2017-2018

CPSD SOCIAL STUDIES

PACING GUIDE



Fourth 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.
1. **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.

ELA and Mathematics content 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.

1. **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.

1. **What is the best way to interpret the pacing guides?**

The pacing guides were developed to be easily understood. Quick explanations for English Language Arts and Mathematics are found below:

*English Language Arts*

Many of the standards in the College and Career Readiness Standards for English Language Arts are ongoing; in fact, most of them are. With that fact considered, the pacing guides for ELA indicate at what point during the year standards should be introduced (**I**), practiced (**P**), assessed (**A**), and mastered (**M**). Some standards may be assessed during the year to determine students’ progress even though they may not be expected to master the standard until later. This reinforces the concept that we should frequently conduct formative assessments to inform instruction and determine which students are in need of intervention. Teachers should use the ***Scaffolding Document*** to assist in planning lessons and interventions.

*Mathematics*

The mathematics pacing guides are composed of the standards set forth by the state of Mississippi’s College and Career Readiness Standards. Several of these standards are presented during a nine week period for mastery. The district will assess these standards for mastery at the end of the nine week period. District assessments will be comprehensive; therefore, these standards will also be assessed within future district assessments. The Pacing Guides give teachers a list of standards to be covered within a nine week period. The guides do not dictate the order or cluster of how the standards will be taught. Teachers should also use the ***Scaffolding Document*** to assist in planning lessons. Please note that there are several new standards added to the MS CCRS for Mathematics this year. These standards may not be found in your textbooks; therefore, these standards will be integrated within the curriculum with other standards that can be clustered together.

1. **Are the pacing guides stand-alone documents?**

No. The pacing guides are part of a collection of instructional documents to assist teachers in planning instruction and assessments.

The College and Career Readiness Standards and Curriculum Frameworks include the standards or objectives for each grade level as well as the standards or objectives for proceeding and following grade levels. The ELA and Mathematics College and Career Readiness Standards both contain glossaries of terms that are beneficial for teachers.

If you find that you need support in narrowing the focus of the pacing guides, please contact your principal. They have tools that can assist you in making the broad range of the term-based pacing guides more specific.

1. **Will the district’s assessments be aligned to the standards in the pacing guides?**

Our district assessments are designed to provide a snapshot of the learning process throughout the school year. The district’s assessments are aligned with the timing and content of the pacing guides. Standards will be assessed according to their appearance within the term indicated on the pacing guide. Ongoing standards will be assessed at multiple points throughout the year.

1. **Whom should I contact if I need assistance with planning lessons using the pacing guides and supporting documents?**

Teachers have several options for instructional support within the district. Building principals, instructional specialists, assistant principals, and district content coordinators are available to assist you with instructional planning.

**Fourth Grade Social Studies Term Planning**

**Term 1**

**Competency 3: Describe and illustrate geographic aspects of a region using fundamental geographic vocabulary.** a. Use social studies tools (e.g., time lines, maps, globes, compasses, graphs, grids, and technological resources, etc.) todescribe the connections among the people, places, and environment of Mississippi and the southeastern region. (DOK 2)b. Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc. (DOK 2)

**Competency 5: Understand how geographic and environmental factors influence life and work.**

a. Compare the resources and scarcity of resources in a local region to other regions of Mississippi (e.g., Delta’s rich soil vs.

coastal waters). (DOK 2)

e. Explain the connections between Mississippi and other states (e.g., economic and political borders such as the Natchez Trace, the Mississippi River, Gulf of Mexico, etc.). (DOK 2)

**Term Two**

**Competency 2: Understand how geography, history, and politics have influenced the development of Mississippi.**

a. Identify the major Native American groups (Chickasaw, Choctaw, and Natchez) found living in Mississippi by the first

European explorers in the region and discuss their governmental and economic systems. (DOK 2)

b. Describe the process by which the Mississippi territory was admitted to the United States. (DOK 1)

**Competency 3: Describe and illustrate geographic aspects of a region using fundamental geographic vocabulary.**

a. Use social studies tools (e.g., time lines, maps, globes, compasses, graphs, grids, and technological resources, etc.) to

describe the connections among the people, places, and environment of Mississippi and the southeastern region. (DOK 2)

**Competency 6: Understand diversity in Mississippi.**

a. Describe the history of people who first lived in Mississippi. (DOK 1)

c. Analyze the impact and interactions among all groups throughout the history of Mississippi (e.g., European American,

African American, Asian American, Native American, Hispanic, etc.). (DOK 3)

**Term Three**

**Competency 1: Understand the purpose, roles, and responsibilities of state and federal government.**

d. Demonstrate and analyze spatial and ecological perspectives in life situations (e.g., locating waste disposal in the

community, organizing a recycling drive, etc.). (DOK 2)

**Competency 2: Understand how geography, history, and politics have influenced the development of Mississippi.**

c. Describe the development of slavery and opposition to slavery in Mississippi (DOK 1)

d. Trace the events that led to the secession of Mississippi from the Union in 1861 and subsequently entering the Civil War.

(DOK 1)

**Competency 3: Describe and illustrate geographic aspects of a region using fundamental geographic vocabulary.**

c. Discuss Mississippi’s global trade activities (e.g., imports, exports, interdependence, etc.). (DOK 1)

**Competency 4: Understand the roles, rights, and responsibilities of Mississippi citizens.**

a. Distinguish between acceptable and unacceptable behaviors of a responsible citizen (e.g., courteous public behavior,

respect for the rights and property of others, tolerance, self-control, participation in the democratic process, and respect for

the environment, etc.). (DOK 2)

b. Identify historical figures (e.g., Fannie Lou Hamer, Medgar Evers, and Martin Luther King Jr., etc.), circumstances (e.g.,

slavery, abolition, segregation and integration, etc.), and conditions (e.g., The Great Migration, Trail of Tears, Women’s

Suffrage, etc.) related to the struggle for civil/human rights in Mississippi and their impact on Mississippi’s society. (DOK 2)

c. Compare and contrast the benefits and challenges of unity and diversity among citizens of Mississippi. (DOK 2)

**Competency 5: Understand how geographic and environmental factors influence life and work.**

b. Describe the division of labor within Mississippi (e.g., government, industry, and agriculture). (DOK 1)

c. Describe the opportunity cost of choices made within Mississippi (e.g., cotton farming vs. soy bean farming, pasture land

vs. industrial development, beaches vs. casinos, landfills vs. parks, etc.). (DOK 2)

d. Explain the benefits and challenges of global trade for Mississippi. (DOK 2)

**Term Four**

**Competency 1: Understand the purpose, roles, and responsibilities of state and federal government.**

a. Distinguish among the three branches of government and their roles at local, county, state, and national levels. (DOK 2)

b. Explain how and why the state government makes, carries out, and enforces laws. (DOK 1)

c. Explain the responsibilities of state government to protect, educate, and maintain the public welfare of its citizens (e.g. responding to natural disasters). (DOK 2)

**Competency 5: Understand how geographic and environmental factors influence life and work.**

f. Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.). (DOK 2)

**Competency 6: Understand diversity in Mississippi.**

b. Identify the Mississippi artists, musicians and writers who have an impact on the state, nation and world. (DOK 1)