Africa <b>UNIT 8:</b> What Caused Expansion?; Why Did Civilization Expand?; China: The First Great Divergence; Columbian Exchange; Comparing Maps; How Did the World Become Interconnected?; A History of the Magnetic Compass; When Humans Became Inhumane: The Atlantic Slave Trade <b>UNIT 9:</b> The Anthropocene (<b>Edit to have students answer the following question: If this epoch did begin 8,000 years ago, what impact has it had on human migration and settlement? </b>) Anthropocene Africa; Graphing Population Growth; The Impact of Population Growth Essay</p>
<p><b>G4:</b> Global interconnections and spatial patterns are a necessary part of geographic reasoning.</p>		
<p><b>6.G4.1</b> Explain why environmental characteristics vary among different world regions.</p> <ul style="list-style-type: none"> <li>• Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors</li> </ul>	<p><b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U4-6:</b> Understand how geologists can work with historians and scientists from other disciplines to form a deeper understanding of the history of the Earth. <b>U7-4:</b> Describe how early civilizations formed and their key features.</p>	<p><b>UNIT 2:</b> Changing Views; Claudius Ptolemy; Nicolaus Copernicus; Galileo Galilei; Isaac Newton; Henrietta Leavitt; Edwin Hubble; Views of the Universe Debate <b>UNIT 3:</b> Dmitri Mendeleev; Marie Curie <b>UNIT 4:</b> Our Shifting Globe; Why We’re All Lava Surfers; Biography of a Continent; Introduction to Geology; Alfred Wegener &amp; Harry Hess; Eratosthenes; Principles of Geology; Was There Science Before the Scientific Revolution? <b>UNIT 5:</b> Living in the Extremes of the Biosphere; What is the Biosphere?; A Year In the Life of a Species; The Voyage of the Beagle; Darwin, Evolution, and Faith; Histories Cave (<b>Update to include additional cave sites that can be compared and contrasted</b>) <b>UNIT 7:</b> Why Was Agriculture So Important?; PBL (<b>Edit to focus on early civilizations. Students can create a species that could live in the climate of an early civilization and explain how environmental changes could impact the species over time.</b>) <b>UNIT 8:</b> The Four World Zones; Comparing Maps</p>
<p><b>6.G4.2</b> Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.</p> <ul style="list-style-type: none"> <li>• Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters</li> </ul>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO8:</b> Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. <b>U7-5:</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p><b>UNIT 3:</b> A Little Big History of Silver; Timelines and Periodization <b>UNIT 4:</b> Our Shifting Globe; Why We’re All Lava Surfers <b>UNIT 5:</b> How Do Earth and Life Interact?; How We Proved an Asteroid Wiped Out the Dinosaurs <b>UNIT 6:</b> Collective Learning Part 1; How Did the First Humans Live?; Hunter Gatherer Menu (<b>Edit to include how the menu changed once the specific group of people were displaced for natural/human/ economic reasons</b>); Foraging; Crash Course Big History: Why Human Ancestry?; Human Migration Patterns <b>UNIT 7:</b> Collective Learning Part 2; History of Domestic Animals; Biography of a Crop; What’s For Dinner Tonight? (<b>students can conduct research to identify how the farming communities, in the article, adopted new farming techniques from nearby places</b>); The Origin of Agriculture in Africa; The Rise; Fall and Collapse of Civilizations; Were They Pushed or Did They Jump?; Human Migration Patterns II; Transition to Agriculture; We’re Not in Kansas Anymore: The Emergence of Early Cities <b>UNIT 8:</b> World Zone Game; Causes of the Modern Revolution; China: The First Great Divergence; An Age of Adventure; Explorers Mini Project; Issues of Colonization Mini Project; Columbian Exchange; Investigating the Consequences of the Columbian Exchange; The First Silk Roads; She Blinded Me With Science; How Did the World Become Interconnected?; A History of the Magnetic Compass; Recreating Pangaea <b>UNIT 10:</b> Natural Disasters (<b>Edit to include early civilizations</b>)</p>

**Arizona Standard BHP Objectives Crosswalk**  
**6th Grade Historical**

ARIZONA SOCIAL STUDIES ANCHOR STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
<b>HISTORY</b>		
<b>H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</b>		
<p><b>6.H1.1</b> Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p>	<p><b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>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>U1-5:</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U6-3:</b> Describe how early humans lived. <b>U6-5:</b> Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. <b>U7-1:</b> Define agriculture and describe where it emerged. <b>U7-3:</b> Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U7-5:</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. <b>U8-1:</b> Identify the features of agrarian civilizations. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. <b>U9-1:</b> Describe accelerating global change and the factors that describe it.</p>	<p><b>UNIT 1:</b> Easter Island Mystery; Big History on a Football Field (another column can be added such as "Cultural Characteristics."); Scale of Human History on a String; Timelines and Scale; Intro to Origin Stories; What Is Big History?; A Big History of Everything <b>UNIT 2:</b> Changing Views; Claudius Ptolemy; Nicolaus Copernicus; Galileo Galilei; Isaac Newton; Henrietta Leavitt; Edwin Hubble; Views of the Universe Debate <b>UNIT 3:</b> A Little Big History of Silver; Dmitri Mendeleev; Marie Curie; Timelines and Periodization <b>UNIT 4:</b> Our Shifting Globe; Why We're All Lava Surfers; Introduction to Geology; Alfred Wegener &amp; Harry Hess; Eratosthenes; Principles of Geology; Was There Science Before the Scientific Revolution? <b>UNIT 5:</b> How We Proved an Asteroid Wiped Out the Dinosaurs; Crick, Watson, &amp; Franklin <b>UNIT 6:</b> Lucy &amp; the Leakeys; Historos Cave; How Did the First Humans Live?; Jane Goodall <b>UNIT 7:</b> Why Was Agriculture So Important?; Where and Why Did the First Cities and States Appear?; Agrarian Civilizations; Comparing Civilizations; Comparing More Civilizations; Early Civilizations Museum Project; Recordkeeping and History; The Origin of Agriculture in Africa; The Rise, Fall, and Collapse of Civilizations <b>UNIT 8:</b> Why Did Civilization Expand?; World Zone Game; The Four World Zones; Causes of the Modern Revolution; China: The First Great Divergence; An Age of Adventure; Explorers Mini Project; Issues of Colonization Mini Project; Columbian Exchange; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me With Science <b>UNIT 9:</b> The Industrial Revolution; How Did Change Accelerate?; Acceleration; Anthropocene Africa; Threshold 8: The Modern Revolution (Edit to focus on the Renaissance or the Reformation); Changing Economies Lesson (can include Smith, Marx and Keynes) <b>UNIT 10:</b> Timeline Big History; The History of Everything; Crash Course: Globalization II; The Impact of Population Growth Essay (Edit to focus on early civilizations and the reasons for their population growth.)</p>
<p><b>6.H1.2</b> Explain the causes and effects of interactions between cultures and civilizations.</p>	<p><b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>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>U3-5:</b> Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. <b>U6-5:</b> Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. <b>U7-5:</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. <b>U8-6:</b> Analyze a complex historical event through the lens of causality. <b>U9-1:</b> Describe accelerating global change and the factors that describe it.</p>	<p><b>UNIT 1:</b> History as Mystery <b>UNIT 3:</b> A Little Big History of Silver <b>UNIT 5:</b> The Voyage of the Beagle; Darwin, Evolution, and Faith <b>UNIT 6:</b> How Did the First Humans Live? <b>UNIT 7:</b> Agrarian Civilizations; Comparing More Civilizations; Early Civilizations Museum Project; Recordkeeping and History; The Origin of Agriculture in Africa; The Rise, Fall, and Collapse of Civilizations <b>UNIT 8:</b> What Caused Expansion?; Why Did Civilization Expand?; World Zone Game; Causes of the Modern Revolution; China: The First Great Divergence; An Age of Adventure; Explorers Mini Project; Issues of Colonization Mini Project; Columbian Exchange; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me With Science <b>UNIT 9:</b> How Would You Periodize Human History?; Threshold 8: The Modern Revolution (Edit to focus on the Renaissance or the Reformation); How Did Change Accelerate?; The Anthropocene; Graphing Population Growth; The Impact of Population Growth Essay (students can identify how interactions between early civilizations impacted population growth.); Threshold 8: The Modern Revolution (Edit to focus on the Renaissance or the Reformation)</p>
<b>H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.</b>		

<p><b>6.H2.1</b> Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <ul style="list-style-type: none"> <li>▪ Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry</li> </ul>	<p><b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U2-2:</b> Using evidence from texts, explain why views of the Universe have changed over time and the roles that scientists play in shaping our understanding of the origin of the Universe. <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. <b>U4-6:</b> Understand how geologists can work with historians and scientists from other disciplines to form a deeper understanding of the history of the Earth. <b>U5-4:</b> Use evidence to explain adaptation and evolution, including Darwin's theory of natural selection and DNA. <b>U6-8:</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. <b>U8-6:</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>UNIT 2:</b> Changing Views; Claudius Ptolemy; Nicolaus Copernicus; Galileo Galilei; Isaac Newton; Views of the Universe Debate <b>UNIT 4:</b> Alfred Wegener &amp; Harry Hess <b>UNIT 5:</b> The Voyage of the Beagle; Darwin, Evolution, and Faith <b>UNIT 7:</b> Why Was Agriculture So Important? <b>UNIT 8:</b> World Zone Game (add a true/false question about the effects of conflict on a specific culture; subtract or add points for how a group's population addresses a conflict); Causes of the Modern Revolution; China: The First Great Divergence; Explorers Mini Project; Issues of Colonization Mini Project; Columbian Exchange Lesson; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me With Science</p>
<p><b>H3:</b> Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</p>		
<p><b>6.H3.1</b> Analyze the impact of religious, government, and civic groups over time.</p>	<p><b>CO2:</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U1-5:</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U2-2:</b> Using evidence from texts and claim testing, explain why views of the Universe have changed over time and the roles that scientists played in shaping our understanding of the origin of the Universe. <b>U2-4:</b> 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. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at how commerce has spread. <b>U9-1:</b> Describe accelerating global change and the factors that describe it.</p>	<p><b>UNIT 2:</b> Changing Views Timeline; Galileo Galilei; Nicolaus Copernicus; Views of the Universe Debate <b>UNIT 5:</b> Darwin, Evolution, and Faith <b>UNIT 8:</b> What Caused Expansion?; Why Did Civilizations Expand?; Issues of Colonization Mini Project; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me With Science <b>UNIT 9:</b> How Would You Periodize Human History?; Threshold 8: The Modern Revolution; How Did Change Accelerate?; Anthropocene Africa; Graphing Population Growth; The Impact Of Population Growth Essay (Edit for students to focus on government/religious/civic actions have impacted population growth). Threshold 8: The Modern Revolution (Edit to focus on the Renaissance or the Reformation; Declaration of Rights Documents (can be adapted to focus on laws/codes from early civilizations such as Hammurabi's Code.)</p>
<p><b>6.H3.2</b> Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <ul style="list-style-type: none"> <li>▪ Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism</li> </ul>	<p><b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U1-1:</b> Define thresholds of increasing complexity, origin stories, and scale. <b>U2-2:</b> Using evidence from texts, explain why views of the Universe have changed over time and the roles that scientists play in shaping our understanding of the origin of the Universe. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at how commerce has spread. <b>U9-1:</b> Describe accelerating global change and the factors that describe it.</p>	<p><b>UNITS 2,3,4,6,7&amp;10:</b> What Do You Know? What Do You Ask? <b>UNIT 1:</b> Origin Stories Collection; Cosmology and Faith (A Venn Diagram can be utilized to identify similarities and differences.) <b>UNIT 2:</b> Galileo Galilei; Nicolaus Copernicus <b>UNIT 5:</b> Darwin, Evolution, and Faith <b>UNIT 8:</b> What Caused Expansion?; She Blinded Me With Science</p>
<p><b>6.H3.3</b> Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at how commerce has spread. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. <b>U9-1:</b> Describe accelerating global change and the factors that describe it.</p>	<p><b>UNIT 8:</b> The Modern Revolution; World Zone Game; Causes of the Modern Revolution; Issues of Colonization Mini Project (Add the question "Why did this country/empire colonize this specific place?"); Columbian Exchange; One Lump or Two? The Development of a Global Economy; The First Silk Roads <b>UNIT 9:</b> How Would You Periodize Human History?; How Did Change Accelerate?; Declaration of Rights Documents (Edit to focus on laws/codes from early civilizations such as Hammurabi's Code and have students explain the purpose of the laws/codes.)</p>
<p><b>H4:</b> Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</p>		

<p><b>6.H4.1</b> Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>	<p><b>CO3:</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>CO5:</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>U1-1:</b> Define thresholds of increasing complexity, origin stories, and scale. <b>U1-5:</b> Learn to use timelines as a way to compare the scale of personal and historic events. <b>U2-2:</b> Using evidence from texts, explain why views of the Universe have changed over time and the roles that scientists play in shaping our understanding of the origin of the Universe. <b>U4-7:</b> Understand multiple causes and how to identify them. <b>U5-4:</b> Use evidence to explain adaptation and evolution, including Darwin's theory of natural selection and DNA. <b>U6-3:</b> Describe how early humans lived. <b>U7-2:</b> Identify the features of agrarian civilizations. <b>U7-3:</b> Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers. <b>U7-4:</b> Describe how early civilizations formed and their key features. <b>U7-5:</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. <b>U7-6:</b> Describe how agrarian civilizations formed and analyze their key similarities and differences. <b>U8-1:</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-2:</b> Investigate the implications of interconnected societies and regions by looking at how commerce has spread. <b>U8-3:</b> Explain how new networks of exchange accelerated collective learning and innovation. <b>U8-4:</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. <b>U9-1:</b> Describe accelerating global change and the factors that describe it.</p>	<p><b>UNIT 1:</b> History as Mystery; Easter Island Mystery; What Is Big History?; A Big History of Everything; Big History on a Football Field; Scale of Human History on a String; Timelines and Scale; Origin Stories <b>UNIT 2:</b> Changing Views; Claudius Ptolemy; Nicolaus Copernicus; Galileo Galilei; Isaac Newton; Henrietta Leavitt; Edwin Hubble; Views of the Universe Debate <b>UNIT 3:</b> A Little Big History of Silver; Dmitri Mendeleev; Marie Curie; Timelines and Periodization <b>UNIT 4:</b> Alfred Wegener &amp; Harry Hess; Eratosthenes; Was There Science Before the Scientific Revolution <b>UNIT 5:</b> How We Proved an Asteroid Wiped Out the Dinosaurs; The Voyage of the Beagle; Darwin, Evolution, and Faith; Crick, Watson, &amp; Franklin <b>UNIT 6:</b> Lucy &amp; the Leakeys; Jane Goodall; Historos Cave; How Did the First Humans Live? <b>UNIT 7:</b> Uruk; Mesoamerica; Aksum; Teotihuacan: City of Water, City of Fire; Why Was Agriculture So Important?; Where and Why Did the First Cities and States Develop?; Agrarian Civilizations; Comparing Civilizations; Comparing More Civilizations; Early Civilizations Museum Project; Recordkeeping and History; The Origin of Agriculture in Africa; The Rise, Fall, and Collapse of Civilizations <b>UNIT 8:</b> What Caused Expansion?; Why Did Civilization Expand?; World Zone Game; The Four World Zones; Causes of the Modern Revolution; China: The First Great Divergence; An Age of Adventure; Explorers Mini Project; Issues of Colonization Mini Project; Columbian Exchange Lesson; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me With Science <b>UNIT 9:</b> How Would You Periodize Human History?; Threshold 8: The Modern Revolution; How Did Change Accelerate?; The Anthropocene Lesson</p>
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# Arizona Standard BHP Objectives Crosswalk

## 6th Grade Inquiry

ARIZONA SOCIAL STUDIES ELEMENTS OF INQUIRY	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
<b>ELEMENTS OF THE INQUIRY ARC</b>		
<b>INQUIRY ELEMENT 1: DEVELOPING COMPELLING QUESTIONS</b>	<b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>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. <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, or other formats. <b>U6-7:</b> Demonstrate using BHP concepts accurately in writing.	<b>All UNITS:</b> Driving Questions <b>UNIT 7:</b> LBH- Research Questions; LBH: Big Questions Brainstorm Guide
<b>INQUIRY ELEMENT 2: CONSTRUCTING SUPPORTING QUESTIONS</b>	<b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>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. <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, or other formats. <b>U6-7:</b> Demonstrate using BHP concepts accurately in writing.	<b>ALL UNITS:</b> Three Close Reads <b>UNITS 2,3,4,6,7&amp;10:</b> What Do You Know? What Do <b>UNIT 6:</b> LBH-Choosing Your Focus
<b>INQUIRY ELEMENT 4: DEVELOPING CLAIMS</b>	<b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>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>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, or other formats. <b>U1-6:</b> Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing. <b>U2-2:</b> Using evidence from texts and claim testing, explain why views of the Universe have changed over time and the roles that scientists played in shaping our understanding of the origin of the Universe. <b>U2-3:</b> Understand how to use claim testing to evaluate a claim or resource. <b>U4-8:</b> Demonstrate an ability to construct an argument in writing. <b>U6-7:</b> Demonstrate using BHP concepts accurately in writing. <b>U7-7:</b> Use sentence starters to strengthen making an argument in writing. <b>U8-5:</b> Use sentence starters to strengthen the use of texts as evidence in writing.	<b>UNITS 1-3; 7&amp;8:</b> Investigation <b>UNIT 1:</b> Analyzing Investigation Writing—Claim and Focus <b>UNITS 2&amp;6:</b> Debate <b>UNIT 5:</b> Convincing Narratives <b>UNIT 6:</b> Claim Testing-Collective Learning Claim Testing; Change Over Time Essay <b>UNIT 7:</b> PBL; Biography of a Little Big History Project; The Rise, Fall, and Collapse of Civilizations; Essay-Were they Pushed or Did they Jump?; Revising Investigation Writing-Sentence Starters Part 1 <b>UNIT 8:</b> Little Big History Final Project (The project can be based on an object from the early civilization/renaissance/reformation.); Revising Investigation Writing-Sentence Starters Part 2 <b>UNIT 9:</b> Impact of Population Growth Essay

<p><b>INQUIRY ELEMENT 5: COMMUNICATING CONCLUSIONS</b></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>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, or other formats. <b>U4-8:</b> Demonstrate an ability to construct an argument in writing.</p>	<p><b>UNITS 1-3; 7&amp;8:</b> Investigation <b>UNITS 2&amp;6:</b> Debate <b>UNIT 4:</b> Biography of a Continent <b>UNIT 6:</b> Change Over Time Essay <b>UNIT 7:</b> PBL; Biography of a Crop; Essay-Were they Pushed or Did they Jump? <b>UNIT 8:</b> Little Big History Final Project (The project can be based on an object from the early civilization/renaissance /reformation.); <b>UNIT 9:</b> Impact of Population Growth Essay</p>
<p><b>INQUIRY ELEMENT 6: TAKING INFORMED ACTION</b></p>	<p><b>CO1:</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>CO7:</b> Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. <b>U1-3:</b> Understand how you fit into the Big History narrative, using the concept of "thresholds" to frame your past, present, and future as well as the history of the Universe.</p>	<p><b>UNIT 1:</b> Visions of the Future (Edit for students to pretend they are someone from the past and explain a problem from that time period) <b>UNIT 7:</b> PBL <b>UNIT 8:</b> Little Big History Final Project (The project can be based on an object from the early civilization/renaissance /reformation.)</p>