

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Academy Social Science 6

Board Approval Date: June 18, 2025	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 6	Subject Area: History/Social Science Elective Area (if applicable):
Prerequisite(s): Students in this course are participating in an Emerging Bilingual Academy.	Corequisite(s):
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: No	
Course Intent: Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org	

**916-294-9000 x 104415
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Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ixA>

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:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Be a Historian	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
2. Early Humans	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
3. Mesopotamia	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	*Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket	*Unit tests *Performance tasks *Presentations *Essays *DBQ writing

	helped civilizations grow?		
4. Egypt & Kush	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?	*Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket	*Unit tests *Performance tasks *Presentations *Essays *DBQ writing
5. Israel	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?	*Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket	*Unit tests *Performance tasks *Presentation essays *DBQ writing
6. Greece	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	*Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket	*Unit tests *Performance tasks *Presentations *Essays *DBQ writing

	democracy? 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?		
7. India	How did the environment influence the emergence and decline of the Indus civilization? How did religions of Ancient India, including, but not limited to early Hinduism, support individuals, rulers, and societies? How did the religion of Buddhism support individuals, rulers, and societies? During the Indus civilization, the Vedic period, and the Maurya Empire, how did the connections between the Indian subcontinent and other regions of Afro- Eurasia increase?	*Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket	*Unit tests *Performance tasks *Presentations *Essays *DBQ writing
8. China	What makes culture unique? How do new ideas change the way people live? How do governments change? How did the environment influence the development of civilization in China? How did the philosophical system of Confucianism support individuals, rulers, and societies?	*Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket	*Unit tests *Performance tasks *Presentations *Essays *DBQ writing

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

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/finaelaccssstandards.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**

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
Yes		<i>Impact California Social Studies: World History & 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