

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.

A few important points:

1. Unit Title - Your unit title can be thematic (i.e. “The Power and Pain of Love”) or Skill-Based (i.e. Research and Argumentation) or Content-Driven (“Quadratic Functions and Operations”).
2. Uni Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. In most cases, a full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. There are exceptions like ELA, which uses quarterly units each 9 weeks long. Depending on the content area, some curricula weeks will vary and be approved by the curriculum director.
3. Unit Overview - The unit overview is a “meaty” paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...
4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click [here](#).
5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those “level three” learning targets on our eventual proficiency scales that we’ve been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates

Course Title: Grade 6 Social Studies		
School: Thomaston Center School	Grade: 6	Curriculum Pacing: 36 weeks
Unit One: Maps and Globes and the Beginning of Civilization	Unit Two: Africa	Unit Three: Egypt
Unit Pacing: 6 weeks	Unit Pacing: 6 weeks	Unit Pacing: 6 weeks
<p>Unit Overview: Students will begin this unit by exploring maps and globes, specifically focusing on continents, oceans, and special lines. Students will also be introduced to G.R.A.P.E.S, (geography, religion, achievements, politics, economics, and society) a method of studying societies that can be applied to all civilizations, and will be used throughout the school year.</p> <p>Students will then use this knowledge to study Mesopotamia as the “Cradle of Civilization,” drawing connections between Sumerian society and the present. Students will end the unit by determining what components are necessary for a civilization to thrive and succeed, considering how geography both helps and hinders the development of a society and influences where people settle.</p>	<p>Unit Overview: In this unit, students will explore the ancient and medieval civilizations of Africa, focusing on analyzing how geographical influences (rivers and resources), and human factors (trade and religion), contribute to the development of societies. Students will end the unit researching aspects of ancient African culture, drawing connections between the past and the present, both in Ancient Africa, and their local history.</p>	<p>Unit Overview: In this unit, students will study the features of Ancient Egypt (geography, religion, achievements, politics, economics, and society), as a means of comparing the past to the present.</p>

<p>Compelling Questions</p> <p>Q1: What components does a civilization have? Q2: Why do humans form civilizations? Q3: How does geography influence a civilization's development? Q4: Why is it important to study Mesopotamia as the first civilization?</p> <p>Enduring Understandings:</p> <p>U1: Civilizations are complex, and require many components to survive. U2: Geography both helps and hinders the development of a civilization/society.</p>	<p>Compelling Questions</p> <p>Q1: How did geography impact the development of African civilizations? Q2: How did human factors contribute to the development of Africa civilizations? Q3: What makes something valuable and how does that affect culture? Q4: In what ways can business and industry both help and harm people?</p> <p>Enduring Understandings:</p> <p>U1: Geography influences a society's culture. U2: Studying a person's culture can help us understand their beliefs, ideals, values, and interests. U3: The past has influence on the present.</p>	<p>Compelling Questions</p> <p>Q1: What economic and geographic factors contributed to the rise of the ancient Egyptian civilization? Q2: What factors influenced ancient Egyptian society and economics? Q3: How do civilizations die? Q4: How does Egyptian culture influence modern society?</p> <p>Enduring Understandings:</p> <p>U1: Egypt and Mesopotamia developed similarly, based on geographic locations, and similar contributing factors. U2: Modern engineering is influenced by ancient Egyptian structures.</p>
<p>Priority Learning Targets</p> <p>I can accurately draw a map that chronicles migration patterns (GEO 6-7.1)</p> <p>I can explain how geographical features influence the population of a civilization (GEO 6-7.2).</p> <p>I can analyze the influence cultural patterns and economic decisions have on the environment and people of a civilization (GEO 6-7.3).</p>	<p>Priority Learning Targets</p> <p>I can compare and contrast the different African empires and civilizations (GEO 6-7.4).</p> <p>I can explain how the changes in our ability to rapidly communicate affected the spread of different cultural practices in sub-Saharan Africa (GEO 6-7.6).</p> <p>I can explain the cause and effect relationship between trade and culture (ECO 6-7.7).</p> <p>I can analyze the impact of past cultural practices on the present (GEO 6-7.9).</p>	<p>Priority Learning Targets</p> <p>I can compare and contrast ancient Egypt and modern Egypt (GEO 6-7.4).</p> <p>I can describe the human-environment interaction of a civilization in ancient and modern times (GEO 6-7.3).</p> <p>I can explain the cause and effect relationship between human interaction and the environment, analyzing both the positive and negative effects (GEO 6-7.8).</p>
<p>Unit Four: Greece</p>	<p>Unit Five: Rome</p>	<p>Unit Six: Mesoamerica Civilizations</p>
<p>Unit Pacing: 6 weeks</p>	<p>Unit Pacing: 6 weeks</p>	<p>Unit Pacing: 6 weeks</p>

<p>Unit Overview: In this unit, students will study the features of Greece (geography, religion, achievements, politics, economics, and society), focusing on geography and its influence on the people. In continuation of drawing connections between the past and the present, students will examine specific aspects of Greek culture that influenced modern society. Students will evaluate how the modern Western European societal, political, and economic structures are a product of Western Europe's past, including the traditions of ancient Greece.</p>	<p>Unit Overview: In this unit, students will compare and contrast the political system of Rome to our present system of government. Students will also research daily life in Rome, and the various features of ancient Rome (geography, religion, achievements, politics, economics, and society).</p>	<p>Unit Overview: In this unit, students will explore the Aztec, the Mayan, and the Inca civilizations of Mesoamerica. Students will focus on analyzing how these civilizations developed differently than the previous civilizations learned about this school year.</p>
<p>Compelling Questions:</p> <p>Q1: How did geographic features influence the development of Ancient Greece? Q2: How did trade influence Greek culture? Q3: How is Ancient Greek culture influenced in modern society? Q4: How does Ancient Greek culture influence modern society? Q5: Why was a system of democracy important to the daily life of the Greeks?</p> <p>Enduring Understandings:</p> <p>U1: Ancient Greece influenced the development of many political systems. U2: All forms of government have advantages and disadvantages. U3: Greece has a lasting legacy. U4: Geography both helps and hinders the development of a civilization/society.</p>	<p>Compelling Questions:</p> <p>Q1: How did geographic features influence the development of Ancient Rome? Q2: How is culture reflected in the daily life of Ancient Roman civilization? Q3: How did expansion positively and negatively impact the people of Ancient Rome? Q4: How does Ancient Roman culture influence modern society?</p> <p>Enduring Understandings:</p> <p>U1: Geography both helps and hinders the development of a civilization/society. U2: Rome has a lasting legacy. U3: Previous civilizations had an impact on the development of Rome, just as Rome had an impact on the development of our society.</p>	<p>Compelling Questions</p> <p>Q1: How did geographic features influence the development of the Mesoamerica civilizations? Q2: How did the Mesoamerican civilizations adapt to their environment? Q3: What physical aspects of Mesoamerican civilizations are still standing? Q4: Has Mesoamerican society influenced modern society, and if so, how?</p> <p>Enduring Understandings:</p> <p>U1: Mesoamerican civilizations were able to grow powerful while remaining isolated from most of the world. U2: Mesoamerican civilizations differed from previously studied civilizations in that they had to adapt to their environment in new and unique ways.</p>

<p>Priority Learning Target</p> <p>I can describe how Greece’s terrain affected the development of their governments, particularly Athens and Sparta (GEO 6-7.5).</p> <p>I can describe how Greece’s terrain affected their economies and trade practices (ECO 6-7.6).</p> <p>I can describe the elements of ancient Greece that influence modern society (GEO 6-7.9).</p>	<p>Priority Learning Targets</p> <p>I can compare and contrast our government to that of Ancient Rome (GEO 6-7.4).</p> <p>I can explain how culture influenced the daily life of Romans, with specific focus on the social class system and hierarchy of occupations (GEO 6-7.5).</p> <p>I can describe the cultural achievements of Rome, and compare them to the cultural achievements of past and present civilizations (GEO 6-7.9).</p>	<p>Priority Learning Targets</p> <p>I can compare and contrast the different civilizations of the Mesoamerican civilizations (GEO 6-7.4).</p> <p>I can explain how the environment/geography affected the culture of the early Mesoamerican civilizations (GEO 6-7.7).</p> <p>I can explain how the environment/geography affected the development and longevity of the early Mesoamerican civilizations (GEO 6-7.7).</p> <p>I can explain how the cultural practices of the Mesoamerican civilizations shaped their society (GEO 6-7.5).</p>
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