

# PELAHATCHIE Social Studies Curriculum Map

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

**Final DRAFT**

May, 2002

| Content Area   | Kindergarten-Self/ Home  | 1 <sup>st</sup> Grade- Family/ Home  | 2 <sup>nd</sup> Grade- School/ Neighborhood  |
|--|--|--|--|
| <b><i>Citizenship, Government, Power and Authority</i></b> | <p>I-Identify authority figures in home/school 2b</p> <p>I-Explain purpose of rules/laws and why they are important in home/classroom 1d</p> <p>I-Identify national symbols (flag, eagle, historical figures, proper civic protocol, etc.) 2c</p>  | <p>I-List rules and explain purpose for following them 2b</p> <p>I-Interview bus driver on bus safety 3a</p> <p>I-Discuss rules for gun/knife safety</p> <p>I-Draw/label bike safety gear</p> <p>I-Recite address, phone number, 911</p> <p>I-Discuss importance of fingerprints</p> <p>I-Review fire safety rules</p> <p>I-Demonstrate process of voting 2a</p> <p>I-Design ballot for classroom vote 2a</p> <p>I-Discuss importance of voting 2a</p> <p>I-Explain why certain historic figures are important to U.S. (George Washington, Abraham Lincoln) 2c</p>   | <p>I-Explain importance of American's sharing history and supporting certain values, principles, beliefs (democracy, holidays, etc.) 2a</p> <p>I-Describe the diversity in the U.S. and identify its benefits 2b</p> <p>I-Explain why certain civic responsibilities, civic protocol, and historic figures are important to students in school/neighborhood 2c</p> |
| <b><i>Social Studies Tools</i></b>                         | <p>I-Recognize/apply terms related to location, direction, size 3d</p> <p>I-Recognize globe as representation of earth 3b</p> <p>I-Recognize map as pictorial representation of reality (ex. classroom) 3c</p>   | <p>I-Create large timeline of daily schedule in school day 3a</p> <p>I-Identify time and space relevant to environment (timeline) 3a</p>   | <p>E-Identify time and space relevant to environment by using social studies tools (timelines, maps, globes, compass, graphs, technology) 3a</p> <p>E-Demonstrate/apply spatial and ecological perspectives to life situations 3b</p>  |
| <b><i>Geography</i></b>                                    |  |  |  |
| <b><i>Culture/History</i></b>                              | <p>I-Identify student's role in immediate family 1a</p> <p>I-Recognize types of non-traditional families (single parent, foster, etc.) 1b</p> <p>I-Describe personal physical changes over time (growing up) 1c</p> <p>I-Recognize family life in other countries (Japan, etc.) 1d</p> <p>I-Discover relationships among people, places, environments (importance of rules, safety manners, etc.) 2e</p> | <p>I-Discover relationships among people 1a</p> <p>I-Discuss different types of families 1b</p> <p>I-Discuss different Thanksgiving traditions 1b</p> <p>I-Compare first Thanksgiving to current traditions 1b</p> <p>I-Compare holiday traditions of U.S. and Germany 1a</p> <p>I-Explain ways families transmit values/beliefs</p> <p>I-Explain why certain historic figures are important to U.S. and why they're famous 2c</p> <p><b>Famous Black Leaders –</b><br/>                     Dr. Martin Luther King<br/>                     George Washington Carver<br/>                     Harriet Tubman</p> <p><b>Famous Mississippians</b><br/>                     Eudora Welty/Willie Morris (authors)<br/>                     Elvis Presley (music)<br/>                     Trent Lott/Thad Cochran (politics)<br/>                     Morgan Freeman/Oprah Winfrey (TV)<br/>                     Walter Peyton (athletics)</p> | <p>E-Compare/contrast neighborhoods 1a</p> <p>E-Specify roles of different community leaders 1b</p> <p>E-Understand the relationship between people, places, environments and their history 1c</p>   |
| <b><i>Economics</i></b>                                    | <p>I-Identify waste vs. non-waste (garbage, paper, plastic, recycling, consumable, non-consumable) 2d</p> <p>I-State scarcity of resources in classroom, home,</p>   | <p>I-Demonstrate/apply spatial and ecological perspectives to life situations (recycling) 3b</p> <p>I-Construct class graph of children that recycle at home</p>   | <p>E-Recognize the resources and scarcity of resources within a neighborhood environment 4a</p> <p>E-Describe needs/wants of neighborhood consumers 4b</p>   |

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|-------------------------|---|---|--|
| <i>Economics, cont.</i> | environment (paper, pencils, etc.) 4c<br>I-Classify primary land uses (farming, livestock, fishing, recreation, residential, etc.) 4a<br>I-State needs/wants of self and family as consumers 4b<br>I-State opportunity costs of choices (value of best alternative given up) made in class, home 4d<br>I-Specify goods and services provided by family producers 4e<br>I-Examine division of labor within class/home 4f | 3b<br>I-Identify interdependence of economics 4e<br>I-Describe opportunity cost of choices made in classroom and home 4c<br>I-Define goods as objects (cookies) 4d<br>I-Define services as actions (making cookies)<br>I-Explain term scarcity and list scarce items 4b<br>I-Differentiate between needs/wants 4a<br>I-Demonstrate division of labor within the classroom by preparing for class party 4e | E-Describe division of labor within a school and neighborhood environment 4c<br>E-Identify goods/services provided by neighborhoods 4d<br>E-Describe opportunity costs of choices 4e |
| <i>Current Events</i>   | I-Understand that newspapers and magazines have information about things happening currently  | E-Understand that newspapers and magazines have information about things happening currently  | E-Tell about a current event in a journal or orally to a classmate   |
| <i>Writing</i>          | I-Dictate or use inventive spelling to demonstrate understanding of a social studies theme  | I-Create informational book about self/family using pictures and words  | I-Write informational paragraphs about historical figures and citizenship, using conventional and inventive spelling   |

| Content Area  | 3 <sup>rd</sup> Grade- Community/ Local Government   | 4th Grade- Mississippi History  | 5 <sup>th</sup> Grade- United States History  |
|---|--|---|---|
| <i>Citizenship, Government, Power and Authority</i> | E-Explain purpose of rules/laws and why they are important in a community 2c<br>E-Identify important beliefs commonly held by Americans about selves and government 2d<br>E-Explain why civic responsibilities, civic protocol and historic figures are important to individuals to community 2g<br>E-Define necessity/purpose of government in a community 2a<br>I-Explain responsibilities of local government to the community 2e<br>I-Identify role of persons in executive, legislative, and judicial branches at local level 2f<br>I-recognize there are different forms of government in different communities around the world 2b<br>E-Identify beliefs commonly held by Americans about the government 2d | E-Explain role in responsible citizenship 2d<br>E-Explain process of electing state officials 2b<br>I-Explain function/responsibilities/history of state government 2a<br>I-Identify officials and their roles in executive, legislative, and judicial branches of state government past and present 2c | I-Describe government in the colonies prior to Revolutionary War<br>I-Discuss causes of Revolutionary War and effect on government<br>I-Name and describe function of 3 branches of government<br>I-Identify the Articles of Confederation, Constitution and Bill of Rights |
| <i>Social Studies Tools</i>                         | E-Demonstrate ability to use maps/globes to find relative and absolute locations in regard to different communities 3a<br>E-Demonstrate the ability to show movement of products/people in a community and surrounding   | E-Identify time/space relevant to community by using social studies tools 3c<br>I-Locate Mississippi in relation to other states 3d<br>E-Demonstrate/apply spatial and ecological perspectives in life situations 3d  | I-Trace movements of groups of people beginning with Ice Age on a map<br>I-Label map showing where Indians of North America lived<br>I-Label map of U.S. showing 5 regions  |

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|------------------------|---|---|---|
| <i>Tools, cont.</i>    | areas 3b<br>E-Identify time/space relevant to community by using social studies tools 3c<br>E-Demonstrate/apply spatial and ecological perspectives in life situations 3d   |   | I-Label states and capitals of each region<br>I-Identify landforms, major cities, natural resources, climate and culture of each region<br>I-Create posters of each region<br>I-Trace routes on map of Spanish and French Explorers<br>I-Develop timeline showing early settlements in America<br>I-Map migration patterns<br>E-Locate latitude and longitude<br>E-Utilize timelines, graphs, product maps, historical maps, relief/elevation maps  |
| <i>Geography</i>       | I-Recognize that the world is divided into different communities (political, cultural, geographic)<br>E-Recognize continents and oceans   | <b>I-Compare Mississippi locations to other places in the U.S.</b>  |   |
| <i>Culture/History</i> | E-Describe relationships among people, places and environments 1a<br>I-Identify historic figures in local community and explain characteristics/significance 1c<br>I-Describe local community life through history 1d<br>I-Describe how human activities alter the environment 1b<br>I-Compare selected communities in North America and other areas 1e | I-Describe history of people who first lived in Mississippi 1a<br>I-Assess impact of first European explorers in Mississippi 1b<br>I-Evaluate impact and interactions among all groups throughout history of Mississippi 1b<br>I-Identify ideas/individuals that were significant in development of Mississippi and that helped forge its unique identity 1d<br>I-Explain connections between Mississippi and other U.S. regions 1e<br>E-Describe relationship between people, places and environments 3b | E-Identify groups and causes of migration in North America, beginning with Ice Age<br>I-Determine impact of migration, colonization and immigration to U.S.<br>E-Examine migration of first Americans<br>E-Explore ancient Indians and early civilizations in North America<br>I-Discuss European exploration of New World (English, French, Spanish, Dutch)<br>E-Describe life in 13 British colonial towns, cities, plantations and frontier area<br>I-Discuss differences leading to the Civil War<br>I-Describe the societal impact of Reconstruction<br>I-Outline the impact of the Louisiana Purchase and westward movement on American society |
| <i>Economics</i>       | E-Identify ways a community depends on other communities to provide for wants/ needs/ goods/services 4a<br>E-Identify resources and scarcity of resources within the community 4b<br>E-Describe opportunity costs of choices made within community 4c<br>E-Describe division of labor in community 4d   | I-Match the environment of Mississippi regions with economic activities 4e<br>I-Compare resources and scarcity of resources in a local region to other U.S. regions 4a<br>I-Compare resources and scarcity of resources in Mississippi to other U.S. regions 4b   | I-Discuss the Industrial Revolution in relation to impact on economic development<br>I-Describe the impact of immigration on industry   |
| <i>Current Events</i>  | E-Discuss current topics weekly   | E-Discuss current topics weekly   | E-Discuss current topics weekly   |
| <i>Writing</i>         | I-Write a paragraph, staying on topic assigned  | I-Research a famous Mississippian and write a report with more than one paragraph using details   | I-Create a basic outline given a topic<br>E- Write paragraphs on assigned topics using details  |

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| Content Area   | 6 <sup>th</sup> Grade- Western Hemisphere   | 7th Grade - Eastern Hemisphere to 1750   | 8th Grade - United States History to 1877   |
|--|---|--|---|
| <b><i>Citizenship, Government, Power and Authority</i></b> | <p>I-Describe characteristics of democracy, socialism, communism as found in countries of Western Hemisphere</p> <p>I-Define form of government in theme country and discuss development of political organizations</p> <p>I-Assess interactions of nations over time in Western Hemisphere</p> <p>I-Define/discuss form of government in Mexico and evolution of political organization there</p> <p>I-Define the form of government for a chosen country and discuss political organizations</p> <p>I-Define the form of government of South American countries and their political organizations</p>   | <p>I-Discuss Egyptian government as compared to modern day America</p> <p>I-Discuss Egyptian rulers and key figures in Egyptian history</p>  | <p>E-Examine/list rights/responsibilities of citizens established through historical documents</p> <p>E-Recognize importance of ‘rule of law’ for protection of individual rights and common good</p> <p>E-Hold a mock election in class</p> <p>E-Hold a mock trial in class</p> <p>E-Assess importance of certain traits of character in a democracy</p> <p>E-Explain how and why powers are distributed and shared between national and state governments in federal system</p> <p>I-Diagram a power pyramid for U.S.</p> <p>E-Explain how political parties provide opportunities for citizens to participate in political process</p> <p>E-Explain essential fundamentals of American constitutional government</p> <p>E-Form a model of U.S. government in the classroom</p> <p>E-Analyze political values and principles of American democracy as expressed in basic documents</p> <p>I-List reasons for Declaration of Independence</p> <p>E-Determine origins/resolutions of political conflict in U.S.</p> |
| <b><i>Social Studies Tools</i></b>                         | <p>I-Use primary and secondary sources to research cultural conflicts of explorers and colonists</p> <p>I-Chart/graph comparisons between the U.S. and regions of Canada</p> <p>E-Create Venn diagram of important U.S. and Canadian historical events</p> <p>E-Apply spatial/ecological perspectives to people, places and environments using social studies tools</p> <p>I-Graph/chart comparisons between the U.S. and regions of Middle America and Caribbean Islands (population, land areas, climate)</p> <p>I-Create a timeline showing the history of a region in Western Hemisphere</p> <p>I-Graph comparisons between the U.S. and regions of South America (population, land areas, climate, topography)</p> | <p>E-Analyze information using social studies tools</p> <p>E-Create a timeline of important events</p> <p>E-Understand how historians study events in the past</p> <p>I-Examine differences between Declaration of Independence and Constitution</p> <p>I-Compare/contrast major documents in American democracy</p> | <p>E-Draw 13 colonies map and list reasons founded</p> <p>E-Graph rise in slavery imports and rise in cotton exports</p> <p>E-Create timeline illustrating major events of Revolutionary War, inclusive of sequence of events leading to American victory</p> <p>E-Create maps showing movement of people</p> <p>E-Trace exploration and expansion from Old World to New World</p> <p>I-Measure distances on maps and globes</p> <p>I-Determine distance Lee traveled to Gettysburg</p> <p>E-Interpret special purpose maps</p> <p>E-Analyze information using social studies tools</p> <p>E-Interpret graphs regarding Civil War</p> <p>E-Read graph of steel exportation in 1800’s</p>  |

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|-------------------------------|---|--|---|
| <b><i>Geography</i></b>       | <p>I-Explain population density</p> <p>I-Identify/analyze primary geographic causes of world trade</p> <p>E-Describe ecosystems and difference between them throughout time</p> <p>I-Research impact of deforestation of the rainforest and what factors are contributing to or inhibiting destruction of the area</p>  | <p>I-Describe the region of the N.K. Valley people</p>   | <p>I-Explain how human processes contribute to changes in ecosystems and compare North America in 1300 to America in 2000</p>   |
| <b><i>Culture/History</i></b> | <p>I-Investigate history/culture of regions of Western Hemisphere</p> <p>I-Identify groups that influenced Mexican culture</p> <p>E-Analyze migration patterns of people over time in Western Hemisphere</p> <p>I-Discuss how Mexican and U.S. history are combined</p> <p>I-Analyze human characteristics of places in Western Hemisphere, inclusive of environment, social, historical and political</p> <p>E-Research/role playexplorers/colonists and cultural conflicts of Middle Americans and South Americans</p>  | <p>I-Discuss Neanderthal people and their lives</p> <p>I-Describe how Cro-Magnum people came to take over Europe</p> <p>I-Discuss Egyptian culture, class structure, religion and everyday life</p> <p>I-Explain what lead to downfall of Egyptian empire and who started invasions of Egypt</p> | <p>E-Examine Pre -Columbian societies of North America and map path natives used to migrate</p> <p>E-Examine exploration and colonization periods of U. S.</p> <p>E-Identify and diagram causes/effects of American Revolution</p> <p>E-Identify reasons for immigration to the U.S.</p> <p>I-Create an Irish newspaper explaining reasons for immigration to U.S.</p> <p>E-Explain causes/effects of Western movement</p> <p>I-Explain how expansion of slavery led to regional tension</p> <p>I-Identify causes/effects of Civil War and Reconstruction</p> <p>I-Debate whether need to keep Union as one outweighed lives lost in Civil War</p> <p>I-Describe sequence of events that led to Union victory</p> <p>E-Trace patterns of movement within continental United States and state motivation for settling in specific areas</p> <p>E-Evaluate value and challenge of diversity in American life</p> <p>E-Debate whether America should allow immigrants into the country</p> |
| <b><i>Economics</i></b>       | <p>I-Compare/contrast economic development of the U.S. with development of other countries n the Western Hemisphere</p> <p>E-Determine factors associated with production of goods/services in Western Hemisphere</p> <p>I-Determine factors associated with consumption of goods/services in Western Hemisphere</p> <p>I-Explain concept of supply and demand</p> <p>I-List products of a country and select those influential in producing a stable economy</p> <p>I-Design graphics to demonstrate export/import interactions associated with goods/services</p> <p>I-Compare/contrast economic development of U.S. with</p> | <p>I-Describe Egyptian economy</p>   | <p>I-Identify causes/effects of Industrial Revolution</p> <p>I-Trace shift in U.S. society from agricultural and rural to industrial/urban</p> <p>I-Compare lives of farmers to lives of industry workers</p> <p>E-Evaluate consequences of human migration and territorial expansion on economic status</p> <p>E-Compare/contrast economic factors that led to development of America</p> <p>E-Explain why explorers searched for trade routes</p> <p>E-Recognize economic factors that influenced development of federalist system</p>  |

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|-------------------------|---|--|---|
| <i>Economics, cont.</i> | development of other Western Hemisphere countries<br>I-Illustrate in poster form 3 economic regions of Mexico<br>I-Describe tourism, manufacturing, and agriculture of one country in Western Hemisphere<br>I-Create a poster to demonstrate goods and services related to rainforest and deforestation |  |   |
| <i>Current Events</i>   | I-Use current events to assess interactions among nations of middle countries, Caribbean islands and the U.S.<br>I-Collect current events to assess interactions among nations of South America   | I-Analyze and interpret political cartoons<br>E-Read newspaper articles to answer the 5 W's  | I-Analyze and interpret political cartoons<br>E-Read newspaper articles to answer the 5 W's   |
| <i>Writing</i>          | I-Write well organized paragraphs with details  | E-Compose assigned writings with all elements needed to receive a score of 3 on the Mississippi Writing Rubric <ul style="list-style-type: none"> <li>❖ Exhibits understanding of concepts</li> <li>❖ Correct with accurate supporting facts</li> <li>❖ Addresses relevant issues</li> <li>❖ Clearly focused, organized, shows sides of issue</li> <li>❖ Sufficient details to show understanding</li> </ul> | I-Create journal entries of soldier throughout a war<br>E- Write journal entries of young person moving West<br>E-Compose an essay "Why America is the Greatest Nation" |

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| Content Area   | 9 <sup>th</sup> Grade- MS History/ Geography  | 10 <sup>th</sup> Grade- World History   | 11th Grade- U. S. History after 1877   |
|--|---|---|--|
| <b><i>Citizenship, Government, Power and Authority</i></b> | MS Studies<br>E-Explain how civic responsibilities are important to Mississippians as citizens of U.S. and residents of global setting<br>I-Explain how politics influenced development of Mississippi<br><br>Intro to Geography  | E-Explain how civic responsibilities are important to Americans as citizens of a global community<br>E-Explain how politics influenced development of various civilizations/nations since the Industrial Revolution | E-Explain changing role of the U.S. in world affairs since 1877 through wars, conflicts, foreign policy<br>I-Create political cartoons based on President Roosevelt's foreign policy<br>E-Examine government's role in various movements<br>I-Analyze amendments to constitution<br>I-Identify amendments passed because of reform movements<br>E-Debate current issues and how they affect the nation |
| <b><i>Social Studies Tools</i></b>                         | MS Studies<br>E-Map major cities, rivers, soil regions and counties of Mississippi<br>E-Demonstrate ability to use social studies tools (timelines, maps, globes, resources, graphs, compass, technology, etc.)<br>Intro to Geography<br>E-Explain absolute and relative location of people and places on Earth's surface | E-Demonstrate ability to use social studies tools   | E-Interpret special purpose maps, primary and secondary sources, and political cartoons<br>I-Explain meaning of political cartoon based on Teddy Roosevelt's Big Stick policy<br>E-Analyze technological information on graphs, charts, timelines<br>I-Create a timeline based on the terms of the presidents from 1877-1909   |
| <b><i>Geography</i></b>                                    | MS Studies<br>I-Explain how geography influenced development of Mississippi<br><br>Intro to Geography<br>E-Distinguish human and physical characteristics of places on Earth<br>E-Relate how regions are formed and changed   | E-Explain how geography influenced development of various civilizations/nations since the Industrial Revolution   | E-Analyze how changing human, physical, geographic characteristics can alter a regional landscape<br>I-Draw a cartoon illustrating how Dust Bowl happened  |

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|-------------------------------|---|--|--|
| <b><i>Culture/History</i></b> | <p>MS Studies</p> <p><b>I-Explain how history influenced development of Mississippi</b></p> <p><b>I-Describe relationship of people, places and environment through time</b></p> <p><b>E-Examine cultural impact of Mississippi artists and writers</b></p> <p><b>I-Explain how politics influenced development of Mississippi</b></p> <p><b>I-Describe the impact of science and technology on development of MS</b></p><br><p>Intro to Geography</p> <p><b>E-Assess how people interact with, adapt to and modify the environment</b></p> | <p><b>E-Describe relationships of people, places, and environments through time</b></p> <p><b>E-Describe impact of science and technology on historical development of the world</b></p> | <p><b>E-Trace the expansion of the U.S. and its acquisitions of territory from 1877</b></p> <p><b>I-Create a map illustrating territories influenced during the Spanish American War</b></p> <p><b>I-Evaluate the effects of terrain on pioneers</b></p> <p><b>E-Explain the emergence of modern America from a domestic perspective</b></p> <p><b>E-Analyze human migration patterns since 1877</b></p> <p><b>E-Create a map illustrating migration into Sun Belt and reasons for it</b></p> <p><b>I-Locate areas of international conflict</b></p> <p><b>I-Create a map of middle east and highlight areas of recent conflict</b></p> <p><b>E-Examine various reform movements</b></p> <p><b>I-Create a play based on Civil Rights struggle</b></p> <p><b>E-Analyze the impact of inventions on the U.S.</b></p> <p><b>E-Chart inventions dealing with space exploration and explain their impact</b></p> <p><b>E-Describe effects of transportation and communication advances since 1877</b></p> <p><b>E-Explain impact of railroads on westward expansion</b></p> |
| <b><i>Economics</i></b>       | <p>MS Studies</p> <p><b>I-Explain how economics influenced development of Mississippi</b></p><br><p>Intro to Geography</p> <p><b>E-Explain varied patterns in the movement of goods, people, ideas</b></p>  | <p><b>E-Explain how economics influenced development of various civilizations/nations since the Industrial Revolution</b></p>  | <p><b>I-Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues</b></p> <p><b>I-Judge actions of monopolies and big business leaders</b></p> <p><b>E-Examine the continuing impact of Industrial Revolution on development of U.S.</b></p> <p><b>E-Explain impact of assembly line on production</b></p>  |
| <b><i>Current Events</i></b>  | <p><b>E-Discuss current events with a connection to an event of significance to Mississippi or geography</b></p>  | <p><b>E-Discuss current events with a connection to an event of historical significance</b></p>  | <p><b>I-Maintain a current events journal</b></p>  |
| <b><i>Writing</i></b>         | <p><b>E-Demonstrate proficiency by writing about history concepts at level 4 on the state rubric</b></p>  | <p><b>E-Demonstrate proficiency by writing about history concepts at level 4 on the state rubric</b></p>   | <p><b>E-Demonstrate proficiency by writing about history concepts at level 4 on the state rubric</b></p>   |