

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## Academy Social Science 7

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| <b>Board Approval Date:</b> June 18, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Course Length:</b> 2 Semesters                                                    |
| <b>Grading:</b> A-F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Credits:</b> N/A                                                                  |
| <b>Proposed Grade Level(s):</b> 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Subject Area:</b> History/Social Science<br><b>Elective Area (if applicable):</b> |
| <b>Prerequisite(s):</b><br>N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Corequisite(s):</b><br>N/A                                                        |
| <b>CTE Sector/Pathway:</b> N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                      |
| <b>Intent to Pursue 'A-G' College Prep Status:</b> No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                      |
| <b>A-G Course Identifier:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                      |
| <b>Graduation Requirement:</b> No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                      |
| <b>Course Intent:</b><br><b>Program (if applicable):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                      |
| <p style="text-align: center;"><b>Folsom Cordova Unified School District</b><br/><b>2024-2025 Nondiscrimination Statement</b></p> <p>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:</p> <p><b>Jim Huber, Ed.D., Assistant Superintendent, Educational Services</b><br/><b>Compliance Officer, Section 504 Coordinator, ADA Coordinator (students)</b><br/><b>jhuber@fcusd.org</b><br/><b>916-294-9000 x 104580</b></p> <p><b>Shannon Diaz, Director of Compliance</b><br/><b>Compliance Officer and Title IX Coordinator</b><br/><b>sdiaz@fcusd.org</b><br/><b>916-294-9000 x 104415</b></p> |                                                                                      |

**1965 Birkmont Drive  
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-ix>**

## **COURSE DESCRIPTION:**

**Students in grade seven will learn the social, cultural and technological changes that occurred in Europe, Americas, Asia, and Africa in the years A.D. 500-1750. Based on California State Standards and History-Social Science Framework, students will explore the development of the great empires of the world and study medieval to early modern times.**

**In addition to learning about these events within world history, students will also develop historical thinking skills. These skills align with Common Core standards and will help students to apply their knowledge of history into their reading and writing. Students will learn how to properly analyze written primary and secondary sources and use evidence from these sources in written assignments.**

**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 7 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. The World in the 300s</b>           | How interconnected were the distant regions of the world in 300 CE?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | *Multiple choice<br>*Kahoot<br>*Plickers<br>*Fist to Five<br>*Exit Ticket<br>*Thumbs Up/Thumbs down<br>*Quizizz | *Unit tests<br>*Performance tasks<br>*Presentations<br>*Essays<br>*DBQ writing |
| <b>2. Rome &amp; Christendom</b>          | How did the environment and technological innovations affect the growth and contraction of the Roman Empire, the Byzantine Empire, and medieval Christendom?<br>What impact did human expansion have on the environment?<br>How was Rome a site of encounter?<br>How did the Roman Empire gain and maintain power over people and territories?<br>How did the religion of Christianity develop and change over time?<br>How did Christianity spread through the empire and to other cultures?<br>Did the Roman Empire fall?<br>How did the decentralized system of feudalism control people but weaken state power? | *Multiple choice<br>*Kahoot<br>*Plickers<br>*Fist to Five<br>*Exit Ticket<br>*Thumbs Up/Thumbs down<br>*Quizizz | *Unit tests<br>*Performance tasks<br>*Presentations<br>*Essays<br>*DBQ writing |
| <b>3. SW Asia 300-1200 World of Islam</b> | How did the environment affect the development and expansion of the Persian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | *Multiple choice<br>*Kahoot<br>*Plickers                                                                        | *Unit tests<br>*Performance tasks<br>*Presentations                            |

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|                                      | <p>Empire, Muslim empires, and cities?</p> <p>What impact did this expansion have on the environment?</p> <p>How did Islam develop and change over time? How did Islam spread to multiple cultures?</p> <p>What were the multiple ways people of different cultures interacted at the sites of encounter, such as Baghdad?</p> <p>Why was Norman Sicily a site of encounter? What were the effects of the exchanges at Cairo?</p> <p>How did the Muslim empires and institutions help different regions of Afro-Eurasia become more interconnected?</p> | <p>*Fist to Five</p> <p>*Exit Ticket</p> <p>*Thumbs Up/Thumbs down</p> <p>*Quizizz</p>                                                         | <p>*Essays</p> <p>*DBQ writing</p>                                                                    |
| <b>4. South Asia</b>                 | <p>Under the Gupta Empire, how did the environment, cultural and religious changes, and technological innovations affect the people of India?</p> <p>How did Indian monks, nuns, merchants, travelers, and empires from what is now modern India and other parts of South Asia spread religious ideas and practices and cultural styles of art and architecture to Central and Southeast Asia?</p> <p>How did the religions of Hinduism and Buddhism spread and change over time?</p>                                                                   | <p>*Multiple choice</p> <p>*Kahoot</p> <p>*Plickers</p> <p>*Fist to Five</p> <p>*Exit Ticket</p> <p>*Thumbs Up/Thumbs down</p> <p>*Quizizz</p> | <p>*Unit tests</p> <p>*Performance tasks</p> <p>*Presentations</p> <p>*Essays</p> <p>*DBQ writing</p> |
| <b>5. East Asia, China and Japan</b> | <p>How did the Tang and Song Dynasties gain and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>*Multiple choice</p> <p>*Kahoot</p>                                                                                                         | <p>*Unit Test</p> <p>*Performance Tasks</p>                                                           |

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|                                     | <p>maintain power over people and territories?</p> <p>How did the environmental conditions and technological innovations cause the medieval economic revolution?</p> <p>What were the effects of this revolution?</p> <p>Why was Quanzhou such an important site of encounter?</p> <p>How did Chinese culture, ideas and technologies, and Buddhism influence Korea and Japan?</p> <p>What influence did samurai customs and values have on the government and society of medieval Japan?</p> | <p>*Plickers</p> <p>*Fist to Five</p> <p>*Exit Ticket</p> <p>*Thumbs Up/Thumbs down</p> <p>*Quizizz</p>                                        | <p>*Presentations</p> <p>*Essay Writing</p> <p>*DBQ Writing</p>                                             |
| <b>6. West Africa<br/>900-1600</b>  | <p>How did the environment affect the development and expansion of the Ghana and Mali Empires and the trade networks that connected them to the rest of Afro Eurasia?</p> <p>Why was Mali a site of encounter? What were the effects of the exchanges at Mali?</p> <p>How did Arab/North African and West African perspectives differ on West African kingdoms?</p>                                                                                                                           | <p>*Multiple choice</p> <p>*Kahoot</p> <p>*Plickers</p> <p>*Fist to Five</p> <p>*Exit Ticket</p> <p>*Thumbs Up/Thumbs down</p> <p>*Quizizz</p> | <p>*Unit Test</p> <p>*Performance Tasks</p> <p>*Presentations</p> <p>*Essay Writing</p> <p>*DBQ Writing</p> |
| <b>7. The Americas<br/>300-1490</b> | <p>How did the environment affect the expansion of agriculture, population, cities, and empires in Mesoamerica and the Andean region?</p> <p>Why did the Maya civilization, the Aztec Empire, and the Inca Empire gain power over</p>                                                                                                                                                                                                                                                         | <p>*Multiple choice</p> <p>*Kahoot</p> <p>*Plickers</p> <p>*Fist to Five</p> <p>*Exit Ticket</p> <p>*Thumbs Up/Thumbs down</p> <p>*Quizizz</p> | <p>*Unit Test</p> <p>*Performance Tasks</p> <p>*Presentations</p> <p>*Essay Writing</p> <p>*DBQ Writing</p> |

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|                                                                     | <p>people and territories?<br/>How did Mesoamerican religion develop and change over time? Under the Aztecs, why was Tenochtitlán a site of encounter?</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                              |                                                                                                 |
| <p><b>8. Sites of Encounter in the Medieval World 1200-1490</b></p> | <p>How did the Mongol Empire destroy states and increase the interconnection of Afro Eurasia?<br/>What were the effects of the exchanges at Majorca and Calicut?<br/>How did increasing interconnection and trade, competition between states (and their people), and technological innovations lead to voyages of exploration?</p>                                                                                                                                                                                                                                        | <p>*Multiple choice<br/>*Kahoot<br/>*Plickers<br/>*Fist to Five<br/>*Exit Ticket<br/>*Thumbs Up/Thumbs down<br/>*Quizizz</p> | <p>*Unit Test<br/>*Performance Tasks<br/>*Presentations<br/>*Essay Writing<br/>*DBQ Writing</p> |
| <p><b>9. Global Convergence 1450-1750</b></p>                       | <p>What impact did human expansion in the voyages of exploration have on the environment, trade networks, and global interconnection?<br/>What were the causes of colonialism?<br/>What were the effects of colonialism on the colonized people?<br/>What were the effects of exchanges at Tenochtitlán/Mexico City in the sixteenth through eighteenth centuries?<br/>Was slavery always racial?<br/>How did the gunpowder empires (Ming/Manchu China, Mughal India, Safavid Persia, Ottoman Empire, Russia, Spain, later France and England) extend their power over</p> | <p>*Multiple choice<br/>*Kahoot<br/>*Plickers<br/>*Fist to Five<br/>*Exit Ticket<br/>*Thumbs Up/Thumbs down<br/>*Quizizz</p> | <p>*Unit Test<br/>*Performance Tasks<br/>*Presentations<br/>*Essay Writing<br/>*DBQ Writing</p> |

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|                                      | people and territories?                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                |                                                                                                             |
| <b>10. Impact of Ideas 1500-1750</b> | <p>How did the Reformation divide the Christian Church, millions of people, and European states?</p> <p>How did world religions change and spread during the early modern period?</p> <p>What were the effects of the Renaissance and the Scientific Revolution?</p> <p>Why were natural rights, the social contract, and other ideas of the Enlightenment revolutionary?</p> | <p>*Multiple choice</p> <p>*Kahoot</p> <p>*Plickers</p> <p>*Fist to Five</p> <p>*Exit Ticket</p> <p>*Thumbs Up/Thumbs down</p> <p>*Quizizz</p> | <p>*Unit Test</p> <p>*Performance Tasks</p> <p>*Presentations</p> <p>*Essay Writing</p> <p>*DBQ Writing</p> |

### **ESSENTIAL STANDARDS:**

7th Grade Standards (Following district Guaranteed and Viable Curriculum for areas of mastery)

- 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
- 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
- 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
- 7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
- 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.
- 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
- 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
- 7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
- 7.9 Students analyze the historical developments of the Reformation.
- 7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
- 7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

### **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/hssfwchapter11.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 &amp; Geography Medieval &amp; Early Modern Times</i> | Spielvogel et al. | McGraw Hill | 1       |      |

**Other Resource Materials**

Some of the current materials used: Teacher's Curriculum Institute (TCI) , Stanford History Education Group (SHEG), MindSparks, DBQ, various maps, YouTube clips, EEI, We the People, History Project, Library of Congress, Interact Simulations, Inspire Ed, Holt Rinehart and Winston, Prentice Hall, MultiMedia Learning, Mind Sparks, Nystrom History Series, America Story of US, Gale Database, People's History of the United States, Teaching Tolerance, primary sources, TED-Ed, Adventure Tales of America, political cartoons, history detective, Newsela, Gale research database

**Supplemental Materials**

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

*The History of Hindu India by Dr. Shiva Bajpai Himalayan Academy Publication 2017*