

Vocabulary	
Recommended Texts*	Resources *

\* List your vocabulary, recommended texts, and resources - we will be collecting them at the end of the year.



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**Many thanks to...**  
the teachers and administrators who helped develop and revise the pacing guides.

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DRAFT

Sixth Grade • First Quarter  
*Pacing Guide*



*Social Studies*

Introduction to Your Social Studies Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout Social Studies units.
- Once a skill is mastered, continue to practice it.
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- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
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Grade 6 Social Studies First Quarter			
History/World History Western Hemisphere	Geography	Civics and Government	Public Discourse, Decision Making and Citizen Involvement
<p><b>6 - H1.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain why historians use eras and time periods to explain human activity.</p> <p><b>6 - H1.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify different ways people made and used calendars in the past.</p> <p><b>6 - H1.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> use different resources to explore history. (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p>	<p><b>6 - G1.2.1</b></p> <p><b>I CAN</b> locate the major rivers, landforms, and climates.</p> <p><b>6 - G1.2.5</b></p> <p><b>I CAN</b> use contemporary mapping systems (Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing), to answer questions about places in the Western Hemisphere.</p> <p><b>6 - G1.3.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> use the five themes of geography to describe regions and places on Earth.</p> <p><b>6 - G1.3.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain why people live in certain areas according to the physical environment.</p> <p><b>6 - G1.3.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain interdependence between people and places.</p> <p><b>6 - G2.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe the landforms and climates of the areas that I am studying.</p> <p><b>6 - G2.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how tectonic plates can determine where people live.</p> <p><b>6 - G2.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe the human characteristics of regions.</p> <p><b>6 - G2.2.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe the positive and negative affects of technology on communities.</p> <p><b>6 - G2.2.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how historical events can influence the people of a particular place or region.</p> <p><b>6 - G3.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> construct climate graphs of two places and answer questions.</p> <p><input type="checkbox"/> <b>I CAN</b> make predictions based on graphs.</p> <p><b>6 - G3.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe why ecosystems are different at various latitudes and elevations.</p> <p><input type="checkbox"/> <b>I CAN</b> describe human activities in ecosystems.</p> <p><b>6 - G3.2.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain why some ecosystems are considered more conducive for human settlement than others.</p> <p><b>6 - G4.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify and explain cultural diffusion within the Americas. (e.g., baseball, soccer, music, architecture, television, languages, health care, internet, consumer brands, currency, restaurants, international migration).</p> <p><b>6 - G4.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> <i>identify and describe advantages, disadvantages, and the impact of technology.</i></p> <p><b>6 - G4.3.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe how people modify certain places to make settlement possible.</p> <p><b>6 - G4.3.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> <i>explain the patterns, causes, and consequences of major human migration.</i></p> <p><b>6 - G5.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how technology can change the environment, and help people utilize natural resources.</p>	<p><b>6 - C1.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify the central issues of democracy.</p> <p><input type="checkbox"/> <b>I CAN</b> identify the central issues of dictatorships.</p> <p><input type="checkbox"/> <b>I CAN</b> compare and contrast and explain the ideas of both.</p> <p><b>6 - C1.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> <i>examine what it means to be a citizen in a different country.</i></p>	<p><b>6 - P3.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> clearly state an issue as a question on a public policy.</p> <p><input type="checkbox"/> <b>I CAN</b> research and analyze policy issues in group discussions and debates.</p> <p><input type="checkbox"/> <b>I CAN</b> write a persuasive/argumentative essay that expresses my point of view on the topic.</p> <p><input type="checkbox"/> <b>I CAN</b> develop an action plan and clearly communicate it.</p> <p><b>6 - P4.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> develop a plan to conduct an activity to advance a public policy.</p> <p><b>6 - P4.2.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> engage in activities intended to contribute to solving a national or international problem studied.</p> <p><b>6 - P4.2.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> participate in projects to help or inform others on various topics.</p>
		<p><b>Economics</b></p> <p><b>6 - E1.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how incentives differ in economic systems. (e.g. acquiring money, profit, goods, wanting to avoid loss of position in society, job placement).</p> <p><b>6 - E2.3.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe how governments can impact commerce and trade with other countries.</p> <p><b>6 - E3.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> interpret graphs that display information about imports and exports in the Western Hemisphere.</p> <p><input type="checkbox"/> <b>I CAN</b> interpret the economic interdependence among countries.</p> <p><b>6 - E3.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> draw a map or picture illustrating the flow of materials, labor, and capital in the movement of a consumer product.</p> <p><b>6 - E3.1.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how the development and advancement of technology has changed how and where people work.</p> <p><b>6 - E3.3.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain the differences between a traditional, command, and market economic system.</p> <p><b>6 - E3.3.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> <i>explain the economic and ecological cost and benefits of different kinds of energy production (oil, natural gas, nuclear biomass, solar, and wind).</i></p>	

\* Italicized I CAN statements are new to this grade level.

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Sixth Grade • Second Quarter  
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Grade 6		Social Studies		Second Quarter		
History/World History Western Hemisphere		Geography	Civics and Government	Economics		
<p><b>6 - H1.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain why historians use eras and time periods to explain human activity.</p> <p><b>6 - H1.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify different ways people made and used calendars in the past.</p> <p><b>6 - H1.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> interpret evidence from past civilizations to gain a greater understanding of the culture at that time.</p> <p><input type="checkbox"/> <b>I CAN</b> recognize the difference between facts and opinions.</p> <p><input type="checkbox"/> <b>I CAN</b> use different resources to explore history. (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p><b>6 - H1.2.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify an author's particular point of view from a historical text.</p> <p><b>6 - H1.2.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify the author's perspective in primary and secondary sources.</p> <p><input type="checkbox"/> <b>I CAN</b> discuss the author's perspective in primary and secondary sources.</p> <p><b>6 - H1.2.4</b></p> <p><input type="checkbox"/> <b>I CAN</b> compare and contrast different historical points of view based on facts.</p> <p><b>6 - H1.2.5</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain why people are significant in history and how their ideas can impact the world.</p> <p><b>6 - H1.4.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> use cultural institutions (political, economic, religion/belief, science/technology, written language, education, family) to gain an understanding of an era and a region.</p> <p><b>6 - H1.4.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe the changes in a culture using the themes of history.</p> <p><b>6 - H1.4.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> use historical points of view to study global issues faced by people long ago and today.</p>		<p><b>6 - W1.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> communicate how people migrated among the Earth's continents.</p> <p><b>6 - W1.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain the lives of hunter-gatherer societies in the earliest eras of human history.</p> <p><b>6 - W1.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe the transition from hunter-gatherers to sedentary agriculture (domestication of plants and animals).</p> <p><b>6 - W1.2.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain various reasons why groups of people chose certain areas to settle based on water sources, climate, and soil quality.</p> <p><b>6 - W1.2.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain the importance of the Agricultural Revolution.</p> <p><b>6 - W2.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain why the environment favored small-scaled communities in certain parts of the Western Hemisphere (hunter-gatherer, pastoral, and small-scale agriculture).</p> <p><b>6 - W2.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how agriculture led to the development of communities and their farming traditions.</p> <p><b>6 - W2.1.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> use different sources to describe how the cultures of early Native American peoples reflected their natural environments.</p> <p><b>6 - W2.1.4</b></p> <p><input type="checkbox"/> <b>I CAN</b> use historical evidence to describe the lives and beliefs of early civilizations.</p> <p><b>6 - W3.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how the environment impacted the development of early empires.</p> <p><b>6 - W3.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how economics helped shape early civilizations.</p> <p><input type="checkbox"/> <b>I CAN</b> describe what products they traded, and how these products were transported.</p>	<p><b>6 - G1.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> locate major rivers, landforms, and climates.</p> <p><b>6 - G1.2.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain why maps of the same place might be different based on cultural perspective and modern technology.</p> <p><b>6 - G1.2.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> use data and maps to show different types of geographic and historical information.</p> <p><b>6 - G1.2.4</b></p> <p><input type="checkbox"/> <b>I CAN</b> answer questions about land, places, regions, and people by viewing various types of photos.</p> <p><b>6 - G1.2.6</b></p> <p><input type="checkbox"/> <b>I CAN</b> use geographic skills to study problems and issues in the Western Hemisphere.</p> <p><b>6 G-2.2.4</b></p> <p><input type="checkbox"/> <b>I CAN</b> create a population pyramid that shows regions that interpret birth and death rate, growth rate, and age structure.</p> <p><b>6 - G4.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify and explain cultural diffusion within the Americas. (e.g., baseball, soccer, music, architecture, television, languages, health care, internet, consumer brands, currency, restaurants, international migration).</p> <p><b>6 - G4.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how technologies help people world-wide, and how there are pros and cons about each.</p> <p><b>6 - G4.3.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> use historical and modern maps to describe where people have settled in the past and in current times.</p> <p><b>6 - G4.4.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify the factors that contribute to conflict among cultural groups.</p> <p><input type="checkbox"/> <b>I CAN</b> identify the factors that contribute to cooperation among cultural groups.</p> <p><b>6 - G4.4.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how First Nations, the French, and the English clashed long ago.</p> <p><input type="checkbox"/> <b>I CAN</b> also tell why the Nunavut Territory was created by Inuit people in 1999.</p> <p><b>6 - G5.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how technology can change the environment, and help people utilize natural resources.</p> <p><b>6 - G5.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how changes in the physical environment can affect the people who live there.</p>	<p><b>6 - C1.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify the central issues of democracy.</p> <p><input type="checkbox"/> <b>I CAN</b> identify the central issues of dictatorships.</p> <p><input type="checkbox"/> <b>I CAN</b> compare and contrast and explain the ideas of both.</p> <p><b>6 - C3.6.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe the characteristics of a nation-state.</p> <p><input type="checkbox"/> <b>I CAN</b> describe how Western Hemisphere nations interact.</p> <p><b>6 - C3.6.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> compare and contrast a military dictatorship, representative democracy, and a parliamentary system of representative democracy.</p> <p><b>6 - C4.3.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> communicate different ways that nations can have a positive or negative relationship.</p> <p><input type="checkbox"/> <b>I CAN</b> explain the geopolitical relationships that countries in similar geographic regions have with one another.</p> <p><b>6 - C4.3.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain the challenges and cooperation needed to address issues of importance in the Western Hemisphere.</p> <p><b>6 - C4.3.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> give an example of the interdependence among countries for mutual benefit through international organizations and treaties in the Western Hemisphere. (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p>	<p><b>6 - E2.3.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe how governments can impact commerce and trade with other countries.</p> <p><b>6 - E3.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> interpret graphs that display information about imports and exports in the Western Hemisphere.</p> <p><input type="checkbox"/> <b>I CAN</b> interpret the economic interdependence among countries.</p> <p><b>6 - E3.1.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how the development and advancement of technology has changed how and where people work.</p>	
		Public Discourse, Decision Making and Citizen Involvement				
		<p><b>6 - P3.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> clearly state an issue as a question on a public policy.</p> <p><input type="checkbox"/> <b>I CAN</b> research and analyze policy issues in group discussions and debates.</p> <p><input type="checkbox"/> <b>I CAN</b> write a persuasive/argumentative essay that expresses my point of view on the topic.</p> <p><input type="checkbox"/> <b>I CAN</b> develop an action plan and clearly communicate it.</p> <p><b>6 - P4.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> develop a plan to conduct an activity to advance a public policy.</p> <p><b>6- P4.2.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> engage in activities intended to contribute to solving a national or international problem studied.</p> <p><b>6 - P4.2.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> participate in projects to help or inform others on various topics.</p>				

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History/World History Western Hemisphere	Geography	Civics and Government	Economics
<p><b>6 - W3.1.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe the similarities and differences between the major early civilizations of Latin America (Mayans, Incas, and Aztecs).</p> <p><b>6 - W3.1.4</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain the regional struggles and changes in government among the Mayan, Aztec, and Incan Empires.</p> <p><b>6 - W3.1.5</b></p> <p><input type="checkbox"/> <b>I CAN</b> construct a timeline of important events in the origin and development of the major civilizations of Latin America</p>	<p><b>6 - G1.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how geographers use maps to represent information about people and places.</p> <p><b>6 - G1.2.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> use data and maps to show different types of geographic and historical information.</p> <p><b>6 - G1.2.6</b></p> <p><input type="checkbox"/> <b>I CAN</b> use geographic skills to study problems and issues in the Western Hemisphere.</p> <p><b>6 - G3.1.2</b></p> <p><input type="checkbox"/> <i><b>I CAN</b> explain the factors which cause different types of climates.</i></p> <p><b>6 - G4.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify and explain cultural diffusion within the Americas. (e.g., baseball, soccer, music, architecture, television, languages, health care, internet, consumer brands, currency, restaurants, international migration).</p> <p><b>6 - G4.1.2</b></p> <p><input type="checkbox"/> <i><b>I CAN</b> compare the roles of men and women in different societies.</i></p> <p><b>6 - G4.1.3</b></p> <p><input type="checkbox"/> <i><b>I CAN</b> describe cultures of the region being studied including the major languages and religions.</i></p> <p><b>6 - G4.1.4</b></p> <p><input type="checkbox"/> <i><b>I CAN</b> explain how cultural patterns influence environments in the daily lives of people.</i></p> <p><b>6 - G4.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how technologies help people world-wide, and how there are pros and cons about each.</p> <p><b>6 - G4.3.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> use historical and modern maps to describe where people have settled in the past and in current times.</p> <p><b>6 - G4.4.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify the factors that contribute to conflict among cultural groups.</p> <p><input type="checkbox"/> <b>I CAN</b> identify the factors that contribute to cooperation among cultural groups.</p> <p><b>6 - G4.4.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how First Nations, the French, and the English clashed long ago.</p> <p><input type="checkbox"/> <b>I CAN</b> also tell why the Nunavut Territory was created by Inuit people in 1999.</p> <p><b>6 - G5.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe how people can impact their environment such as changes in the tropical forest environments in Brazil, Peru, and Costa Rica.</p> <p><b>6 - G5.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how technology can change the environment, and help people utilize natural resources.</p> <p><b>6 - G5.1.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how humans can change the environment, and how changes in one area may have an impact on another area. (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</p> <p><b>6 - G5.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how changes in the physical environment can affect the people who live there.</p> <p><b>6 - G5.2.2</b></p> <p><input type="checkbox"/> <i><b>I CAN</b> describe how combinations of human decisions and natural forces can lead to or help people avoid natural disasters.</i></p> <p><b>6 - G6.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> research a current global topic or issue and develop a plan for action.</p> <p><b>6 - G6.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> conduct research on global topics and issues from Ancient World History Eras and develop essays with action plans.</p>	<p><b>6 - C3.6.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> compare and contrast a military dictatorship, representative democracy, and a parliamentary system of representative democracy.</p> <p><b>6 - C4.3.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> communicate different ways that nations can have a positive or negative relationship.</p> <p><input type="checkbox"/> <b>I CAN</b> explain the geopolitical relationships that countries in similar geographic regions have with one another.</p> <p><b>6 - C4.3.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain the challenges and cooperation needed to address issues of importance in the Western Hemisphere.</p> <p><b>6 - C4.3.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> give an example of the interdependence among countries for mutual benefit through international organizations and treaties in the Western Hemisphere. (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p>	<p><b>6 - E3.1.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how the development and advancement of technology has changed how and where people work.</p>
			<p><b>Public Discourse, Decision Making and Citizen Involvement</b></p> <p><b>6 - P3.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> clearly state an issue as a question on a public policy.</p> <p><input type="checkbox"/> <b>I CAN</b> research and analyze policy issues in group discussions and debates.</p> <p><input type="checkbox"/> <b>I CAN</b> write a persuasive/argumentative essay that expresses my point of view on the topic.</p> <p><input type="checkbox"/> <b>I CAN</b> develop an action plan and clearly communicate it.</p> <p><b>6 - P4.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> develop a plan to conduct an activity to advance a public policy.</p> <p><b>6 - P4.2.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> engage in activities intended to contribute to solving a national or international problem studied.</p> <p><b>6 - P4.2.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> participate in projects to help or inform others on various topics.</p>

\* Italicized I CAN statements are new to this grade level.



Vocabulary	
Recommended Texts*	Resources*

\* List your vocabulary, recommended texts, and resources - we will be collecting them at the end of the year.



**Yvonne Caamal Canul**  
*Superintendent*

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*Deputy Superintendent*

**Mara Lud**  
*Executive Director for Student Learning*

**Delsa Chapman**  
*Director of Magnet Programs & High Schools*

**Many thanks to...**  
the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the I CAN statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



DRAFT

Sixth Grade • Fourth Quarter  
*Pacing Guide*



*Social Studies*

Introduction to Your Social Studies Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout Social Studies units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage [www.lansingschools.net](http://www.lansingschools.net) under Links.

Grade 6 Social Studies Fourth Quarter			
History/World History Western Hemisphere	Geography	Civics and Government	Economics
<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><b>6 - G1.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> draw a map of the Western Hemisphere that includes the major countries of North, Central, and South America.</p> <p><b>6 - G1.2.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> use data and maps to show different types of geographic and historical information.</p> <p><b>6 - G1.2.6</b></p> <p><input type="checkbox"/> <b>I CAN</b> use geographic skills to study problems and issues in the Western Hemisphere.</p> <p><b>6 - G4.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify and explain cultural diffusion within the Americas. (e.g., baseball, soccer, music, architecture, television, languages, health care, internet, consumer brands, currency, restaurants, international migration).</p> <p><b>6 - G4.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how technologies help people world-wide, and how there are pros and cons about each.</p> <p><b>6 - G4.3.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> use historical and modern maps to describe where people have settled in the past and in current times.</p> <p><b>6 - G4.4.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify the factors that contribute to conflict among cultural groups.</p> <p><b>6 - G5.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe how people can impact their environment such as changes in the tropical forest environments in Brazil, Peru, and Costa Rica.</p> <p><b>6 - G5.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how technology can change the environment, and help people utilize natural resources.</p> <p><b>6 - G5.1.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how humans can change the environment, and how changes in one area may have an impact on another area. (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</p> <p><b>6 - G5.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how changes in the physical environment can affect the people who live there.</p>	<p><b>6 - C4.3.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> communicate different ways that nations can have a positive or negative relationship.</p> <p><input type="checkbox"/> <b>I CAN</b> explain the geopolitical relationships that countries in similar geographic regions have with one another.</p> <p><b>6 - C4.3.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain the challenges and cooperation needed to address issues of importance in the Western Hemisphere.</p> <p><b>6 - C4.3.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> give an example of the interdependence among countries for mutual benefit through international organizations and treaties in the Western Hemisphere. (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN).</p>	<p><b>6 - E3.1.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> explain how the development and advancement of technology has changed how and where people work.</p>
			<p><b>Public Discourse, Decision Making and Citizen Involvement</b></p> <p><b>6 - P3.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> clearly state an issue as a question on a public policy.</p> <p><input type="checkbox"/> <b>I CAN</b> research and analyze policy issues in group discussions and debates.</p> <p><input type="checkbox"/> <b>I CAN</b> write a persuasive/argumentative essay that expresses my point of view on the topic.</p> <p><input type="checkbox"/> <b>I CAN</b> develop an action plan and clearly communicate it.</p> <p><b>6 - P4.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> develop a plan to conduct an activity to advance a public policy.</p> <p><b>6- P4.2.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> engage in activities intended to contribute to solving a national or international problem studied.</p> <p><b>6 - P4.2.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> participate in projects to help or inform others on various topics.</p>

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