

Instructional Guide

Grade Level Sixth Grade

Subject Social Studies

School System Pickens County

School Year 2011-2012

Time Period	AHSGE Correlations	Standards/ Components	Resources/ Activities	Date of Common Formative Assessment	Mapping Comments
1st Six Weeks					
1 st Six Weeks	Standard 5 Objective 1 Eligible Content: Identify and explain the closing of the frontier and the transition from an agrarian society to an industrial nation during the 1800's, Indian tribes, settlement of the Midwest/immigration movement. changing	6.1a Describe the Westward Expansion and its technological influence on the people of the United States prior to World War I including the development of railroads. 6.1 b Describe the Westward Expansion and its economic influence on the people of the United States prior to World War I including location of reservations, end of frontier, and Manifest Destiny. 6.1c Describe the Westward Expansion and its social influence on the people of the United States prior to World War I including conflicts with Native Americans. 6.1. B.1 Locating States West of the Mississippi River 6.1. B.1.a Locating capitals West of the Mississippi River 6.1. B.1.b Geographic features West of the Mississippi 6.1. B.2 Identifying major groups and individuals involved with Westward Expansion 6.1. B.3 Identifying groups of Western settlers engaged in areas of conflict and cooperation including farmers, ranchers, Mormons, and Hispanics. 6.1. B.3.a Identifying groups of Western settlers engaged in areas of trading practices including farmers, ranchers, Mormons, and Hispanics 6.1. B.4Analyzing the impact of closing the frontier on Native Americans 6.1. B.5 Locating areas settled in the United States between 1877 and 1900	Chapter 4 Houghton Mifflin Social Studies pg. 104-132 Practice Workbook pgs. 18-21 Skill Strategies pgs. 28,30,33 Graphic Organizers, Vocabulary, End of Chapter Test		

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks	Standard 5 Objective 2 Eligible Content: Describe the concepts, developments, and consequences of industrialization and urbanization. Geographic factors that influenced industrialization, monopolies/mergers, urbanization in the late 1800's, economics. Identify, explain and relate the accomplishments and limitations of the Progressive Movement, role of women, and public education.	6..2.1.a Describe the impact of industrialization in the United States prior to World War I 6.2.1.b Describe the impact of free market in the United States prior to World War I 6.2.1.c Describe the impact of urbanization in the United States prior to World War I 6.2.1.d Describe the impact of communication in the United States prior to World War I 6.2.1.e Describe the impact of cultural changes in the United States prior to World War I 6.2. B.1 Discussing the construction of the Panama Canal 6.2. B.2 Explaining how the United States acquired Alaska and Hawaii	Chapter 9 Houghton Mifflin Social Studies pgs. 294-318 Chapter 10 Houghton Mifflin Social Studies Lesson 1 pgs. 322-326 Practice Workbook pgs. 49-52 Skills Strategies pgs. 79, 80, 81, 83, 84 Vocabulary, Graphic Organizers, End of Chapter Test		

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks		6.3.B.1 Identifying major people involved in the Spanish-American War including Teddy Roosevelt and the Rough Riders, William Gorgas 6.3.B.2 Locating major territories that were part of the treaty ending the Spanish-American War	Chapter 9 Lesson 1 Houghton Mifflin Social Studies pg. 312-317 Practice Workbook pg. 80 Skills Strategy pgs. 79 Graphic Organizers, Vocabulary, End of Chapter Test		

Time Period (Pacing – when)	AHSGE Correlation	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2nd Six Weeks					
2 nd Six Weeks		6.4.B.1 Describing countries of origin and experiences of new immigrants to the United States including Ellis Island experience 6.4.B.2 Identifying political and social leaders of the Progressive Movement including Theodore Roosevelt, William Howard, Woodrow Wilson, Robert LaFollette, Jane Addams, Mary Harris' Mother Jones, Clara Barton, Grover Cleveland 4.B.3 Analyzing the impact of early civil rights movements on the lives of Americans 6.4.B.4.a Identifying cultural changes from 1900-1920 resulting from religious beliefs 6.4.B.4.b Identifying cultural changes from 1900-1920 resulting from industrialization 6.4.B.4.c Identifying cultural changes from 1900-1920 resulting from urbanization 6.4.B.4.d Identifying cultural changes from 1900-1920 resulting from changes in communication and technology	Chapter 8 Lesson Houghton Mifflin Social Studies pgs. 266-270 Skills Strategy pg. 70 Practice Workbook pg.71 Chapter 10 Lesson 4 Houghton Mifflin Social Studies pgs.344-348 Skill Strategy pg. 93 Practice Workbook pg. 94 Pgs. 185-188, 217,275,279,299,300,314(political and social leaders) Refer to Content Standard 2 Graphic Organizers, Vocabulary, End of Chapter Test		

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2nd Six Weeks	Standard 6 Objective 1 and 2 Eligible Content: Identify and explain American imperialism and territorial expansion prior to World War I, Hawaiian Islands, Spanish-American War, Open Door Policy, and Panama Cana. Identify and analyze America's involvement in World War I, causes of the war, causes of the United States' entry into the war, mobilization, American military role, home front, technological innovations, Treaty of Versailles. Trace and explain global transformations: European nationalism and Western imperialism, nationalism and militarism, United States imperialism.	6.5.B.1 Describing the role of the United States in World War I both militarily and on the home front 6.5.B.2 Identifying important people involved in World War I including Sergeant Alvin York, President Woodrow Wilson, Baron Von Richthofen (Red Baron), Archduke Franz Ferdinand, Kaiser Wilhelm II, Prime Minister David Lloyd George, French statesman Georges Clemenceau 6.5.B.3 Discussing technological advances and their impact on the economy of the United States including machine gun, tank, submarine, airplane, poisonous gas, gas mask, and industrial support necessary for their manufacture 6.5.B.4 Locating on a map or globe major countries involved in World War I and boundary changes after the war 6.5.B.5 Explaining rejection of world leadership by the United States after World War I including reaction of Congress to Treaty of Versailles and League of Nations	Chapter 9 Lesson 2 and 3 Houghton Mifflin Social Studies pgs. 304-317 Pgs. 307, 314 (important people involved in World War I) Skill Strategy pg.84, 85, 89 Practice Workbook pg.82 Chapter 10 Lesson 1 Houghton Mifflin Social Studies pgs. 322-325 Chapter 10 Lesson3 Houghton Mifflin Social Studies pg.342 Skill Strategy pg.90 Practice Workbook pg. 91 Graphic Organizers, Vocabulary		

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd Six Weeks	Standard 6 Objective 1 and 2 Eligible Content: Identify and explain American imperialism and territorial expansion prior to World War I, Hawaiian Islands, Spanish-American War, Open Door Policy, and Panama Cana. Identify and analyze America's involvement in World War I, causes of the war, causes of the United States' entry into the war, mobilization, American military role, home front, technological innovations, Treaty of Versailles. Trace and explain global transformations: European nationalism and Western imperialism, nationalism and militarism, United States imperialism.	6.6.B.1 Discussing contributions of inventors from 1877 to World War I Examples: George Washington Carver, Henry Ford, Thomas Edison, William and Orville Wright 6.6.B.2 Describing development of the modern woman Examples: Amelia Earhart, Zelda Fitzgerald 6.6.B.3 Identifying notable people of the 1920s Examples: Babe Ruth, Charles Lindbergh, Earnest Hemingway, F. Scott Fitzgerald, Andrew Wyeth, Frederic Remington, Langston Hughes, Louis Armstrong, Henry Ford 6.6.B.4 Describing results of the economic policies of the Harding, Coolidge, and Hoover Administration Examples: high wages, more consumer goods, collapse of the farm economy, extension of personal credit, stock market crash	Pg.209, 323,326-328,332,(inventors) Pg. 332 Pg.258, 323, 326-328, 331, 332, 334-335(notable people) Chapter 10 Lesson 1 Houghton Mifflin Social Studies Skill Strategy pg.86 Practice Book pg. 87 Graphic Organizers, Vocabulary, End of the Chapter Test		

Time Period (Pacing – when)	AHSGE Correlations	Standard s/ Compone nts (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessme nt (Pacing – how well)	Mapping Comments (What works what needs adjustment)
3rd Six Weeks					
3 rd Six Weeks	Standard 7 Objective 1 Eligible Content: Identify and analyze the causes of the Great Depression, disparity of income, stock market speculation, and collapse of farm economy. Identify and analyze the course of the Great Depression and its impact on American life, Hoover’s administration, political and economic, social security, WPA, CCC, Fair Labors Standards Act, movies, radio, homelessness.	6.7.B.1 Describing the effect of the Great Depression on the people of the United States Examples: closing of farms, rising unemployment, building of the Hoovervilles, migration of Okies 6.7.B.2 Locating on a map the area of the United States known as the Dust Bowl 6.7.B.3 Describing the importance of the election of Franklin D. Roosevelt as President of the United States Examples: including Hundred Days, New Deals, National Recovery, Administration, Civilian Conservation Corps, Social Security Act, Agricultural Adjustment Act, Works Progress Administration 6.7.B.4 Describing the impact of the Tennessee Valley Authority(TVA) on the life of Alabamians 6.7.B.5 Locating river systems utilized by TVA	Chapter 10 Lesson 3 Houghton Mifflin Social Studies pg. 336-339 Skill Strategy pg. 90 Practice pg. 91 Chapter 10 Lesson 3 Houghton Mifflin Social Studies pg.340-341 Extension Lesson Chapter 10 Lesson 4 Houghton Mifflin Social Studies pg. 344-349 Practice Workbook pg 94 Skill Strategy pg. 93 Chapter 10 Lesson 4 Houghton Mifflin Social Studies pg. 344-349 Graphic Organizers, Vocabulary, End of the Chapter Test		

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
3 rd Six Weeks	Standard 7 Objective 2 Eligible Content: Identify and analyze America's involvement in World War II, causes, homefront, political leaders, FDR, Stalin, Churchill, Hitler, Mussolini, military participation, turning points, military leaders, Eisenhower and MacArthur, Holocaust, scientific and technological developments.	6.8a List key features for the involvement of the United States. Examples: Franklin D. Roosevelt, Winston Churchill, Harry S. Truman, Joseph Stalin, Adolph Hitler, Bento Mussolini, Michinomiya, Hirohito, Hideki Tojo 6.8 b List significant events for the involvement of the United States in World War II Examples: Battles of Normandy, Stalingrad and Midway; Battle of the Bulge 6.8c List reasons for the involvement of the United States in World War II Examples: Pearl Harbor, threat by the Axis powers to Europe and Asia 6.8.B.1 Locating on a major globe countries controlled by the Axis powers from 1939-1942 6.8.B.2 Locating on a major globe Allied countries and key battles in World War II 6.8.B.3 Describing the development and use of the atomic bomb 8.B.4 Describing social costs associated with World War II Examples: Holocaust, Civilian and Military casualties 6.8.B.5 Explaining the importance of treaties ending World War II	Chapter 11 pgs. 360-397 Skill Strategy pgs. 97-106 Practice pgs. 98-107 Graphic Organizers, Vocabulary, End of the Chapter Test		

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
3 rd Six Weeks	Standard 7 Objective 2 Eligible Content: Identify and analyze America's involvement in World War II, causes, homefront, political leaders, FDR, Stalin, Churchill, Hitler, Mussolini, military participation, turning points, military leaders, Eisenhower and MacArthur, Holocaust, scientific and technological developments	6.9.B.1 Describing the changing role of women in the society of the United States during World War II Examples: members of workforce, Women's Army Corps(WAC) Women Accepted for Volunteer Emergency Service (WAVES) and United Service Organization(USO) 6.9.B.2 Describing the changing role of African Americans and Japanese Americans during World War II Examples: Tuskegee Airmen as a segregated military unit, separation of Japanese Americans into internment camps	Chapter 11 Lesson 2 Houghton Mifflin Social Studies pgs. 370-375 Practice Workbook pg. 101 Skill Strategy pg. 100 Chapter 11 Lesson 2 Houghton Mifflin Social Studies pg. 371 Skill Strategy pg. 100 Graphic Organizers, Vocabulary, End of the Chapter Test		

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4th Six Weeks					
4 th Six Weeks		6.10 Identify major social changes in the United States from 1945 to 1960. Examples: movement to the suburbs, introduction of television and rock and roll, increased birth rate during baby boom, changes in transportation due to the Federal Highway System	Chapter 12 Lesson 1 Houghton Mifflin Social Studies pg. 400-405 Skill Strategy pg. 108 Practice Workbook pg.109 Graphic Organizers, Vocabulary, End of the Chapter Test		

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 th Six Weeks		6.11.B.1 Identifying Alabama’s role in the Cold War Examples: rocket production at Redstone Arsenal, helicopter training at Fort Rucker 6.11.B.2 Locating on a map area of international conflict from 1945-1969	Provide More Material		

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 th Six Weeks		6.12a Identify components of John F. Kennedy's New Frontier Examples: New Frontier, Peace Corps, tax cuts, space program 6.12b Identify components of Lyndon B. Johnson's Great Society Examples: Great Society, Medicare, War on Poverty, Job Corps, Head Start Program, federal funding for education	Chapter 12 Lesson 3 Houghton Mifflin Social Studies pg. 414-417 Skill Strategy pg. 112 Practice Workbook pg. 113 Graphic Organizers, Vocabulary, End of the Chapter Test		

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
5th Six Weeks and 6th Six weeks					
		6.13a Describe the role of major civil rights leaders during the modern Civil Rights Movement Examples: Civil Rights Leaders Rosa Parks; Martin Luther King Jr, Malcolm X Describe the significant events occurring during the modern Civil Rights Movement Examples: Brown vs. Board of Education, Montgomery bus boycott, Student sit ins, march on Washington D.C., Freedom Rides, Civil Rights Act of 1964, Selma-to- Montgomery march	Chapter 12 Lesson 2 Houghton Mifflin Social Studies pg. 406-413 Skill Strategy pg. 110 Practice Workbook pg 111 Graphic Organizers, Vocabulary, End of the Chapter Test		

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
5 th Six Weeks and 6 th Six Weeks		6.14a Identify cultural changes throughout the United States from 1960 to the present Examples: rock and roll, antiwar protests, counter-culture, hippies, fashion, cellular telephones, rise in single-parent families 6.14b Identify economic changes throughout the United States from 1960 to the present 6.14.B.1.a Describing the impact of technological changes on the society of the United States from 1970 to the present 6.14.B.1.b Describing the impact of social changes on the society of the United States from 1970 to the present	Chapter 12 Lesson 3 Houghton Mifflin Social Studies pgs.414-429 Skill Strategy pg. 112 Practice Workbook pg. 113 Chapter 13 Lesson 1, 2, 3, 4 Houghton Mifflin Social Studies pgs. 440-469 Skill Strategy pg.113-126 Practice Workbook pg. 114-127 Graphic Organizers, Vocabulary, End of the Chapter Test		

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
5 th Six Weeks and 6 th Six weeks		6.15.B.1 Identifying important legislation created from the Nixon Administration to the present Examples: Clean Air Act, Environmental Protection Act, Endangered Species Act, Patriot Act, Americans Disabilities Act 6.15.B.2 Describing the changing role of women and minority in society from 1970 to the present 6.15.B.3 Locating on a map sites of significant historical events occurring between 1970 and the present	Pg.425, 440-444(Nixon) Chapter 13 Lesson 1 Houghton Mifflin Social Studies pgs. 442-446 Skill Strategy pg. 119 Practice Workbook pg 120 Graphic Organizers, Vocabulary, End of the Chapter Test		