



# 6<sup>h</sup> Grade Social Studies Mapping/Pacing Guide 2016-2017

## *Topics & Standards*

### *Quarter 1*

#### *Geography and Map Skills*

#### *History and Timelines*

#### *Mesopotamia*

### **Geography**

3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.
4. Latitude and longitude can be used to identify absolute location.
5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).
6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.
7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

### **History**

1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.
2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

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	<p><b><u>Government</u></b> 9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.</p> <p>10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority.</p> <p><b><u>Economics</u></b> 12. The choices people make both present and future consequences. The Evaluation of choices is relative and may differ across individuals and societies.</p> <p>14. When regions and/or countries specialize, global trade occurs.</p>			
<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><b>Geography and Map skills</b></p> <p><b>History and timelines</b></p> <p><b>5 Weeks</b></p>	<p><b>UBD Framework</b> Unit: Geography Map Skills</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 4-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 3-4 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> </ul>	<p><b>Language Arts</b> <b>RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other</p>	<p>McGraw Hill Discovering World Geography-Eastern Hemisphere (Chapter 1-Lesson 1-2)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.earth.google.com">www.earth.google.com</a> (interactive map site)</p> <p><a href="http://timeline.thinkport.org">http://timeline.thinkport.org</a> (constructing online timelines)</p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under</b></p>

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	<ul style="list-style-type: none"> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>Lesson Quiz</li> <li>Chapter Test</li> <li>Unit Test</li> <li>Unit Review</li> <li>Unit Test</li> <li>Geography, Economics and Critical Thinking Skills</li> </ul>	<p>information in print and digital texts.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>Study to Succeed</li> <li>Graphic Novels</li> <li>CCSS Lesson Review</li> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> </ul>		<p><b>Lesson Planning-“Intervention and Remediation” and “Gifted and Talented.”</b></p>
<p><b>Mesopotamia</b></p> <p><b>4 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: Mesopotamia</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>4-5 tasks that reach DOK 3-4 AND/OR</li> <li>3-4 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p>	<p><b>Language Arts</b></p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>Study to Succeed</li> <li>Graphic Novels</li> </ul>	<p>McGraw Hill Discovering World Geography-Eastern Hemisphere (Chapter 22-Lesson 1-2)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.earth.google.com">www.earth.google.com</a> (interactive map site)</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning-“Intervention and Remediation” and “Gifted and Talented.”</b></p>

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	<p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Chapter Test</li> <li>• Unit Test</li> <li>• Unit Review</li> <li>• Unit Test</li> <li>• Geography, Economics and Critical Thinking Skills</li> </ul>	<ul style="list-style-type: none"> <li>• CCSS Lesson Review</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> </ul>		
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<p><b><i>Topics &amp; Standards</i></b></p> <p><b><i>Quarter 2</i></b></p> <p><b><i>Egypt</i></b></p> <p><b><i>India</i></b></p>	<p><b><u>History</u></b></p> <p>2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p><b><u>Geography</u></b></p> <p>6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.</p> <p>7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).</p> <p><b><u>Government</u></b></p> <p>9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.</p>
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10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority.

**Economics**

12. The choices people make both present and future consequences. The Evaluation of choices is relative and may differ across individuals and societies.

14. When regions and/or countries specialize, global trade occurs.

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><i>Egypt</i></p> <p><b>6 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: Egypt</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 5-6 tasks that reach DOK 3-4 AND/OR</li> <li>• 3-4 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p>	<p><b>Language Arts</b></p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p>McGraw Hill Discovering World Geography-Eastern Hemisphere (Chapter 23-Lesson 1-4)</p> <p>Defined Stem <b>“Egyptian Museum”</b></p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://sheg.stanford.edu/egyptian-pyramids">http://sheg.stanford.edu/egyptian-pyramids</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.earth.google.com">www.earth.google.com</a> (Interactive map site)</p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.ancientegypt.co.uk/menu.html">http://www.ancientegypt.co.uk/menu.html</a> (Egypt-Interactive activities, information text, pictures)</p>

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	<p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Chapter Test</li> <li>• Unit Test</li> <li>• Unit Review</li> <li>• Unit Test</li> <li>• Geography, Economics and Critical Thinking Skills</li> </ul>	<p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• CCSS Lesson Review</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> </ul>		<p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning- “Intervention and Remediation” and “Gifted and Talented.”</p>
<p><i>India</i>  <i>2 Weeks</i></p>	<p><b>UBD Framework</b> Unit: India</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Chapter Test</li> <li>• Unit Test</li> </ul>	<p><b>Language Arts</b></p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• CCSS Lesson Review</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> </ul>	<p>McGraw Hill Discovering World Geography-Eastern Hemisphere (Chapter 25-Lesson 1-3)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.earth.google.com">www.earth.google.com</a> (interactive map site)</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="https://sites.google.com/site/1ancientcivilizationsforkids/ancient-india">https://sites.google.com/site/1ancientcivilizationsforkids/ancient-india</a> (India-facts, informational text, pictures)</p> <p><a href="http://www.ancientindia.co.uk/">http://www.ancientindia.co.uk/</a> (India-Interactive activities, information text, pictures)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning-</p>

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	<ul style="list-style-type: none"> <li>• Unit Review</li> <li>• Unit Test</li> <li>• Geography, Economics and Critical Thinking Skills</li> </ul>			<p style="color: purple;">“Intervention and Remediation” and “Gifted and Talented.”</p>
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<p><b>Topics &amp; Standards</b></p> <p><u>Quarter 3</u></p> <p><i>India</i></p> <p><i>China</i></p>	<p><b><u>History</u></b>                  2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p><b><u>Geography</u></b>                  6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.</p> <p>7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).</p> <p><b><u>Government</u></b>                  9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.</p> <p>10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority.</p> <p><b><u>Economics</u></b></p>
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12. The choices people make both present and future consequences. The Evaluation of choices is relative and may differ across individuals and societies.
14. When regions and/or countries specialize, global trade occurs.

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><b>India</b></p> <p><b>4 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: India</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 4-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 3-4 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Chapter Test</li> </ul>	<p><b>Language Arts</b></p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• CCSS Lesson Review</li> </ul>	<p>McGraw Hill</p> <p>Discovering World Geography-Eastern Hemisphere (Chapter 1-3)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.earth.google.com">www.earth.google.com</a> (Interactive map site)</p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.ancientindia.co.uk/">http://www.ancientindia.co.uk/</a> India-Interactive activities, information text, pictures)</p> <p><a href="https://sites.google.com/site/1ancientcivilizationsforkids/ancient-india">https://sites.google.com/site/1ancientcivilizationsforkids/ancient-india</a> (India-facts, informational text, pictures)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning- "Intervention and Remediation" and "Gifted and Talented."</b></p>

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	<ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Unit Review</li> <li>• Unit Test</li> <li>• Geography, Economics and Critical Thinking Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> </ul>		
<p><i>China</i></p> <p><i>4 Weeks</i></p>	<p><b>UBD Framework</b></p> <p>Unit: China and their Economy</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 5-6 tasks that reach DOK 3-4 AND/OR</li> <li>• 3-4 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Chapter Test</li> <li>• Unit Test</li> <li>• Unit Review</li> </ul>	<p><b>Language Arts</b></p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• CCSS Lesson Review</li> <li>• Research and Writing Skills</li> </ul>	<p>McGraw Hill Discovering World Geography-Eastern Hemisphere (Chapter 26-Lesson 1-3)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.earth.google.com">www.earth.google.com</a> (Interactive map site)</p> <p><a href="http://sheg.stanford.edu/confucianism-daoism">http://sheg.stanford.edu/confucianism-daoism</a> (Reading Like a Historian lessons and activities)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning- “Intervention and Remediation” and “Gifted and Talented.”</b></p>

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	<ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Geography, Economics and Critical Thinking Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Content/Academic Vocabulary</li> </ul>		
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<p><b><i>Topics &amp; Standards</i></b></p> <p><b><u>Quarter 4</u></b></p> <p><b>China</b></p> <p><b>Economics</b></p> <p><b>Supply &amp; Demand</b></p>	<p><b><u>History</u></b></p> <p>2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p><b><u>Geography</u></b></p> <p>6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.</p> <p>7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).</p> <p><b><u>Government</u></b></p>
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9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.
10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.
- Economics**
11. Economists compare data sets to draw conclusions about relationships among them.
12. The choices people make both present and future consequences. The Evaluation of choices is relative and may differ across individuals and societies.
13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.
14. When regions and/or countries specialize, global trade occurs.
15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.
16. When selecting items to buy, individuals can compare the price and quality of available goods and services

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><i>China</i></p> <p><i>4 Weeks</i></p>	<p><b>UBD Framework</b></p> <p>Unit: China</p> 	<p><b>Language Arts</b></p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including</p>	<p>McGraw Hill</p> <p>Discovering World</p> <p>Geography-Eastern Hemisphere</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p>

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	<p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 5-6 tasks that reach DOK 3-4 AND/OR</li> <li>• 3-4 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Chapter Test</li> <li>• Unit Test</li> <li>• Unit Review</li> <li>• Unit Test</li> <li>• Geography, Economics and Critical Thinking Skills</li> </ul> <p><b>Summative/Quarterly Assessments</b></p>	<p>vocabulary specific to domains related to history/social studies.</p> <p>WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• CCSS Lesson Review</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> </ul>	<p>(Chapter 26-Lesson 1-3)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.earth.google.com">www.earth.google.com</a> (Interactive map site)</p> <p><a href="http://sheg.stanford.edu/confucianism-daoism">http://sheg.stanford.edu/confucianism-daoism</a> (Reading Like a Historian lessons and activities)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning- “Intervention and Remediation” and “Gifted and Talented.”</b></p>
<p><i>Economics</i></p> <p><i>Supply and Demand</i></p> <p><i>4 Weeks</i></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 5-6 tasks that reach DOK 3-4 AND/OR</li> <li>• 3-4 FATPS/RAFTS</li> </ul>	<p><b>Language Arts</b></p> <p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>McGraw Hill</p> <p>Discovering World Geography-Eastern Hemisphere</p> <p>(Chapter 3-Lesson 2-3)</p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p>

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	<ul style="list-style-type: none"> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><b><u>McGraw-Hill Assessment Resources</u></b></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Chapter Test</li> <li>• Unit Test</li> <li>• Unit Review</li> <li>• Unit Test</li> <li>• Geography, Economics and Critical Thinking Skills</li> </ul>	<p>RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b><u>McGraw-Hill Text Literacy Resources</u></b></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• CCSS Lesson Review</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> </ul>	<p style="text-align: center;">Discovery Learning</p>	<p><a href="https://www.youtube.com/watch?v=7IPMo_yzDiNo">https://www.youtube.com/watch?v=7IPMo_yzDiNo</a> (Supply and Demand Video Clip 4:53 minutes)</p> <p><a href="http://bizkids.com/clip/supply-and-demand">http://bizkids.com/clip/supply-and-demand</a> (Supply and Demand Video Clip and lessons)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning- “Intervention and Remediation” and “Gifted and Talented.”</b></p>
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