

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## Social Science 6

<b>Board Approval Date: June 18, 2020</b>	<b>Course Length: 2 Semesters</b>
<b>Grading: A-F</b>	<b>Credits: 5 Credits per Semester</b>
<b>Proposed Grade Level(s): 6</b>	<b>Subject Area: History/Social Science Elective Area (if applicable):</b>
<b>Prerequisite(s):</b>	<b>Corequisite(s):</b>
<b>CTE Sector/Pathway: N/A</b>	
<b>Intent to Pursue 'A-G' College Prep Status: No</b>	
<b>A-G Course Identifier:</b>	
<b>Graduation Requirement: No</b>	
<b>Course Intent: Program (if applicable):</b>	

### COURSE DESCRIPTION:

According to the California Department of Education's 6th Grade Social Studies Framework: Students in sixth-grade world history and geography classrooms learn about the earliest humans, the development of tools, the foraging way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, ancient Israel, the Indus River valley, China, Mesoamerica, and the Mediterranean basin. Although teachers should keep the focus on ancient events and problems, this course gives students the opportunity to grapple with geography, environmental issues, political systems and power structures, and civic engagement with fundamental ideas about citizenship, freedom, morality, and law, which also exist in the modern world. Students practice history as an interpretive discipline. They read written primary sources and secondary sources, investigate visual primary sources, and learn how to analyze multiple points of view, cite evidence from sources, and make claims in writing and speaking based on that evidence. (CDE, 2016, Grade 6)

Students will be exposed to current events and could compare and contrast events which occurred in the past to events occurring currently. Materials, lesson plans and formative and summative assessments used could change depending on the needs of current students. All materials used in the course will be grade level and age appropriate and relative to the State of CA HSS content standards and framework for grade 6 students.

**DETAILED UNITS OF INSTRUCTION:**

<b>Unit Number/Title</b>	<b>Unit Essential Questions</b>	<b>Examples of Formative Assessments</b>	<b>Examples of Summative Assessment</b>
<b>1. Be a Historian</b>	What is history? How does a historian work? How does understanding one's heritage affect the perspective of current events? Why is it important to look at a variety of sources? To what extent do we need to study history in terms of time, place and space?	*Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket	*Unit tests *Performance tasks *Presentations *Essays *DBQ writing
<b>2. Early Humans</b>	How did early humans adapt to new environments and climate changes? How did the environment influence the migrations of early humans? How did people live by the gathering and hunting way of life? Why did some people develop agriculture and pastoral nomadism? What were the effects of these new ways of life?	*Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket	*Unit tests *Performance tasks *Presentations *Essays *DBQ writing
<b>3. Mesopotamia</b>	How does geography influence the way people live? How do civilizations develop? What environmental factors help civilizations grow? How did civilizations (complex urban societies) develop in Mesopotamia, Egypt, and Kush? What environmental factors helped civilizations grow?	*Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket	*Unit tests *Performance tasks *Presentations *Essays *DBQ writing

<b>4. Egypt &amp; Kush</b>	<p>What impact did civilizations have on the surrounding environment? How did people's lives change as states and empires took over these areas (increase in social differences, rule by monarchs, laws)? From 4000 BCE to 500 BCE, how did contact, trade, and other links grow among the urban societies of Mesopotamia, Egypt, Kush, India, and the eastern Mediterranean?</p>	<ul style="list-style-type: none"> <li>*Inquiry journal</li> <li>*Graphic organizers</li> <li>*Maps</li> <li>*Timelines</li> <li>*Quizzes</li> <li>*Thumb up/down</li> <li>*Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>*Unit tests</li> <li>*Performance tasks</li> <li>*Presentations</li> <li>*Essays</li> <li>*DBQ writing</li> </ul>
<b>5. Israel</b>	<p>How does religion shape society? How do religions develop? What are the characteristics of a leader? What were the beliefs and religious practices of the ancient Israelites? How did the religious practices of Judaism change and develop over time?</p>	<ul style="list-style-type: none"> <li>*Inquiry journal</li> <li>*Graphic organizers</li> <li>*Maps</li> <li>*Timelines</li> <li>*Quizzes</li> <li>*Thumb up/down</li> <li>*Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>*Unit tests</li> <li>*Performance tasks</li> <li>*Presentations essays</li> <li>*DBQ writing</li> </ul>
<b>6. Greece</b>	<p>How did the environment affect the development of Greek societies? What were the differences in point of view and perspective between the Persians and the Greeks, and between Athenians and Spartans? What were the political forms adopted by Greek urban societies? What were the achievements and limitations of Athenian democracy?</p>	<ul style="list-style-type: none"> <li>*Inquiry journal</li> <li>*Graphic organizers</li> <li>*Maps</li> <li>*Timelines</li> <li>*Quizzes</li> <li>*Thumb up/down</li> <li>*Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>*Unit tests</li> <li>*Performance tasks</li> <li>*Presentations</li> <li>*Essays</li> <li>*DBQ writing</li> </ul>

	How did Greek thought (a cultural package of mythology, humanistic art, emphasis on reason and intellectual development, and historical, scientific, and literary forms) support individuals, states, and societies?		
<b>7. India</b>	<p>How did the environment influence the emergence and decline of the Indus civilization?</p> <p>How did religions of Ancient India, including, but not limited to early Hinduism, support individuals, rulers, and societies?</p> <p>How did the religion of Buddhism support individuals, rulers, and societies?</p> <p>During the Indus civilization, the Vedic period, and the Maurya Empire, how did the connections between the Indian subcontinent and other regions of Afroeurasia increase?</p>	<ul style="list-style-type: none"> <li>*Inquiry journal</li> <li>*Graphic organizers</li> <li>*Maps</li> <li>*Timelines</li> <li>*Quizzes</li> <li>*Thumb up/down</li> <li>*Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>*Unit tests</li> <li>*Performance tasks</li> <li>*Presentations</li> <li>*Essays</li> <li>*DBQ writing</li> </ul>
<b>8. China</b>	<p>What makes culture unique?</p> <p>How do new ideas change the way people live?</p> <p>How do governments change?</p> <p>How did the environment influence the development of civilization in China?</p> <p>How did the philosophical system of Confucianism support individuals, rulers, and societies?</p>	<ul style="list-style-type: none"> <li>*Inquiry journal</li> <li>*Graphic organizers</li> <li>*Maps</li> <li>*Timelines</li> <li>*Quizzes</li> <li>*Thumb up/down</li> <li>*Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>*Unit tests</li> <li>*Performance tasks</li> <li>*Presentations</li> <li>*Essays</li> <li>*DBQ writing</li> </ul>

<b>9. Rome</b>	<p>What were the strengths and weaknesses of the Roman Republic?</p> <p>Why did the Roman Republic fall?</p> <p>How did the Romans advance the concept of citizenship?</p> <p>How did the environment influence the expansion of Rome and its integrated trade networks?</p> <p>How did other societies (the Greeks, Hellenistic states, Han China, Parthian Persia) influence and affect the Romans?</p>	<p>*Inquiry journal</p> <p>*Graphic organizers</p> <p>*Maps</p> <p>*Timelines</p> <p>*Quizzes</p> <p>*Thumb up/down</p> <p>*Exit ticket</p>	<p>*Unit tests</p> <p>*Performance tasks</p> <p>*Presentations</p> <p>*Essays</p> <p>*DBQ writing</p>

### **ESSENTIAL 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.

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

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

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

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

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

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

### **RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:**

#### **Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

**Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter10.pdf>

**Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

**Link to Program Content Area Standards (if applicable):**

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

**TEXTBOOKS AND RESOURCE MATERIALS:****Textbooks**

<b>Board Approved</b>	<b>Pilot Completion Date (If applicable)</b>	<b>Textbook Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Edition</b>	<b>Date</b>
<i>Yes</i>		<i>Impact California Social Studies: World History &amp; Geography Ancient Civilizations</i>	Spielvogel et al.	McGraw Hill		

**Other Resource Materials**

CA EEI curriculum

Teacher's Curriculum Institute (TCI)

Stanford History Education Group (SHEG)

Big History Project Teaching Tolerance

**Supplemental Materials**

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

*DBQ The History of Hindu India by Dr. Shiva Bajpai 2017*