



BHP AND WISCONSIN'S SOCIAL SCIENCE STANDARDS

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Wisconsin 6th Grade BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Wisconsin'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 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 that connect specifically to Wisconsin history and government. The accompanying crosswalk provides examples of the BHP materials that are aligned to Wisconsin's standards.

BHP and Wisconsin Social Science Standards

In Wisconsin's 6th grade World Cultures and Geography of the Western Hemisphere Standards, there is an emphasis on the development of ancient and medieval societies. Specifically, students will become well versed on topics concerning geography, history, civics, economics, and the behavioral sciences. The standards document states that Wisconsin students will explore "Historically marginalized groups; Human and civil rights; and Stewardship, sustainability, and civic responsibility". All of the expectations expressed within these statements are found throughout the BHP Course. For example, students will study how "historical context influenced the process or nature of the continuity or change that took place" (aligned to WI component **SS.Hist2.c.m**). Students will "explain how place-based identities can change places over time" (aligned to WI component **SS.Geo4.a.m**). Students will also "analyze how a person's local actions can have global consequences" (aligned to WI component **SS.BH3.a.m**). Moreover, students will "analyze the rights and responsibilities of citizens" (aligned to WI component **SS.PS2.b.m**). 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 claim testing, research and evaluation of sources, and communicating conclusions are met including the following: meeting the WI standards: "Develop a debatable and defensible claim based upon the analysis of sources (**SS.Inq3.a.m**); "Formulate open-ended question for further research within one of the social studies disciplines (**SS.Inq1.a.m**); and "Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand (**SS.Inq2.b.m**). 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 Wisconsin Standards for Social Studies 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 Wisconsin’s students to meet the vast majority of Wisconsin’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 Wisconsin’s middle school world history course.

Wisconsin Standards BHP Objectives Crosswalk
6th Grade Inquiry Practices

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
SOCIAL STUDIES INQUIRY PRACTICES AND PROCESSES		
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.		
SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.	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. U6-7: Demonstrate using BHP concepts accurately in writing.	UNIT 2: Who Knows What? UNITS 2-4,6 -7 & 10: What Do You Know? What Do You Ask? UNIT 6: Little Big History (LBH) - Choosing Your Focus UNIT 7: LBH Biography; LBH - Research Questions; LBH - Brainstorm Guide UNIT 8: LBH - Final Project
SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.	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. U6-7: Demonstrate using BHP concepts accurately in writing.	UNIT 2: Who Knows What? UNITS 2-4,6 -7 & 10: What Do You Know? What Do You Ask? UNIT 6: Little Big History (LBH) - Choosing Your Focus UNIT 7: LBH Biography; LBH - Research Questions; LBH - Brainstorm Guide UNIT 8: LBH - Final Project
Standard SS.Inq2: Wisconsin students will gather and evaluate sources.		
SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.	CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U3-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. U5-5: Demonstrate using texts as evidence in historical writing. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. 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.	UNITS 1-10: Investigation UNITS 2, 6, 8& 9: Debate UNIT 4: Biography of a Continent UNIT 5: Convincing Narratives UNITS 5, 7 & 10: PBL UNIT 6: Change Over Time Essay UNIT 7: Biography of a Crop; Biography of a Little Big History Project; The Rise, Fall, and Collapse of Civilizations; Essay - Were they Pushed or Did they Jump? UNIT 8: Little Big History Final Project UNIT 9: Impact of Population Growth Essay; This Threshold Today UNIT 10: Visions of the Future
SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.	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.	UNITS 2-6: Claim Testing UNIT 5: Convincing Narratives UNITS 5, 7 & 10: PBL UNIT 7: Biography of a Little Big History Project; The Rise, Fall, and Collapse of Civilizations; The Rise, Fall, and Collapse of Civilizations UNIT 9: Impact of Population Growth Essay
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.		

<p>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of 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. 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. U2-3: Understand how to use claim testing to evaluate a claim or resource. 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 UNITS 2, 6, 8 & 9: Debate UNIT 4: Revising Investigation Writing Claim and Focus UNIT 6: Change Over Time Essay UNIT 7: Biography of a Crop; The Rise, Fall, and Collapse of Civilizations; Essay - Were they Pushed or Did they Jump?; Revising Investigation Writing - Sentence Starters Part 1 UNIT 8: Little Big History Final Project; Revising Investigation Writing-Sentence Starters Part 2 UNIT 9: Impact of Population Growth Essay; Revising Investigation Writing-Sentence Starters Part 3 UNIT 10: Visions of the Future; The Future of Our Planet</p>
<p>SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U4-2: Use evidence to explain how the Earth and its atmosphere developed and changed over time. U3-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. U4-2: Use evidence to explain how the Earth and its atmosphere developed and changed over time. U5-4: Use evidence to explain adaptation and evolution, including Darwin’s theory of natural selection and DNA. U5-5: Demonstrate using texts as evidence in historical writing. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective.</p>	<p>UNITS 1-10: Investigation; DQ Notebook UNITS 2, 6, 8 & 9: Debate UNIT 5: Convincing Narratives UNIT 6: Change Over Time Essay 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 UNIT 9: Impact of Population Growth Essay UNIT 10: Visions of the Future</p>
<p>SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</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>UNIT 2: Analyzing Investigation Writing -Using Texts as Evidence UNITS 2-6: Claim Testing UNIT 4: Revising Investigative Writing - Using Texts as Evidence UNIT 5: Convincing Narratives UNIT 7: The Rise, Fall, and Collapse of Civilizations; Revising Investigation Writing-Sentence Starters Part 1 UNIT 8: Revising Investigation Writing - Sentence Starters Part 2 UNIT 9: Revising Investigation Writing - Sentence Starters Part 3</p>
<p>Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.</p>		

<p>SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</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 UNITS 2, 6, 8 & 9: Debate UNIT 2: Big Bang Infographic UNIT 4: Biography of a Continent UNITS 5, 7 & 10: PBL UNIT 6: Change Over Time Essay UNIT 7: Biography of a Crop; Essay - Were they Pushed or Did they Jump? UNIT 8: Little Big History Final Project UNIT 9: Impact of Population Growth Essay UNIT 10: Visions of the Future UNIT 10: The Future of Our Planet</p>
<p>SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others’ claims, taking into consideration potential bias.</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</p>	<p>UNIT 1: Analyzing Investigative Writing UNITS 1-10: Investigation UNIT 2: Analyzing Investigative Writing; What Did You Say Happened? UNITS 2-6: Claim Testing UNITS 2, 6, 8 & 9: Debate UNIT 4: Biography of a Continent UNIT 6: Change Over Time Essay UNIT 7: Revising Investigation Writing - Sentence Starters Part 1; Biography of a Crop; The Rise, Fall, and Collapse of Civilizations UNIT 8: Little Big History Final Project; Revising Investigation Writing - Sentence Starters Part 2 UNIT 9: Revising Investigation Writing - Sentence Starters Part 3</p>
<p>Standard SS.Inq5: Wisconsin students will be civically engaged.</p>		
<p>SS.Inq5.a.m Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</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. 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 concept 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 8: Little Big History Final Project UNIT 10: Visions of the Future UNIT 10: The Future of Our Planet</p>

Wisconsin Standards BHP Objectives Crosswalk

6th Grade Behavioral Sciences

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
BEHAVIORAL SCIENCES		
Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).		
<p>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-2: Identify the features 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. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p>UNIT 7: For Most People, Eating Bugs Is Only Natural UNIT 8: Ibn Battuta; Marco Polo; Brain Boost - H2; Human Migration Patterns II; When Humans Became Inhumane; One Lump or Two? The Development of a Global Economy UNIT 9: Smith, Marx, and Keynes; Aksum; The Ghana Empire; Benjamin Banneker Science in Adversity; Crisis & Conflict on the Global Stage; Archdukes, Cynicism, & World War I; World War II; And Then Gandhi Came: Nationalism, Revolution & Sovereign; Forming the Concept of Nationalism; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; Imperialism; Imperialism & Resistance Shape the Modern World</p>
<p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-2: Identify the features 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. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p>	<p>UNIT 7: The Origin of World Religions; Teotihuacan: City of Water, City of Fire UNIT 8: Ibn Battuta; Marco Polo; Human Migration Patterns II; When Humans Became Inhumane; Benjamin Banneker Science in Adversity UNIT 9: Crisis & Conflict on the Global Stage; Archdukes, Cynicism, & World War I; World War II; And Then Gandhi Came: Nationalism, Revolution & Sovereign; Forming the Concept of Nationalism; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; Imperialism; Imperialism & Resistance Shape the Modern World</p>
Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).		

<p>SS.BH2.a.m Summarize the role culture plays in personal and group behavior; Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p>	<p>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. U7-2: Identify the features 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. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks. U9-8: Analyze the causes, characteristics, and long-term consequences of WW I, the Great Depression and WW II.</p>	<p>UNIT 7: Uruk; Mesoamerica; Aksum; For Most People, Eating Bugs Is Only Natural; Teotihuacan: City of Water, City of Fire UNIT 8: Ibn Battuta; Marco Polo; Brain Boost - H2; Human Migration Patterns II; When Humans Became Inhumane; One Lump or Two? The Development of a Global Economy; Benjamin Banneker Science in Adversity; Investigation 8 UNIT 9: Crisis & Conflict on the Global Stage; Archdukes, Cynicism, & World War I; World War II; Propaganda and World War II; And Then Gandhi Came: Nationalism, Revolution & Sovereign; Democratic and Independent States Timeline; Forming the Concept of Nationalism; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; Imperialism; Imperialism & Resistance Shape the Modern World; Rights and Resistance Timeline</p>
<p>SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</p>	<p>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. 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. U8-3: Explain how new 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 7: Early Civilizations Museum Project; Teotihuacan: City of Water, City of Fire UNIT 8: The Modern Revolution; World Travelers; Ibn Battuta; Zheng He; Explorers Mini Project; Issues of Colonization Mini Project; The Columbian Exchange; Columbian Exchange Infographic; One Lump or Two? The Development of a Global Economy; The First Silk Roads; She Blinded Me with Science: Collective Learning and the Emergence of Modern Science; How Did the World Zones Connect? UNIT 9: Imperialism; Imperialism & Resistance Shape the Modern World</p>
<p>Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).</p>		

<p>SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p>	<p>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. 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. 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. U8-3: Explain how new 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. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks. U10-2: Identify important human end environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 2: Galileo Galilei; Nicolaus Copernicus; Isaac Newton; Henrietta Leavitt; Debate: Views of the Universe; Changing Views Timeline Worksheet UNIT 3: Dmitri Mendeleev; Marie Curie UNIT 4: Eratosthenes of Cyrene; Alfred Wegener & Harry Hess UNIT 5: Charles Darwin UNIT 6: Change Over Time Essay UNIT 8: The Modern Revolution; Why Early Globalization Matters; An Age of Adventure; Brain Boost - H2; When Humans Became Inhumane; Benjamin Banneker Science in Adversity; A History of the Magnetic Compass UNIT 9: Crisis & Conflict on the Global Stage; Archdukes, Cynicism, & World War I; World War II; And Then Gandhi Came: Nationalism, Revolution & Sovereign; Forming the Concept of Nationalism; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; Imperialism; Smith, Marx, and Keynes UNIT 10: Visions of the Future; Sylvester James Gates Jr. Biography; Henry Louis Gates, Jr.: Visions of the Future; Sanjayan: Visions of the Future</p>
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Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.

<p>SS.BH4.a. Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</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. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U8-3: Explain how new 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. U9-2: Understand the key features that define the Anthropocene. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 7: Where and Why Did the First Cities Appear?; We’re Not in Kansas Any More: The Emergence of Early Cities UNIT 9: Imperialism; Threshold 8: The Modern Revolution; Investigation 9; The Industrial Revolution; The Industrial Revolution: Fossil Fuels, Steam Power, and the Rise of Manufacturing; Archdukes, Cynicism, & World War I UNIT 10: Globalization II: Good or Bad; Atmosphere and Climate; Visions of the Future</p>
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Wisconsin Standards BHP Objectives Crosswalk

6th Grade Economics

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
ECONOMICS		
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.		
<p>SS.Econ1.a.m Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations; Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p>	<p>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. U7-3: Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers. U7-4: Describe how early civilizations formed and their key features. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U9-1: Describe accelerating global change and the factors that describe it. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U10-2: Identify important human end environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 7: Agrarian Civilizations: Introduction; Civilization Comparison Chart; The Origin of Agriculture in Africa; Do Civilizations Collapse? UNIT 8: 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 UNIT 9: Smith, Marx, and Keynes; Why is that T-Shirt So Cheap?; Crisis and Conflict on the Global Stage UNIT 10: Globalization II: Good or Bad</p>
<p>SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts & facts; use these in constructing explanations. CO6: Communicate arguments to a variety of audiences to support claims through analysis of substantive texts & topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, & other formats. U7-5: Understand what scholars from multiple disciplines know about agriculture & society and the information they can derive from them using an integrated perspective. U7-6: Describe how agrarian civilizations formed & analyze their key similarities & differences. U8-1: Analyze what propelled the expansion & interconnection of agrarian societies. U8-2: Investigate the implications of interconnected societies & regions by looking at spread of people, plants, animals, disease, goods, & ideas. U8-3: Explain how new networks of exchange accelerated collective learning & innovation. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited & threatened humanity.</p>	<p>UNIT 7: Where and Why Did the First Cities and States Appear?; Investigation 7 UNIT 8: Explorers Mini Project; The First Silk Roads; When Humans Became Inhumane UNIT 9: Crash Course: The Industrial Revolution; Smith, Marx, and Keynes UNIT 10: Globalization II: Good or Bad</p>
Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).		
<p>SS.Econ2.a.m Analyze the role of consumers and producers in product markets; Provide examples of how individuals and households are both consumers and producers.</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. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-3: Explain how new 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. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U10-2: Identify important human end environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 7: Aksum; Teotihuacan: City of Water, City of Fire UNIT 8: The Modern Revolution; Causes of the Modern Revolution; 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; Columbian Exchange Infographic UNIT 9: Crash Course: The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt So Cheap?; Crash Course World History: Globalization I - The Upside; Crisis and Conflict on the Global Stage; Imperialism and Resistance Shape a Modern World: 1850–1914 UNIT 10: Globalization II: Good or Bad</p>

<p>SS.Econ2.b.m Investigate the relationship between supply and demand; Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</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. 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. U7-5: Understand what scholars from multiple disciplines know about agriculture & civilization & the information they can derive from them using an integrated perspective. U7-6: Describe how agrarian civilizations formed and analyze their key similarities & differences. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-3: Explain how new networks of exchange accelerated collective learning & innovation. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism & commerce.</p>	<p>Unit 7: Early Civilizations Museum Project UNIT 8: The Modern Revolution; Causes of the Modern Revolution; China: The First Great Divergence; Brain Boost - H2; Investigating the Consequences of the Columbian Exchange; One Lump or Two? The Development of a Global Economy; Systems of Exchange and Trade; The First Silk Roads UNIT 9: Crash Course: The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt So Cheap?; Crash Course World History: Globalization I - The Upside; Crisis and Conflict on the Global Stage; Imperialism and Resistance Shape a Modern World: 1850–1914</p>
<p>SS.Econ2.c.m Categorize factors of production and how they are combined to make goods and deliver services; Evaluate how profits influence sellers in markets.</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. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-1: Describe accelerating global change and the factors that describe it.</p>	<p>UNIT 7: Teotihuacan: City of Water, City of Fire Unit 8: Personal Supply Chain; The Modern Revolution; Causes of the Modern Revolution; China: The First Great Divergence; Brain Boost - H2; Investigating the Consequences of the Columbian Exchange; When Humans Became Inhumane: The Atlantic Slave Trade; One Lump or Two? The Development of a Global Economy UNIT 9: Crash Course: The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt So Cheap?</p>
<p>Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).</p>		
<p>SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. U9-1: Describe accelerating global change and the factors that describe it.</p>	<p>UNIT 9: How Did Change Accelerate?; Why is that T-Shirt So Cheap?; A Bird's Eye View: Acceleration and Global Chaos in the Early Twentieth Century</p>
<p>SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account); Assess how interest rates influence borrowing and investing.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-3: Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p>UNIT 8: Jacqueline Howard Presents: The History of Money; Causes of the Modern Revolution; One Lump or Two? The Development of a Global Economy; The First Silk Roads</p>
<p>SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 9: Crisis and Conflict on the Global Stage; 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>
<p>Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (role of government).</p>		
<p>SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).</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. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. 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: Crash Course: The Modern Revolution; Causes of the Modern Revolution; Brain Boost - H2; Columbian Exchange Infographic; One Lump or Two? The Development of a Global Economy; A Curious Case: African Agrarianism; UNIT 9: Crash Course: The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt So Cheap?; Crash Course World History: Globalization I - The Upside</p>

<p>SS.Econ4.b.m Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy; Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 9: Smith, Marx, & Keynes; Crisis and Conflict on the Global Stage; Comparing Rights Documents</p>
<p>SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U8-6: Analyze a complex historical event through the lens of causality. U9-1: Describe accelerating global change and the factors that describe it.</p>	<p>Unit 8: One Lump or Two? The Development of a Global Economy UNIT 9: The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt So Cheap?; Crash Course World History: Globalization I - The Upside; You Say You Want a Revolution: Political Change on Both Sides of the Atlantic; Crisis and Conflict on the Global Stage</p>
<p>SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective.</p>	<p>The following activities can be adapted to focus on local/state policies or laws and their unintended costs and benefits: UNITS 2-4, 5-7, & 10: What Do You Know? What Do You Ask? UNITS 7 and 10: PBL</p>
<p>SS.Econ4.e.m Summarize the role of specialization on trade and cost of goods/services; Identify examples of U.S. exports and imports.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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. 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 8: Crash Course: The Modern Revolution; Causes of the Modern Revolution; Brain Boost - H2; Investigating the Consequences of the Columbian Exchange; Columbian Exchange Timeline UNIT 9: Crash Course: The Industrial Revolution; How Did Change Accelerate?; Why is that T-Shirt So Cheap?; Crash Course World History: Globalization I - The Upside; Personal Supply Chain</p>

Wisconsin Standards BHP Objectives Crosswalk
6th Grade Geography

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
GEOGRAPHY		
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.		
<p>SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?); Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</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. 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. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations.</p>	<p>UNIT 6: Human Migration Patterns UNIT 8: Human Migration Patterns II; Investigating the Consequences of The Columbian Exchange; Lost on the Silk Road; Comparing Maps; A History of the Magnetic Compass UNIT 10: Gapminder Card Sort</p>
<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</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. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U1-5: Learn to use timelines as a way to compare the scale of personal and historic events. 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. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U9-1: Describe accelerating global change and the factors that describe it.</p>	<p>UNIT 6: Human Migration Patterns UNIT 7: Comparing Civilizations UNIT 8: An Age of Adventure; Human Migration Patterns II; Investigating the Consequences of The Columbian Exchange; Columbian Exchange Timeline; Lost on the Silk Road; Investigation 8; Comparing Maps; A History of the Magnetic Compass UNIT 9: Understanding the Global Depression; 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 UNIT 10: Gapminder Card Sort</p>
<p>SS.Geog1.c.m Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones; Compare mental maps shaped by individual perceptions of people, places, regions, and environments.</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. 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. 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 6: Human Migration Patterns UNIT 7: Early Civilizations Museum Project UNIT 8: Human Migration Patterns II; Columbian Exchange Infographic; Comparing Maps UNIT 10: Gapminder Card Sort</p>
Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.		

<p>SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world; Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).</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. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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. 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. 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. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 1: Easter Island Mystery UNIT 6: Why Human Ancestry Matters UNIT 7: Where And Why Did the First Cities Appear?; Agrarian Civilizations; Uruk; Jericho; The Ghana Empire; Crash Course: Migrations & Intensifications; Essay – Were They Pushed Or Did They Jump?; Transition to Agriculture; Teotihuacan: City of Water, City of Fire; PBL UNIT 8: The Modern Revolution; Why Early Globalization Matters; China: The First Great Divergence; Brain Boost-H2; Investigating the Consequences of The Columbian Exchange; When Humans Became Inhumane; One Lump or Two? The Development of a Global Economy; The First Silk Roads; How Did the World Zones Connect? UNIT 9: Crisis & Conflict on the Global Stage; Archdukes, Cynicism, & World War I; World War II; Mapping the World: 1914, 1945, 1985, Today; A Bird’s Eye View: Acceleration and Global Chaos in the Early Twentieth Century; Comparing Most Populous Cities by Century, 1500 To Present; Imperialism; Imperialism & Resistance Shape the Modern World; Investigation 9; Anthropocene Africa: Out of Every Crisis, an Opportunity; The Impact of Population Growth Essay UNIT 10: Globalization II: Good or Bad</p>
<p>SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</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. 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. 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. 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. 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 6: How Did the First Humans Live?; Human Migration Patterns; Why Human Ancestry Matters; Human Migration Patterns UNIT 7: Agrarian Civilizations; Uruk UNIT 8: China: The First Great Divergence; Human Migration Patterns II; One Lump or Two? The Development of a Global Economy UNIT 9: Globalization I: The Upside; Impacts of Interconnection UNIT 10: What Do You Know? What Do You Ask?</p>
<p>SS.Geog2.c.m Use regions in the world to analyze the role of population shifts in why places change over time; Evaluate the impact of migration on the place of origin and the place of settlement.</p>	<p>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. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. 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. 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. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 1: Easter Island Mystery UNIT 7: Where and Why Did the First Cities Appear?; Agrarian Civilizations; Jericho; Teotihuacan: City of Water, City of Fire; PBL UNIT 8: The Modern Revolution; China: The First Great Divergence; Brain Boost-H2; When Humans Became Inhumane; One Lump or Two? The Development of a Global Economy UNIT 9: Comparing Most Populous Cities by Century, 1500 To Present; Anthropocene Africa: Out of Every Crisis, an Opportunity</p>

<p>SS.Geog2.d.m Investigate the impact of rural decline and the growth of cities on a place; Analyze patterns of urbanization around the world.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U7-2: Identify the features of agrarian civilizations. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. U10-2: Identify important human end environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 7: Where And Why Did the First Cities Appear? UNIT 8: A Curious Case: African Agrarianism UNIT 9: The Industrial Revolution; How Did Change Accelerate?; The Anthropocene; The Anthropocene and the Near Future: CCBH; Globalization I: The Upside: CCWH; Investigation 9; Anthropocene Africa: Out of Every Crisis, an Opportunity; Comparing Most Populous Cities by Century, 1500 to the Present UNIT 10: What Do You Know? What Do You Ask?; Globalization II: Good or Bad</p>
<p>Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.</p>		
<p>SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U6-8: Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another. U7-4: Describe how early civilizations formed and their key features. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. 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. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 7: Why Was Agriculture So Important?; Where And Why Did the First Cities Appear?; Agrarian Civilizations; Uruk; Mesoamerica; East Asia; The Ghana Empire; Essay – Were They Pushed Or Did They Jump? UNIT 8: China: The First Great Divergence; Brain Boost-H2; One Lump or Two? The Development of a Global Economy UNIT 9: The Anthropocene; The Industrial Revolution; Comparing Most Populous Cities, 1500 to the Present; Globalization I: The Upside UNIT 10: What Do You Know? What Do You Ask?</p>
<p>SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world; Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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. 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. U8-3: Explain how new 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. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 6: Human Migration Patterns UNIT 7: Uruk; Mesoamerica; Jericho; Greco-Roman; Aksum; The Ghana Empire; Teotihuacan: City of Water, City of Fire UNIT 8: The Modern Revolution; Why Early Globalization Matters; Brain Boost - H2; Investigating the Consequences of The Columbian Exchange; Columbian Exchange Infographic UNIT 9: How Was the Modern World Created?; Why Is That T-shirt So Cheap?; Globalization I - The Upside: CCWH; What Role Did Industrialism Play in Creating the Modern World; Imperialism; Anthropocene Africa: Out of Every Crisis, an Opportunity UNIT 10: What Do You Know? What Do You Ask?</p>
<p>Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.</p>		

<p>SS.Geog4.a.m Explain how place-based identities can change places over time; Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place; Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p>	<p>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. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective. 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 new 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. U8-6: Analyze a complex historical event through the lens of causality. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 7: Where and Why Did the First Cities Appear?; Uruk; Greco-Roman; Aksum; The Ghana Empire; The Origin of Agriculture in Africa; Brain Boost - H2; Issues of Colonization Mini Project; The Columbian Exchange UNIT 8: One Lump or Two? The Development of a Global Economy UNIT 9: Crisis & Conflict on the Global Stage; And Then Gandhi Came: Nationalism, Revolution & Sovereign; Imperialism; Globalization I: The Upside; The Industrial Revolution: Fossil Fuels, Steam Power, and the Rise of Manufacturing UNIT 10: What Do You Know? What Do You Ask?; Visions of the Future</p>
<p>Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.</p>		
<p>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</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. U8-2: Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. U8-3: Explain how new 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. U9-2: Understand the key features that define the Anthropocene. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 7: Where and Why Did the First Cities Appear?; We're Not in Kansas Any More: The Emergence of Early Cities UNIT 9: Imperialism; Investigation 9; The Anthropocene; The Industrial Revolution; The Industrial Revolution: Fossil Fuels, Steam Power, and the Rise of Manufacturing; Threshold 8: The Modern Revolution; Benefits of Renewable Energy Use UNIT 10: Globalization II: Good or Bad; Atmosphere and Climate; Visions of the Future; Complexity and the Future</p>
<p>SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups; Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. 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. U8-3: Explain how new 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. U9-4: Explain the changes in the use, distribution, and importance of natural resources on human life. U9-7: Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce.</p>	<p>UNIT 7: East Asia; Aksum; The Ghana Empire UNIT 8: The Modern Revolution; Brain Boost-H2; The Columbian Exchange; Investigating the Consequences of The Columbian Exchange; The First Silk Roads UNIT 9: Imperialism; Imperialism & Resistance Shape the Modern World; The Industrial Revolution; The Industrial Revolution: Fossil Fuels, Steam Power, and the Rise of Manufacturing; Humans and Energy: CCWH; Benefits of Renewable Energy Use; Comparing the Costs of Renewable and Conventional Energy Sources; Running on Renewable Energy UNIT 10: Visions of the Future</p>

Wisconsin Standards BHP Objectives Crosswalk

6th Grade History

WISCONSIN STANDARDS AND PERFORMANCE INDICATORS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
HISTORY		
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.		
<p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, & evaluate the history of the Universe and Universal change. CO8: Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. 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. 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. U3-5: Understand what scholars from multiple disciplines know about a topic & the questions they can ask to gain an understanding of the topic from an integrated perspective. U4-6: Understand how geologists can work with scientists and historians from other disciplines to form a deeper understanding of the history of the Earth. U6-5: Understand what scholars from multiple disciplines know about a topic & the questions they can ask to gain an understanding of the topic from an integrated perspective. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization & the information they can derive from them using an integrated perspective.</p>	<p>UNIT 2: Debate: Views of The Universe; Human History - Compare and Contrast Essay UNIT 6: Culture and Collective Learning Debate; Change Over Time Essay UNIT 7: Agrarian Civilizations; Early Civilizations Museum Project; The Rise, Fall, And Collapse of Civilizations; PBL UNIT 8: Explorers Mini Project; Issues of Colonization Mini Project UNIT 9: Understanding the Causes of World War I; Forming the Concept of Nationalism; Rights and Resistance Timeline; Investigation 9; The Industrial Revolution; Debate: Collaboration or Competition in Space; Debate: Is Change Accelerating?; The Impact of Population Growth Essay; Elsewhere’s Energy UNIT 10: PBL; Visions of the Future; Investigation 10</p>
<p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO8: Engage in historical analysis using the theories & practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. U3-5: Understand what scholars from multiple disciplines know about a topic & the questions they can ask to gain an understanding of the topic from an integrated perspective. U4-6: Understand how geologists can work with scientists & historians from other disciplines to form a deeper understanding of the history of the Earth. U6-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. U7-5: Understand what scholars from multiple disciplines know about agriculture and civilization & the information they can derive from them using an integrated perspective.</p>	<p>UNIT 2: Debate: Views of The Universe; Human History - Compare and Contrast Essay UNIT 6: Culture and Collective Learning Debate; Change Over Time Essay UNIT 7: Essay - Were They Pushed or Did They Jump?; PBL UNIT 8: Explorers Mini Project; Issues of Colonization Mini Project UNIT 9: Rights and Resistance Timeline; Investigation 9; The Industrial Revolution; Debate: Collaboration or Competition in Space; Debate: Is Change Accelerating?; The Impact of Population Growth Essay; Elsewhere’s Energy UNIT 10: PBL; Visions of the Future; Investigation 10</p>
Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.		

<p>SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.</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. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U1-1: Define thresholds of increasing complexity, origin stories, and scale. U1-3: Understand how you fit into the Big History narrative, using the concept of “thresholds” to frame your past, present, and future as well as the history of the Universe. U1-5: Learn to use timelines as a way to compare the scale of personal and historic events. U3-6: Understand how to use and apply the concept of periodization. U10-1: Explain the Big History story and its defining features and patterns.</p>	<p>UNIT 1: Big History on A Football Field Worksheet ; Scale of Human History on A String; Timelines and Scale UNIT 3: Timelines and Periodization UNIT 7: The Origin of Agriculture in Africa; The First Silk Roads; A Curious Case: African Agrarianism UNIT9: Africa: Slavery and Empire UNIT 10: What Do You Know? What Do You Ask?</p>
<p>SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.</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. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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 knowledge of the origin of the Universe. U4-2: Use evidence to explain how the Earth and its atmosphere developed and changed over time. U5-3: Describe the major events in the development of life on Earth and explain what is meant by the term biosphere. U6-1: Describe human evolution, using evidence and connection to other species of mammals. U6-6: Show early human migration on a map. U8-1: Analyze what propelled the expansion and interconnection of agrarian civilizations. U8-3: Explain how new networks of exchange accelerated collective learning and innovation. U9-1: Describe accelerating global change and the factors that describe it. U9-3: Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity. U10-1: Explain the Big History story and its defining features and patterns.</p>	<p>UNIT 2: Timeline: The Big Bang; Changing Views Timeline Worksheet UNIT 4: The Early Atmosphere UNIT 5: Timeline: Life; Mini-Thresholds of Life? UNIT 6: Human Evolution; Human Migration Patterns UNIT 7: Where And Why Did The First Cities Appear?; Agrarian Civilizations; Uruk; Mesoamerica; Greco-Roman; Aksum; The Ghana Empire; The Origin of Agriculture In Africa; Essay – Were They Pushed or Did They Jump?; Timekeeping UNIT 8: Why Did Civilization Expand?; The Modern Revolution; China: The First Great Divergence; Brain Boost-H2; The Columbian Exchange; Investigating the Consequences of The Columbian Exchange; When Humans Became Inhumane; Columbian Exchange Infographic; Jacqueline Howard Presents: The History of Money; One Lump or Two? The Development of a Global Economy; Systems of Exchange and Trade; The First Silk Roads; She Blinded Me with Science: Collective Learning and the Emergence of Modern Science UNIT 9: Crisis & Conflict on the Global Stage; Archdukes, Cynicism, & World War I; World War II; A Bird’s Eye View: Acceleration and Global Chaos in the Early Twentieth Century; Comparing Most Populous Cities by Century, 1500 To Present; And Then Gandhi Came: Nationalism, Revolution & Sovereignty; Declaration of Rights Reading List; Democratic and Independent States Timeline; Forming the Concept of Nationalism; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; Imperialism; Imperialism & Resistance Shape the Modern World; Rights and Resistance Timeline; The Industrial Revolution: Fossil Fuels, Steam Power, and the Rise of Manufacturing UNIT 10: Globalization II: Good or Bad</p>
<p>SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.</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. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U2-4: Locate Ptolemy, Copernicus, Galileo, Newton, and Hubble on a timeline and explain what each added to our collective understanding of the structure of the Universe. 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. U5-1: Describe the conditions that made it possible for life to emerge on Earth. U5-4: Use evidence to explain adaptation and evolution, including Darwin’s theory of natural selection and DNA. U7-4: Describe how early civilizations formed and their key features. U7-6: Describe how agrarian civilizations formed and analyze their key similarities and differences. U8-1: Analyze what propelled the expansion and interconnection of agrarian societies. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U8-6: Analyze a complex historical event through the lens of causality. U9-2: Understand the key features that define the Anthropocene. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks. U9-7: Analyze the causes, characteristics, and long-term consequences of WW I, the Depression and WW II.</p>	<p>UNIT 2: Changing Views Timeline Worksheet UNIT 3: Understanding Causes and Consequences Part 1 UNIT 5: How Did Life Begin and Change?; Charles Darwin; Evolution and Life Timeline UNIT 7: The Origin of Agriculture in Africa; Teotihuacan: City of Water, City of Fire UNIT 8: The Modern Revolution; China: The First Great Divergence; Brain Boost-H2; The Columbian Exchange; Investigating the Consequences of The Columbian Exchange; When Humans Became Inhumane; Columbian Exchange Infographic; Jacqueline Howard Presents: The History of Money; One Lump or Two? The Development of a Global Economy; Systems of Exchange and Trade; The First Silk Roads; She Blinded Me with Science: Collective Learning and the Emergence of Modern Science UNIT 9: Crisis & Conflict on the Global Stage; Archdukes, Cynicism, & World War I; World War II; A Bird’s Eye View: Acceleration and Global Chaos in the Early Twentieth Century; Comparing Most Populous Cities by Century, 1500 To Present; And Then Gandhi Came: Nationalism, Revolution & Sovereign; Declaration of Rights Reading List; Democratic and Independent States Timeline; Forming the Concept of Nationalism; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; Imperialism; Imperialism & Resistance Shape the Modern World; Rights and Resistance Timeline; The Industrial Revolution: Fossil Fuels, Steam Power, and the Rise of Manufacturing; Energy Through Time UNIT 10: Globalization II: Good or Bad</p>

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

SS.Hist3.a.m Compare events from United States or world history to a current issue or event.

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. **CO3:** Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. **U1-3:** Understand how you fit into the Big History narrative, using the concept of “thresholds” to frame your past, present, and future as well as the history of the Universe. **U1-5:** Learn to use timelines as a way to compare the scale of personal and historic events. **U8-4:** Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. **U9-6:** Analyze the causes and consequences of major revolutions in global political, economic, and social networks. **U10-2:** Identify important human and environmental issues that affect the future of our species and the biosphere.

UNIT 1: Scale of Human History on A String; Big History on A Football Field Worksheet
UNIT 7: PBL **UNIT 8:** Columbian Exchange Infographic **UNIT 9:** Democratic and Independent States Timeline; Imperialism; Investigation 9; The Industrial Revolution; The Industrial Revolution: Fossil Fuels, Steam Power, and the Rise of Manufacturing; Debate: Is Change Accelerating?; Change Over Time Essay; Energy Through Time; How Long Will Human Impacts Last? **UNIT 10:** PBL; What Do You Know? What Do You Ask?; Natural Disasters; Visions of the Future; Investigation 10

SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.

CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. **CO3:** Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. **CO8:** Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. **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. **U3-5:** Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. **U6-5:** Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective. **U8-6:** Analyze a complex historical event through the lens of causality. **U9-1:** Describe Accelerating Global Change and the Factors That Describe It. **U10-2:** Identify important human and environmental issues that affect the future of our species and the biosphere.

UNIT 7: PBL **UNIT 8:** Debate: Has the Scientific Revolution Ended? **UNIT 9:** Investigation 9; The Industrial Revolution; Debate: Is Change Accelerating?; How Would You Periodize Human History?; Change Over Time Essay **UNIT 10:** PBL; What Do You Know? What Do You Ask?; Natural Disasters; Visions of the Future; Investigation 10

SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.

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. **CO3:** Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. **U1-3:** Understand how you fit into the Big History narrative, using the concept of “thresholds” to frame your past, present, and future as well as the history of the Universe. **U8-4:** Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. **U9-4:** Explain the changes in the use, distribution, and importance of natural resources on human life. **U10-1:** Explain the Big History story and its defining features and patterns. **U10-2:** Identify important human and environmental issues that affect the future of our species and the biosphere.

UNIT 7: PBL **UNIT 8:** Debate: Has the Scientific Revolution Ended? **UNIT 9:** The Industrial Revolution; Debate: Is Change Accelerating? How Would You Periodize Human History?; How Long Will Human Impacts Last? **UNIT 10:** PBL; What Do You Know? What Do You Ask?; Natural Disasters; Visions of the Future; Investigation 10

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author’s point of view (Historical Methodology).

<p>SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.</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. U1-3: Understand how to use claim testing to evaluate a claim or resource.</p>	<p>UNITS 1-10: Investigation UNIT 10: What Do You Know? What Do You Ask?</p>
<p>SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.</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. U1-3: Understand how to use claim testing to evaluate a claim or resource.</p>	<p>UNITS 2-4, 6-7, & 10: What Do You Know? What Do You Ask? UNITS 2-4, 7 & 8: This Threshold Today</p>
<p>SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.</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. U1-3: Understand how to use claim testing to evaluate a claim or resource.</p>	<p>UNIT 8: Marco Polo; Ibn Battuta; Zheng He; Explorers Mini Project UNITS 2-4, 6-7, & 10: What Do You Know? What Do You Ask? UNITS 2-4, 7 & 8: This Threshold Today</p>
<p>SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.</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. U1-3: Understand how to use claim testing to evaluate a claim or resource.</p>	<p>UNIT 8: Marco Polo; Ibn Battuta; Zheng He; Explorers Mini Project UNITS 2-4, 6-7, & 10: What Do You Know? What Do You Ask? UNITS 2-4, 7 & 8: This Threshold Today</p>

Wisconsin Standards BHP Objectives Crosswalk

6th Grade Political Science

WISCONSIN STANDARDS FOR SOCIAL STUDIES	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT WISCONSIN SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT WISCONSIN SKILLS AND STANDARDS
POLITICAL SCIENCE		
Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.		
<p>SS.PS1.a.m Investigate the components of responsible citizenship; Summarize the importance of rule of law</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. 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.</p>	<p>UNIT 9: Declaration of Rights Reading List; Democratic and Independent States Timeline; Threshold 8: The Modern Revolution; How Would You Periodize Human History?; Comparing Rights Documents</p>
<p>SS.PS1.b.m Hypothesize and defend why a specific historically significant person’s contribution to the development of the political culture of the United States was important; Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time; Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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. 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. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 9: Declaration of Rights Reading List (<i>excerpts from the Wisconsin Constitution could be added to this collection</i>); Comparing Rights Documents (<i>same here as above regarding specific WI docs</i>); Democratic and Independent States Timeline; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; How Would You Periodize Human History?</p>
Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.		
<p>SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights; Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments; Predict how collective action movements work to extend equal rights to groups and individuals.</p>	<p>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. U8-6: Analyze a complex historical event through the lens of causality. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks. U10-2: Identify important human end environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 8: Benjamin Baneker Science in Adversity UNIT 9: And Then Gandhi Came: Nationalism, Revolution & Sovereignty; Declaration of Rights Reading List; Comparing Rights Documents; Forming the Concept of Nationalism; And Then Gandhi Came: Nationalism, Revolution & Sovereign; Threshold 8: The Modern Revolution; How Would You Periodize Human History? UNIT 10: What Do You Know? What Do You Ask?; Visions of the Future</p>

<p>SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws); Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).</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. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p>	<p>UNIT 7: We're Not in Kansas Anymore: The Emergence of Early Cities UNIT 9: Crisis & Conflict on the Global Stage; And Then Gandhi Came: Nationalism, Revolution & Sovereignty; Declaration of Rights Reading List; Democratic and Independent States Timeline; Forming the Concept of Nationalism; You Say You Want A Revolution: Political Change on Both Sides of the Atlantic; Imperialism; Imperialism & Resistance Shape the Modern World; Rights and Resistance Timeline; Threshold 8: The Modern Revolution; How Would You Periodize Human History? UNIT 10: Globalization II: Good or Bad</p>
<p>SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide; Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</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. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. U1-1: Define thresholds of increasing complexity, origin stories, and scale. U8-4: Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks. U9-6: Analyze the causes and consequences of major revolutions in global political, economic, and social networks. U10-2: Identify important human end environmental issues that affect the future of our species and the biosphere.</p>	<p>UNIT 8: When Humans Became Inhumane UNIT 9: World War II: CCWH; 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; Imperialism; Imperialism & Resistance Shape the Modern World; Rights and Resistance Timeline; Threshold 8: The Modern Revolution; How Would You Periodize Human History?; Africa: Slavery and Empire UNIT 10: What Do You Know? What Do You Ask?; Visions of the Future</p>
<p>Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.</p>		
<p>SS.PS3.a.m Assess voter participation in elections; Explain their role in government at the local, state, tribal, and federal levels.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p>UNIT 9: Threshold 8: The Modern Revolution; How Would You Periodize Human History? UNIT 10: What Do You Know? What Do You Ask?</p>
<p>SS.PS3.b.m Analyze the role of various types of media in elections and functions of government; Analyze how elections and political parties in the United States connect the people to government; Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).</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: Crisis & Conflict on the Global Stage; Propaganda and World War II; Threshold 8: The Modern Revolution; How Would You Periodize Human History? UNIT 10: What Do You Know? What Do You Ask?</p>
<p>SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p>UNIT 9: Declaration of Rights Reading List; Comparing Rights Documents; Imperialism; Threshold 8: The Modern Revolution; How Would You Periodize Human History?</p>
<p>SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 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>UNIT 8: Investigation 8 UNIT 9: Crisis & Conflict on the Global Stage; Threshold 8: The Modern Revolution; How Would You Periodize Human History?; Benefits of Renewable Energy Use UNIT 10: What Do You Know? What Do You Ask?; Visions of the Future</p>
<p>Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.</p>		

<p>SS.PS4.a.m Assemble an argument utilizing multiple sources of information.</p>	<p>CO2: Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. CO4: Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence. 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. 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. U6-5 and U7-5: Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective.</p>	<p>UNITS 1-10: Investigation UNIT 2: Debate: Views of The Universe UNIT 6: Culture and Collective Learning Debate; Change Over Time Essay UNIT 7: Early Civilizations Museum Project; PBL UNIT 8: Little Big History Final Project; Debate: Has the Scientific Revolution Ended? UNIT 9: Debate: Is Change Accelerating?; Debate: Collaboration or Competition in Space UNIT 10: PBL; Visions of the Future</p>
<p>SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).</p>	<p>CO3: Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p>	<p>UNIT 9: Crisis & Conflict on the Global Stage; Declaration of Rights Reading List; Democratic and Independent States Timeline; How Would You Periodize Human History?; The Impact of Population Growth Essay UNIT 10: What Do You Know? What Do You Ask?</p>