

RICHLAND Social Studies Curriculum Map

FINAL DRAFT

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

May, 2002

| Content Area | Kindergarten-Self/ Home | 1 st Grade- Family/ Home | 2 nd Grade- School/ Neighborhood |
|--|--|--|---|
| <i>Citizenship, Government, Power and Authority</i> | I-Develop understanding of self/home in relationship to expanding horizon theme I-Acquire characteristics of a responsible citizen in the United States I-Identify national symbols (USA flag, American eagle, historical figures, monuments) I/M-Learn the Pledge of Allegiance I-Develop understanding of democratic voting system of America I-Vote on a real issue during election time | I-Acquire the characteristics to be a responsible citizen of the United States I-Vote on an issue I-Develop an understanding of the voting process | I-Acquire the characteristics to be a responsible citizen of the United States E-Vote on an issue and understand the voting process |
| <i>Social Studies Tools</i> | I-Demonstrate ability to use globe, map, simple charts, graphs I-Explore topics being studied using current technology | I-Demonstrate the ability to use globe, map simple charts, graphs | E-Demonstrate ability to use globe, maps, timelines, resources, compass, graphs and technology E-Research various topics using computers I-Sing and spell the 50 states |
| <i>Geography</i> | I-Identify symbols of Mississippi | I-Develop an understanding of family/school in relationship to the expanding horizon theme | I-Develop an understanding of school/ neighborhoods in relationship to expanding horizons theme |
| <i>Culture/History</i> | I-Recognize family life in other countries | I-Discover relationships among people, places and environments (ex. families in U.S. and Europe) | I-Develop an understanding of other countries *Christmas Around the World *Asian Countries – Japan, China, Vietnam *Pilgrim simulation |
| <i>Economics</i> | I-Identify interdependence of economics (self/family) | I-Identify interdependence of economics (self/family) | E-Identify the interdependence of economics(self/family) |
| <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 current events newsletter such as <i>Weekly Reader</i> or <i>Scholastic News</i> |
| <i>Writing</i> | I-Draw a picture of U.S. flag and color I-Draw a picture of Mississippi flag and color | I-Draw a picture of the U.S. flag and add a sentence I-Construct a flag using tissue paper art | I-Write a simple paragraph about an assigned social studies topic |

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| 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> | <p>E-Acquire the characteristics to be a responsible citizen in the United States</p> <p>I-Develop an understanding of community/local government in relationship to the expanding horizon theme</p> <p>E-Define the necessity and purposes of government in a community (“City Green” in Wings)</p> <p>E-Identify ways that people in a community work together to solve problems (Power of Teamwork theme)</p> | <p>E-Explain the functions, responsibilities, and history of state government (C20A)</p> <p>E-Explain the student’s role in responsible citizenship C20D</p> <p>I-Explain the functions, responsibilities, and history of state government C20A</p> <p>I-Explain the process of electing state officials C20B</p> <p>I-Identify the officials and their rules in the three branches of state government (past and present) C20C</p> | <p>I-Explain the effects of and preparations for a national disaster (earthquake, tornado, hurricane, dust bowl) C30I</p> <p>I-Explain the meaning of American citizenship C50A</p> <p>I-Identify traits of character important to preservation and improvement of American constitutional democracy C50B</p> <p>I-Identify civic rights and responsibilities C50C</p> <p>I-Define civic life, politics, government C50D</p> <p>I-Evaluate necessity/purpose of government C50E</p> <p>I-Explain purposes of a constitution and the condition essential for a flourishing constitutional government C50F</p> <p>I-Determine how democratic principles developed C20A</p> <p>I-Compare democratic principles to those of non-democratic nations C20B</p> <p>I-Explain how powers of the national government are distributed, shared, limited C40A</p> <p>I-Identify people, places, documents, and events that led to establishment of democratic system (Declaration of Independence) C40B</p> |
| <i>Social Studies Tools</i> | <p>E-Demonstrate ability to use social studies tools</p> <p>E-Use maps, globe, timelines, resources, a compass rose, graphs and technology to locate cities and countries that are studied in reading</p> | <p>E-Identify time and space relevant to the student’s environment by using social studies tools C30A</p> <p>I-Locate Mississippi in relation to other states C30D</p> | <p>E-Identify/locate on a U.S map each state and its capital C30C</p> <p>E-Recognize cardinal direction C30G</p> <p>E-Evaluation land use with a topographical map (farming, industry, etc.) C30H</p> <p>I-Measure distances on a variety of maps using map scales C30E</p> <p>I-Analyze geographic information using varied resources (graphs, timelines, tables) C30F</p> |
| <i>Geography</i> | <p>I-Recognize that the world is divided into different communities</p> <p>I-Identify the 7 continents</p> <p>I-Identify the 4 oceans</p> | <p>I-Locate Mississippi in relation to other states C30D</p> <p>I-Locate Mississippi regions on a map</p> <p>I-Locate regions of the United States</p> | <p>E-Define/describe U.S. regions and explain selected regional criteria (natural resources, climate, land forms, culture, etc.) C30D</p> <p>I-Identify historical meaning of ‘national’ and ‘state’ boundaries (Native American, colonial, etc.) C30A</p> <p>I-Identify major U.S. cities, waterways, and land forms (Great Lakes, Grand Canyon, Mississippi River) C30B</p> |

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|-------------------------------|--|--|--|
| <i>Culture/History</i> | <p>I-Compare selected communities in North American and other areas of the world</p> <p>I-Recognize that there are different forms of government in different communities around the world</p> | <p>I-Describe the history of people who first lived in Mississippi C10A</p> <p>I-Assess the impact of the first European explorers in Mississippi C10B</p> <p>I-Evaluate the impact and interactions among all groups throughout history of Mississippi C10C</p> <p>I-Identify the ideas and individuals that were significant in the development of Mississippi and that helped to forge its unique identity C10D</p> <p>I-Explain the connections between the culture of Mississippi and the culture of other U.S. regions C10E</p> <p>I-Describe relationships among people, places, and environments C30B</p> <p>I-Research Mississippi involvement in space discovery and development</p> <p>I-Research the impact of technology on Mississippi</p> | <p>I-Identify the groups and causes of migration into North America and groups already settled in N. America beginning with Ice Age C10A</p> <p>I-Determine impact of migration, colonization and immigration to the U.S. (Native Americans, etc.) C10B</p> <p>I-Analyze the territorial expansion of our nation (Westward Expansion, addition of states and territories, etc.) C10C</p> <p>E-Research various topics using computer</p> |
| <i>Economics</i> | <p>E-Identify the interdependence of economics (self, family, school, neighborhood, local town)</p> <p>I-Identify ways a community depends upon other communities to provide for its wants, needs, goods, services</p> | <p>I-Demonstrate special and ecological perspectives in life situations C30C</p> <p>I-Compare the resources and scarcity of resources in a local region to other regions in Mississippi C40A</p> <p>I-Compare the resources and scarcity of resources of regions in Mississippi to other U.S. regions C40B</p> <p>I-Describe the division of labor within the state C40C</p> <p>I-Describe the opportunity costs of choice made within Mississippi C40D</p> <p>I-Math the environment of Mississippi regions with economic activities C40E</p> | <p>I-Compare/contrast human and physical factors that affected economic development in various regions (households, businesses, banks, etc.) C60A</p> <p>I-Identify how economics can serve as a motivator for human behavior C60B</p> |
| <i>Current Events</i> | <p>I-Use local community newspapers to identify current events</p> | <p>I-Create weekly current event bulletin boards on Mississippi and U.S.A.</p> <p>I-Compare boards and identify Mississippi's role in U.S. events</p> <p>I-Discuss country events that do not affect Mississippi and explain why</p> | <p>E-Create current events board to follow the development of specific events</p> |
| <i>Writing</i> | <p>E-Write compare/contrast paragraphs on an assigned social studies topic</p> | <p>I-Identify American documents (Constitution, Emancipation Proclamation)</p> <p>E-Write compare/contrast paragraphs on an assigned social studies topic</p> <p>I-Write a report on a famous Mississippian</p> | <p>I-Evaluation speeches of famous orators</p> <p>E-Write compare/contrast paragraphs on topics such as the importance of good character within our national leaders</p> |

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May, 2002

| 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>E-Describe essential characteristics of democracy, socialism, communism as found in countries of Western Hemisphere</p> <p>E-Trace evolution of political organizations in Western Hemisphere</p> <p>E-Assess interactions of nations over time in Western Hemisphere</p> | <p>I-Examine requirements for and benefits of citizenship (rights vs. responsibilities) in various societies in Eastern Hemisphere</p> <p>I-Compare societies studied and compare to modern society and Western cultures</p> <p>I-Investigate characteristics of democracy, theocracy, and socialism as they begin to appear in Eastern Hemisphere governments</p> <p>I-Examine ‘lives’ of political systems and movements in Eastern Hemisphere and interactions and conflicts with one another</p> | <p>I-Discuss voting in 13 colonies as related to middle and upper class men</p> <p>I-Discuss what freedom means to Americans and what we had to do to gain it</p> <p>E-Discuss rights and responsibilities of Americans</p> <p>I-Discuss the early years as the American government developed</p> <p>I-Study American documents (Declaration of Independence, Articles of Confederation)</p> <p>I-Discuss role of political parties in government</p> |
| <i>Social Studies Tools</i> | <p>E-Analyze migration patterns of people over time in Western Hemisphere using maps</p> <p>M-Measure distances on variety of maps</p> <p>E-Interpret special purpose maps (climate, vegetation, population)</p> <p>E-Analyze information using graphs, maps, charts, tables</p> <p>E-Interpret population density maps</p> <p>M-Identify position of U.S. in relation to other countries in Western Hemisphere</p> <p>E-Describe/compare population settlement patterns during different periods and regions of Western Hemisphere</p> <p>M-Analyze physical characteristics of places in Western Hemisphere</p> <p>E-Describe ecosystems and differences between them through time</p> | <p>E-Interpret special or specific purpose maps using keys</p> <p>E-Calculate distance using keys</p> <p>E-Understand elevation changes on topographical map</p> <p>E-Analyze data given on charts and tables and relate it to the area/society studied</p> <p>I-Construct a timeline on given information</p> <p>E-Interpret existing timelines</p> <p>E-Interpret various map symbols</p> | <p>I-Trace early routes used to discover America an early exploration routes on maps</p> <p>E-Use timelines and maps to explore how our country was settled</p> <p>I-Read political cartoons</p> |
| <i>Geography</i> | <p>M-Name/label continents and oceans</p> <p>M-Find exact location using latitude/longitude</p> <p>E-Integrate the 5 themes of geography</p> <p>M-Explain causes of seasons, solstices, equinoxes</p> <p>M-Explain water cycle</p> <p>M-Identify landforms, layers of the earth and plate tectonics</p> <p>E-Analyze interrelationship of climate, weather, and vegetation</p> <p>M-Locate countries and major cities and physical features of Western Hemisphere on a map</p> | <p>E-Analyze how geographical features of a country affect the lives of the people economically, politically and socially (growth patterns, etc.)</p> <p>I-Examine how geographic features affect a country’s decision to wage war with another country</p> | <p>E-Understand basic geographic locations and skills to explore how the U.S. expanded from a small nation to a powerful one</p> |

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| <i>Culture/History</i> | <p>I-Investigate history and cultures of regions of Western Hemisphere</p> <p>I-Analyze human characteristics of places in Western Hemisphere (homes, clothing, religion, other cultural characteristics)</p> <p>E-Discuss impact of computers, communications, and manufacturing technology</p> | <p>E-Investigate transference of cultural elements from one society to another as they interact through travel trade war (as pertains to Eastern Hemisphere)</p> <p>I-Explore technological discoveries/advances of each society and effect on society that discovered it</p> <p>I-Analyze how technological discoveries affect future societies, neighboring countries and regions</p> <p>I-Examine how technology (iron ore, smelting, stirrup, square sail, shoe, etc.) affects politics, economics, trade, war, transportation, etc.</p> | <p>E-Discuss how African Americans were brought to the United States and the issue of slavery</p> <p>E-Explore treatment of Native Americans</p> <p>I-Discover how Americans have changed across time (from colonial time through the Revolution and Civil War)</p> |
| <i>Economics</i> | <p>I-Evaluate impact of NAFTA on economies of countries of Western Hemisphere</p> <p>I-Compare/contrast development of U.S. with development of other countries in Western Hemisphere</p> <p>E-Identify/analyze primary geographic causes of world trade</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>E-Discover how and when beginnings of economic systems appear and how they shape the future of the Eastern Hemisphere societies</p> <p>I-Examine characteristics of major economies (capitalism, socialism, etc.)</p> | |
| <i>Current Events</i> | <p>E-Interpret newspaper and news magazine articles on current events</p> | <p>E-Interpret newspaper and news magazine articles on current events</p> | <p>E-Compare events that have happened in the current year and how Americans handle issues now to past events and how they were handled</p> |
| <i>Writing</i> | <p>M-Write paragraph explaining water cycle</p> <p>M-Write paragraph explaining process of plate tectonics</p> <p>E-Research/write a report on a Central and South American country</p> | <p>E- Write all answer to review questions in complete sentences</p> <p>E-Compose answers to discussion questions in paragraph form with the question within the answer (so the answer can stand alone without the question)</p> <p>I-Include at least one ten point question and bonus points on each test that require answers in essay or discussion format</p> <p>I-Use state rubric to grade all writings assigned</p> | <p>E-Compose answers to essay questions given</p> <p>E-Use vocabulary words to answer discussion questions</p> |

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| Content Area | 9 th Grade- MS History/ Geography | 10 th Grade- World History | 11th Grade- U. S. History after 1877 |
|---|---|---|--|
| <p><i>Citizenship, Government, Power and Authority</i></p> | <p>MS Studies: Competency 5 E-Explain how civic responsibilities are important to Mississippians as citizens of U.S. and global community I-Discuss state's 4 constitutions, creation of laws, structure of government, impact on students M-Discuss responsibilities of state government M-Explain how civic responsibilities are important to Mississippians as citizens of the United States E-Explain how politics has influenced the development of Mississippi Competency 1</p> | <p>I-Explain how suffrage gives individuals and groups power to bring about changes in their lives I-Delineate the steps that took place in the development of the United Nations as it exists today I-Understand how world affairs affect our role as citizens of the United States E-Examine different types of world governments E-Denote government interactions in efforts to solve world problems E-Explore situations in which governments created world problems I-Explore how Revolutionary Era transformed the political world</p> | <p>E-Describe rights, roles, privileges, and responsibilities of American citizens E-Compare the government of the U.S. with other world governments E-Explore the Progressive Era (1900-1920) and its progression into a more democratic society as related to 17th amendment, women's suffrage, referendum, recall, initiative E-Explain the government's role in reform movements E-Justify the government's role in protecting citizen rights as related to the Civil Rights Era in the 1960's and the impact of the Great Society E-Inspect Theodore Roosevelt's belief in increased governmental involvement in business</p> |
| <p><i>Social Studies Tools</i></p> | <p>MS Studies; Competency 4 M-Develop maps to show spatial relationships within and between regions of U.S E-Create map reflecting patterns of settlement and transportation centers M-Locate major regions on Mississippi map, American Indian settlements, rivers, countries</p> <p>Intro to Geography: Competency 1 M-Explain absolute and relative location of positions of people and places on earth's surface M-Label political and physical maps of countries, regions and continents M-Use a key, compass rose, latitude and longitude lines to answer questions posed M-Use maps of Mississippi to locate land divisions, countries, rivers, etc.</p> | <p>E-Locate areas on a map that were changed due to Imperialism (Europe, South America, Asia, Africa) E-Use political cartoons, technology and a variety of sources</p> | <p>E-Map U.S. acquisitions as a result of the Spanish-American War E-Create a timeline of events leading to U.S. entry into World War I E-Analyze charts of U.S. immigration regulations and statistics of various immigrant groups E-Make a chart of the causes of the Great Depression E-Chart New Deal programs, their purpose and goals E-Analyze political cartoons of Theodore Roosevelt's Big Stick Diplomacy, FDR's New Deal E-Create a timeline of events leading to U.S. entry into World War II E-Map the U.S showing Great Plains, railroad development, Indian tribe locations, states, and capitals, etc. E-Locate on a map areas obtained by U.S. as a result of Spanish-American War (Philippines, Guam, Puerto Rico)</p> |
| <p><i>Geography</i></p> | <p>MS Studies: Competency 1 E-Explain how geography influenced development of Mississippi I-Explain how changing conditions can result in a region taking on a new identity E-Identify the state's role in global economy</p> | <p>E-Explore the fact that countries with natural resources (water, fuel, ores) will be industrialized E-Understand how geography shapes growth of nations E-Study maps and locations of the world's nations and historic places</p> | <p>E-Discuss migration in the U.S. westward E-Identify regions of the U.S. (NE, South, West, etc.) E-Examine the Dust Bowl of the 1930's from a geographical standpoint E-Locate areas of international conflict based on geographical location (Europe, Caribbean, Southeast Asia, Middle East)</p> |

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|-------------------------------|---|--|---|
| | <p>Intro to Geography: M-Discuss 5 themes of geography and apply to each region covered in the course M-Label maps of countries, regions, continents of world, counties of Mississippi</p> | | |
| <i>Culture/History</i> | <p>MS Studies: Competency 3 I-Describe relationship between people, place, environment through time MS Studies: Competency 6 I-Examine cultural impact of Mississippi artists and writers</p> <p>Intro to Geography: Competency 2 E-Distinguish the physical and human characteristics of places in Mississippi I-Define terms used to describe human characteristics of places associated with demographics and culture I-Identify distributions of cultural characteristics I-Describe the impact of science and technology on the development of Mississippi</p> <p>Intro to Geography: Competency 3 E-Assess how people interact with, adapt to and modify the environment E-Assess how people interact with, adapt to and modify the environment to make scientific and technological advances</p> <p>Intro to Geography: Competency 4 E-Explain varied patterns in movement of people, goods and ideas across the state, into the nation and world</p> | <p>E-Explain how technology advances industrial output E-Study the impact of traditional culture and religion on world affairs I-Use current events and historical information to show impact of science on everyday life and history</p> | <p>I-Complete an individual project presenting American culture of the early 1900's E-Examine how immigrants became Americanized and helped build the U.S. E-Describe the impact of immigration on U.S. culture E-Explore inventors and inventions and their impact on the U.S. (Edison, Bell, Morse, Field, Gliddon) E-Assess the impact of Industrial Revolution, specifying how it changed American life E-Express the effects of transportation and communications advancements on American society E-Discuss how technology affected American farmers</p> |
| <i>Economics</i> | <p>MS Studies: Competency 1 E-Explain how economics influenced the development of Mississippi (natural, mineral and energy resources; renewable and nonrenewable resources) MS Studies: Competency 4 E-Explain patterns of movement of goods and how that affects economics of a state MS Studies: Competency 5 E-Relate how regions are formed and changed in relation to economic development</p> | <p>E-Explore how the industrial revolution led to growth of capitalism and socialism E-Explore conflict of agricultural and industrial societies, third world countries vs. first world countries</p> | <p>E-Define terms panic, depression, recession, recovery, peak, gold standard E-Examine America's big business era of late 1800's and early 1900's E-Differentiate between capitalism, socialism, and communism E-Trace causes of stock market crash (1929) that triggered Great Depression E-Explain laissez faire in regard to government regulations</p> |

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|-----------------------|--|--|---|
| | | | E-Discuss development of corporations |
| <i>Current Events</i> | E-Use newspapers to become informed on the events happening in Mississippi and the world E-Analyze political cartoons | E-Use newspaper events to show capitalism and socialism and to show technological advances | E-Select current events news stories that are related to the history of the U.S. (our past) |
| <i>Writing</i> | E- Write essay answers to questions on tests and homework assignments | E- Write all responses to questions in sentence form E-Compose written responses to essay and discussion questions assigned | E-Compose specific answers to questions to analyze, examine, interpret, describe E- Write reports, letters, poems, research findings, etc. |