Pacing Guide (Development of Societies)

Identify the Key Standard and Unpack to the Know and Show

Standards

2022 Colorado Academic Standards for Social Studies:

History

✅ **6.1.1.a**: Identify ways different cultures record history in the Western Hemisphere through written and oral sources.
✅ **6.1.1.b**: Analyze multiple primary and secondary sources while formulating historical questions about the Western Hemisphere.
✅ **6.1.1.c**: Gather, organize, synthesize, and critique information, from multiple and diverse perspectives, to determine if it is sufficient to answer historical questions about the Western Hemisphere.

Economics

✅ **6.3.1.a**: Describe how current economic systems in the Western Hemisphere (such as traditional, command, market, and mixed) developed.
✅ **6.3.1.b**: Use economic reasoning to explain how specialization of production in a country can result in more interdependence.

Personal Financial Literacy

✅ **6.5.1.a**: Explain the roles of buyers and sellers in product, labor, and financial markets.
✅ **6.5.1.b**: Explore how consumer spending decisions and demand impact market economies.

Pacing Guide (Development of Societies)

August				
Monday	Tuesday	Wednesday	Thursday	Friday
	19 6th Grade Orientation	20 Picture Day 1. Introduction of Self 2. What they will need for class 3. Line Up Activity a. Line-Up Alphabetical order of first name b. Make circle from line and everyone shares their name	21 PROCEDURES 1. Introduction of Self (Again) 2. Human Scavenger 3. Procedures: a. Bathroom b. Chromebook c. Getting Tissue/Blowing Nose 4. Table Group Partner Activity (Groups of 2) a. Create together a scenario for each procedure of when it is appropriate and not appropriate 5. Closure	22 PROCEDURES 1. Warm Up: Community Building and Low Stakes a. Split class up into four groups to learn names 2. Procedures: a. Sharpening a pencil b. Getting Water c. I need Help 3. Table group Partner Activity (Groups of 2) a. Write down at least three similarities and one difference in each of the procedures. 4. Closure
25	26	27	28	29

Pacing Guide (Development of Societies)

PROCEDURES 1. Warm Up Activity: a. Pick that wall 2. Procedures a. Cell Phone b. Voice Level c. End of Class 3. Table Group Activity (Groups of 4) a. Scenario Questions b. Each person has a Task. 4. Closure	Classroom Constitution 1. Warm Up Activity: a. Video on "what is a classroom constitution" 2. Getting to Know Me Presentation 3. Classroom Constitution Activity 4. Closure	MAP TESTING (2 Hour Delay Schedule) 1. Warm Up Activity: a. Standing Circle 2. Begin "All about me" 3. Closure	MAP TESTING (2 Hour Delay Schedule) 1. Warm Up Activity: a. Introduce a new friend 2. Finish "All about me" 3. Closure	Gallery Walk of All About Me 1. Warm Up Activity: a. Diversity video and question 2. "All About Me" Gallery Walk 3. Group Discussion: a. What did you learn? b. Why is it important to learn about the uniqueness of each classmate 4. Sign Classroom Constitution 5. Closure

September				
Monday	Tuesday	Wednesday	Thursday	Friday
1 NO SCHOOL: LABOR DAY	2 Lesson 1 THE WHY What is Inquiry	3 Lesson 2 THE WHY Sources Have Voices	4 Lesson 3 THE WHY Academic Questioning	5 Lesson 4 THE WHY Source Purpose and

Pacing Guide (Development of Societies)

	1. Warm Up Activity: a. Composition Notebook:Why do we ask questions in Social Studies 2. See, Think Wonder Activity 3. Exit Ticket	1. Warm Up Activity: a. Video: What is the difference between a Primary and Secondary Source 2. Mini-Lesson: Define Primary and Secondary Sources 3. Class Sort: Primary and Secondary Sources 4. Interactive Gallery Walk 5. Closure: a. What counts as a historical source?	1. Warm Up Activity a. What makes a question powerful? 1. Materials, women hurdling and Amazon Wild fires. 2. Activities: a. Teacher models what makes a good question, Weak vs. strong questions. b. Question Generation. i. Students use sentence stems 3. Closure a. What makes a question strong or weak?	Usefulness 1. Warm Up Activity: a. What makes a source trustworthy or useful? 2. Mini-Lesson: a. Is it legit? 3. Small Group Evaluation 4. Whole Class Discussion 5. Independent Writing 6. Partner Compare & Decided 7. Closure: a. Partner Share
8 Lesson 5 THE WHY Putting it together 1. Warm Up Activity:	9 Lesson 6 THE WHY What is Inquiry 1. Warm Up:	10 Lesson 7 THE WHY What do we get to choose?	11 Lesson 8 THE WHY Who Gets a Say in Policy Decisions?	12 Lesson 9 THE WHY How do Decisions Affect Communities?

Pacing Guide (Development of Societies)

a. Pick That Wall 2. Mini-Lesson: a. Model how we use sources 3. Jigsaw 4. Group Synthesis Discussion 5. Independent Reflection 6. Rubric overview and explanation of task 7. Closure: a. Point-Writing	a. Economic Choices Question 2. Mini-Lesson: a. Introduce Scarcity and Economic Choices 3. Activity: a. Scarcity Scenario Cards 4. Share Out 5. Closure:	1. Warm Up: a. If you had one hour of free time… 2. Mini-Lesson: a. Define opportunity cost 3. Share Out 4. Closure: a. Point and Evidence writing	1. Warm Up a. Who decides whether or not students can use their phones at school? 2. Mini Lesson: a. Introduce the civic case study 3. Activity: a. Circle of viewpoints 4. Share out: a. Whole class discussion 5. Closure: a. What role can citizens play in influencing economic policy?	1. Warm Up a. How do rules or policies at school affect your daily life? 2. Mini Lesson: a. Scenario introduction of each proposed policy. 3. Activity: a. Small group analysis. 4. Extension Activity: a. Gallery walk or mini debate. 5. Share Out: a. Debrief 6. Closure: a.
15 Lesson 8.1 THE WHY Who Gets a Say in Policy Decisions? 2. Warm Up	16 Lesson 8.2 THE WHY Who Gets a Say in Policy Decisions? 3. Warm Up	17 Lesson 9.1 THE WHY How do Decisions Affect Communities? 2. Warm Up	18 Lesson 9.2 THE WHY How do Decisions Affect Communities? 3. Warm Up	19 NO SCHOOL FOR STUDENTS/PD DAY

Pacing Guide (Development of Societies)

b. Who decides whether or not students can use their phones at school? 2. Mini Lesson: b. Introduce the civic case study 3. Activity: b. Circle of viewpoints 4. Share out: b. Whole class discussion 5. Closure: b. What role can citizens play in influencing economic policy?	c. Who decides whether or not students can use their phones at school? 2. Mini Lesson: c. Introduce the civic case study 3. Activity: c. Circle of viewpoints 4. Share out: c. Whole class discussion 5. Closure: c. What role can citizens play in influencing economic policy?	b. How do rules or policies at school affect your daily life? 2. Mini Lesson: b. Scenario introduction of each proposed policy. 3. Activity: b. Small group analysis. 4. Extension Activity: b. Gallery walk or mini debate. 5. Share Out: b. Debrief 6. Closure:	c. How do rules or policies at school affect your daily life? 2. Mini Lesson: c. Scenario introduction of each proposed policy. 3. Activity: c. Small group analysis. 4. Extension Activity: c. Gallery walk or mini debate. 5. Share Out: c. Debrief 6. Closure: b.	
15 Lesson 10 Background Knowledge Civic Engagement in Action 1. Warm Up Question: a. If you could	16 Lesson 11 Background Knowledge Why Do Countries Trade? 1. Warm Up: a. (Video) Why do	17 Lesson 12 Background Knowledge What are the benefits and trade-offs of Global Trade 1. Warm Up:	18 Lesson 13 Background Knowledge Environmental Agreements and Cooperation. 1. Warm Up	19 NO SCHOOL FOR STUDENTS/PD DAY

Pacing Guide (Development of Societies)

change one thing… 2. Mini-Lesson: a. Review Key Concepts from week: Opportunity Cost, Civic Action, stakeholders, and resource allocation 3. Activity: a. Analyze and draw two sources 4. Share-Out 5. Closure: a. Turn and Talk	Countries Trade? 2. Say-Mean-Mater Jigsaw 3. Whole-Class Wrap Up 4. Reflection 5. Closure	a. What's Something you own… 2. Mini-Lesson: a. Explain the concepts of trade benefits and trade-offs using real world examples. 3. Source Reading 4. Partner Discussion 5. Reflection and Exit Ticket	a. How do nations work together or compete when it comes to environmental decisions? 2. Activities: a. Preview and read scenario b. Engage c. Mini Lesson d. Role-play simulation e. Debrief and whole class discussion 3. Closure: a. Exit ticket	
22 Lesson 14 Background Knowledge Exploring Perspectives on Global Challenges through Art & Analysis 1. Engage	23 Lesson 15 Background Knowledge Exploring Perspectives on Global Challenges through Art & Analysis 1. Revisit Learning: a. Brief discussion	24 Lesson 16 Background Knowledge Introduction to Geographic Tools and the Western Hemisphere 1. Engage:	25 Lesson 17 Background Knowledge Geography Shapes Decisions, Resources, Trade, and Policy. 1. Warm Up a. How does	26 Lesson 18 Background Knowledge Analyzing Regional Dilemmas 1. Warm Up a. How do global challenges require

Pacing Guide (Development of Societies)

2. Mini-Lesson: a. Model Comparing two perspectives and identifying purpose 3. Guided Source Analysis 4. Closure	2. Mini-Collabroation 3. Art Projection 4. Gallery Walk 5. Closure	a. What do you see on this map? 2. Mini-Lesson: a. Model how to interpret a map 3. Collaborative Activity: a. Station Rotation 4. Synthesis 5. Closure	geography influence decisions about trade and cooperation? 2. Engage 3. Mini Lesson 4. Collaborative Activity 5. Whole Class Synthesis 6. Exit Ticket	local action? 2. Engage 3. Mini Lesson 4. Collaborative Activity 5. Synthesis 6. Exit Ticket
29 Lesson 19 APPLICATION Source Purpose and Usefulness 1. Engage: a. Think-Pair-Share 2. Mini-Lesson: a. Claim, Support, and Question 3. Collaborative Group Work	30 Lesson 20 APPLICATION Source Purpose and Usefulness 1. Warm Up: a. What makes a strong proposal? 2. Mini-Lesson: a. Model how to transform completed policy Design Template			

Pacing Guide (Development of Societies)

4. Synthesis/Share Out	3. Group Writing Block 4. Exit Ticket			

October				
Monday	Tuesday	Wednesday	Thursday	Friday
		1 Lesson 21 APPLICATION 1. Warm-Up (5 min) – Quick discussion: "What makes a solution realistic and fair?" 2. Project Overview (10 min) – Review the choice board, rubrics, and task sheets for each option. 3. Choice & Brainstorm (25 min) – Students select their project and begin brainstorming ideas. Teacher circulates to check their direction.	2 Lesson 22 APPLICATION 1. Warm-Up (5 min) – Quick partner share: "What evidence do you already have, and what do you still need?" 2. Research Time (40 min) – Students gather data, maps, quotes, and scenario card info. Teacher checks progress and helps locate resources. 3. Wrap-Up (5 min) – Write one sentence summarizing your main	3 Lesson 23 APPLICATION 1. Warm-Up (5 min) – Review the rubric category for "Evidence & Reasoning." 2. Drafting (35 min) – Students begin creating their final product (map, report, slides, infographic, or video). 3. Peer Feedback (10 min) – Exchange with a partner for quick feedback using a mini-checklist. 4. Wrap-Up (5 min) – Note one thing you will revise next class.

Pacing Guide (Development of Societies)

		4. Wrap-Up (5 min) – Share 1 idea or challenge with a partner.	argument/solution.	
6 Lesson 24 APPLICATION 1. Warm-Up (5 min) – Quick share: "What's the strongest part of your project so far?" 2. Finalizing (35–40 min) – Complete final product, check against rubric. 3. Mini-Share or Gallery Walk (10 min) – Students share their work in small groups or post for a walk-around review. 4. Wrap-Up (5 min) – Reflection question: "What's one thing you learned from this project that surprised you?"	7 Lesson 25 APPLICATION Reflection Day	8	9	10 FALL BREAK

Pacing Guide (Development of Societies)

13 FALL BREAK	14	15	16	17