

FLORENCE Social Studies Curriculum Map

I= Introduce, E= Emphasize, M= Master, P= Pretest

FINAL DRAFT

MAY, 2002

Content Area	Kindergarten-Self/ Home	1 st Grade- Family/ Home	2 nd Grade- School/ Neighborhood
<i>Citizenship, Government, Power and Authority</i>	<p>I-Explain purpose of rules / laws and why they are important in home and classroom</p> <p>I-Identify authority figures in home and school</p> <p>I-Identify national symbols (e.g., United States flag, American eagle, historical figures, proper civic protocol, etc.)</p> <p>I- Identify waste vs. nonwaste (e.g., garbage, paper, plastic, recycling, consumable, and non-consumable)</p> <p>I- Discover relationship among people, places, and environments (e.g., importance of rules (safety, manners, etc.)</p>	<p>I-Demonstrate voting process (e.g., by a show of hands, secret ballot, etc.)</p> <p>E-Explain purpose/consequences of rules in school and how and why authority is obtained</p> <p>I-Explain why certain civic responsibilities, protocol, and historic figures are important to the child, family, and school</p>	<p>I-Explain importance of American’s sharing history and supporting certain values, principles, and beliefs (e.g., holidays, democracy, historic figures, etc.)</p> <p>I-Describe diversity in the United States and identify its benefits (e.g., cultural traditions and practices, variety of viewpoints, and new ideas)</p> <p>E-Explain why certain civic responsibilities, civic protocol, and historic figures are important to students in school/neighborhood (e.g., littering, caring for the elderly, etc.)</p>
<i>Social Studies Tools</i>	<p>I-Recognize/ apply terms related to location, direction, size, and distance (e.g., up, down, left, right, here, there)</p> <p>I-Recognize globe as representation of Earth</p> <p>I-Recognize map as pictorial representation of reality (e.g., the classroom).</p>	<p>I-Identify time and space relevant to student’s environment (home/school) by using social studies tools (e.g., maps, timelines, etc.)</p> <p>I-Demonstrate/apply spatial and ecological perspectives to life situations (e.g., waste disposal within a family or school environment).</p>	<p>E-Identify time and space relevant to student’s environment (school/ neighborhood) by using social studies tools (e.g., maps, timelines)</p> <p>E-Demonstrate/apply spatial and ecological perspectives to life situations (e.g., location of waste disposal).</p>
<i>Geography</i>			
<i>Culture/History</i>	<p>I-Identify student’s role in his immediate family</p> <p>I-Recognize types non-traditional families (e.g., single parent, foster, etc.)</p> <p>I-Describe personal physical changes over time (e.g., growing up)</p> <p>I-Recognize family life in other countries (e.g., Japan)</p>	<p>I-Discover relationships among people, places, and environments (e.g., families in the United States/ Germany)</p> <p>I-Explain different ways families express/ transmit values/beliefs (e.g., picture albums, videos, family stories, holiday traditions)</p>	<p>E-Compare and contrast selected neighborhoods (e.g., local schools/neighborhoods and Chinese, etc.)</p> <p>I-Specify roles of different community helpers</p> <p>I-Represent relationship among people, places, environments and their history (e.g., school/ neighborhoods through time, etc.)</p>
<i>Economics (Production, Distribution and Consumption)</i>	<p>I-Classify primary land uses (e.g., farming, livestock, fishing, residential, recreation, etc.)</p> <p>I-State <i>needs/wants</i> of self/family as <i>consumers</i></p> <p>I-State <i>scarcity of resources</i> in classroom/home environment (e.g., pencils, paper)</p> <p>I-State <i>opportunity costs</i> of choices (value of the best alternative given up made in the classroom/home environment;</p> <p>I-State <i>goods and services</i> provided by family <i>producers</i></p> <p>I-State <i>division of labor</i> within the classroom/ home environment</p>	<p>E-Describe the needs/wants of students/family members as consumers</p> <p>E-Describe scarcity of resources within the home/classroom environment</p> <p>E-Describe opportunity costs of choices (value of best alternative given up) made in the home/classroom environment</p> <p>E-Describe goods and services provided by student, family, and school producers</p> <p>E-Describe division of labor within the home/ classroom environment</p>	<p>E-Recognize resources and scarcity of resources within a neighborhood environment</p> <p>E-Describe needs and wants of neighborhood consumers</p> <p>E-Describe division of labor within a school/ neighborhood environment</p> <p>E-Identify goods/services provided by neighborhoods</p> <p>E-Describe opportunity costs of choice</p>

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Content Area	Kindergarten-Self/ Home	1 st Grade- Family/ Home	2 nd Grade- School/ Neighborhood
<i>Current Events</i>	I-Develop understanding of how current events affect society	I-Develop understanding of how current events affect society	I-Use a source for current events and discuss issues that affect the lives of the students and the school
<i>Writing</i>	I-Illustrate child's role in family or parent's role I-Scribble write	I-Write about role playing done	I-Interview community helpers or family members and write questions/answers

Content Area	3 rd Grade- Community/ Local Government	4 th Grade- Mississippi History	5 th Grade- United States History
<i>Citizenship, Government, Power and Authority</i>	E-Identify historic figures and their significance I-Describe local community life I-Understand human activities alter the environment I-Describe relationships among people, places, things E-Identify some important beliefs commonly held by Americans about themselves and their government I-Identify necessity and purposes of government I-Understand purpose of rules and laws I-Identify three branches of government	I-Identify functions, responsibilities, and history of state government I-Identify officials, their roles in the Executive, legislative, and judicial branches E-Explain student's role in responsible citizenship I-Define democracy E-Explain the 3 branches of government I-Explain checks and balance system I-Identify roles and responsibilities of government officials	E-Analyze character traits I-Explain citizen rights and responsibilities I-Define civic rights, politics and government I-Explain purpose of the constitution and conditions needed for successful government I-Compare our democratic principles to monarchy E-Identify people, places, and events that led to establishment of democratic system E-Explain how powers of nation's government are distributed, shared, and limited E-Determine how democratic principles developed
<i>Social Studies Tools</i>	I-Use maps, globes to understand spatial perspective, longitude and latitude E-Demonstrate ability to use maps and globes I-Read timelines, cardinal and ordinal directions I-Recognize landforms	I-Distinguish between longitude/ latitude and incorporate use of them E-Define the use of map scale E-Incorporate student's use of cardinal map positions E-Identify places on map	E-Utilize cardinal map positions and longitude/ latitude I-Apply topographical maps E-Apply map scale/ key E-Identify places on map using map key I-Apply special purpose maps
<i>Geography</i>	I-Identify 10 different landscapes I/E-Clarify/ identify natural resources, use of land, climate, land features, interaction of citizens/ environment I-Identify continents/ oceans	I-Identify 32 different landscapes I/E-Clarify/ identify the natural resources, use of land, climate, land features M-Identify continents/ oceans	I-Analyze characteristics of 13 colonies I-Draw geographic timelines E-Explain natural resources, use of land, eliminate, land features, interaction of people and environment P-Name oceans/ continents I-Identify/ label 50 states, capitals, and abbreviations
<i>Culture/History</i>	E-Describe relationships among people, places, and environment I-Recognize there are different forms of government in different communities around the world E-Compare selected communities in North America and other areas	I-Identify the language, arts, music, belief systems of Mississippi people I-Introduce impact of emigration and immigration in life of Mississippi people I-Establish impact of slavery on society I-Identify how different societies describe the same event in different ways	I-Compare language, arts, music, belief systems of United States past and present I-Describe impact of emigration and immigration in an area E-Analyze impact of slavery on society I-Explain how cultures may describe the same events in different ways

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<i>Economics</i> <i>(Production, Distribution, and Consumption)</i>	E-Identify wants, needs, goods, services E-Identify resources and scarcity within the community E-Describe opportunity costs of choice E-Describe division of labor within communities I-Discuss several inventions and impact on daily life	I-Identify resources of Mississippi I-Compare resources/ scarcity of resources in a local region to other regions in Mississippi I-Describe division of labor in Mississippi I-Identify/ match environmental climate, soil, and landforms of Mississippi regions with economic activities I-Explain how technology of certain inventions helped develop Mississippi I-Understand the impact of Famous Mississippians due to their inventions or aid to our land	E-Illustrate historical timeline of major events E-Understand influence of inventions on the development of the economy I-Define market system I-Describe effects of supply and demand of resources on economic systems I-Explain impact of industrialization on society I-Explain how society/technology have changed society's perception of human and natural world
<i>Current Events</i>	I-Introduce resource materials for current news	I-Analyze different sources of current events; I-Collect current events that relate to a personal interest area; I-Compare and contrast older current events with new current events.	I-Analyze current events related to the United States
<i>Writing</i>	E- Write report/ complete project on Famous American or Landmark in Washington,D.C.	E- Write report on a favorite famous Mississippian, explaining why chosen E- Write speech persuading students to vote for you in an election	E-Compare/ contrast two ideas/ issues in report format E-Compose journal entries of explorers E-Create play about events in history E- Write informative reports

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Content Area	6 th Grade- Western Hemisphere	7th Grade - Eastern Hemisphere to 1750	8th Grade - United States History to 1877
<i>Citizenship, Government, Power and Authority</i>	<p>I-Participate in conflict resolution E-Examine rights and responsibilities I-Analyze public protest and dissent E-Understand freedom and responsibilities in relation to rights and duties E-Create an historical timeline of major events E-Compare/ contrast countries with similar government structure I-Compare/ contrast socialism, communism, and capitalism E-Identify problems created by interactions between nations I-Evaluate border control methods</p>	<p>E-Analyze conflict resolution situations (personal/rational) E-Analyze rights and responsibilities (national/citizen) I-Research international cooperation on human rights I-Examine progress for human rights E-Explore effect of citizen action E-Identify/ explain problems created by interaction between nations E-Show impact of political movements E-Compare/ contrast democracy and socialism E-Create historical timeline of major world events</p>	<p>M-Summarize privileges (rights) and responsibilities or citizens E-Analyze United States Relationship with global community E-Compare and contrast Emergence of political parties and advancing platforms of diverse groups of Americans E-Explain Representative government E-Analyze United States Government vs. British government E-Explore emergence and influence of political movements throughout time periods E-Compare relationships of United States with foreign government E-Create Historical Timeline of US/ Foreign nation relationships</p>
<i>Social Studies Tools</i>	<p>M-Locate places using longitude/ latitude E-Construct a topographical map E-Draw a map scale & key E-Identify places on maps using given specifications E-Compare special purpose maps E-Read across the curriculum to develop reading skills</p>	<p>P-Use latitude and longitude to locate places on a map or globe M-Use topographical maps to identify land shapes M-Calculate distance using map scales E-Identify places on a map for a stated purpose E-Examine and use special purpose maps I-Investigate information found in archeological sites I-Compare trade routes and exchange of culture</p>	<p>P-Draw map and denote locations using longitude/ latitude P-Interpret topographical maps P-Recognize map scale P-Create special purpose maps</p>
<i>Geography</i>	<p>E-Compare geographic regions- Western/Eastern Hemisphere E-Create geographic time line for given purpose E-Analyze natural resources use of land, climate, land features, interaction of humans and environments I-Name countries in Western Hemisphere E-Identify 50 states, capitals, and abbreviation M-Name continents and oceans</p>	<p>P-Identify continent and ocean E-Diagram geographic timeline to compare two elements I-Examine geographic regions of Eastern Hemisphere E-Analyze uses of natural resources and interaction of humans and environment</p>	<p>P-Identify and locate 13 Colonies/ Summarize differences between areas P-Locate/ label Continents and Oceans; E-Compare regions of America; E-Connect natural resource with time period/ interaction of humans and environment M-Identify 50 states, capitals, and abbreviations</p>
<i>Culture/History</i>	<p>I-Explore origins of cultural history specific to region I-Explain how cultural contributions are passed along I-Understand how language, arts, music, belief system and other cultural elements can connect people and cause misunderstanding I-Compare cultural diversity within and across groups I-Explain how cultures may describe the same events differently</p>	<p>E-Investigate how beliefs, language, music, and religion can stimulate cooperation or conflict I-Examine how cultures used values in life E-Analyze value of cultural diversity E-Analyze how culture may view the same incident differently I-Illustrate the impact of the immigration of people from one country to another</p>	<p>E-Analyze language, arts, music, and beliefs with people of each time period studied E-Explain how cultures may describe the same events in different ways M-Assess impact of immigration M-Assess impact of cultures on Western civilization E-Evaluate impact of slavery on society</p>

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<i>Economics</i> (Production, Distribution and Consumption)	E-Explore contribution and participation in global economy I-Compare different currency rates E-Understand effects of supply and demand of resources on economic systems E-Explain influences of inventions on the development of the economy I-Explore causes, consequences, and possible solutions to current and emerging global issues (health, security, resource allocation, economic development, environmental quality) E-Explore impact of industrialization of society I-Justify need for: Effect of law, policies to govern, scientific/ technical applications E-Explain how science technology has changed society	E-Relate the availability and value of resources E-Justify the use of capitalism versus socialism E-Explain effect of Industrial Revolution on economy E-Illustrate the impact of technology E-Map changes in technology across history E-Explain impact of inventions on lives in history E-Investigate industrialization of society E-Explain how technology alters society's perception of world	E-Explain how Availability of resources affects value E-Explain how Inflation, recession and depression affects the economy during key time periods E-Create timeline of significant economic events in United States E-Analyze impact of United States invention's on Economy E-Appraise value of inventions in each time period M-Show the impact of industrialization on our society M-Demonstrate the need for and effect of law/ policies to govern technical application M-Explain how Science/ Technology have changed society's perceptions of the world
<i>Current Events</i>	I-Analyze current events in the Western Hemisphere	E-Analyze different sources of current events E-Collect current events that relate to a personal interest area of student E-Compare/ contrast older current events with new current events I-Relate political cartoons to current events	E-Explore causes/ consequences/ solutions to global issues from pre-Columbian to Reconstruction eras E-Analyze/ express opinions, concerns based on current events of historical significance E-Apply problem solving principles learned to historical issues from Pre -Columbian to Reconstruction eras
<i>Writing</i>	E-Defend your choice of the "ideal" city in which to live, based on its location and availability of resources E-Critique current event articles shared by students about countries in Western Hemisphere E-Write an editorial based on the environmental problems found in a selected country in the Western hemisphere	E-Use 5 point paragraph to explain content using the forms: drawing conclusions, analyzing, comparing and contrasting, and drawing inferences E-Use writing to explain charts, graphs and maps E-Use resource reading to enhance and encourage a personalization and enjoyment of the study of history I-Understand the use of political cartoons in writing to express inferences, draw conclusions and analyze	E-Compare/ contrast two or more aspects of separate time periods in United States history E-Critique a public policy, citing current event issues or research E-Create a written product each nine-weeks in one of several possible formats and present product visually or orally E-Summarize primary and secondary sources

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Content Area	9 th Grade- MS History/ Geography	10 th Grade- World History	11th Grade- U. S. History after 1877
<i>Citizenship, Government, Power and Authority</i>	E-Explain functions, responsibilities of students E-Compare and contrast 3 branches of government E-Tell why checks and balances are important E-Explain what the role of government officials are (local and state)	M-Explain natural rights and responsibilities of the international citizen E-Show impact of international corporations on people's lives E-Examine the process of human rights E-Examine effects of citizen actions E-identify and explain problems created by interaction between nations E-Show the impact of political movements E-Explain democracy as a form of government E-Create historical timeline of major world events	E-Analyze US relationship with global community E-Trace existence of political parties and their platforms E-Evaluate US relationships with foreign governments E-Assess various political movements of 20 th century and show the value of each M-Analyze rise of 20 th century dictatorships and impact on U.S. M-Understand/evaluate Bill of Rights
<i>Social Studies Tools</i>	E-Analyze political cartoons E-Locate MS and bordering states on map I-Locate MS counties on a map I-Use an interview to write a report and give presentation P-Label U.S. map with states and locations P-Label and locate continents and oceans	M-Use latitude and longitude to locate places on a map and globe M-Identify places on a map M-Examine and use special purpose maps E-Compare trade routes and exchange of culture	M-Interpret political cartoons, graphs, charts, maps and Timelines M-Identify and interpret US maps
<i>Geography</i>	E-Explain how natural resources affect the way we live I-Identify and locate major rivers and lakes in MS	E-Investigate information found in archaeological sites E-Identify geographic regions of eastern hemisphere E-Identify uses of natural resources and interaction of humans and environment	E-Draw conclusions from various maps and even across multiple maps concerning economic and other factors
<i>Culture</i>	E-Explain how art, music, and belief systems affect the way of life in MS E-Explain how migration and immigration impact life in MS E-Explain how slavery impacted society	E-Investigate how beliefs and other cultural elements such as language, music, and religion can stimulate cooperation or conflict E-Examine how different cultures value life E-Analyze cultural diversity E-Illustrate the impact of the immigration of people from one country to another	E-Reconcile relationships of various cultures M-Evaluate impact of immigration M-Assess and illustrate impact of other cultures on creating the American culture
<i>Economics</i>	M-Evaluate how resources affect economy E-Compare resources/scarcity of resources in a local region to other regions E-Understand division of labor in MS M-Evaluate how environment, climate and landforms of MS affect the economy E-Evaluate how technology has and is changing MS E-Study the impact of famous MS people due to inventions	E-Calculate the availability and value of resources E-Analyze how trade impacts the world E-Evaluate the influence of the Industrial Revolution on the world economy E-Illustrate the impact of technology on the economy E-Map changes in technology across history E-Explain impact of inventions on lives in history E-Investigate industrialization of society E-Explain how technology alters society's perception of the world	E-Identify supply and demand and their value M-Analyze how inflation, recession and depression affect the US economy M-Illustrate various concepts across timelines or charts E-Assess value of various inventions and their impact on modern society M-Illustrate effects of new technology on society E-Criticize contributions of science and technology

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<i>Current Events</i>	E-Evaluate how current events will affect the state E-Collect current events and be able to interpret	E-Analyze different sources of the current event E-Collect current events that relate to world history E-Compare and contrast older current events with new current events and be able to interpret	E-Investigate causes, consequences, and solutions to global issues from Reconstruction to present day M-Correlate studies of past to current studies to current events of today
<i>Writing</i>	E- Write 3 point essay	E- Write 5 point essay	M-Use various command terms to discuss various topics, especially in an essay format and open-ended discussion questions M-Write a 5 point essay