



BHP AND IOWA CORE STANDARDS IN SOCIAL STUDIES

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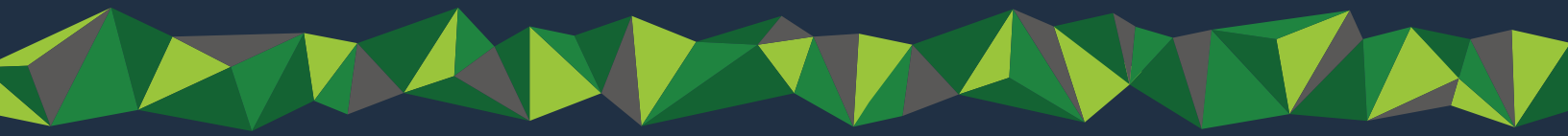


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Iowa BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Iowa'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 financial literacy. The accompanying crosswalk provides examples of the BHP materials that are aligned to Iowa's standards.

Iowa's Core Standards in Social Studies

In Iowa's Core Standards in Social Studies, there is an emphasis on world regions and cultures. Specifically, Iowa's standards document states that 6th grades students "will focus on geography, history, and culture in global regions. Students will analyze regional, physical, and cultural characteristics of places. The analysis will show how these factors influenced people who lived there and how the people and characteristics have changed over time." All of the expectations expressed within the above quoted statement are found throughout the BHP Course. For example, students will learn about geography and the characteristics of places (**SS.6.16.**) how those characteristics impact the people who live in those places (**SS.6.17.**), and how changes influenced trade, migration, and ideas (**SS.6.18.**). Students will also learn about historical events and their connections to geography and culture (**SS.6.20.**), and how population changes have created changes in land use (**SS.6.19.**). Moreover, students will learn about the elements of a civilization's culture and how people learn that culture (aligned to standard **SS.6.13.**). 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, which meet Iowa's standard "**SS.6.21.** Explain how and why perspectives of people have changed throughout different historical eras." In addition, the BHP causation skill is found in Iowa's standard "**SS.6.22.** Explain multiple causes and effects of events and developments in the past." A BHP concept that is found throughout the course is collective learning and this is aligned Iowa's standard "**SS.6.13.** Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems." 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

BHP was 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 to practice, inquiry-based skills at increasing complexity. For example, the conducting historical inquiry progressions are aligned to Iowa's standard "**SS.6.5**. With teacher direction, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations." 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 Iowa's students to meet the vast majority of Iowa'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, the content, and the knowledge that is expected from Iowa's 6th grade World Regions and Cultures course.

Iowa Standards BHP Objectives Crosswalk

Inquiry

IOWA 6TH GRADE SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT IOWA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT IOWA SKILLS AND STANDARDS
Inquiry Standards		
Constructing Compelling Questions	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.	UNITS 1-10: Disciplines - What Do You Know? What Do You Ask? UNIT 7: LBH-Research Questions; LBH: Big Questions Brainstorm Guide
SS.6.1. Explain how disciplinary concepts and ideas are associated with a compelling question.	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. 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. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, or other formats. U6-7: Demonstrate using BHP concepts accurately in writing.	All UNITS: Driving Questions UNITS 1-10: Investigation UNITS 1-10: Disciplines - What Do You Know? What Do You Ask? UNIT 2: Debate: Views of the Universe UNIT 6: Debate: Culture and Collective Learning UNIT 7: LBH-Research Questions; LBH: Big Questions Brainstorm Guide; PBL UNIT 8: Debate: Has the Scientific Revolution Ended? UNIT 9: Debate: Is Change Accelerating?
Constructing Supporting Questions	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.	All UNITS: Three Close Reads UNITS 1-10: What Do You Know? What Do Ask? UNIT 6: LBH-Choosing Your Focus
SS.6.2. Identify the relationship between supporting questions and compelling questions in an inquiry.	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. U6-7: Demonstrate using BHP concepts accurately in writing.	All UNITS: Three Close Reads UNITS 1-10: What Do You Know? What Do Ask? UNIT 6: LBH-Choosing Your Focus

<p>Gathering and Evaluating Sources</p>	<p>CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. U5-5: Demonstrate using texts as evidence in historical writing.</p>	<p>Research Worksheet UNIT 2: Debate: Views of the Universe; Essay: Human History Compare and Contrast UNIT 3: This Threshold Today: Stars Light Up UNIT 5: PBL: Invent A Species UNIT 7: Biography of a Little Big History Project; PBL UNIT 9: Essay: Impact of Population Growth</p>
<p>SS.6.3. Gather relevant information from primary and secondary sources using the origin and authority of the source to guide the selection.</p>	<p>CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U4-8: Demonstrate an ability to construct an argument in writing. U5-5: Demonstrate using texts as evidence in historical writing.</p>	<p>Research Worksheet UNITS 1-10: Investigation UNIT 2: Debate: Views of the Universe; Essay: Human History Compare and Contrast UNIT 5: PBL: Invent A Species UNIT 6: Debate: Culture and Collective Learning; Essay: Change Over Time UNIT 7: Biography of a Little Big History Project; PBL; Essay: Were They Pushed or Did They Jump? UNIT 9: Essay: Impact of Population Growth</p>
<p>SS.6.4. With teacher direction, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.</p>	<p>CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one’s thinking, and present findings that are well-supported by scientific and historical evidence. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. U2-3: Understand how to use claim testing to evaluate a claim or resource.</p>	<p>Students can utilize the "Research Worksheet" to assess credibility while completing the following assignments. UNIT 2: This Threshold Today: Big Bang; Debate: Views of the Universe UNIT 3: This Threshold Today: Stars Light Up UNIT 4: This Threshold Today: Earth and the Solar System UNIT 5: Convincing Narratives UNIT 6: Debate: Culture and Collective Learning; Essay: Change Over Time UNIT 7: Biography of a Little Big History Project; The Rise, Fall, and Collapse of Civilizations; This Threshold Today: Agriculture; Essay: Were They Pushed or Did They Jump? UNIT 8: Debate: Has the Scientific Revolution Ended? UNIT 9: Debate: Is Change Accelerating?; Essay: Impact of Population Growth</p>

<p>Developing Claims and Using Evidence</p>	<p>CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</p>	<p>Claim Testing Worksheet UNIT 2: Debate: Views of the Universe UNIT 5: Convincing Narratives UNIT 6: Essay: Change Over Time; Debate: Culture and Collective Learning UNIT 7: Essay: Were They Pushed or Did They Jump? UNIT 8: Debate: Has the Scientific Revolution Ended? UNIT 9: Essay: Impact of Population Growth; Debate: Is Change Accelerating? UNIT 10: Visions of the Future</p>
<p>SS.6.5. With teacher direction, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.</p>	<p>CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U5-5: Demonstrate using texts as evidence in historical writing. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.</p>	<p>UNIT 2: Debate: Views of the Universe UNIT 5: Convincing Narratives UNIT 6: Essay: Change Over Time; Debate: Culture and Collective Learning UNIT 7: Biography of a Little Big History Project; Essay: Were They Pushed or Did They Jump? UNIT 8: Little Big History Final Project; Debate: Has the Scientific Revolution Ended? UNIT 9: Essay: Impact of Population Growth; Debate: Is Change Accelerating? UNIT 10: Visions of the Future</p>
<p>SS.6.6. With teacher direction, develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. U2-3: Understand how to use claim testing to evaluate a claim or resource.</p>	<p>Claim Testing Worksheet UNIT 7: The Rise, Fall, and Collapse of Civilizations</p>
<p>Communicating and Critiquing Conclusions</p>	<p>CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats.</p>	<p>UNITS 1-10: Investigation UNIT 4: Revising Investigation Writing—Claim and Focus UNIT 5: Convincing Narratives UNIT 6: Essay: Change Over Time; Debate: Culture and Collective Learning UNIT 7: Biography of a Crop; Essay: Were They Pushed or Did They Jump? UNIT 8: Debate: Has the Scientific Revolution Ended? UNIT 9: Essay: Impact of Population Growth; Debate: Is Change Accelerating?</p>

<p>SS.6.7. With teacher direction, construct arguments using claims and evidence from multiple sources.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. U1-6: Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing. U4-8: Demonstrate an ability to construct an argument in writing. U5-5: Demonstrate using texts as evidence in historical writing. U6-7: Demonstrate using BHP concepts accurately in writing. U7-7: Use sentence starters to strengthen making an argument in writing. U8-5: Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p>UNITS 1-10: Investigation UNIT 2: Debate: Views of the Universe UNIT 4: Revising Investigation Writing—Claim and Focus UNIT 5: Convincing Narratives UNIT 6: Essay: Change Over Time; Debate: Culture and Collective Learning UNIT 7: Biography of a Crop; The Rise, Fall, and Collapse of Civilizations; Essay: Were They Pushed or Did They Jump? UNIT 8: Little Big History Final Project; Debate: Has the Scientific Revolution Ended? UNIT 9: Essay: Impact of Population Growth; Debate: Is Change Accelerating?</p>
<p>SS.6.8. With guided practice, construct responses to compelling questions supported by reasoning and evidence.</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats. U1-4: Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic. U1-6: Identify a thesis statement and how writing is structured, and evaluate both of those elements in writing.</p>	<p>UNITS 1-10: Investigation UNIT 2: Essay: Human History Compare and Contrast UNIT 6: Essay: Change Over Time UNIT 7: Essay: Were They Pushed or Did They Jump?; The Rise, Fall, and Collapse of Civilizations</p>
<p>SS.6.9. Present original arguments based on credible sources using a variety of media to authentic audiences.</p>	<p>CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one’s thinking, and present findings that are well-supported by scientific and historical evidence. CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats. U4-8: Demonstrate an ability to construct an argument in writing.</p>	<p>UNITS 1-10: Investigation UNIT 2: Debate: Views of the Universe UNIT 4: Biography of a Continent UNIT 6: Essay: Change Over Time; Debate: Culture and Collective Learning UNIT 7: Biography of a Crop; Essay: Were They Pushed or Did They Jump? UNIT 8: Little Big History Final Project; Debate: Has the Scientific Revolution Ended? UNIT 9: Essay: Impact of Population Growth; Debate: Is Change Accelerating? UNIT 10: Visions of the Future; The Future of Our Planet</p>

<p>SS.6.10. With teacher direction, analyze the disciplinary arguments of peers' for credibility.</p>	<p>CO5: Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. U2-3: Understand how to use claim testing to evaluate a claim or resource. U8-5: Use sentence starters to strengthen the use of texts as evidence in writing.</p>	<p>Peer Review Rubric UNIT 5: Revising Investigative Writing-Using Texts as Evidence; Convincing Narratives UNIT 6: Essay: Change Over Time</p>
<p>Taking Informed Action</p>	<p>CO7: Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.</p>	<p>UNIT 1: Visions of the Future UNIT 8: Benjamin Banneker Science in Adversity UNIT 9: And Then Gandhi Came: Nationalism, Revolution & Sovereignty; Forming the Concept of Nationalism; You Say You Want a Revolution?: Political Change on Both Sides of the Atlantic UNIT 10: Visions of the Future; The Future of Our Planet</p>
<p>SS.6.11. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.</p>	<p>CO7: Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. U3-7: Identify various types of causes and consequences, including short-term, long-term, and triggering events. U8-6: Analyze a complex historical event through the lens of causality.</p>	<p>UNIT 8: Benjamin Banneker Science in Adversity UNIT 9: And Then Gandhi Came: Nationalism, Revolution & Sovereignty; Forming the Concept of Nationalism; You Say You Want a Revolution?: Political Change on Both Sides of the Atlantic</p>
<p>SS.6.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.</p>	<p>CO7: Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative. U1-3: Understand how you fit into the Big History narrative, using the concepts of "thresholds" to frame your past, present, and future, as well as the history of the Universe.</p>	<p>UNIT 1: Visions of the Future UNIT 7: Best Lunch Ever (Part 1 & 2) UNIT 10: Visions of the Future; The Future of Our Planet</p>

Iowa Standards BHP Objectives Crosswalk
World Regions and Cultures

IOWA 6TH GRADE SOCIAL STUDIES STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT IOWA SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT IOWA SKILLS AND STANDARDS
Examine Factors that Led to Continuity and Change in Human and Group Behavior (Behavioral Sciences)	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.	UNIT 3: Little Big History of Silver UNIT 8: The First Silk Roads; Lost on the Silk Road; One Lump or Two? The Development of a Global Economy; China: The First Great Divergence UNIT 9: Africa: Slavery and Empire
SS.6.13. Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO7: Locate and understand how our own place, our community’s place, and humanity as a whole fit into and impact Big History’s narrative. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences.	UNIT 7: Early Civilizations Museum Project; Teotihuacan: City of Water, City of Fire; Comparing More Civilizations; Recordkeeping and History; We’re Not in Kansas Anymore: The Emergence of Early Cities
Recognize the Interaction Between Individuals and Various Groups (Behavioral Sciences)	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.	UNIT 9: Forming the Concept of Nationalism; You Say You Want a Revolution?: Change on Both Sides of the Atlantic; And Then Gandhi Came: Nationalism, Revolution & Sovereignty
SS.6.14. Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.	UNIT 9: Forming the Concept of Nationalism; You Say You Want a Revolution?: Change on Both Sides of the Atlantic; And Then Gandhi Came: Nationalism, Revolution & Sovereignty
Assess the Global Economy (Economics)	CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.	UNIT 9: Understanding the Global Depression; A Bird’s Eye View: Acceleration and Global Chaos in the Early Twentieth Century; Mapping the World: 1914, 1945, 1985, Today UNIT 10: Gapminder Card Sort

<p>SS.6.15. Distinguish how varying economic systems impact a nation and its citizens.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p>UNIT 7: Teotihuacan: City of Water, City of Fire UNIT 8: One Lump or Two? The Development of a Global Economy UNIT 9: Crash Course: The Industrial Revolution; The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt so Cheap?; Crash Course World History: Globalization I - The Upside</p>
<p>Create Geographic Representations (Geography)</p>	<p>CO7: Locate and understand how our own place, our community’s place, and humanity as a whole fit into and impact Big History’s narrative. U6-6: Show early human migration on a map.</p>	<p>UNIT 6: Human Migration Patterns; Human Migration: Mapping UNIT 8: Human Migration Patterns II UNIT 9: Mapping the World: 1914, 1945, 1985, Today</p>
<p>SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.</p>	<p>CO7: Locate and understand how our own place, our community’s place, and humanity as a whole fit into and impact Big History’s narrative. U6-6: Show early human migration on a map. U7-4: Describe how early civilizations formed and their key features. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations.</p>	<p>UNIT 1: What Happened on Easter Island?; Easter Island Mystery UNIT 6: Human Migration Patterns UNIT 7: Where and Why Did the First Cities and States Appear?; Comparing Civilizations; Early Civilizations Museum Project UNIT 8: Human Migration Patterns II; The Four World Zones; Comparing Maps UNIT 9: Mapping the World: 1914, 1945, 1985, Today</p>
<p>Evaluate Human Environment Interaction (Geography)</p>	<p>U7-4: Describe how early civilizations formed and their key features. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p>UNIT 6: Foraging UNIT 7: What’s For Dinner Tonight?; Where and Why Did the First Cities Appear?; East Asia UNIT 9: How Long Will Human Impacts Last? UNIT 10: Atmosphere and Climate</p>
<p>SS.6.17. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.</p>	<p>U7-4: Describe how early civilizations formed and their key features. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U8-3: Explain how networks of exchange accelerated collective learning and innovation. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p>UNIT 1: Easter Island Mystery; What Happened on Easter Island? UNIT 6: Foraging UNIT 7: What’s For Dinner Tonight?; Where and Why Did the First Cities Appear?; Mesoamerica; East Asia; Comparing More Civilizations; Early Civilizations Museum Project UNIT 8: China: The First Great Divergence UNIT 9: A Bird’s Eye View: Acceleration and Global Chaos in the Early Twentieth Century; Comparing Most Populous Cities by Century, 1500 To Present; Imperialism & Resistance Shape the Modern World; Mapping the World: 1914, 1945, 1985, Today</p>

<p>Analyze Human Population Movements and Patterns (Geography)</p>	<p>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.</p>	<p>UNIT 6: Human Migration Patterns; Human Migration: Mapping UNIT 8: Human Migration Patterns II UNIT 9: Graphing Population Growth; Comparing Most Populous Cities by Century, 1500 to Present</p>
<p>SS.6.18. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries.</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. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p>	<p>UNIT 8: Lost on the Silk Road; The First Silk Roads; A Little Big History of Horses; Systems of Exchange and Trade; Collective Learning (Part 3); A History of the Magnetic Compass; One Lump or Two? The Development of a Global Economy; Columbian Exchange Infographic</p>
<p>Analyze Global Interconnections (Geography)</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p>UNIT 9: CCWH: Globalization I - The Upside; You Say You Want a Revolution?: Changes on Both Sides of the Atlantic; CCWH: Imperialism; Imperialism and Resistance Shape a Modern World</p>
<p>SS.6.19. Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions.</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p>UNIT 9: Comparing Most Populous Cities by Century, 1500 To Present; Mapping the World: 1914, 1945, 1985, Today UNIT 10: Gapminder Card Sort</p>
<p>Analyze Change, Continuity, and Context (History)</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. U1-5: Learn to use timelines as a way to compare the scale of personal and historic events.</p>	<p>UNIT 2: Scale-Changing Views Timeline UNIT 8: The Columbian Exchange; The First Silk Roads; Causation: The Modern Revolution UNIT 9: Rights and Resistance Timeline; And Then Gandhi Came: Nationalism, Revolution & Sovereignty</p>
<p>SS.6.20. Analyze connections among historical events and developments in various geographic and cultural contexts.</p>	<p>CO1: Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. U1-5: Learn to use timelines as a way to compare the scale of personal and historic events.</p>	<p>UNIT 2: Scale-Changing Views Timeline UNIT 3: Scale-Timelines and Periodization UNIT 5: Scale- Evolution and Life Timeline UNIT 8: The Columbian Exchange; The First Silk Roads UNIT 9: Rights and Resistance Timeline</p>

<p>Compare Perspectives (History)</p>	<p>CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U2-2: Using evidence from texts and claim testing, explain why views of the Universe have changed over time and the roles that scientists played in shaping our understanding of the origin of the Universe.</p>	<p>UNIT 1: What Happened on Easter Island? UNIT 2: Scale-Changing Views Timeline; Debate: Views of the Universe; How Did Our View of the Universe Change? UNIT 5: Convincing Narratives UNIT 7: The Rise, Fall, and Collapse of Civilizations; Essay: Were they Pushed or Did they Jump?; Do Civilizations Collapse?</p>
<p>SS.6.21. Explain how and why perspectives of people have changed throughout different historical eras.</p>	<p>CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U2-2: Using evidence from texts and claim testing, explain why views of the Universe have changed over time and the roles that scientists played in shaping our understanding of the origin of the Universe. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.</p>	<p>UNIT 1: What Happened on Easter Island? UNIT 2: Scale-Changing Views Timeline; Debate: Views of the Universe; How Did Our View of the Universe Change? UNIT 5: Convincing Narratives UNIT 7: The Rise, Fall, and Collapse of Civilizations; Essay: Were they Pushed or Did they Jump?; Do Civilizations Collapse?</p>
<p>Justify Causation and Argumentation (History)</p>	<p>CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U8-6: Analyze a complex historical event through the lens of causality.</p>	<p>UNIT 2: Causation - Natural Disasters; UNIT 3: Causation - Star Formation Part 1; Causation - Star Formation Part 2 UNIT 4: Causation - Categorizing Causes UNIT 8: Causation - The Modern Revolution</p>
<p>SS.6.22. Explain multiple causes and effects of events and developments in the past.</p>	<p>CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U3-7: Identify various types of causes and consequences, including short-term, long-term, and triggering events. U4-7: Understand multiple causes and how to identify them. U8-6: Analyze a complex historical event through the lens of causality.</p>	<p>UNIT 2: Causation - Natural Disasters; UNIT 3: Causation - Star Formation Part 1; Causation - Star Formation Part 2 UNIT 4: Causation - Categorizing Causes UNIT 8: Causation - The Modern Revolution</p>
<p>Iowa History (History)</p>		

SS.6.23. Compare Iowa's geography, natural resources and climate to other regions of the world.		
Financial Literacy		
Develop Financial and Career Goals		
SS.6.24. Explain how personal financial decisions are influenced by an individual's interpretation of needs and wants. (21st century skills)		
Create a Saving and Spending Plan		
SS.6.25. Demonstrate how to allocate income for spending, saving and giving. (21st century skills)		
Analyze Credit and Debt Levels		
SS.6.26. Explain how debit cards differ from credit cards, gift cards, and savings accounts. (21st century skills)		
Evaluate Savings and Long Term Investments		
SS.6.27. Identify the advantages and disadvantages of various savings tools. (21st century skills)		
Measure Risk Management Tools		
SS.6.28. Describe how to protect one's identity from common threats. (21st century skills)		