

# 2017-2018

## CPSD Social Studies

### PACING GUIDE



## Sixth Grade

## Canton Public School District 2017-2018 Pacing Guides

### Frequently Asked Questions and Guidance

#### Frequently Asked Questions

##### **1. Where are the district's pacing guides located? What is their purpose?**

Pacing guides for the 2017-2018 school year can be found on Canton Public School District's website under Teacher Resources. Pacing guides have been developed for grades K-12 in English Language Arts, Mathematics, Science, and Social Studies.

The district's pacing guides:

- ensure that instruction addresses all of the Mississippi College and Career Readiness Standards for English Language Arts and Mathematics and the Curriculum Frameworks for Social Studies and Science;
- provide consistency district-wide for the pace, rigor, and equity of standards; and,
- address student mobility and the need for uniformity of instruction.

##### **2. How were the pacing guides developed and by whom? What if I would like to suggest a change to the pacing guides?**

The pacing guides were developed by teams of teachers with feedback from the district's content staff and administrators. District staff and teachers considered state standards and objectives, state assessment blueprints, and the district's calendar when developing the pacing guides.

Curriculum staff will consider changes to the pacing guides twice yearly (at the end of the first semester and at the end of the second semester of each school year). Administrators should compile their teachers' suggestions and submit them to the district's content staff during the week prior to Thanksgiving Break during the first semester and the week prior to the end of the school year during the second semester. **Revisions will only be considered during these windows.** If warranted, changes will be made to the pacing guides prior to the next semester.

**3. How are these pacing guides different from other pacing guides that we have used in the district?**

These pacing guides are different because the standards are paced by term rather than by day or week. This gives teachers more flexibility in deciding how and when to teach standards. This format also emphasizes the best practice of recognizing that many standards are ongoing and should be taught throughout the year.

**4. What is the best way to interpret the social studies pacing guides?**

The pacing guides were developed to be easily understood. Social studies competencies and objectives are paced by term and incorporated with the ELA reading informational text and writing standards. Social studies lessons should aim to help students develop skills in reading a range of genres, including **maps, graphs, expository texts, memoirs, and poetry**. Students should also be expected to **write personal, persuasive, and informative essays**. Students should be required to make connections between the skills and knowledge they are acquiring in the classroom and their future career choices. Teachers should use the content standards contained in the pacing guides to develop students' literacy and writing skills. During the last 15 minutes of each 6-8 social studies class, students will use reading and writing strategies to develop and demonstrate their comprehension skills.

Term 1		
Competency	Objective	Comprehension Focus
4	<b>Understand the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns.</b>	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts; determine the meaning of words and phrases as they are used in a text; cite specific textual evidence to support analysis of sources
4a	Analyze information using social studies tools (e.g., timelines, time zones, maps, globes, graphs, political cartoons, tables, technology, etc.). (DOK 3)	
4b	Analyze relationships among people, places, and the environment by mapping information including trade patterns, governmental alliances, and immigration patterns. (DOK 3)	
5	<b>Understand the processes that shape the physical environment, including long-range effects of extreme weather phenomena and human activity (e.g., ocean and atmospheric circulation, movements of the sun, moon, and Earth, hurricanes, erosion, pollution, deforestation, etc.).</b>	Identify key steps in a text's description of a process; determine the central ideas or information of sources; provide an accurate summary;
5a	Compare and contrast the effects that human activity has on ecosystems throughout time. (DOK 2)	
5b	Analyze positive and negative effects that natural and human phenomena have on societies throughout the world. (DOK 3)	
5c	Assess and describe how governments and people prepare for natural disasters. (DOK 2)	
7	<b>Understand how geographic location affects the economic and political aspects of both the Eastern and Western Hemispheres.</b>	Describe how a text presents information; determine the central ideas of sources; provide an accurate summary; integrate visual information with other print information
7a	Identify and describe economic activities of both hemispheres. (DOK 3)	
7b	Analyze how physical features of a region affect the economic and political development of a population. (DOK 3)	
8	<b>Understand how location affects the cultural aspects of both the Eastern and Western Hemispheres.</b>	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts; determine the meaning of words and phrases as they are used in a text; cite specific textual evidence to support analysis of sources
8a	Identify and describe the hemispheres using the five themes of geography (e.g., location, place, human/environmental interaction, movement, and region). (DOK 1)	
8b	8b Analyze how physical features of a region affect the cultural development of a population. (DOK 2)	

Term 2		
Competency	Objective	Comprehension and Writing Focus
1	Understand the responsibilities, duties, and functions of all three branches of government on a federal, state, and local level.	Determine the meaning of words and phrases as they are used in a text; determine the central ideas of texts; provide an accurate summary; identify key steps in a process
1a	Differentiate among the three branches of government at the federal, state, and local level. (DOK 1)	
1b	Explain and analyze the concepts of separation of powers and checks and balances among the three branches of state and national governments. (DOK 2)	
1c	Research and summarize how the electoral process works in the United States government. (DOK 1)	
4	<b>Understand the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns.</b>	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts; determine the meaning of words and phrases as they are used in a text; cite specific textual evidence to support analysis of sources
4a	Analyze information using social studies tools (e.g., timelines, time zones, maps, globes, graphs, political cartoons, tables, technology, etc.). (DOK 3)	
4b	Analyze relationships among people, places, and the environment by mapping information including trade patterns, governmental alliances, and immigration patterns. (DOK 3)	

Term 3		
Competency	Objective	Comprehension and Writing Focus
<b>2</b>	<b>Understand individual and civic duties and responsibilities of citizens of the United States.</b>	Determine the meaning of words and phrases as they are used in a text; determine the central ideas of sources; provide an accurate summary; describe how a text presents information
2a	Explain and give examples of the differences between natural-born citizens, naturalized citizens, and non-citizens. (DOK 1)	
2b	Differentiate between individual and civic duties/responsibilities of American citizens (e.g., Individual- respect for the rights of others, self-discipline, negotiation, compromise; Civic- respect for the law, patriotism, participation in the political process). (DOK 1)	
<b>3</b>	<b>Understand how the United States can benefit by individual and collective participation and by public service.</b>	Identify key steps in a text's description of a process; determine the central ideas or information of sources; provide an accurate summary; cite text evidence; determine the meaning of words and phrases as they are used in a text
3a	Investigate and discuss examples of how citizens participate in the political process. (DOK 2)	
3b	Explore and formulate a plan for civic and community action (e.g., recycling, supporting the military and veterans, helping the elderly, etc.). (DOK 3)	
<b>4</b>	<b>Understand the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns.</b>	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts; determine the meaning of words and phrases as they are used in a text; cite specific textual evidence to support analysis of sources
4b	4b Analyze relationships among people, places, and the environment by mapping information including trade patterns, governmental alliances, and immigration patterns. (DOK 3)	

Term 4		
Competency	Objective	Comprehension and Writing Focus
<b>6</b>	<b>Understand the influences of historical documents (e.g., Magna Carta, Mayflower Compact, Declaration of Independence, Constitution, the Bill of Rights, the Emancipation Proclamation, etc.), events, and social movements on the rights of American citizens.</b>	Cite text evidence; identify key steps in a text's description of a process; determine the central ideas or information of sources; provide an accurate summary; identify author's purpose and point of view; distinguish among fact, opinion, and reasoned judgment in a text; determine the meaning of words and phrases as they are used in a text
6a	Compare and contrast the essential ideas of various historical documents that are important in shaping the values of American Democracy. (DOK 2)	
6b	Analyze how various philosophers influenced the writing of America's historical documents. (DOK 3)	
6c	Analyze political and social impacts of civil rights movements throughout the history of the United States (e.g., demonstrations, individual and group resistance, organizing efforts, and collective action/unity). (DOK 3)	
6d	Explain and analyze the current state of civil and human rights for all people in our nation (e.g., people with disabilities, minorities, gender, etc.). (DOK 3)	
6e	Explain how conflict, cooperation, and interdependence (e.g., social justice, diversity, mutual respect, and civic engagement) among groups, societies, and nations influenced the writing of early historical documents. (DOK 3)	

**In-Class (Quick) Writing Prompts** *(make these general prompts specific to the objective(s) you are teaching)*

- If people had You Tube in \_\_\_\_\_, what do you think they would post? Why?
- Write an eyewitness account of \_\_\_\_\_. Be sure to use specific details and examples that are important to that time period.
- If you lived \_\_\_\_\_ years ago, which would be the best to own: a horse, a cow, or a dozen chickens? Why?
- Imagine that your favorite movie, television, or book character was alive during the time period that we just covered. Write a narrative about their experiences.
- Write an essay about three things that you would like to explain to someone from \_\_\_\_\_.
- Write an obituary for (historical figure). Be sure to include important facts and details about his or her life, death, and impact on society.
- Make a 15 item To-Do-List for (historical figure). Be sure to include items that are relevant to what we know about his or her life.
- Do you think that the people in the time period that we just studied would have benefited more from a telephone or a television? Persuade your classmates using relevant facts and inferences.
- Make a campaign ad for (important political figure). Include important facts and details that you know about his or her political positions, the time period, and other relevant information.
- If every state in the US declared war against each other, which state would win, and why? Be sure to use specific information about the state including geography, people, economics, culture, etc.