

**SAS Pacing Guide (Sept. 2017 – June 2018 )**

**Grade: 6**

**Subject: Social Studies**

Pacing	Essential Standards	Unit Topic(s) and Essential Questions	Student Target Outcomes and Goals <i>I can...</i>	Focus Topics/Skills	Assessment	Resources	Catholic Identity
<b>September (2 weeks)</b> <b>Sept-Oct (2 weeks)</b>	6.1-6.2	<ul style="list-style-type: none"> <li>- Review of Basics</li> <li>- Pre-history</li> </ul>	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>- Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</li> <li>- The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features.</li> <li>- The physical environment influences human population distribution, land use, economic activities, and political connections.</li> <li>- Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.</li> <li>- Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.</li> <li>- Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.</li> <li>- The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.</li> <li>- Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.</li> </ul>	<ul style="list-style-type: none"> <li>- Geography, map skills, themes of history, short answer form (ACE)</li> <li>- Timelines, primary/secondary sources, earliest humans</li> </ul>	quiz, test, historical episode writing, short answers, homework, teacher/student interaction	textbook, notes, educational videos, artifacts	<ul style="list-style-type: none"> <li>- Connection to the creation story and God’s hand in the creation of the universe</li> <li>- uniqueness of humans;</li> <li>how God makes each of us special;</li> <li>the gifts God gives us: free will, reasoning skills</li> </ul>
<b>Oct-Nov (3 weeks)</b>	6.3	Ancient Mesopotamia	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>- Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</li> <li>- Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy.</li> <li>- River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</li> </ul>	<ul style="list-style-type: none"> <li>- 6 themes of history application (belief systems, culture, economics, geography, government, science and</li> </ul>	test, argument writing, short answers, homework, teacher/student interaction	textbook, notes, educational videos, artifacts	<ul style="list-style-type: none"> <li>- Compare and contrast ancient Mesopotami an beliefs to Roman Catholicism</li> <li>- look at ziggurat and</li> </ul>

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			<ul style="list-style-type: none"> <li>- Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</li> </ul>	<ul style="list-style-type: none"> <li>- technology)</li> <li>- argument essay</li> </ul>			how they compare to modern churches Role of Monotheism.
<b>Nov-Dec (4 weeks)</b>	6.3	Ancient Egypt	Students will understand: <ul style="list-style-type: none"> <li>- Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</li> <li>- Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy.</li> <li>- River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</li> <li>- Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</li> </ul>	<ul style="list-style-type: none"> <li>- 6 themes of history application</li> <li>- STREAM: pyramid</li> </ul>	quiz, test, engineering design brief, short answers, homework, teacher/student interaction	textbook, notes, educational videos, artifacts	- Compare and contrast ancient Egyptian beliefs to Catholics/non Catholics and relate to Judaism.
<b>January (2 weeks)  (2 weeks)</b>	6.3-6.4	- India - China	Students will understand: <ul style="list-style-type: none"> <li>- Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</li> <li>- Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy.</li> <li>- River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</li> <li>- Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</li> <li>- Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.</li> <li>- Belief systems and religions are based on sets of mutually held values.</li> <li>- Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.</li> </ul>	<ul style="list-style-type: none"> <li>- 6 themes of history application</li> </ul>	quiz, test, compare/contrast writing, short answers, homework, teacher/student interaction	textbook, notes, educational videos, artifacts	- Compare and contrast beliefs to Roman Catholicism - look at the history of missionary work in Asian countries

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<b>February (1 week)</b> <b>Feb-Mar (4 weeks)</b>	6.4-6.5	<ul style="list-style-type: none"> <li>- The Hebrews</li> <li>- Greece</li> </ul>	Students will understand: <ul style="list-style-type: none"> <li>- Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.</li> <li>- Belief systems and religions are based on sets of mutually held values.</li> <li>- Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.</li> <li>- Geographic factors influence the development of classical civilizations and their political structures.</li> <li>- Political structures were developed to establish order, to create and enforce laws, and to enable decision making.</li> <li>- A period of peace, prosperity, and cultural achievements may be indicative of a golden age.</li> </ul>	<ul style="list-style-type: none"> <li>- 6 themes of history application</li> <li>- beginning of monotheism: Abraham, Moses</li> <li>- STREAM: Greek monsters</li> </ul>	quiz, test, argument writing, engineering design brief, short answers, homework, teacher/student interaction	textbook, notes, educational videos, artifacts	<ul style="list-style-type: none"> <li>- How does God call Abraham? The beginnings of (Journey theme in Religion )monotheism and our faith family</li> <li>- Compare and contrast beliefs to Roman Catholicism</li> </ul>
<b>Mar-Apr (4 weeks)</b>	6.4-6.5, 6.7	<ul style="list-style-type: none"> <li>- Rome</li> <li>- Christianity</li> </ul>	Students will understand: <ul style="list-style-type: none"> <li>- Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.</li> <li>- Belief systems and religions are based on sets of mutually held values.</li> <li>- Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.</li> <li>- Geographic factors influence the development of classical civilizations and their political structures.</li> <li>- Political structures were developed to establish order, to create and enforce laws, and to enable decision making.</li> <li>- A period of peace, prosperity, and cultural achievements may be indicative of a golden age.</li> <li>- The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.</li> <li>- The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as important agents of change and cultural diffusion.</li> <li>- Complex societies and civilizations adapted and designed technologies for transportation that</li> </ul>	<ul style="list-style-type: none"> <li>- 6 themes of history application</li> <li>- Jesus, St. Paul</li> </ul>	quiz, test, compare/contrast writing, short answers, homework, teacher/student interaction	textbook, notes, educational videos, artifacts	<ul style="list-style-type: none"> <li>- Compare and contrast beliefs to Roman Catholicism</li> <li>- beginnings of the Catholic Church</li> <li>- How the structure of the Church was created</li> <li>- treatment of Christians during this time</li> <li>- focus on Jesus and his first followers</li> </ul>

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			<p>allowed them to cross challenging landscapes and move people and goods efficiently.</p>				
<p><b>April (2 weeks)</b> <b>Apr-May (3 weeks)</b></p>	<p>6.4, 6.6, 6.7</p>	<p>- Islam - Middle Ages</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>- Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.</li> <li>- Belief systems and religions are based on sets of mutually held values.</li> <li>- Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.</li> <li>- Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.</li> <li>- The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.</li> <li>- Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.</li> <li>- Competition and rivalry over religious, economic, and political control over holy lands led to conflict such as the Crusades.</li> <li>- The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.</li> <li>- The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as important agents of change and cultural diffusion.</li> <li>- Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>- Muhammad</li> <li>- 6 themes application</li> </ul>	<p>quiz, test, short answers, homework, teacher/student interaction</p>	<p>textbook, notes, educational videos, artifacts</p>	<ul style="list-style-type: none"> <li>- Compare and contrast beliefs to Roman Catholicism</li> <li>- interactions between Muslim and Catholic populations</li> <li>- look at the Church's influence on art and science during this time (including medieval churches, stained glass, etc)</li> <li>Place of Jesus and Mary in Islam.</li> </ul>

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<b>May (3 weeks)</b>	6.6-6.7	<ul style="list-style-type: none"> <li>- Renaissance</li> <li>- Reformation</li> </ul>	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>- Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.</li> <li>- The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.</li> <li>- Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.</li> <li>- Competition and rivalry over religious, economic, and political control over holy lands led to conflict such as the Crusades.</li> <li>- The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.</li> <li>- The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as important agents of change and cultural diffusion.</li> <li>- Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>- Focus on art, new ideas and technology</li> <li>- Martin Luther, changes in the Catholic Church</li> </ul>	quiz, test, short answers, homework, teacher/student interaction	textbook, notes, educational videos, artifacts	<ul style="list-style-type: none"> <li>- look at the Church's influence on art and science during this time (discuss the Church acting as patron of many artists, the Sistine Chapel, etc.)</li> <li>- discuss the Church's changes in response to Luther and other reformation leaders</li> </ul>
<b>June</b>		Review		<ul style="list-style-type: none"> <li>- culminating research project</li> </ul>	<ul style="list-style-type: none"> <li>- research project/paper</li> <li>- final exam</li> </ul>		