

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Strategic Social Science 6

Date: August 2016

Proposed Grade Level(s): 6th grade

Grading: A-F

CTE Sector / Pathway: N/A

Course Length: 1 year

Subject Area: Social Science

Credits: N/A

Articulation Units: N/A

Prerequisite(s): 6th grade standing *and* an iReady Reading level of 4 or below.

Intent to Pursue 'A-G' College Prep Status: No

COURSE DESCRIPTION:

This course is designed to cover the sixth grade social science standards with an emphasis on boosting students' vocabulary and word knowledge. Students will study curriculum about people and events that ushered in the dawn of major Western and non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Roman and the classical civilizations of India and of China.

GENERAL GOALS/ESSENTIAL QUESTIONS:

Students will gain an understanding of ancient civilizations and world geography through exposure to primary and secondary source information. Students will show accelerated growth in reading fluency and vocabulary acquisition. Students will study historical documents with scaffolding specifically designed to help achieve greater access to increasingly complex text. Students will gain skills that are essential to the proper study of history and the social sciences and are also transferable across curricula.

COMMON CORE STATE STANDARD READING COMPONENT:

Students will read grade level textbooks as well as primary and secondary source passages with explicit academic and content vocabulary instruction. Content readings will support the California CCSS for Literacy in History/Social Studies.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Students will write claims supported by evidence gathered through individual historical research. Students will analyze the significance of historical persons and events, place them in the proper historical context, and clearly communicate the conclusions they draw.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing

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

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Students will develop deeper understanding of historical concepts through structured dialogue. Students will develop their speaking and listening skills through Socratic Seminars, Structured Academic Controversies, class presentations, and debates.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Uncovering the Past

Students will explore different methods employed by historians and archaeologists to help understand the past. Students will learn how bias and personal convictions can cause interpretations of history to vary. Students will study how geography affects history and gain an overall understanding of the basics of geography.

Unit 2: Early Cultures

Students will explore early human migration patterns and how early humans adapted to new and differing environments. Students will gain an understanding of how the development of agriculture affected early human life and how agriculture proceeded to lay a foundation for the development of early civilizations.

Unit 3: Mesopotamia

Students will study how the confluence of geography and early agricultural practices led to the development of the first civilizations in the Fertile Crescent. Students will analyze the rise of Sumer and the development of city-states as a political unit. Students will explore the political, social, cultural and economic characteristics of these early civilizations.

Unit 4: Ancient Egypt

Students will study the Old Kingdom of Egypt. They will gain an understanding of the social order and hierarchy that existed in Ancient Egyptian society. Students will understand the techniques used to build the ancient pyramids as well as the motivations of the people involved. Students will analyze the development of the Middle and New Kingdoms and assess the cultural, political and economic achievements of the society.

Unit 5: Ancient Kush

Students will study the ancient African civilization of the Kush. Students will explore the origins of the Kush as well as their interactions with the other ancient cultures around them, particularly ancient Egypt. Students will analyze the cultural and economic developments of the society.

Unit 6: Ancient India

Students will study ancient civilizations on the Indian subcontinent, including the Harappan Civilization in the Indus River Valley. Students will study the Aryan invasion of the subcontinent, including the motivations for the invasion and the results upon the politics, economy, and culture of the subcontinent. Students will study the origins of Hinduism as the dominant religion of India and the reaction of those who disagreed with it. Students will look at the origins of Buddhism, how it stems from Hinduism and its spread from the subcontinent.

Unit 7: Ancient China

Students will study the early dynasties of China. Students will explore the political systems and social structure set in place by these early feudal dynasties. Students will analyze the origins and spread of Chinese beliefs such as Confucianism and Daoism and the spread of Buddhism. Students will study the growth and unification of China under the Qin and Han Dynasties and the building of the Great Wall. Students will assess the impact of contact with foreign cultures on Chinese society, particularly through trade along the Silk Road.

Unit 8: The Hebrews and Judaism

Students will study the Hebrew foundation stories of Exodus and the legal code detailed in the Ten Commandments. Students will analyze the unique characteristics of monotheism during this time period and explore the basic belief systems of Judaism and how they influenced contemporary society. Students will learn about Jewish religious traditions as well as the effects of Roman occupation and the Jewish diaspora.

Unit 9: Ancient Greece

Students will study early Greek civilizations and the rise of the city-state as the dominant political unit. Students will explore the origins of democracy as a political thought in ancient Athens and how it differs from our understanding of democracy today. Students will look at ancient Greek mythology and literature and its lasting influence on Western culture. Students will study the conflicts between Greece and Persia, Sparta and Athens, and the rise of Alexander the Great. Greek achievements in art, architecture, writing, philosophy and science will be analyzed.

Unit 10: Ancient Rome

Students will learn the story of Romulus and Remus and study how that shaped Romans' views of themselves. They will study the early growth of the empire over the Italian Peninsula as well as definitive events such as the Punic Wars. Students will analyze Republican society in ancient Rome and how their political thoughts influence our beliefs and structures today. Students will study the rise of Caesar and the growing conflicts of the late Republican period. They will analyze the establishment of the Roman Empire and understand the growth of the empire across the Mediterranean world. Students will study the influence of Ancient Greece on the polytheistic religious traditions of Rome and the transition to Christianity as the dominant, and official, religion of the Empire. This will involve study of the origins of Christianity in the Roman province of Judaea and the persecution of early Christians.

Unit 11: The Fall of Rome

Students will analyze the problems that faced Rome in the 4th and 5th centuries AD. This will include attempts to divide the Empire and motivations for and results of barbarian invasions of Rome. Students will learn of the sack of Rome and abolition of the Western Empire as well as the quasi-preservation of the Eastern Empire in the form of the Byzantines.

Unit 12: The Early Americas

Students will study the development of civilizations in the Americas including early civilizations, the Olmec, the Maya, the Aztecs, and the Inca. Students will study technological advances made by these civilizations as well as cultural and religious practices.

Integrated Concurrent Unit: i-Ready Reading Instruction

Consistently throughout the year, students will receive a minimum of 45 minutes per week of i-Ready Reading Instruction. i-Ready Reading Instruction is personalized to each student. Lessons are tailored to the current reading level of each student. Students' reading levels are assessed in Foundational Skills, Vocabulary, Comprehension of Literature, and Comprehension of Information Text. i-Ready Reading Instruction targets student's individual needs in each of these domains and works to help students reach grade level in a rapid

manner. i-Ready Reading Instruction will help students gain greater access to instructional materials in all of their classes.

TEXTBOOKS AND RESOURCE MATERIALS:

World History: Ancient Civilizations by Stanley M. Burstein and Richard Shek. Holt, Rinehart, and Winston (2006)

i-Ready, Curriculum Associates

Ancient Civilizations Reading Labs, American Reading Company

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

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, 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 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.
2. Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.
3. 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.
4. 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).
5. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.
6. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.
7. 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.
8. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who are able to use a variety of tools, such as their text, atlas, or computer, to assist them in their learning outside the classroom setting.
- **Constructive Thinkers:** who use logic, organizational skills and/or computers to analyze the course content of each lesson.

- **Effective Communicators:** who are able to describe and explain information they have learned in this class to their peers and/or adults. Students will communicate learning through a variety of media.
- **Collaborative Workers:** who can work in diverse groups within a classroom setting.
- **Quality Producers/Performers:** who can demonstrate skills they have learned in this course through a variety of methods including presentations, papers, and discussion.
- **Responsible Citizens:** who can demonstrate sound judgment, civic pride, and accept the consequences of their actions.

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