

## **FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

### **Individuals and Societies 6 - MYP**

**Date:** February 2016

**Proposed Grade Level(s):** Grade 6

**Grading:** A-F and (1-7 MYP)

**Prerequisite:** 6<sup>th</sup> Grade Standing

**Course Length:** One Year

**Subject Area/Credits:** Social Science

**Credits:** N/A

**Articulation Units:** N/A

**Specialized Program:** MYP/IB

**Intent to Pursue College Prep Status through the UC System:** N/A

#### **COURSE DESCRIPTION:**

In Individuals and Societies 6 students learn about people and events ushered in the dawn of major Western and non-western civilizations. Included are the early societies of Ancient Mesopotamia, Egypt, China, India, Greece, Rome, and the Mayans of Meso-America. In studying the ancient world, students will come to appreciate the special significance of geographic place in the development of the human story. They will acquire a sense of the everyday life of the people, their problems, and accomplishments. The relationships of developing social, economic, religious, and political structures of individual societies will be explored. Emphasis will be placed on historical research in order to develop students' critical thinking skills and analysis. This course is based on California Content Standards for 6th Grade Social Studies and is the individual and societies grade 6 course for the International Baccalaureate Middle Years Programme.

#### **GENERAL GOALS/ESSENTIAL QUESTIONS:**

Individuals and Societies 6 aims to encourage and enable students to:

- Appreciate human and environmental commonalities and diversity.
- Understand the interactions and interdependence of individuals, societies and the environment.
- Understand how both environmental and human systems operate and evolve.
- Identify and develop concern for the well-being of human communities and the natural environment.
- Act as responsible citizens of local and global communities.
- Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live. (From *Individuals and Societies Guide*).

#### **Essential Questions:**

1. How do we define *history*?
2. Identify the elements that make up culture.
3. How did geography affect the development of civilizations?

#### **CCSS READING COMPONENT:**

The Common Core State Standards (CCSS) for reading are equally divided between literary and informational texts. The reading strand asks students to move beyond reading comprehension and analyze both literary and informational texts for content, stylistic technique, and organizational structure.

The units of instruction created develop critical thinking, close reading skills and awareness of writing structure.

The CCSS explicitly emphasize the examination of key reading concepts like determining central ideas or themes of a text and analyzing the structure of texts.

The learning activities within this course provide multiple opportunities for students to conduct a comparative analysis of texts to examine integrated knowledge and ideas, organizational structure, theme, and authors' developments of style.

### **CCSS WRITING COMPONENT:**

This course incorporates writing that engages students with written and oral activities specifically geared toward middle and high school learners. The writing activities within this course will provide students with multiple opportunities to practice and fine-tune the expectations outlined in the writing strand of the CCSS.

### **CCSS SPEAKING AND LISTENING COMPONENT:**

The communication strand of the CCSS outlines the oral literacy and technology skills pertinent to success in the 21<sup>st</sup> century. This course will provide students with scaffolded opportunities designed to develop students' ability to speak, listen, and collaborate with others (as they make meaning from, create, and present texts) in a variety of media.

### **CTE INDUSTRY SECTOR/PATHWAY/STANDARDS:**

Not applicable

### **CCSS LANGUAGE COMPONENT:**

This course supports the CCSS for the use of language, conventions, vocabulary acquisition and use. The course ensures that students' grammar and vocabulary use in English are developed through strategic reading and writing practices so that new concepts learned can be employed when students engage in writing and speaking tasks that are based on collaborative learning.

### **DETAILED UNITS OF INSTRUCTION:**

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP).

IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Unit Title	IB MYP Global Context	Inquiry Questions	Additional Details
Be a Historian	Orientation in space and time	<ul style="list-style-type: none"> <li>• What processes do historians use to connect to cultures?</li> <li>• How do historians gain knowledge?</li> <li>• To what extent do we need to study history in terms of time, place and space?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a “History Tool Box” to learn to be an investigator of history</li> <li>• Explore the value of primary and secondary resources</li> </ul>
Austra Huh?	Identities and relationships	<ul style="list-style-type: none"> <li>• How did prehistoric people adapt/develop over time?</li> <li>• How did global climate change affect the migration and evolution of early people?</li> <li>• To what extent do the innovations of prehistoric peoples have an effect on people today?</li> </ul>	<ul style="list-style-type: none"> <li>• Hominids and their society developed over time with their tools</li> <li>• Timelines will trace changes</li> </ul>
Mesa What?	Scientific and technical innovation	<ul style="list-style-type: none"> <li>• What are some of the characteristics of the first culture (civilization)?</li> <li>• How did the resources of the Fertile Crescent help Mesopotamia grow and excel?</li> <li>• To what extent have the changes the Sumerians made and created impact us today?</li> </ul>	<ul style="list-style-type: none"> <li>• Seeing a connection to the rivers and how they influenced nomads to settle as farmers</li> <li>• The effects of inventions, like canals, plows, the wheel and writing</li> </ul>
Pharaohs, Pyramids, and Make-Up, Oh My!	Identities and relationships	<ul style="list-style-type: none"> <li>• What are some cultural traditions and influences we still see today that come from the Ancient Egyptians?</li> <li>• How did social class</li> </ul>	<ul style="list-style-type: none"> <li>• Making connections to culture using 3-D modeling, dioramas, foldables, etc.</li> <li>• Changing social classes</li> </ul>

		<p>and identity affect the daily life of an Egyptian?</p> <ul style="list-style-type: none"> <li>• From your perspective, was it better to be a slave or a servant in Ancient Egypt? Why?</li> </ul>	
Ancient Greece: Alive and Well!	Scientific and technical innovation	<ul style="list-style-type: none"> <li>• What famous philosophers of ancient Greece are still revered today for their knowledge?</li> <li>• How have the arts been influenced by the value placed upon art and its creation during this time?</li> <li>• To what extent is ancient Greece living today through our day-to-day systems?</li> </ul>	<ul style="list-style-type: none"> <li>• Art reflecting culture</li> <li>• Importance of questioning</li> <li>• Role of government</li> </ul>
Traveling Back in Time	Personal and cultural expression	<ul style="list-style-type: none"> <li>• What developments did this early civilization bring to the world?</li> <li>• How important was it that this civilization was settled in a river valley to its identity and growth as a culture?</li> <li>• To what extent did this community influence spiritual traditions and/or religious growth globally?</li> </ul>	<ul style="list-style-type: none"> <li>• Global influences of Ancient India and China</li> </ul>

### **TEXTBOOKS AND RESOURCES MATERIALS:**

- Burstein, Stanley Mayer. and Richard Shek. *Holt Ancient Civilizations*. Orlando, FL: Holt, Rinehart and Winston, 2006.

## **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

### **Reading Anchor Standards**

#### **Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

#### **Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### **Integration of Knowledge of Ideas**

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic; Range of Reading and Level of Text Complexity.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### **Writing Anchor Standards**

#### **Text Types and Purposes**

1. Write arguments focused on discipline-specific content.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

### **Production and distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and audience.

### **Research to build and Present Knowledge**

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis reflection, and research.

### **Range of Writing**

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **California State History-Social Science Standards**

### **6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.**

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

### **6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.**

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
4. Know the significance of Hammurabi's Code.
5. Discuss the main features of Egyptian art and architecture.
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.

### **6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.**

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

### **6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.**

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).
3. State the key differences between Athenian, or direct, democracy and representative democracy.
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.
5. Outline the founding, expansion, and political organization of the Persian Empire.
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, and Thucydides).

### **6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.**

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

2. Discuss the significance of the Aryan invasions.
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
4. Outline the social structure of the caste system.
5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
6. Describe the growth of the Maurya Empire and the political and moral achievements of the emperor Asoka.
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

#### **6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.**

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

#### **6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.**

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
4. Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem.
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

### **MYP Criteria to be assessed:**

#### Criterion A: Knowing and Understanding

- Use vocabulary in context.
- Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

#### Criterion B: Investigating

- Explain the choice of a research question.
- Follow an action plan to explore a research question.
- Collect and record relevant information consistent with the research question.
- Reflect on the process and results of the investigation.

#### Criterion C: Communicating

- Communicate information and ideas with clarity.
- Organize information and ideas effectively for the task.
- List sources of information in a way that follows the task instructions.

#### Criterion D: Thinking Critically

- Identify the main points of ideas, events, visual representation or arguments.
- Use information to justify an opinion.
- Identify and analyze a range of sources/data in terms of origin and purpose.
- Identify different views and their implications.

### **DISTRICT ESLRs TO BE ADDRESSED:**

#### **Students will be:**

- **Self directed learners** who will be able to use a variety of instructional tools to arrive at answers, problem solve, effectively use time management to do their projects and homework, and to take responsibility for tracking their grades, communicating them with their parents and recognizing when to study harder and know how to improve their grades.
- **Efficient communicators** who can present ideas to the class, participate in discussions, and use not only opinion but also fact to express themselves.
- **Quality producers** who understand it takes work to do something correctly and can actively take steps to prevent or fix a problem that comes up.
- **Constructive thinkers** who can take what they have learned and apply it to real life by being able to recognize and explain the differences between fact and fiction.
- **Collaborative workers** who can work with other people in groups, divide work equally, monitor each other to stay on task, assist each other when help is needed, and appropriately confront a member when not all work is being shared equally.
- **Responsible citizens** who accept consequences for their actions, can demonstrate understanding of their role in the learning process, understand their role in politics, and can voice their opinion by voting, writing letters to congressmen, and signing a petition to change issues that affect them.

### **WORKS CITED**

- *Individuals and Societies Guide*. N.p.: International Baccalaureate Organization, n.d. PDF.

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