

Grade 6 - Standard 1

6.1. Students describe what is known through archaeological studies of the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution, in terms of:

Legend

T: Timeline: Q=quarter Tr=trimester

I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
6.1.1 the hunter-gatherer societies and their characteristics, including the development of tools and the use of fire Sept	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.1.2 the location of human communities that populated the major regions of the world and how humans adapted to a variety of environments Sept	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.1.3 the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and the increase in the sources of clothing and shelter Oct	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

Grade 6 - Standard 2

6.2. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush, in terms of:

Legend

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Benchmarks	T		I			R	A	
6.2.1 the location and description of the river systems, and physical settings that supported permanent settlement and early civilizations Oct	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.2.2 the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power Oct	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.2.3 the relationship between religion and the social and political order in Mesopotamia and Egypt Jan 14	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.2.4 the significance of the Hamurabi's Code Nov	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.2.5 The Egyptian art and architecture Jan 14	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

6.2.6 the location and description of the role of Egyptian trade in the eastern Mediterranean and Nile valley Jan 14	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.2.7 the significance of the lives of Queen Hatsheput and Ramses the Great Jan 14	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.2.8 the location of the Kush civilization and its political, commercial and cultural relations with Egypt Jan 14	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.2.9 the evolution of language and its written forms Oct/Nov	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

Grade 6 - Standard 3

6.3. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of the Ancient Hebrews, in terms of:

Legend

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I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

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Benchmarks	T		I				R	A	
6.3.1 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 Done in Religion	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC		S		
			7		T FA O				
6.3.2 the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of concepts of righteousness and justice, and importance of study; how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization Done in religion	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC		S		
			7		T FA O				
6.3.3 how Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai influenced the development of the Jewish religion done in religion	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC		S		
			7		T FA O				
6.3.4 the location of the settlements and movements of Hebrew peoples, including the Exodus, the movement to and from Egypt, and the significance of the Exodus experience to the Jewish people and other people in history done in religion	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC		S		
			7		T FA O				

6.3.5 how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of the land of Israel after the destruction of the second Temple in 70.	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

Done in religion and history May 2014

Grade 6 - Standard 4

6.4. Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece, in terms of:

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Benchmarks	T		I			R	A	
6.4.1 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 Feb/March 2014	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.4.2 the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, and the significance of the invention of the idea of citizenship Feb/March 2014	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.4.3 the key differences between Athenian or direct democracy and representative democracy (e.g., draw from Pericles' Funeral Oration) Feb/March 2014	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.4.4 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 the <i>Iliad</i> and the <i>Odyssey</i> and from Aesop's Fables April 2014	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.4.5 the founding, expansion, and political organization of the Persian Empire	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

6.4.6 similarities and differences between life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars <p style="text-align: center; color: red;">April 2014</p>	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
6.4.7 the rise of Alexander the Great in the North and the spread of Greek culture eastward and into Egypt <p style="text-align: center; color: red;">April 2014</p>	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
6.4.8 the enduring contributions of important Greek figures in the arts and sciences (e.g., biographies and works of Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides) <p style="text-align: center; color: red;">April 2014</p>	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 6 - Standard 5

6.5. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India, in terms of:

Legend

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Benchmarks	T		I			R	A	
6.5.1 the location and description of the river system and physical setting that supported the rise of this civilization Nov	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.5.2 the significance of the Aryan invasions Nov	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.5.3 the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism Dec	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.5.4 the social structure of the caste system Dec	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.5.5 the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia Dec	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

6.5.6 the growth of the Maurya empire and the political and moral achievements of the emperor Asoka <p style="text-align: center; color: red;">Dec</p>	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 2 3 4 5 6 7	<u>ST</u> 1 2 3 4 5 6 7	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
6.5.7 important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i> , and medicine, metallurgy, mathematics including Hindu-Arabic numerals and the zero) <p style="text-align: center; color: red;">Dec</p>	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 2 3 4 5 6 7	<u>ST</u> 1 2 3 4 5 6 7	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 6 - Standard 6

6.6. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China, in terms of:

Legend

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I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

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Benchmarks	T		I			R	A		
6.6.1 the location and description of the origins of Chinese civilization in the Huang-He Valley Shang dynasty Feb 14	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC	S			
			7		T FA O				
	6.6.2 the geographical features of China that made governance and movement of ideas and goods difficult and served to isolate that country from the rest of the world Feb 2014	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
		Q2	Tr2	1	2	LA	PA	M	2
Q3		Tr3	3	4	M	NA	B	3	
Q4			5	6	SC	S			
			7		T FA O				
6.6.3 the life of Confucius and the fundamental teachings of Confucianism and Taoism Feb 14		Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
		Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC	S			
			7		T FA O				
	6.6.4 the political and cultural problems prevalent in the time of Confucius and how he sought to solve them Feb 14	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
		Q2	Tr2	1	2	LA	PA	M	2
Q3		Tr3	3	4	M	NA	B	3	
Q4			5	6	SC	S			
			7		T FA O				
6.6.5 the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin dynasty Feb 14		Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
		Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC	S			
			7		T FA O				

6.6.6 the political contributions of the Han dynasty to the development of the imperial bureaucratic state and the expansion of the empire <p style="text-align: center; color: red;">Feb 14</p>	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
6.6.7 the significance of the trans-Eurasian "silk roads" in the period of the Han and Roman empires and their locations <p style="text-align: center; color: red;">Feb 14</p>	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
6.6.8 the diffusion of Buddhism northward to China during the Han dynasty <p style="text-align: center; color: red;">Feb 14</p>	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 6 - Standard 7

6.7. Students analyze the geographic, political, economic, religious, and social structures in the development of Rome, in terms of:

Legend

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Benchmarks	T		I			R	A	
6.7.1 the location and rise of the Roman Republic, including such important mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero <p align="right">May 2014</p>	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			
6.7.2 the character of the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty) <p align="right">May 2014</p>	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			
6.7.3 the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the Roman empire fostered economic growth through the use of currency and trade routes <p align="right">May 2014</p>	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			
6.7.4 the influence of Julius Caesar and Augustus in Rome's transition from republic to empire <p align="right">May 2014</p>	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			
6.7.5 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	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			

6.7.6 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)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
6.7.7 the circumstances that led to the spread of Christianity in Europe and other Roman territories June 2014	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
6.7.8 the legacies of Roman art and architecture, technology and science, literature, language, and law May/June 2014	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3