

Standards		Weekly Issues
Kindergarten Standards		
K.CI.1 Demonstrate how to be a productive citizen.	1. Define authority figures and leaders.	Week 2 Authority Figures Week 4 What are Laws? Week 5 Government
	2. Define a productive citizen and citizenship.	Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens
	3. Describe character traits of productive citizens.	Week 4 What are Laws? Week 5 Government Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens
	4. List examples of productive citizenship at home and school.	Week 5 Government Week 9 Characteristics of Responsible Citizens
K.CI.2 Examine the purpose of rules and consequences.	1. Identify the purpose of rules and explain why rules should be followed.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 6 Important Documents Week 8 Citizens
	2. Recognize that leaders and authority figures establish rules to provide order, security, and safety.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 6 Important Documents
	3. Differentiate between positive and negative consequences.	Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 8 Citizens
K.CI.3 Differentiate the roles and responsibilities of authority figures and leaders.	1. Relate how leaders can be authority figures.	Week 2 Authority Figures Week 4 What are Laws? Week 5 Government
	2. Describe the responsibilities of authority figures and leaders.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government
	3. Identify authority figures and leaders at home, school,	Week 1 I Am a Member of a Community

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	and in the community.	Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government
K.E.1 Analyze how money is earned and used.	1. Identify different types of jobs and describe their work.	Week 5 Government Week 31 Jobs Week 32 Spending and Saving
	2. Explain that money is earned through work.	Week 31 Jobs Week 32 Spending and Saving
	3. Recognize monetary units.	Week 32 Spending and Saving
	4. Distinguish saving from spending.	Week 32 Spending and Saving
	5. Illustrate how money is used in daily life.	Week 32 Spending and Saving
K.E.2 Distinguish goods from services.	1. Define goods and services.	Week 30 Economics Week 31 Jobs
	2. Identify and classify examples of goods and services.	Week 30 Economics Week 31 Jobs
	3. Explain how goods and services are obtained.	Week 30 Economics Week 31 Jobs
K.E.3 Differentiate needs from wants.	1. Define needs and wants.	Week 29 Needs and Wants
	2. Classify items as needs or wants.	Week 29 Needs and Wants
	3. Compare and contrast needs and wants.	Week 29 Needs and Wants
K.CR.1 Explore the similarities and differences of individuals and families.	1. Define similarity and difference.	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 27 Culture Week 28 Holidays Around the World
	2. Identify examples of similarities and differences.	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 27 Culture Week 28 Holidays Around the World
	3. Explain the importance of both similarities and differences to individuals, families, and communities	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 27 Culture Week 28 Holidays Around the World
K.CR.2 Examine diversity in the classroom	1. Define unity and diversity.	Week 7 Learning and Working Together Week 27 Culture Week 28 Holidays Around the World
	2. Identify types of diversity in the classroom (e.g., cultural, ethnic, students with disabilities, etc.).	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 27 Culture

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		Week 28 Holidays Around the World
	3. Propose different ways to encourage unity and appreciate diversity at home and within the classroom.	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 27 Culture Week 28 Holidays Around the World
K.CR.3 Identify the cultural origins and explore the customs, traditions, and celebrations of families and schools.	1. Describe family customs, traditions, and celebrations held by members of the class and their families (e.g., literature, language, games, songs, dances, etc.).	Week 27 Culture Week 28 Holidays Around the World
	2. Describe the role that customs, traditions, and celebrations play at school.	Week 27 Culture Week 28 Holidays Around the World
	3. Compare and contrast school customs, traditions, and celebrations with those of home and family.	Week 27 Culture Week 28 Holidays Around the World
K.G.1 Establish an individual sense of place.	1. Illustrate and label a map of familiar places.	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 18 Human Characteristics of a Place Week 19 My Place on the Map
	2. Identify elements of a physical address.	Week 14 Location Week 19 My Place on the Map
	3. Explain a place using terms related to location, direction, size, and distance (e.g., up, down, left, right, far, near, etc.).	Week 14 Location Week 15 Finding Places Around Me Week 19 My Place on the Map
	4. Examine routes and modes of transportation between home and school.	Week 15 Finding Places Around Me
K.G.2 Investigate the physical features of the environment.	1. Differentiate landforms from bodies of water.	Week 16 Physical Characteristics of a Place
	2. Define physical features and analyze how physical features of the Earth impact the way of life in various places.	Week 16 Physical Characteristics of a Place Week 17 Weather Week 19 My Place on the Map
	3. Define and describe the way physical environments may change over time (e.g., flooding, tornadoes, hurricanes, etc.).	Week 16 Physical Characteristics of a Place Week 17 Weather Week 19 My Place on the Map
K.G.3 Recognize representations of the Earth.	1. Discuss various representations of the Earth.	Week 13 Map Skills Week 16 Physical Characteristics of a Place
	2. Explain that maps and globes help identify location and physical features of the Earth.	Week 13 Map Skills Week 19 My Place on the Map

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	3. Compare and contrast maps and globes.	Week 13 Map Skills Week 16 Physical Characteristics of a Place
	4. Identify cardinal directions (e.g., north, south, east, west).	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 19 My Place on the Map
	5. Locate the local community, Mississippi, and the United States using maps and globes.	Week 14 Location Week 15 Finding Places Around Me Week 19 My Place on the Map
K.H.1 Recognize symbols, customs, and celebrations of local communities, Mississippi, and the United States.	1. Define symbols and customs (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.).	Week 6 Important Documents Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays
	2. Identify school, community, state, and national symbols.	Week 6 Important Documents Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays
	3. State the Pledge of Allegiance and patriotic songs as expressions of patriotism.	Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays
K.H.2 Describe the impact of significant historical figures and events.	1. Identify historical figures that are used as symbols of American culture (e.g., currency, monuments, and place names, etc.).	Week 6 Important Documents Week 9 Characteristics of Responsible Citizens Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays
	2. Examine historical events that are significant to American culture (4th of July, Thanksgiving, Presidents Day, Juneteenth, etc.).	Week 6 Important Documents Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays
	3. Interpret how oral traditions helped express important cultural and historical beliefs	Week 27 Culture

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1st Grade Standards		
1.CI.1 Differentiate the rights and responsibilities citizens have in varying roles.	1. Define and identify rights and responsibilities.	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 8 Citizens
	2. Compare and contrast children's rights and responsibilities at home, school, and in the community.	Week 1 Community Week 3 Rules and Laws Week 8 Citizens
	3. Identify the various ways that citizens participate in their communities such as voting and volunteering.	Week 1 Community Week 4 Government Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History
1.CI.2 Distinguish rules from laws.	1. Compare and contrast rules and laws.	Week 1 Community Week 3 Rules and Laws
	2. Differentiate the consequences of breaking rules versus breaking laws.	Week 1 Community Week 3 Rules and Laws
	3. Recognize that the governments establish laws to create peace and provide order.	Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 7 Important Documents
1.CI.3 Discuss patriotism and how it is demonstrated by citizens.	1. Define patriotism.	Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays
	2. Discuss how citizens show patriotism and respect for their communities and country.	Week 9 Characteristics of Responsible Citizens Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays

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	3. Identify patriotic symbols of the local community, Mississippi, and the United States	Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays
	4. Explain the importance of the Pledge of Allegiance and National Anthem	Week 11 Patriotism
1.E.1 Justify why people work to earn money.	1. Define employment, income, salary, and wages.	#N/A
	2. Describe what it means to be employed.	Week 30 Jobs Week 31 Workers Contribute to the Economy
	3. Explain that people earn income through work.	Week 30 Jobs Week 31 Workers Contribute to the Economy
	4. Illustrate the exchange of money for goods and services to meet needs and wants.	Week 27 Needs and Wants Week 28 Economics Week 29 Economic Choices Week 30 Jobs Week 31 Workers Contribute to the Economy Week 32 Spending and Saving
1.E.2 Determine how people meet their basic needs.	1. Identify basic needs.	Week 27 Needs and Wants Week 29 Economic Choices
	2. Explain how basic needs are met.	Week 27 Needs and Wants Week 29 Economic Choices
	3. Classify items or services as needs and wants.	Week 27 Needs and Wants Week 29 Economic Choices
	4. Examine how people prioritize spending and saving to meet their needs.	Week 27 Needs and Wants Week 28 Economics Week 32 Spending and Saving
1.CR.1 Evaluate the role of cooperation and compromise within and across various groups.	1. Define cooperation and compromise.	Week 4 Government Week 7 Important Documents Week 8 Citizens Week 9 Characteristics of Responsible Citizens
	2. Identify examples of cooperation and compromise at home and school.	Week 4 Government Week 8 Citizens Week 9 Characteristics of Responsible Citizens
	3. Analyze how cooperation and compromise supports problem solving in and among different cultures, customs, and traditions.	Week 4 Government Week 8 Citizens Week 9 Characteristics of Responsible Citizens
1.CR.2 Examine		Week 25 Culture



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the diverse cultures found at school and in the local community.	1. Define culture.	Week 26 Folktales and Legends
	2. Identify various cultures at school and in the local community.	Week 25 Culture
	3. Recognize ways people celebrate their diverse cultural heritage.	Week 25 Culture Week 26 Folktales and Legends
	4. Compare and contrast ways people celebrate their diverse cultural heritage.	Week 25 Culture Week 26 Folktales and Legends
1.G.1 Demonstrate a global sense of place.	1. Identify the seven continents and five major oceans.	Week 14 Map Skills
	2. Classify the major landforms, and bodies of water on a map (e.g., mountains, hills, lakes, oceans, rivers, etc.).	Week 14 Map Skills Week 16 Physical Characteristics of a Place Week 19 Geography of Our Community
	3. Describe places in relation to one another using cardinal and intermediate directions.	Week 14 Map Skills Week 15 Location Week 19 Geography of Our Community
	4. Understand the relationship of the location of a place from community to county, state, nation, and continent (Jackson is in Hinds County, which is in the state of Mississippi, which is in the country of the USA and on the continent of North America).	Week 14 Map Skills Week 15 Location Week 19 Geography of Our Community
1.G.2 Examine the relationship between location, climate, physical features, and how people live.	1. Recognize characteristics of the local region.	Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
	2. Compare and contrast the climate, weather, and seasons of the regions of the United States.	Week 16 Physical Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
	3. Describe how location impacts daily life for residents in various communities (e.g., shelter, clothing, food, activities, etc.).	Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
1.G.3 Interpret maps using directions.	1. Demonstrate map skills through vocabulary.	Week 14 Map Skills Week 15 Location Week 19 Geography of Our Community
	2. Identify and define cardinal and intermediate directions, compass rose, map symbol and map key.	Week 14 Map Skills Week 15 Location Week 19 Geography of Our Community
	3. Construct maps using cardinal and intermediate directions, a compass rose, map symbols, and a map	Week 14 Map Skills Week 15 Location

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	key	Week 19 Geography of Our Community
1.H.1 Analyze the influence of significant historical figures and events from the history of the United States.	1. Identify historical figures who are used as symbols in United States culture.	Week 6 Founders Week 7 Important Documents Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays
	2. Examine the significant contributions of historical figures to the local community, state, and United States.	Week 6 Founders Week 7 Important Documents Week 10 Responsible Citizens in History Week 11 Patriotism Week 13 National Patriotic Holidays
	3. Examine how the United States commemorates historical events through the celebration of national holidays.	Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays
1.H.2 Analyze various aspects of historic and modern life in the United States.	1. Compare and contrast historic and modern forms of communication and sharing of information.	Week 23 Life Long Ago and Today Week 24 Communication Over Time
	2. Identify forms of technology and illustrate changes in how it was made and used from its conception to the present (e.g., telephone, assistive technology devices, etc.).	Week 23 Life Long Ago and Today
	3. Evaluate how apparel has changed through history, including how and why items are chosen and purchased.	Week 23 Life Long Ago and Today
	4. Compare and contrast Americans' use of free time in the past and present.	Week 23 Life Long Ago and Today



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<b>2nd Grade Standards</b>		
2.CI.1 Differentiate civic virtues from civic responsibilities, then evaluate their role in communities.	1. Identify civic virtues and civic responsibilities.	Week 3 I Belong to a Community Week 5 Principles of Democracy Week 11 Citizenship Week 31 Solving Problems in Your Community
	2. Discuss how common civic virtues among citizens help create peaceful and orderly communities.	Week 3 I Belong to a Community Week 5 Principles of Democracy Week 11 Citizenship Week 31 Solving Problems in Your Community
	3. Compare civic responsibilities to responsibilities of home and school.	Week 3 I Belong to a Community Week 11 Citizenship
2.CI.2 Assess how rules and laws are created to provide equal and fair service and protection to all citizens.	1. Discuss the importance of fair rules and laws applied to all citizens.	Week 4 Rules and Laws Week 5 Principles of Democracy Week 6 Important Documents
	2. Analyze the fairness of rules and laws.	Week 4 Rules and Laws
	3. Identify who is responsible for creating and enforcing rules and laws.	Week 4 Rules and Laws Week 6 Important Documents Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government
	4. Discuss how laws are fairly created and fairly enforced to protect all the citizens of a community (e.g., civil rights, laws to protect Americans with disabilities, etc.).	Week 4 Rules and Laws Week 6 Important Documents
2.E.1 Evaluate how the availability of resources impacts the local economy.	1. Define economy and resources.	Week 25 Needs, Wants, and Resources Week 26 Economic Activity Week 30 More Economic Principles
	2. Categorize resources as natural, renewable, and non-renewable.	Week 25 Needs, Wants, and Resources Week 26 Economic Activity
	3. Explain people as a resource in the local community.	Week 25 Needs, Wants, and Resources Week 26 Economic Activity
	4. Examine the relationship between resources and jobs in the local community.	Week 25 Needs, Wants, and Resources Week 26 Economic Activity
2.E.2 Assess the relationship between consumers and producers in obtaining goods and services to meet needs.	1. Define consumers and producers.	Week 28 Producers and Consumers
	2. Differentiate consumers from producers.	Week 28 Producers and Consumers
	3. Examine the interdependence of consumers and producers.	Week 28 Producers and Consumers Week 29 Economic Principles
	4. Discuss the connection between resources and	Week 28 Producers and Consumers

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	producers in the local community.	Week 29 Economic Principles
	5. Define barter system and monetary system.	Week 28 Producers and Consumers
	6. Compare and contrast the barter and monetary systems of trade to meet needs.	Week 28 Producers and Consumers Week 29 Economic Principles
2.E.3 Recognize factors that affect the price and availability of goods and services.	1. Define supply and demand.	Week 30 More Economic Principles
	2. Evaluate how the availability of resources impacts the price of goods and services.	Week 29 Economic Principles Week 30 More Economic Principles
	3. Examine how budgets help individuals and families choose how to spend and save money.	Week 27 Economic Choices Week 30 More Economic Principles
2.E.4 Identify the role of financial institutions within the community.	1. Identify various types of financial institutions and their role in the community.	Week 27 Economic Choices
	2. Identify services provided by the various financial institutions in the community.	Week 27 Economic Choices
2.CR.1 Determine how traditions and customs create unity and celebrate diversity within and across various groups.	1. Recognize the cultural contributions of various groups within our community.	Week 15 Memorials and Monuments Week 32 Historical Figures
	2. Examine how cultures, and their traditions and customs, have changed over time.	Week 23 Culture Week 32 Historical Figures
	3. Evaluate the qualities that build unity among diverse populations.	Week 12 Patriotism Week 13 Patriotic Symbols Week 16 Patriotic Holidays Week 23 Culture
2.CR.2 Evaluate how diverse cultures build unity in a community.	1. Define respect, tolerance, and acceptance.	Week 5 Principles of Democracy Week 23 Culture
	2. Examine the relationship between respect, tolerance, and acceptance and building unity across cultures.	Week 5 Principles of Democracy
	3. Recognize similarities from the various cultures of the local community.	Week 23 Culture Week 32 Historical Figures
2.G.1 Analyze various types of maps.	1. Categorize map types by representation and usage (e.g., topographic, physical, political, thematic, etc.).	Week 17 Map Skills
	2. Identify political and physical borders in the United States and across the globe.	Week 17 Map Skills Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 24 Regions of the World
	3. Define urban, suburban, and rural.	Week 20 Human Characteristics of Places
	4. Locate urban, suburban, and rural areas in Mississippi and the United States.	Week 20 Human Characteristics of Places
2.G.2 Examine the	1. Define human settlements and population	Week 22 Movement

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connection between physical features of the Earth and where people choose to live.	distribution.	
	2. Evaluate human settlements and population distribution around physical features of the Earth.	Week 22 Movement
	3. Determine reasons for human settlement near physical features of the Earth.	Week 20 Human Characteristics of Places Week 22 Movement Week 24 Regions of the World
2.G.3 Interpret maps using latitude and longitude.	1. Define latitude and longitude.	Week 18 Location
	2. Locate the major lines of latitude and longitude of the Earth.	Week 18 Location
	3. Identify then compare hemispheres of the Earth.	Week 18 Location
2.G.4 Analyze human modifications to the Earth.	1. Identify human modifications to the Earth.	Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 22 Movement Week 24 Regions of the World
	2. Compare and contrast the positive and negative impacts of human modifications on the Earth.	Week 21 Humans and the Environment Week 22 Movement
2.H.1 Evaluate how people and events have shaped the local community, state, and \nation through primary sources.	1. Identify various primary sources (e.g., Primary – letters, diaries, autobiographies, speeches, interviews; Secondary – magazine articles, textbooks, encyclopedia entries, biographies, etc.).	Week 1 Sources Week 6 Important Documents Week 31 Solving Problems in Your Community Week 32 Historical Figures
	2. Use various primary sources to investigate significant people and events of the past.	Week 6 Important Documents Week 14 Founders Week 31 Solving Problems in Your Community Week 32 Historical Figures
	3. Examine historical events from multiple perspectives by utilizing primary sources.	Week 14 Founders Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.H.2 Examine the relationship between history and time.	1. Identify vocabulary to express periods of time.	Week 2 Timelines Week 32 Historical Figures
	2. Illustrate events chronologically on a timeline.	Week 2 Timelines Week 32 Historical Figures
	3. Compare and contrast the eras of United States history.	Week 32 Historical Figures

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3rd Grade Standards		
3.CI.1 Examine the influence of democratic values on the lives of citizens.	1. Define democracy.	Week 8 Government
	2. Recognize fundamental democratic values.	Week 4 Taking Action Week 8 Government Week 12 We the People Week 13 Inquiry Week 26 Problem Solving
	3. Discuss the evidence of democratic values at home, school, and local organizations.	Week 6 I Am a Member of a Community Week 8 Government Week 11 Tribal, State, and Local Government Week 12 We the People Week 13 Inquiry
3.CI.2 Demonstrate knowledge of the three branches of government at the federal, state, and local levels.	1. Identify the three branches of government and the purpose of each branch.	Week 10 National Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
	2. Discuss the roles of leaders in each branch of government at the federal, state, and local levels, including both municipal and county governments.	Week 10 National Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
	3. Recognize locations where government is practiced at the national, state, and local levels.	Week 10 National Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
	4. Compare and contrast services provided to communities and citizens by the federal, state, and local governments (e.g., security, people with disabilities, human services, etc.).	Week 6 I Am a Member of a Community Week 7 Purposes of Government Week 10 National Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
3.CI.3 Examine the requirements of civic leadership.	1. Identify the qualifications for candidacy at the federal, state, and local levels.	Week 8 Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
	2. Analyze the common character traits and civic virtues of national, state, and local leaders.	Week 6 I Am a Member of a Community Week 7 Purposes of Government Week 8 Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
	3. Contrast the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.	Week 6 I Am a Member of a Community Week 7 Purposes of Government Week 8 Government Week 10 National Government Week 11 Tribal, State, and Local Government

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		Week 13 Inquiry Week 23 Using Charts, Maps, and Data
3.E.1 Investigate how local governments obtain and use money to benefit their communities.	1. Define tax.	Week 7 Purposes of Government Week 29 Producers and Consumers
	2. Discuss the types and purpose of taxes paid by citizens to the government (e.g., sales tax, property tax, income tax, etc.).	Week 7 Purposes of Government Week 13 Inquiry
	3. Identify goods and services provided by a local government to its community.	Week 7 Purposes of Government Week 13 Inquiry Week 23 Using Charts, Maps, and Data Week 29 Producers and Consumers
	4. Examine how a local community benefits from the goods and services provided by the local government.	Week 7 Purposes of Government Week 13 Inquiry Week 23 Using Charts, Maps, and Data Week 29 Producers and Consumers
3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.	1. Define trade, import, and export.	Week 30 Community Interdependence
	2. Contrast imports and exports.	Week 30 Community Interdependence
	3. Identify local resources and products exported from the local community and state.	Week 28 Urban, Suburban, and Rural land Use Week 30 Community Interdependence
	4. Trace the origin of products for sale in the local community.	Week 30 Community Interdependence
	5. Compare and contrast producing and buying goods to meet needs.	Week 30 Community Interdependence
3.E.3 Analyze the factors of population distribution.	1. Define economic development.	Week 29 Producers and Consumers
	2. Examine the relationship between economic development, employment opportunities, and where people choose to live.	Week 21 Migration Week 23 Using Charts, Maps, and Data Week 24 Communities Over Time Week 29 Producers and Consumers Week 30 Community Interdependence
	3. Evaluate the impact of an individual's knowledge and skills on their opportunities for employment and income.	Week 29 Producers and Consumers
	4. Explain how the availability of resources influences where people live.	Week 21 Migration Week 23 Using Charts, Maps, and Data Week 24 Communities Over Time Week 28 Urban, Suburban, and Rural land Use Week 30 Community Interdependence
3.CR.1 Examine the Declaration of	1. Identify principles of democracy within the Declaration of Independence.	Week 9 Important Documents

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Independence and the Bill of Rights to recognize the principles of democracy and identify civil liberties.	2. Define and identify civil liberties within the First Amendment.	Week 9 Important Documents
	3. Compare and contrast principles of democracy and civil liberties.	Week 9 Important Documents
	4. Explain how individuals exercise principles of democracy and civil liberties in daily life.	Week 4 Taking Action Week 12 We the People Week 13 Inquiry Week 26 Problem Solving
3.CR.2 Assess the reliance of democracy on citizen participation.	1. Define voting, suffrage, and franchise.	Week 9 Important Documents
	2. Explain the voting process.	Week 9 Important Documents
	3. Illustrate the expansion of voting rights in America.	Week 9 Important Documents
	4. Identify how citizens participate in democracy apart from exercising the right to vote.	Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 10 National Government Week 12 We the People Week 13 Inquiry Week 26 Problem Solving
3.G.1 Analyze how humans have altered the Earth to meet their needs.	1. Define residential, commercial, industrial, and agricultural.	Week 18 Regions Part 1 Week 19 Regions Part 2 Week 28 Urban, Suburban, and Rural land Use Week 29 Producers and Consumers
	2. Describe the residential, commercial, industrial, and agricultural areas of the local community and state.	Week 18 Regions Part 1 Week 19 Regions Part 2 Week 27 Eyewitness to Change Over Time Week 28 Urban, Suburban, and Rural land Use
	3. Explain how humans have altered the physical environment for shelter, work, and recreation.	Week 16 Natural Features and Landforms Week 18 Regions Part 1 Week 19 Regions Part 2 Week 20 Water is a Natural Resource Week 24 Communities Over Time Week 27 Eyewitness to Change Over Time Week 28 Urban, Suburban, and Rural land Use
	4. Discuss how human modifications have affected the environment.	Week 16 Natural Features and Landforms Week 18 Regions Part 1 Week 19 Regions Part 2 Week 24 Communities Over Time Week 27 Eyewitness to Change Over Time Week 28 Urban, Suburban, and Rural land Use
3.G.2 Investigate	1. Define natural disaster.	Week 16 Natural Features and Landforms



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natural disasters' effect on the Earth.	2. Identify characteristics of a natural disaster.	Week 16 Natural Features and Landforms
	3. Explain how local, state, and national governments cooperate to manage natural disasters.	Week 16 Natural Features and Landforms
	4. Evaluate settlement patterns after a natural disaster.	Week 21 Migration
3.G.3 Assess energy sources of the Earth.	1. Define renewable and nonrenewable resources.	#N/A
	2. Identify sources of energy (e.g., oil, petroleum, nuclear power, solar power, etc.).	Week 20 Water is a Natural Resource
	3. Categorize energy sources as renewable and nonrenewable.	#N/A
	4. Examine the impact that human use of resources has on the Earth.	Week 16 Natural Features and Landforms Week 18 Regions Part 1 Week 19 Regions Part 2 Week 20 Water is a Natural Resource Week 24 Communities Over Time Week 27 Eyewitness to Change Over Time Week 28 Urban, Suburban, and Rural land Use
3.G.4 Interpret and recognize maps, graphs, and other representations of the Earth.	1. Analyze patterns of population distributions.	Week 21 Migration Week 23 Using Charts, Maps, and Data Week 24 Communities Over Time Week 27 Eyewitness to Change Over Time
3.H.1 Analyze the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.	1. Define dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.	Week 8 Government Week 10 National Government Week 11 Tribal, State, and Local Government
	2. Cite an example of each type of government from history.	Week 8 Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
	3. Compare and contrast the different types of government related to source of authority, how leaders are chosen, limits on power, and the role of citizens.	Week 8 Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
3.H.2 Examine the framework of the United States government.	1. Discuss why the United States was established as a representative democracy.	Week 8 Government Week 9 Important Documents Week 10 National Government Week 13 Inquiry
	2. Evaluate the importance of checks and	Week 8 Government

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	balances to a representative democracy.	Week 9 Important Documents Week 10 National Government Week 13 Inquiry

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MS 4th Grade Standards		
<b>4.MS.1</b>	Describe the physical geography and natural resources of the ten regions of Mississippi.	21: The Ten Regions of Mississippi - Part 1 22: The Ten Regions of Mississippi - Part 2 23: Exploring Mississippi's Resources
<b>4.MS.1 1</b>	1. Identify on a map the ten geographical regions of Mississippi (Yazoo Delta, Black Belt, Jackson Prairie, Gulf Coast, Loess Hills, North Central Hills, Flatwoods, Pontotoc Ridge, Tennessee River Hills, and Piney Woods).	21: The Ten Regions of Mississippi - Part 1 22: The Ten Regions of Mississippi - Part 2 25: Mississippi's Jobs of the Past, Present & Future
<b>4.MS.1 2</b>	2. Describe features of each region.	21: The Ten Regions of Mississippi - Part 1 22: The Ten Regions of Mississippi - Part 2
<b>4.MS.1 3</b>	3. Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc.	21: The Ten Regions of Mississippi - Part 1 22: The Ten Regions of Mississippi - Part 2
<b>4.MS.1 4</b>	4. Compare and contrast major natural resources throughout Mississippi on a map (e.g., oil, agricultural, etc.).	23: Exploring Mississippi's Resources
<b>4.MS.2</b>	Examine the exploration and settlement of the Mississippi Territory.	5: The First Europeans
<b>4.MS.2 1</b>	1. Map and describe the settlements of the Mississippi Territory (e.g., Natchez, Washington, Port Gibson, Columbia, Winchester, Mobile, Huntsville, etc.).	6: A New State – Welcome to the Club!
<b>4.MS.2 2</b>	2. Trace the routes of explorers (e.g., Hernando de Soto, Rene' Robert Cavelier, Sieur de La Salle, Pierre Le Moyne d'Iberville, Jacques Marquette, Louis Jolliet, etc.) and discuss the impact on settlements in the Mississippi Territory.	5: The First Europeans
<b>4.MS.2 3</b>	3. Explain how differing beliefs regarding land ownership, religion, and culture led to conflicts between Europeans and Native Americans in the Mississippi Territory.	4: Native Americans 6: A New State – Welcome to the Club!
<b>4.MS.3</b>	Investigate the Native American tribes of historic Mississippi.	4: Native Americans
<b>4.MS.3 1</b>	1. Identify the location of major tribes within Mississippi: Choctaw, Chickasaw, and Natchez.	4: Native Americans

Standards		Weekly Issues
<b>4.MS.3 2</b>	2. Compare and contrast the cultures and lives of the Choctaw, Chickasaw, and Natchez tribes of historic Mississippi (e.g., homes, roles, beliefs, clothes, games, traditions, food, etc.).	4: Native Americans
<b>4.MS.3 3</b>	3. Discuss the impact of the removal of Native Americans from Mississippi.	10: Forks, Swamps and Trails 17: The First People of Mississippi
<b>4.MS.4</b>	Describe Mississippi's entry into statehood.	6: A New State – Welcome to the Club!
<b>4.MS.4 1</b>	1. Trace Mississippi's progression from territory to statehood.	6: A New State – Welcome to the Club!
<b>4.MS.4 2</b>	2. Define political and geographic reasons for changes in location of Mississippi's state capitol.	
<b>4.MS.5</b>	Describe the Antebellum society of Mississippi.	
<b>4.MS.5 1</b>	1. Outline the rise of Mississippi cotton culture.	7: Triangle Trade – Evil Business Practices
<b>4.MS.5 2</b>	2. Link cotton culture to the rise of slavery.	7: Triangle Trade – Evil Business Practices
<b>4.MS.5 3</b>	3. Discuss the leaders of the abolition movement and the importance to the end of slavery in the South.	8: Secession – Things Go From Bad to Worse
<b>4.MS.6</b>	Analyze Mississippi's role in the Civil War.	8: Secession – Things Go From Bad to Worse
<b>4.MS.6 1</b>	1. Identify the Mississippi leaders of the secession and the Civil War.	8: Secession – Things Go From Bad to Worse
<b>4.MS.6 2</b>	2. Outline the cause and effects of slavery that led Mississippi to secede from the Union in 1861 and subsequently enter the Civil War.	
<b>4.MS.6 3</b>	3. Investigate how Mississippi supported the Civil War through economic and military efforts.	
<b>4.MS.6 4</b>	4. Compare and contrast the societal roles on the homefront and battlefield during and after the Civil War.	
<b>4.MS.7</b>	Evaluate the impact of Reconstruction and	9: Responsible Citizens

Standards		Weekly Issues
	Post-Reconstruction on Mississippi.	
<b>4.MS.7 1</b>	1. Contrast life from the Antebellum period to post Civil War (e.g., population, economy, government, infrastructure, etc.).	
<b>4.MS.7 2</b>	2. Explain the use of sharecroppers as a response to the end of slavery.	9: Responsible Citizens
<b>4.MS.7 3</b>	3. Describe how the Jim Crow laws disenfranchised African Americans in Mississippi.	
<b>4.MS.8</b>	Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.	12: The Civil Rights Movement in Mississippi
<b>4.MS.8 1</b>	1. Define discrimination, prejudice, segregation, integration, suffrage, and civil rights.	12: The Civil Rights Movement in Mississippi 14: The National Civil Rights Movement
<b>4.MS.8 2</b>	2. Identify important figures of the modern Civil Rights Movement including Mississippians (e.g., Martin Luther King Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc.).	13: Special People of the Civil Rights Movement in Mississippi 14: The National Civil Rights Movement
<b>4.MS.8 3</b>	3. Identify and explain events of the modern Civil Rights Movement, including Brown v. Board of Education (1954), Jim Crow laws, Freedom Summer, and James Meredith's admission to the University of Mississippi.	
<b>4.MS.8 4</b>	4. Analyze the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 as it relates to Mississippians.	
<b>4.MS.9</b>	Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.	19: Mississippi's Musicians, Writers, and Arts
<b>4.MS.9 1</b>	1. Identify Mississippians known for their artwork, music, architecture, and literature (e.g., Wyatt Waters, William Herd, Walter Anderson, B.B. King, Elvis Presley, Marty Stewart, Eudora Welty, Willie Morris, etc.).	19: Mississippi's Musicians, Writers, and Arts
<b>4.MS.9 2</b>	2. Describe how literature, the arts, architecture, and music affect tourism within the state.	
<b>4.MS.10</b>	Describe the impact of significant historical figures and	18: The Melting Pot of Mississippi

Standards		Weekly Issues
	events in Mississippi's past and present.	
<b>4.MS.10 1</b>	1. Cite symbols and explain historical figures that are used in Mississippi's culture (e.g., monuments, place names, etc.).	3: Taking Care of MS
<b>4.MS.10 2</b>	2. Examine events that are significant to Mississippi culture.	
<b>4.MS.11</b>	Evaluate how geographic and economic factors influence life and work in Mississippi.	
<b>4.MS.11 1</b>	1. Describe the division of labor within Mississippi (e.g., government, industry, agriculture, etc.).	24: The Job Fair
<b>4.MS.11 2</b>	2. Determine how land use impacts Mississippi's economy (e.g., cotton farming vs. soybean farming, pastureland vs. industrial development, beaches vs. casinos, landfills vs. parks, etc.).	
<b>4.MS.11 3</b>	3. Explain the benefits and challenges of trade for Mississippi.	27: Global Trade 28: Global Trade for Mississippi
<b>4.MS.11 4</b>	4. Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.).	2: MS Special Focus 30: Mississippi's Connections to Our Further Away Neighboring States 31: Natural Disasters: Who Will Pay for This?



Standards		Weekly Issues
5th Grade Standards		
5.1 Identify major geographic areas of the world and specifically North America.	1. Map the seven continents and five oceans.	
	2. identify and locate the main mountain ranges, rivers, and other key bodies of water.	Week 12 The Colonies and Their Founding Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 31 America on the Move
	3. Locate on a map and discuss the pre-Columbian civilizations in North and South America	Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians
5.2 Investigate the people and ways of life of North America and the Caribbean Basin prior to the Columbian Era.	1. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.	Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians
	2. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.	Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians
	3. Determine how tribes in different regions used their environment to obtain food, clothing, and shelter.	Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 11 Consequences of Contact
	4. Differentiate the lives and cultures of Native American tribes by region or territory.	Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 11 Consequences of Contact
5.3 Analyze the motivations and consequences of the exploration of North America.	1. Map the European countries of Spain, Portugal, Great Britain, and France and their initial settlements in North America and Caribbean Basin with respect to trade routes and mitigation.	Week 10 The Age of Encounters Week 17 Clash of Empires
	2. Identify significant European explorers (e.g., Ferdinand Magellan, Hernando de Soto, Rene' Robert Cavelier, Sieur de La Salle, Francis Drake, Walter Raleigh, John Cabot, Christopher Columbus, Samuel de Champlain, etc.), their motivation to and through North America and the Caribbean Basin.	Week 10 The Age of Encounters
	3. Explain the causes and effects of the Columbian Exchange.	Week 10 The Age of Encounters Week 11 Consequences of Contact

Standards		Weekly Issues
		Week 16 Conflicts and Compromise in North America
5.4 Examine the economic, political, and religious reasons for the founding of colonial settlements.	1. Identify the influential leaders (e.g., William Penn, John Smith, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, etc.) responsible for founding colonial settlements.	Week 12 The Colonies and Their Founding Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies
	2. Describe the role of indentured servitude and slavery in early settlements (e.g., Triangular Trade, indentured servitude, enslaved and free Africans, etc.).	Week 12 The Colonies and Their Founding Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies
	3. Compare and contrast colonial life in the different regions (e.g., New England, Middle, Southern, etc.) including resources, way of life, economics, local government, etc.	Week 12 The Colonies and Their Founding Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires
	4. Contrast the views of land use and ownership by Native Americans and colonists.	Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires
5.5 Trace the development of the revolutionary movement in North America.	1. Identify the causes and consequences of the French and Indian War.	Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 22 Guided Inquiry: The Road to Revolution
	2. Explain the reasons for the American Revolution.	Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution
	3. Examine the actions taken by the British and colonists and explain how each led to the Revolutionary War (e.g., British Stamp Act, Intolerable Acts, Boston Massacre, Tea Act, etc.).	Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People
5.6 Explain major events of the American Revolution.	1. Describe the roles of major contributors (e.g., Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Benjamin Franklin, Haym Salomon, etc.).	Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process

Standards		Weekly Issues
	2. Identify key battles of the American Revolution and their outcomes (e.g., Lexington and Concord, Bunker Hill, Saratoga, Cowpens, Yorktown, etc.).	Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military
	3. Discuss the contributions of African Americans, women, and ordinary citizens in general to the American Revolution.	Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military
	4. Examine efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, and the Second Continental Congress.	Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military
	5. Explain the colonial victory of the American Revolution.	Week 26 Outcomes of the American Revolution
	6. Summarize the effects of the Treaty of Paris of 1783 on the development of the United States.	Week 26 Outcomes of the American Revolution
5.7 Examine the development of the founding documents of the United States.	1. Analyze the principles of the Declaration of Independence and the purpose of government.	Week 27 The Founders and the Process Week 28 The Constitution Week 29 The Bill of Rights
	2. Analyze the shortcomings of the Articles of Confederation.	Week 27 The Founders and the Process Week 28 The Constitution
	3. Explain how the Northwest Ordinance influenced the framers of the Constitution.	Week 30 The New Nation
	4. Identify significant attendees of the Constitutional Convention.	Week 27 The Founders and the Process Week 28 The Constitution
5.8 Examine the development of the Constitution of the United States.	1. Identify key political members of the Federalists and Anti-Federalists.	Week 27 The Founders and the Process
	2. Contrast the ideology of Federalists from that of the Anti-Federalists.	Week 27 The Founders and the Process
	3. Describe the plans and compromises that contributed to the creation of the Constitution.	Week 27 The Founders and the Process Week 28 The Constitution
	4. Evaluate the features of the Bill of Rights.	Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 4 Communicating Conclusions Week 28 The Constitution Week 29 The Bill of Rights
	5. Compare and contrast the treatment of African Americans, Native Americans, and women regarding the principles in the Bill of	Week 29 The Bill of Rights Week 30 The New Nation

Standards		Weekly Issues
	Rights.	
	6. Compare and contrast the three branches of government.	Week 29 The Bill of Rights
5.9 Recognize symbols, customs, and celebrations representative of the United States.	1. Define symbols and customs.	
	2. Identify school, community, state, and national symbols (e.g., United States flag, American eagle, etc.).	
	3. Compare and contrast the Pledge of Allegiance, Preamble, and patriotic songs as expressions of patriotism.	Week 28 The Constitution
	4. Explain historically significant people and events that shaped America (e.g., our first president, etc.).	Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 28 The Constitution Week 29 The Bill of Rights Week 30 The New Nation Week 31 America on the Move
5.10 Identify United States and individual states on a globe and a map.	1. Identify the United States on a map.	Week 30 The New Nation Week 31 America on the Move
	2. Identify and label each of the 50 states on a map.	

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	I Am a Member of a Community	
2	Authority Figures	<p><b>K.CI.1</b> Demonstrate how to be a productive citizen.  1. Define authority figures and leaders.</p> <p><b>K.CI.2</b> Examine the purpose of rules and consequences.  2. Recognize that leaders and authority figures establish rules to provide order, security, and safety.</p> <p><b>K.CI.3</b> Differentiate the roles and responsibilities of authority figures and leaders.  1. Relate how leaders can be authority figures.  2. Describe the responsibilities of authority figures and leaders.  3. Identify authority figures and leaders at home, school, and in the community.</p>
3	What Are Rules?	<p><b>K.CI.2</b> Examine the purpose of rules and consequences.  1. Identify the purpose rules and explain why rules should be followed.  3. Differentiate between positive and negative consequences.</p>
4	What Are Laws?	
<b>Unit 2: Civics and Government</b>		
5	Government	
6	We Are Alike, We Are Different	<p><b>K.CR.1</b> Explore the similarities and differences of individuals and families.  1. Define similarity and difference.  2. Identify examples of similarities and differences.  3. Explain the importance of both similarities and differences to individuals, families, and communities.</p>
7	Learning and Working Together	
8	Citizens	<p><b>K.CI.1</b> Demonstrate how to be a productive citizen.  2. Define a productive citizen and citizenship.  3. Describe character traits of productive citizens.  4. List examples of productive citizenship at home and at school.</p>
9	Characteristics of Responsible Citizens	<p><b>K.CI.1</b> Demonstrate how to be a productive citizen.  2. Define a productive citizen and citizenship.  3. Describe character traits of productive citizens.  4. List examples of productive citizenship at home and at school.</p>

Week	Title	Standards Covered
<b>Unit 3: Symbols and Celebrations</b>		
10	Patriotism	<b>K.H.1</b> Recognize symbols, customs, and celebrations of local communities, Mississippi, and the United States. 3. State the Pledge of Allegiance and patriotic songs of expressions of patriotism.
11	National Patriotic Holidays	<b>K.H.2</b> Describe the impact of significant historical figures and events. 1. Identify historical figures that are used as symbols of American culture (e.g., currency, monuments, and place names, etc.). 2. Examine historical events that are significant to American culture (4th of July, Thanksgiving, Presidents Day, Juneteenth, etc.). 3. Interpret how oral traditions helped express important cultural and historical beliefs.
12	National Symbols	
13	School, Community, and State Symbols	<b>K.H.1</b> Recognize symbols, customs, and celebrations of local communities, Mississippi, and the United States. 1. Define symbols and customs (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.). 2. Identify school, community, state, and national symbols.
14	Historical Figures	<b>K.H.2</b> Describe the impact of significant historical figures and events. 1. Identify historical figures that are used as symbols of American culture (e.g., currency, monuments, and place names, etc.).
<b>Unit 4: Geography</b>		
15	Map Skills	<b>K.G.3</b> Recognize representations of the Earth. 1. Discuss various representation of the Earth. 2. Explain that maps and globes help identify location and physical features of the Earth. 3. Compare and contrast maps and globes. 4. Identify cardinal directions (e.g., north, south, east, west). 5. Locate the local community, Mississippi, and the United States using maps and globes.
16	Location	<b>K.G.1</b> Establish an individual sense of place. 1. Illustrate and label a map of familiar places. 3. Explain a place using terms related to location, direction, size, and distance (e.g., up, down, left, right, far, near, etc.).
17	Finding Places Around Me	<b>K.G.1</b> Establish an individual sense of place. 1. Illustrate and label a map of familiar places.
18	Physical Characteristics	<b>K.G.2</b> Investigate the physical features of the environment.



Week	Title	Standards Covered
	of a Place	<ol style="list-style-type: none"> <li>1. Differentiate landforms from bodies of water.</li> <li>2. Define physical features and analyze how physical features of Earth impact the way of life in various places.</li> </ol>
19	Weather	<b>K.G.2</b> Investigate the physical features of environment. <ol style="list-style-type: none"> <li>3. Define and describe the way physical environments may change over time (e.g., flooding, tornadoes, hurricanes, etc.).</li> </ol>
20	Human Characteristics of a Place	
21	My Place on the Map	<b>K.G.1</b> Establish an individual sense of place. <ol style="list-style-type: none"> <li>2. Identify elements of a physical address.</li> <li>4. Examine routes and modes of transportation between home and school.</li> </ol> <b>K.G.3</b> Recognize representations of the Earth. <ol style="list-style-type: none"> <li>5. Locate the local community, Mississippi, and the United States using maps and globes.</li> </ol>
<b>Unit 5: Time and Chronology</b>		
22	Calendars	
23	Words About Time	
24	Changes Over Time	
<b>Unit 6: History</b>		
25	History	
26	Life Long Ago and Today	
<b>Unit 7: Culture</b>		
27	Culture	<b>K.CR.3</b> Identify the cultural origins and explore the customs, traditions, and celebrations of families and schools. <ol style="list-style-type: none"> <li>1. Describe family customs, traditions, and celebrations held by members of the class and their families (e.g., literature, language, games, songs, dances, etc.)</li> </ol> <b>K.H.2</b> Describe the impact of significant historical figures and events. <ol style="list-style-type: none"> <li>3. Interpret how oral traditions helped express important cultural and historical beliefs.</li> </ol>
28	School Culture	<b>K.CR.2</b> Examine diversity in the classroom. <ol style="list-style-type: none"> <li>1. Define unity and diversity.</li> <li>2. Identify types of diversity in the classroom (e.g., cultural, ethnic, students with disabilities, etc.).</li> </ol>

Week	Title	Standards Covered
		<p>3. Propose different ways to encourage unity and appreciate diversity at home and within the classroom.</p> <p><b>K.CR.3</b> Identify the cultural origins and explore the customs, traditions, and celebrations of families and schools.</p> <p>2. Describe the role that customs, traditions, and celebrations play at school.</p> <p>3. Compare and contrast school customs, traditions, and celebrations with those of home and family.</p>
<b>Unit 8: Economics</b>		
29	Needs and Wants	<p><b>K.E.3</b> Differentiate needs from wants.</p> <p>1. Define needs and wants.</p> <p>2. Classify items as needs or wants.</p> <p>3. Compare and contrast needs and wants.</p>
30	Economics	<p><b>K.E.2</b> Distinguish goods from services.</p> <p>1. Define goods and services.</p> <p>2. Identify and classify examples of goods and services.</p> <p>3. Explain how goods and services are obtained.</p>
31	Jobs	<p><b>K.E.1</b> Analyze how money is earned and used.</p> <p>1. Identify different types of jobs and describe their work.</p> <p>2. Explain that money is earned through work.</p>
32	Spending and Saving	<p><b>K.E.1</b> Analyze how money is earned and used.</p> <p>3. Recognize monetary units.</p> <p>4. Distinguish saving from spending.</p> <p>5. Illustrate how money is used in daily life.</p> <p><b>K.H.2</b> Describe the impact of significant historical figures and events.</p> <p>1. Identify historical figures that are used as symbols of American culture (e.g., currency, monuments, and place names, etc.).</p>

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	Community	
2	Authority Figures	
3	Rules and Laws	<b>1.CI.2</b> Distinguish rules from laws. <ol style="list-style-type: none"> <li>1. Compare and contrast rules and laws.</li> <li>2. Differentiate the consequences of breaking rules versus breaking laws.</li> <li>3. Recognize that the governments establish laws to create peace and provide order.</li> </ol>
<b>Unit 2: Civics and Government</b>		
4	Government	<b>1.CI.1</b> Differentiate the rights and responsibilities citizens have in varying roles. <ol style="list-style-type: none"> <li>3. Identify the various ways that citizens participate in their communities such as voting and volunteering.</li> </ol>
5	Founders	
6	Citizens	<b>1.CI.1</b> Differentiate the rights and responsibilities citizens have in varying roles. <ol style="list-style-type: none"> <li>1. Define and identify rights and responsibilities.</li> <li>2. Compare and contrast children's rights and responsibilities at home, school, and in the community.</li> <li>3. Identify the various ways that citizens participate in their communities such as voting and volunteering.</li> </ol>
7	Characteristics of Responsible Citizens	
8	Problem Solving	<b>1.CR.1</b> Evaluate the role of cooperation and compromise within and across various groups. <ol style="list-style-type: none"> <li>1. Define cooperation and compromise.</li> <li>2. Identify examples of cooperation and compromise at home and school.</li> <li>3. Analyze how cooperation and compromise supports problem solving in and among different cultures, customs, and traditions.</li> </ol>
9	Historical Figures	<b>1.H.1</b> Analyze the influence of significant historical figures and events from history of the United States. <ol style="list-style-type: none"> <li>1. Identify historical figures who are used as symbols in United States culture.</li> <li>2. Examine the significant contributions of historical figures to the local community, state, and United States.</li> </ol>
<b>Unit 3: Symbols and Celebrations</b>		
10	Patriotism	<b>1.CI.3</b> Discuss patriotism and how it is demonstrated by citizens.

Week	Title	Standards Covered
		<ol style="list-style-type: none"> <li>1. Define patriotism.</li> <li>2. Discuss how citizens show patriotism and respect for their communities and country.</li> <li>3. Identify patriotic symbols of the local community, Mississippi, and the United States.</li> <li>4. Explain the importance of the Pledge of Allegiance and National Anthem.</li> </ol>
11	National Patriotic Symbols	<ol style="list-style-type: none"> <li>1.CI.3 Discuss patriotism and how it is demonstrated by citizens.</li> <li>3. Identify patriotic symbols of the local community, Mississippi, and the United States.</li> </ol>
12	Community and State Symbols	<ol style="list-style-type: none"> <li>1.CI.3 Discuss patriotism and how it is demonstrated by citizens.</li> <li>3. Identify patriotic symbols of the local community, Mississippi, and the United States.</li> </ol>
13	National Patriotic Holidays	<ol style="list-style-type: none"> <li>1.H.1 Analyze the influence of significant historical figures and events from the history of the United States.</li> <li>3. Examine how the United States commemorates historical events through the celebration of national holidays.</li> </ol>
<b>Unit 4: Geography</b>		
14	Map Skills	<ol style="list-style-type: none"> <li>1.G.1 Demonstrate a global sense of place.</li> <li>3. Describe places in relation to one another using cardinal and intermediate directions.</li> </ol> <ol style="list-style-type: none"> <li>1.G.3 Interpret maps using directions.</li> <li>1. Demonstrate map skills through vocabulary.</li> <li>2. Identify and define cardinal and intermediate directions, compass rose, map symbol and map key.</li> <li>3. Construct maps using cardinal and intermediate directions, a compass rose, map symbols, and a map key.</li> </ol>
15	Location	
16	Physical Characteristics of a Place	<ol style="list-style-type: none"> <li>1.G.1 Demonstrate a global sense of place.</li> <li>1. Identify the seven continents and five major oceans.</li> <li>2. Classify the major landforms, and bodies of water on a map (e.g., mountains, hills, lakes, oceans, rivers, etc.).</li> </ol>
17	Regions of the United States	<ol style="list-style-type: none"> <li>1.G.2 Examine the relationship between location, climate, physical features, and how people live.</li> <li>1. Recognize characteristics of the local region.</li> <li>2. Compare and contrast the climate, weather, and seasons of the regions of the United States.</li> </ol>

Week	Title	Standards Covered
18	Human Characteristics of a Place	
19	Adapting to Our Environment	<b>1.G.2</b> Examine the relationship between location, climate, physical features, and how people live. <b>3.</b> Describe how location impacts daily life for residents in various communities (e.g., shelter, clothing, food, activities, etc.).
20	My Place in the World	<b>1.G.1</b> Demonstrate a global sense of place. <b>4.</b> Understand the relationship of the location of a place from community to county, state, nation, and continent (Jackson is in Hinds County, which is in the state of Mississippi, which is in the country of the USA and on the continent of North America).
<b>Unit 5: History</b>		
21	Calendars	
22	Changes Over Time	
23	History	
24	Life Long Ago and Today	<b>1.H.2</b> Analyze various aspects of historic and modern life in the United States. <b>3.</b> Evaluate how apparel has changed through history, including how and why items are chosen and purchased. <b>4.</b> Compare and contrast Americans' use of free time in the past and present.
25	Communication Over Time	<b>1.H.2</b> Analyze various aspects of historic and modern life in the United States. <b>1.</b> Compare and contrast historic forms of communication and sharing of information.
26	Technology Over Time	<b>1.H.2</b> Analyze various aspects of historic and modern life in the United States. <b>2.</b> Identify forms of technology and illustrate changes in how it was made and used from its conception to the present (e.g., telephone, assistive technology devices, etc.).
<b>Unit 6: Culture</b>		
27	Culture	<b>1.CR.2</b> Examine the diverse cultures found at school and in the local community. <b>1.</b> Define culture. <b>2.</b> Identify various cultures at school and in the local community. <b>3.</b> Recognize ways people celebrate their diverse cultural heritage. <b>4.</b> Compare and contrast ways people celebrate their diverse cultural heritage.
28	Folktales and Legends	

Week	Title	Standards Covered
<b>Unit 7: Economics</b>		
29	Needs and Wants	<b>1.E.2</b> Determine how people meet their basic needs. <ol style="list-style-type: none"> <li>1. Identify basic needs.</li> <li>2. Explain how basic needs are met.</li> <li>3. Classify items or services as needs and wants.</li> </ol>
30	Economics	<b>1.E.1</b> Justify why people work to earn money. <ol style="list-style-type: none"> <li>4. Illustrate the exchange of money for goods and services to meet needs and wants.</li> </ol>
31	Jobs	<b>1.E.1</b> Justify why people work to earn money. <ol style="list-style-type: none"> <li>1. Define employment, income, salary, and wages.</li> <li>2. Describe what it means to be employed.</li> <li>3. Explain that people earn income through work.</li> </ol>
32	Spending and Saving	<b>1.E.2</b> Determine how people meet their basic needs. <ol style="list-style-type: none"> <li>4. Examine how people prioritize spending and saving to meet their needs.</li> </ol>



Week	Title	Standards Covered
<b>Unit 1: Civics</b>		
1	Community	<b>2.CI.1</b> Differentiate civic virtues from civic responsibilities, then evaluate their role in communities. <ol style="list-style-type: none"> <li>1. Identify civic virtues and civic responsibilities.</li> <li>2. Discuss how common civic virtues among citizens help create peaceful and orderly communities.</li> <li>3. Compare civic responsibilities to responsibilities of home and school.</li> </ol>
2	Being a Participating Citizen	<b>2.CI.1</b> Differentiate civic virtues from civic responsibilities, then evaluate their role in communities. <ol style="list-style-type: none"> <li>1. Identify civic virtues and civic responsibilities.</li> <li>2. Discuss how common civic virtues among citizens help create peaceful and orderly communities.</li> <li>3. Compare civic responsibilities to responsibilities of home and school.</li> </ol>
3	Rules and Laws	<b>2.CI.2</b> Assess how rules and laws are created to provide equal and fair service and protection to all citizens. <ol style="list-style-type: none"> <li>1. Discuss importance of fair rules and laws applied to all citizens.</li> <li>2. Analyze the fairness of rules and laws.</li> <li>3. Identify who is responsible for creating and enforcing rules and laws.</li> <li>4. Discuss how laws are fairly created and fairly enforced to protect all the citizens of a community (e.g., civil rights, laws to protect Americans with disabilities, etc.).</li> </ol>
4	Principles of Democracy	<b>2.CI.1</b> Differentiate civic virtues from civic responsibilities, then evaluate their role in communities. <ol style="list-style-type: none"> <li>1. Identify civic virtues and civic responsibilities.</li> <li>2. Discuss how common civic virtues among citizens help create peaceful and orderly communities.</li> <li>3. Compare civic responsibilities to responsibilities of home and school.</li> </ol>
5	The Purpose of Government	<b>2.CI.2</b> Assess how rules and laws are created to provide equal and fair service and protection to all citizens. <ol style="list-style-type: none"> <li>1. Discuss importance of fair rules and laws applied to all citizens.</li> <li>2. Analyze the fairness of rules and laws.</li> <li>3. Identify who is responsible for creating and enforcing rules and laws.</li> <li>4. Discuss how laws are fairly created and fairly enforced to protect all the citizens of a community (e.g., civil rights, laws to protect Americans with disabilities, etc.).</li> </ol>
6	Fairness, Enforcement	<b>2.CI.2</b> Assess how rules and laws are created to provide equal and fair service and protection to all citizens. <ol style="list-style-type: none"> <li>1. Discuss importance of fair rules and laws applied to all citizens.</li> </ol>

Week	Title	Standards Covered
		<ol style="list-style-type: none"> <li>2. Analyze the fairness of rules and laws.</li> <li>3. Identify who is responsible for creating and enforcing rules and laws.</li> <li>4. Discuss how laws are fairly created and fairly enforced to protect all the citizens of a community (e.g., civil rights, laws to protect Americans with disabilities, etc.).</li> </ol>
<b>Unit 2: Economics</b>		
7	Resources	<b>2.E.1</b> Evaluate how the availability of resources impacts the local economy. <ol style="list-style-type: none"> <li>1. Define economy and resource.</li> <li>2. Categorize resources as natural, renewable, and non-renewable.</li> <li>3. Explain people as a resource in the local community.</li> <li>4. Examine the relationship between resources and jobs in the local community.</li> </ol>
8	Resources and the Economy	<b>2.E.1</b> Evaluate how the availability of resources impacts the local economy. <ol style="list-style-type: none"> <li>1. Define economy and resource.</li> <li>2. Categorize resources as natural, renewable, and non-renewable.</li> <li>3. Explain people as a resource in the local community.</li> <li>4. Examine the relationship between resources and jobs in the local community.</li> </ol>
9	Producers and Consumers	<b>2.E.2</b> Assess the relationship between consumers and producers in obtaining goods and services to meet needs. <ol style="list-style-type: none"> <li>1. Define consumers and producers.</li> <li>2. Differentiate consumers from producers.</li> <li>3. Examine the interdependence of consumers and producers.</li> <li>4. Discuss the connection between resources and producers in the local community.</li> <li>5. Define barter system and monetary system.</li> <li>6. Compare and contrast the barter and monetary systems of trade to meet needs.</li> </ol>
10	Farm to Market Today	<b>2.E.2</b> Assess the relationship between consumers and producers in obtaining goods and services to meet needs. <ol style="list-style-type: none"> <li>1. Define consumers and producers.</li> <li>2. Differentiate consumers from producers.</li> <li>3. Examine the interdependence of consumers and producers.</li> <li>4. Discuss the connection between resources and producers in the local community.</li> <li>5. Define barter system and monetary system.</li> <li>6. Compare and contrast the barter and monetary systems of trade to meet needs.</li> </ol>
11	Economic Principles	<b>2.E.2</b> Assess the relationship between consumers and producers in obtaining goods and services to meet needs. <ol style="list-style-type: none"> <li>1. Define consumers and producers.</li> </ol>

Week	Title	Standards Covered
		<ol style="list-style-type: none"> <li>Differentiate consumers from producers.</li> <li>Examine the interdependence of consumers and producers.</li> <li>Discuss the connection between resources and producers in the local community.</li> <li>Define barter system and monetary system.</li> <li>Compare and contrast the barter and monetary systems of trade to meet needs.</li> </ol> <p><b>2.E.3</b> Recognize factors that affect the price and availability of goods and services.</p> <ol style="list-style-type: none"> <li>Define supply and demand.</li> <li>Evaluate how the availability of resources impacts the price of goods and services.</li> <li>Examine how budgets help individuals and families choose how to spend and save money.</li> </ol>
12	Money	<p><b>2.E.2</b> Assess the relationship between consumers and producers in obtaining goods and services to meet needs.</p> <ol style="list-style-type: none"> <li>Define consumers and producers.</li> <li>Differentiate consumers from producers.</li> <li>Examine the interdependence of consumers and producers.</li> <li>Discuss the connection between resources and producers in the local community.</li> <li>Define barter system and monetary system.</li> <li>Compare and contrast the barter and monetary systems of trade to meet needs.</li> </ol>
13	Economic Choices	<p><b>2.E.3</b> Recognize factors that affect the price and availability of goods and services.</p> <ol style="list-style-type: none"> <li>Define supply and demand.</li> <li>Evaluate how the availability of resources impacts the price of goods and services.</li> <li>Examine how budgets help individuals and families choose how to spend and save money.</li> </ol> <p><b>2.E.4</b> Identify the role of financial institutions within the community.</p> <ol style="list-style-type: none"> <li>Identify various types of financial institutions and their role in the community.</li> <li>Identify services provided by the various financial institutions in the community.</li> </ol>
<b>Unit 3: Civil Rights</b>		
14	Culture	<p><b>2.CR.1</b> Determine how traditions and customs create unity and celebrate diversity within and across various groups.</p> <ol style="list-style-type: none"> <li>Recognize the cultural contributions of various groups within our community.</li> <li>Examine how cultures, and their traditions and customs, have changed over time.</li> </ol>

Week	Title	Standards Covered
		3. Evaluate the qualities that build unity among diverse populations."
15	Contributions of Various Groups	<b>2.CR.1</b> Determine how traditions and customs create unity and celebrate diversity within and across various groups. <ol style="list-style-type: none"> <li>1. Recognize the cultural contributions of various groups within our community.</li> <li>2. Examine how cultures, and their traditions and customs, have changed over time.</li> <li>3. Evaluate the qualities that build unity among diverse populations."</li> </ol>
16	Celebrating the Cultures of MS	<b>2.CR.1</b> Determine how traditions and customs create unity and celebrate diversity within and across various groups. <ol style="list-style-type: none"> <li>1. Recognize the cultural contributions of various groups within our community.</li> <li>2. Examine how cultures, and their traditions and customs, have changed over time.</li> <li>3. Evaluate the qualities that build unity among diverse populations.</li> </ol>
17	Celebrating Diversity	<b>2.CR.2</b> Evaluate how diverse cultures build unity in a community. <ol style="list-style-type: none"> <li>1. Define respect, tolerance, and acceptance.</li> <li>2. Examine the relationship between respect, tolerance, and acceptance and building unity across cultures.</li> <li>3. Recognize similarities from the various cultures of the local community.</li> </ol>
18	Creating Unity	<b>2.CR.1</b> Determine how traditions and customs create unity and celebrate diversity within and across various groups. <ol style="list-style-type: none"> <li>1. Recognize the cultural contributions of various groups within our community.</li> <li>2. Examine how cultures, and their traditions and customs, have changed over time.</li> <li>3. Evaluate the qualities that build unity among diverse populations.</li> </ol> <b>2.CR.2</b> Evaluate how diverse cultures build unity in a community. <ol style="list-style-type: none"> <li>1. Define respect, tolerance, and acceptance.</li> <li>2. Examine the relationship between respect, tolerance, and acceptance and building unity across cultures.</li> <li>3. Recognize similarities from the various cultures of the local community.</li> </ol>
19	Problem Solving	<b>2.CR.1</b> Determine how traditions and customs create unity and celebrate diversity within and across various groups. <ol style="list-style-type: none"> <li>1. Recognize the cultural contributions of various groups within our community.</li> <li>2. Examine how cultures, and their traditions and customs, have changed over time.</li> <li>3. Evaluate the qualities that build unity among diverse populations.</li> </ol>

Week	Title	Standards Covered
		<b>2.CR.2</b> Evaluate how diverse cultures build unity in a community. <ol style="list-style-type: none"> <li>1. Define respect, tolerance, and acceptance.</li> <li>2. Examine the relationship between respect, tolerance, and acceptance and building unity across cultures.</li> <li>3. Recognize similarities from the various cultures of the local community.</li> </ol>
<b>Unit 4: Geography</b>		
20	Map Skills	<b>2.G.1</b> Analyze various types of maps. <ol style="list-style-type: none"> <li>1. Categorize map types by representation and usage (e.g., topographic, physical, political, thematic, etc.).</li> <li>2. Identify political and physical borders in the United States and across the globe.</li> <li>3. Define urban, suburban, and rural.</li> <li>4. Locate urban, suburban, and rural areas in Mississippi and United States.</li> </ol>
21	Location	<b>2.G.3</b> Interpret maps using latitude and longitude. <ol style="list-style-type: none"> <li>1. Define latitude and longitude.</li> <li>2. Locate the major lines of latitude and longitude of the Earth.</li> <li>3. Identify then compare hemispheres of the Earth.</li> </ol>
22	Place: Human Characteristics	<b>2.G.1</b> Analyze various types of maps. <ol style="list-style-type: none"> <li>1. Categorize map types by representation and usage (e.g., topographic, physical, political, thematic, etc.).</li> <li>2. Identify political and physical borders in the United States and across the globe.</li> <li>3. Define urban, suburban, and rural.</li> <li>4. Locate urban, suburban, and rural areas in Mississippi and United States.</li> </ol>
23	Physical Features of Places	<b>2.G.2</b> Examine the connection between physical features of the Earth and where people choose to live. <ol style="list-style-type: none"> <li>1. Define human settlements and population distribution.</li> <li>2. Evaluate human settlements and population distribution around physical features of the Earth.</li> <li>3. Determine reasons for human settlement near physical features of the Earth.</li> </ol>
24	Movement	<b>2.G.2</b> Examine the connection between physical features of the Earth and where people choose to live. <ol style="list-style-type: none"> <li>1. Define human settlements and population distribution.</li> <li>2. Evaluate human settlements and population distribution around physical features of the Earth.</li> <li>3. Determine reasons for human settlement near physical features of</li> </ol>

Week	Title	Standards Covered
		the Earth.
25	Humans and the Environment	<b>2.G.4</b> Analyze human modifications to the Earth. <ol style="list-style-type: none"> <li>1. Identify human modifications to the Earth.</li> <li>2. Compare and contrast the positive and negative impacts of human modifications on the Earth.</li> </ol>
<b>Unit 5: History</b>		
26	Sources	<b>2.H.1</b> Evaluate how people and events have shaped the local community, state, and nation through primary sources. <ol style="list-style-type: none"> <li>1. Identify various primary sources (e.g., Primary – letters, diaries, autobiographies, speeches, interviews; Secondary – magazine articles, textbooks, encyclopedia entries, biographies, etc.).</li> <li>2. Use various primary sources to investigate significant people and events of the past.</li> <li>3. Examine historical events from multiple perspectives by utilizing primary sources.</li> </ol>
27	Multiple Perspectives	<b>2.H.1</b> Evaluate how people and events have shaped the local community, state, and nation through primary sources. <ol style="list-style-type: none"> <li>1. Identify various primary sources (e.g., Primary – letters, diaries, autobiographies, speeches, interviews; Secondary – magazine articles, textbooks, encyclopedia entries, biographies, etc.).</li> <li>2. Use various primary sources to investigate significant people and events of the past.</li> <li>3. Examine historical events from multiple perspectives by utilizing primary sources.</li> </ol>
28	Timelines	<b>2.H.2</b> Examine the relationship between history and time. <ol style="list-style-type: none"> <li>1. Identify vocabulary to express periods of time.</li> <li>2. Illustrate events chronologically on a timeline.</li> <li>3. Compare and contrast the eras of United States history.</li> </ol>
29	Era 1	
30	Era 2	
31	Era 3	
32	Compare and Contract Week	

Unit 1: Inquiry		
1	Developing Inquiries	N/A
2	Sources	N/A
3	Examining Evidence and Communicating Conclusions	N/A
4	Taking Action	<p>3.CI.1 Examine the influence of democratic values on the lives of citizens. 2. Recognize fundamental democratic values.</p> <p>3.CR.1 Examine the Declaration of Independence and the Bill of Rights to recognize the principles of democracy and identify civil liberties. 4. Explain how individuals exercise principles of democracy and civil liberties in daily life.</p> <p>3.CR.2 Assess the reliance of democracy on citizen participation. 4. Identify how citizens participate in democracy apart from exercising the right to vote.</p>
5	Engage in Your Own Inquiry	<p>3.CR.2 Assess the reliance of democracy on citizen participation. 4. Identify how citizens participate in democracy apart from exercising the right to vote.</p>
6	I am a Member of a Community	<p>3.CI.1 Examine the influence of democratic values on the lives of citizens. 3. Discuss the evidence of democratic values at home, school, and local organizations.</p> <p>3.CI.2 Demonstrate knowledge of the three branches of government at the federal, state, and local levels. 4. Compare and contrast services provided to communities and citizens by the federal, state, and local governments (e.g., security, people with disabilities, human services, etc.).</p> <p>3.CI.3 Examine the requirements of civic leadership. 2. Analyze the common character traits and civic virtues of national, state, and local leaders. 3. Contrast the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.</p>
7	Purposes of Government	<p>3.CI.2 Demonstrate knowledge of the three branches of government at the federal, state, and local levels. 4. Compare and contrast services provided to communities and citizens by the federal, state, and local governments (e.g., security, people with disabilities, human services, etc.).</p> <p>3.CI.3 Examine the requirements of civic leadership.</p>



		<ol style="list-style-type: none"> <li>Analyze the common character traits and civic virtues of national, state, and local leaders.</li> <li>Contrast the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.</li> </ol> <p>3.E.1 Investigate how local governments obtain and use money to benefit their communities.</p> <ol style="list-style-type: none"> <li>Define tax.</li> <li>Discuss the types and purpose of taxes paid by citizens to the government (e.g., sales tax, property tax, income tax, etc.).</li> <li>Identify goods and services provided by a local government to its community.</li> <li>Examine how a local community benefits from the goods and services provided by the local government.</li> </ol>
8	Government	<p>3.CI.1 Examine the influence of democratic values on the lives of citizens.</p> <ol style="list-style-type: none"> <li>Define democracy.</li> <li>Recognize fundamental democratic values.</li> <li>Discuss the evidence of democratic values at home, school, and local organizations.</li> </ol> <p>3.CI.3 Examine the requirements of civic leadership.</p> <ol style="list-style-type: none"> <li>Identify the qualifications for candidacy at the federal, state, and local levels</li> <li>Analyze the common character traits and civic virtues of national, state, and local leaders.</li> <li>Contrast the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.</li> </ol> <p>3.H.1 Analyze the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.</p> <ol style="list-style-type: none"> <li>Define dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.</li> <li>Cite an example of each type of government from history.</li> <li>Compare and contrast the different types of government related to source of authority, how leaders are chosen, limits on power, and the role of citizens.</li> </ol> <p>3.H.2 Examine the framework of the United States government.</p> <ol style="list-style-type: none"> <li>Discuss why the United States was established as a representative democracy.</li> <li>Evaluate the importance of checks and balances to a representative democracy.</li> </ol>
9	Important Documents	<p>3.CR.1 Examine the Declaration of Independence and the Bill of Rights to recognize the principles of democracy and identify civil liberties.</p>

		<ol style="list-style-type: none"> <li>1. Identify principals of democracy within the Declaration of Independence.</li> <li>2. Define and identify civil liberties within the First Amendment.</li> <li>3. Compare and contrast principles of democracy and civil liberties.</li> </ol> <p>3.CR.2 Assess the reliance of democracy on citizen participation.</p> <ol style="list-style-type: none"> <li>1. Define voting, suffrage, and franchise.</li> <li>2. Explain the voting process.</li> <li>3. Illustrate the expansion of voting rights in America.</li> </ol> <p>3.H.2 Examine the framework of the United States government.</p> <ol style="list-style-type: none"> <li>1. Discuss why the United States was established as a representative democracy.</li> <li>2. Evaluate the importance of checks and balances to a representative democracy.</li> </ol>
10	National Government	<p>3.Cl.2 Demonstrate knowledge of the three branches of government at the federal, state, and local levels.</p> <ol style="list-style-type: none"> <li>1. Identify the three branches of government and the purpose of each branch.</li> <li>2. Discuss the roles of leaders in each branch of government at the federal, state, and local levels, including both municipal and county governments.</li> <li>3. Recognize locations where government is practiced at the national, state, and local levels.</li> </ol> <p>3.Cl.2 Demonstrate knowledge of the three branches of government at the federal, state, and local levels.</p> <ol style="list-style-type: none"> <li>4. Compare and contrast services provided to communities and citizens by the federal, state, and local governments (e.g., security, people with disabilities, human services, etc.).</li> </ol> <p>3.Cl.3 Examine the requirements of civic leadership.</p> <ol style="list-style-type: none"> <li>3. Contrast the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.</li> </ol> <p>3.CR.2 Assess the reliance of democracy on citizen participation.</p> <ol style="list-style-type: none"> <li>4. Identify how citizens participate in democracy apart from exercising the right to vote.</li> </ol> <p>3.H.1 Analyze the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.</p> <ol style="list-style-type: none"> <li>1. Define dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.</li> </ol>

		<p>3.H.2 Examine the framework of the United States government.</p> <ol style="list-style-type: none"> <li>1. Discuss why the United States was established as a representative democracy.</li> <li>2. Evaluate the importance of checks and balances to a representative democracy.</li> </ol>
11	Tribal, State, and Local Government	<p>3.Cl.1 Examine the influence of democratic values on the lives of citizens.</p> <ol style="list-style-type: none"> <li>3. Discuss the evidence of democratic values at home, school, and local organizations.</li> </ol> <p>3.Cl.2 Demonstrate knowledge of the three branches of government at the federal, state, and local levels.</p> <ol style="list-style-type: none"> <li>1. Identify the three branches of government and the purpose of each branch.</li> <li>2. Discuss the roles of leaders in each branch of government at the federal, state, and local levels, including both municipal and county governments.</li> <li>3. Recognize locations where government is practiced at the national, state, and local levels.</li> <li>4. Compare and contrast services provided to communities and citizens by the federal, state, and local governments (e.g., security, people with disabilities, human services, etc.).</li> </ol> <p>3.Cl.3 Examine the requirements of civic leadership.</p> <ol style="list-style-type: none"> <li>1. Identify the qualifications for candidacy at the federal, state, and local levels.</li> <li>2. Analyze the common character traits and civic virtues of national, state, and local leaders.</li> <li>3. Contrast the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.</li> </ol> <p>3.H.1 Analyze the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.</p> <ol style="list-style-type: none"> <li>1. Define dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.</li> <li>2. Cite an example of each type of government from history.</li> <li>3. Compare and contrast the different types of government related to source of authority, how leaders are chosen, limits on power, and the role of citizens.</li> </ol>
12	We the People	<p>3.Cl.1 Examine the influence of democratic values on the lives of citizens.</p> <ol style="list-style-type: none"> <li>2. Recognize fundamental democratic values.</li> <li>3. Discuss the evidence of democratic values at home, school, and local organizations.</li> </ol> <p>3.CR.1 Examine the Declaration of Independence and the Bill of Rights to</p>

		<p>recognize the principles of democracy and identify civil liberties.</p> <ol style="list-style-type: none"> <li>4. Explain how individuals exercise principles of democracy and civil liberties in daily life.</li> </ol> <p>3.CR.2 Assess the reliance of democracy on citizen participation.</p> <ol style="list-style-type: none"> <li>4. Identify how citizens participate in democracy apart from exercising the right to vote.</li> </ol>
13	Inquiry	<p>3.CI.1 Examine the influence of democratic values on the lives of citizens.</p> <ol style="list-style-type: none"> <li>2. Recognize fundamental democratic values.</li> <li>3. Discuss the evidence of democratic values at home, school, and local organizations.</li> </ol> <p>3.CI.2 Demonstrate knowledge of the three branches of government at the federal, state, and local levels.</p> <ol style="list-style-type: none"> <li>1. Identify the three branches of government and the purpose of each branch.</li> <li>2. Discuss the roles of leaders in each branch of government at the federal, state, and local levels, including both municipal and county governments.</li> <li>3. Recognize locations where government is practiced at the national, state, and local levels.</li> <li>4. Compare and contrast services provided to communities and citizens by the federal, state, and local governments (e.g., security, people with disabilities, human services, etc.).</li> </ol> <p>3.CI.3 Examine the requirements of civic leadership.</p> <ol style="list-style-type: none"> <li>1. Identify the qualifications for candidacy at the federal, state, and local levels.</li> <li>2. Analyze the common character traits and civic virtues of national, state, and local leaders.</li> <li>3. Contrast the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.</li> </ol> <p>3.E.1 Investigate how local governments obtain and use money to benefit their communities.</p> <ol style="list-style-type: none"> <li>2. Discuss the types and purpose of taxes paid by citizens to the government (e.g., sales tax, property tax, income tax, etc.).</li> <li>3. Identify goods and services provided by a local government to its community.</li> <li>4. Examine how a local community benefits from the goods and services provided by the local government.</li> </ol> <p>3.CR.1 Examine the Declaration of Independence and the Bill of Rights to recognize the principles of democracy and identify civil liberties.</p> <ol style="list-style-type: none"> <li>4. Explain how individuals exercise principles of democracy and civil</li> </ol>

		<p>liberties in daily life.</p> <p>3.CR.2 Assess the reliance of democracy on citizen participation.</p> <ol style="list-style-type: none"> <li>Identify how citizens participate in democracy apart from exercising the right to vote.</li> </ol> <p>3.H.1 Analyze the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.</p> <ol style="list-style-type: none"> <li>Cite an example of each type of government from history.</li> <li>Compare and contrast the different types of government related to source of authority, how leaders are chosen, limits on power, and the role of citizens.</li> </ol> <p>3.H.2 Examine the framework of the United States government.</p> <ol style="list-style-type: none"> <li>Discuss why the United States was established as a representative democracy.</li> <li>Evaluate the importance of checks and balances to a representative democracy.</li> </ol>
14	Thinking like a geographer	N/A
15	Map Skills	N/A
16	Natural Features and Landforms	<p>3.G.1 Analyze how humans have altered the Earth to meet their needs.</p> <ol style="list-style-type: none"> <li>Explain how humans have altered the physical environment for shelter, work, and recreation.</li> <li>Discuss how human modifications have affected the environment.</li> </ol> <p><b>3.G.2 Investigate natural disasters' effect on the Earth.</b></p> <ol style="list-style-type: none"> <li><b>Define natural disasters.</b></li> <li><b>Identify characteristics of a natural disaster.</b></li> <li><b>Explain how local, state, and national governments cooperate to manage natural disasters.</b></li> </ol> <p>3.G.3 Assess energy sources of the Earth.</p> <ol style="list-style-type: none"> <li>Examine the impact that human use of resources has on the Earth.</li> </ol>
17	Natural Features and Landforms: Oceans and Deserts	N/A
18	Regions Part 1	<p>3.G.1 Analyze how humans have altered the Earth to meet their needs.</p> <ol style="list-style-type: none"> <li>Define residential, commercial, industrial, and agricultural.</li> <li>Describe the residential, commercial, industrial, and agricultural areas of the local community and state.</li> <li>Explain how humans have altered the physical environment for shelter, work, and recreation.</li> </ol>

		<p>4. Discuss how human modifications have affected the environment.</p> <p>3.G.3 Assess energy sources of the Earth.</p> <p>4. Examine the impact that human use of resources has on the Earth.</p>
19	Regions Part 2	<p>3.G.1 Analyze how humans have altered the Earth to meet their needs.</p> <ol style="list-style-type: none"> <li>1. Define residential, commercial, industrial, and agricultural.</li> <li>2. Describe the residential, commercial, industrial, and agricultural areas of the local community and state.</li> <li>3. Explain how humans have altered the physical environment for shelter, work, and recreation.</li> <li>4. Discuss how human modifications have affected the environment.</li> </ol> <p>3.G.3 Assess energy sources of the Earth.</p> <p>4. Examine the impact that human use of resources has on the Earth.</p>
20	Water is a natural resource	<p>3.G.1 Analyze how humans have altered the Earth to meet their needs.</p> <ol style="list-style-type: none"> <li>3. Explain how humans have altered the physical environment for shelter, work, and recreation.</li> </ol> <p>3.G.3 Assess energy sources of the Earth.</p> <ol style="list-style-type: none"> <li>2. Identify sources of energy (e.g., oil, petroleum, nuclear power, solar power, etc.).</li> <li>4. Examine the impact that human use of resources has on the Earth.</li> </ol>
21	Migration	<p>3.E.3 Analyze the factors of population distribution.</p> <ol style="list-style-type: none"> <li>2. Examine the relationship between economic development, employment opportunities, and where people choose to live.</li> <li>4. Explain how the availability of resources influences where people live.</li> </ol> <p>3.G.2 Investigate natural disasters' effect on the Earth.</p> <ol style="list-style-type: none"> <li>4. Evaluate settlement patterns after a natural disaster.</li> </ol> <p>3.G.4 Interpret and recognize maps, graphs, and other representations of the Earth.</p> <ol style="list-style-type: none"> <li>1. Analyze patterns of population distributions.</li> </ol>
22	Timelines	N/A
23	Using Charts, Maps, and Data	<p>3.CI.3 Examine the requirements of civic leadership.</p> <ol style="list-style-type: none"> <li>3. Contrast the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.</li> </ol> <p>3.E.1 Investigate how local governments obtain and use money to benefit their communities.</p> <ol style="list-style-type: none"> <li>3. Identify goods and services provided by a local government to its community.</li> <li>4. Examine how a local community benefits from the goods and services provided by the local government.</li> </ol>

		<p>3.E.3 Analyze the factors of population distribution.</p> <ol style="list-style-type: none"> <li>2. Examine the relationship between economic development, employment opportunities, and where people choose to live.</li> <li>4. Explain how the availability of resources influences where people live.</li> </ol> <p>3.G.4 Interpret and recognize maps, graphs, and other representations of the Earth.</p> <ol style="list-style-type: none"> <li>1. Analyze patterns of population distributions.</li> </ol>
24	Communities Over Time	<p>3.E.3 Analyze the factors of population distribution.</p> <ol style="list-style-type: none"> <li>2. Examine the relationship between economic development, employment opportunities, and where people choose to live.</li> <li>4. Explain how the availability of resources influences where people live.</li> </ol> <p>3.G.1 Analyze how humans have altered the Earth to meet their needs.</p> <ol style="list-style-type: none"> <li>3. Explain how humans have altered the physical environment for shelter, work, and recreation.</li> <li>4. Discuss how human modifications have affected the environment.</li> </ol> <p>3.G.3 Assess energy sources of the Earth.</p> <ol style="list-style-type: none"> <li>4. Examine the impact that human use of resources has on the Earth.</li> </ol> <p>3.G.4 Interpret and recognize maps, graphs, and other representations of the Earth.</p> <ol style="list-style-type: none"> <li>1. Analyze patterns of population distributions.</li> </ol>
25	People who influence communities	N/A
26	Problem Solving	<p>3.CI.1 Examine the influence of democratic values on the lives of citizens.</p> <ol style="list-style-type: none"> <li>2. Recognize fundamental democratic values.</li> <li>4. Explain how individuals exercise principles of democracy and civil liberties in daily life.</li> </ol> <p>3.CR.2 Assess the reliance of democracy on citizen participation.</p> <ol style="list-style-type: none"> <li>4. Identify how citizens participate in democracy apart from exercising the right to vote.</li> </ol>
27	Eyewitnesses to Change Over Time	<p>3.G.1 Analyze how humans have altered the Earth to meet their needs.</p> <ol style="list-style-type: none"> <li>2. Describe the residential, commercial, industrial, and agricultural areas of the local community and state.</li> <li>3. Explain how humans have altered the physical environment for shelter, work, and recreation.</li> <li>4. Discuss how human modifications have affected the environment.</li> </ol> <p>3.G.3 Assess energy sources of the Earth.</p> <ol style="list-style-type: none"> <li>4. Examine the impact that human use of resources has on the Earth.</li> </ol>



		<p>3.G.4 Interpret and recognize maps, graphs, and other representations of the Earth.</p> <ol style="list-style-type: none"> <li>1. Analyze patterns of population distributions.</li> </ol>
28	Urban, Suburban, and Rural Land Use	<p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <ol style="list-style-type: none"> <li>3. Identify local resources and products exported from the local community and state.</li> </ol> <p>3.E.3 Analyze the factors of population distribution.</p> <ol style="list-style-type: none"> <li>4. Explain how the availability of resources influences where people live.</li> </ol> <p>3.G.1 Analyze how humans have altered the Earth to meet their needs.</p> <ol style="list-style-type: none"> <li>1. Define residential, commercial, industrial, and agricultural.</li> <li>2. Describe the residential, commercial, industrial, and agricultural areas of the local community and state.</li> <li>3. Explain how humans have altered the physical environment for shelter, work, and recreation.</li> <li>4. Discuss how human modifications have affected the environment.</li> </ol> <p>3.G.3 Assess energy sources of the Earth.</p> <ol style="list-style-type: none"> <li>4. Examine the impact that human use of resources has on the Earth.</li> </ol>
29	Producers and Consumers	<p>3.E.1 Investigate how local governments obtain and use money to benefit their communities.</p> <ol style="list-style-type: none"> <li>1. Define tax.</li> <li>3. Identify goods and services provided by a local government to its community.</li> <li>4. Examine how a local community benefits from the goods and services provided by the local government.</li> </ol> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <ol style="list-style-type: none"> <li>1. Define trade, import, and export.</li> <li>4. Trace the origin of products for sale in the local community.</li> </ol> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <ol style="list-style-type: none"> <li>5. Compare and contrast producing and buying goods to meet needs.</li> </ol> <p>3.E.3 Analyze the factors of population distribution.</p> <ol style="list-style-type: none"> <li>1. Define economic development.</li> <li>2. Examine the relationship between economic development, employment opportunities, and where people choose to live.</li> <li>3. Evaluate the impact of an individual's knowledge and skills on their opportunities for employment and income.</li> </ol>

		<p>3.G.1 Analyze how humans have altered the Earth to meet their needs.</p> <ol style="list-style-type: none"> <li>1. Define residential, commercial, industrial, and agricultural.</li> </ol>
30	Community Interdependence	<p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <ol style="list-style-type: none"> <li>3. Identify local resources and products exported from the local community and state.</li> <li>4. Trace the origin of products for sale in the local community.</li> <li>5. Compare and contrast producing and buying goods to meet needs.</li> </ol> <p>3.E.3 Analyze the factors of population distribution.</p> <ol style="list-style-type: none"> <li>2. Examine the relationship between economic development, employment opportunities, and where people choose to live.</li> <li>4. Explain how the availability of resources influences where people live.</li> </ol>
31	Transportation Over Time	<p>3.G.1 Analyze how humans have altered the Earth to meet their needs.</p> <ol style="list-style-type: none"> <li>3. Explain how humans have altered the physical environment for shelter, work, and recreation.</li> <li>4. Discuss how human modifications have affected the environment.</li> </ol>
32	Inquiry - interdependence in your community	<p>3.CI.1 Examine the influence of democratic values on the lives of citizens.</p> <ol style="list-style-type: none"> <li>3. Discuss the evidence of democratic values at home, school, and local organizations.</li> </ol> <p>3.CI.2 Demonstrate knowledge of the three branches of government at the federal, state, and local levels.</p> <ol style="list-style-type: none"> <li>4. Compare and contrast services provided to communities and citizens by the federal, state, and local governments (e.g., security, people with disabilities, human services, etc.).</li> </ol> <p>3.CI.3 Examine the requirements of civic leadership.</p> <ol style="list-style-type: none"> <li>2. Analyze the common character traits and civic virtues of national, state, and local leaders.</li> </ol> <p>3.E.1 Investigate how local governments obtain and use money to benefit their communities.</p> <ol style="list-style-type: none"> <li>3. Identify goods and services provided by a local government to its community.</li> <li>4. Examine how a local community benefits from the goods and services provided by the local government.</li> </ol> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <ol style="list-style-type: none"> <li>3. Identify local resources and products exported from the local community and state.</li> <li>4. Trace the origin of products for sale in the local community.</li> </ol>

		<p>3.E.3 Analyze the factors of population distribution.</p> <ol style="list-style-type: none"> <li>2. Examine the relationship between economic development, employment opportunities, and where people choose to live.</li> <li>4. Explain how the availability of resources influences where people live.</li> </ol> <p>3.CR.1 Examine the Declaration of Independence and the Bill of Rights to recognize the principles of democracy and identify civil liberties.</p> <ol style="list-style-type: none"> <li>4. Explain how individuals exercise principles of democracy and civil liberties in daily life.</li> </ol> <p>3.CR.2 Assess the reliance of democracy on citizen participation.</p> <ol style="list-style-type: none"> <li>4. Identify how citizens participate in democracy apart from exercising the right to vote.</li> </ol> <p>3.G.1 Analyze how humans have altered the Earth to meet their needs.</p> <ol style="list-style-type: none"> <li>2. Describe the residential, commercial, industrial, and agricultural areas of the local community and state.</li> <li>3. Explain how humans have altered the physical environment for shelter, work, and recreation.</li> <li>4. Discuss how human modifications have affected the environment.</li> </ol> <p>3.G.2 Investigate natural disasters' effect on the Earth.</p> <ol style="list-style-type: none"> <li>3. Explain how local, state, and national governments cooperate to manage natural disasters.</li> </ol> <p>3.G.3 Assess energy sources of the Earth.</p> <ol style="list-style-type: none"> <li>4. Examine the impact that human use of resources has on the Earth.</li> </ol> <p>3.G.4 Interpret and recognize maps, graphs, and other representations of the Earth.</p> <ol style="list-style-type: none"> <li>1. Analyze patterns of population distributions.</li> </ol> <p>3.H.1 Analyze the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.</p> <ol style="list-style-type: none"> <li>3. Compare and contrast the different types of government related to source of authority, how leaders are chosen, limits on power, and the role of citizens.</li> </ol>
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Week	Title	Standards Covered
<b>Mississippi 4th Grade Standards</b>		
1	Our Nation, Our State	
2	MS Special Focus	<b>4.MS.11 4</b> Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.).
3	Taking Care of MS	<b>4.MS.10 1</b> Cite symbols and explain historical figures that are used in Mississippi's culture (e.g., monuments, place names, etc.).
4	Native Americans	<p><b>4.MS.2 3</b> Explain how differing beliefs regarding land ownership, religion, and culture led to conflicts between Europeans and Native Americans in the Mississippi Territory.</p> <p><b>4.MS.3</b> Investigate the Native American tribes of historic Mississippi.</p> <p><b>4.MS.3 1</b> Identify the location of major tribes within Mississippi: Choctaw, Chickasaw, and Natchez.</p> <p><b>4.MS.3 2</b> Compare and contrast the cultures and lives of the Choctaw, Chickasaw, and Natchez tribes of historic Mississippi (e.g., homes, roles, beliefs, clothes, games, traditions, food, etc.).</p>
5	The First Europeans	<p><b>4.MS.2</b> Examine the exploration and settlement of the Mississippi Territory.</p> <p><b>4.MS.2 2</b> Trace the routes of explorers (e.g., Hernando de Soto, Rene' Robert Cavelier, Sieur de La Salle, Pierre Le Moyne d'Iberville, Jacques Marquette, Louis Jolliet, etc.) and discuss the impact on settlements in the Mississippi Territory.</p>
6	A New State – Welcome to the Club!	<p><b>4.MS.2 1</b> Map and describe the settlements of the Mississippi Territory (e.g., Natchez, Washington, Port Gibson, Columbia, Winchester, Mobile, Huntsville, etc.).</p> <p><b>4.MS.2 3</b> Explain how differing beliefs regarding land ownership, religion, and culture led to conflicts between Europeans and Native Americans in the Mississippi Territory.</p> <p><b>4.MS.4</b> Describe Mississippi's entry into statehood.</p> <p><b>4.MS.4 1</b> Trace Mississippi's progression from territory to statehood.</p>
7	Triangle Trade – Evil Business Practices	<p><b>4.MS.5 1</b> Outline the rise of Mississippi cotton culture.</p> <p><b>4.MS.5 2</b> Link cotton culture to the rise of slavery.</p>

Week	Title	Standards Covered
8	Secession – Things Go From Bad to Worse	<p><b>4.MS.5 3</b> Discuss the leaders of the abolition movement and the importance to the end of slavery in the South.</p> <p><b>4.MS.6</b> Analyze Mississippi's role in the Civil War.</p> <p><b>4.MS.6 1</b> Identify the Mississippi leaders of the secession and the Civil War.</p>
9	Responsible Citizens	<p><b>4.MS.7</b> Evaluate the impact of Reconstruction and Post-Reconstruction on Mississippi.</p> <p><b>4.MS.7 2</b> Explain the use of sharecroppers as a response to the end of slavery.</p>
10	Forks, Swamps and Trails	<p><b>4.MS.3 3</b> Discuss the impact of the removal of Native Americans from Mississippi.</p>
11	The Right to Vote	
12	The Civil Rights Movement in Mississippi	<p><b>4.MS.8</b> Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.</p> <p><b>4.MS.8 1</b> Define discrimination, prejudice, segregation, integration, suffrage, and civil rights.</p>
13	Special People of the Civil Rights Movement in Mississippi	<p><b>4.MS.8 2</b> Identify important figures of the modern Civil Rights Movement including Mississippians (e.g., Martin Luther King Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc.).</p>
14	The National Civil Rights Movement	<p><b>4.MS.8 1</b> Define discrimination, prejudice, segregation, integration, suffrage, and civil rights.</p> <p><b>4.MS.8 2</b> Identify important figures of the modern Civil Rights Movement including Mississippians (e.g., Martin Luther King Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc.).</p>
15	Diversity in Mississippi	
16	Midyear Review	
17	The First People of Mississippi	<p><b>4.MS.3 3</b> Discuss the impact of the removal of Native Americans from Mississippi.</p>
18	The Melting Pot of Mississippi	<p><b>4.MS.10</b> Describe the impact of significant historical figures and events in Mississippi's past and present.</p>

Week	Title	Standards Covered
19	Mississippi's Musicians, Writers, and Arts	<p><b>4.MS.9</b> Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.</p> <p><b>4.MS.9 1</b> Identify Mississippians known for their artwork, music, architecture, and literature (e.g., Wyatt Waters, William Herd, Walter Anderson, B.B. King, Elvis Presley, Marty Stewart, Eudora Welty, Willie Morris, etc.).</p>
20	Cartography	
21	The Ten Regions of Mississippi - Part 1	<p><b>4.MS.1</b> Describe the physical geography and natural resources of the ten regions of Mississippi.</p> <p><b>4.MS.1 1</b> Identify on a map the ten geographical regions of Mississippi (Yazoo Delta, Black Belt, Jackson Prairie, Gulf Coast, Loess Hills, North Central Hills, Flatwoods, Pontotoc Ridge, Tennessee River Hills, and Piney Woods).</p> <p><b>4.MS.1 2</b> Describe features of each region.</p> <p><b>4.MS.1 3</b> Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc.</p>
22	The Ten Regions of Mississippi - Part 2	<p><b>4.MS.1</b> Describe the physical geography and natural resources of the ten regions of Mississippi.</p> <p><b>4.MS.1 1</b> Identify on a map the ten geographical regions of Mississippi (Yazoo Delta, Black Belt, Jackson Prairie, Gulf Coast, Loess Hills, North Central Hills, Flatwoods, Pontotoc Ridge, Tennessee River Hills, and Piney Woods).</p> <p><b>4.MS.1 2</b> Describe features of each region.</p> <p><b>4.MS.1 3</b> Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc.</p>
23	Exploring Mississippi's Resources	<p><b>4.MS.1</b> Describe the physical geography and natural resources of the ten regions of Mississippi.</p> <p><b>4.MS.1 4</b> Compare and contrast major natural resources throughout Mississippi on a map (e.g., oil, agricultural, etc.).</p>
24	The Job Fair	<p><b>4.MS.11 1</b> Describe the division of labor within Mississippi (e.g., government, industry, agriculture, etc.).</p>
25	Mississippi's Jobs of the Past, Present & Future	<p><b>4.MS.1 1</b> Identify on a map the ten geographical regions of Mississippi (Yazoo Delta, Black Belt, Jackson Prairie, Gulf Coast, Loess Hills, North Central Hills, Flatwoods, Pontotoc Ridge, Tennessee River Hills, and Piney Woods).</p>

Week	Title	Standards Covered
26	Making Choices in Mississippi	
27	Global Trade	<b>4.MS.11 3</b> Explain the benefits and challenges of trade for Mississippi.
28	Global Trade for Mississippi	<b>4.MS.11 3</b> Explain the benefits and challenges of trade for Mississippi.
29	Mississippi's Connections to Our Neighboring States	
30	Mississippi's Connections to Our Further Away Neighboring States	<b>4.MS.11 4</b> Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.).
31	Natural Disasters: Who Will Pay for This?	<b>4.MS.11 4</b> Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.).
32	End-of-Year Review & Wrap-Up!	



Week	Title	Standards Covered
<b>Unit 1: Geography</b>		
1	Geographic Features of the World	<p><b>5.1</b> Identify major geographic areas of the world and specifically North America.</p> <ol style="list-style-type: none"> <li>1. Map the seven continents and five oceans.</li> <li>2. Identify and locate the main mountain ranges, rivers, and other key bodies of water.</li> </ol> <p><b>5.10</b> Identify United States and individual states on a globe and a map.</p> <ol style="list-style-type: none"> <li>1. Identify the United States on a map.</li> <li>2. Identify and label each of the 50 states on a map.</li> </ol>
2	Pre-Columbian Civilizations	<p><b>5.1</b> Identify major geographic areas of the world and specifically North America.</p> <ol style="list-style-type: none"> <li>3. Locate on a map and discuss the pre-Columbian civilizations in North and South America.</li> </ol>
<b>Unit 2: Life in Pre-Columbian North America and the Caribbean Basin</b>		
3	Life in the Americas	<p><b>5.2</b> Investigate the people and ways of life of North America and the Caribbean Basin prior to the Columbian Era.</p> <ol style="list-style-type: none"> <li>1. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</li> <li>2. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</li> </ol>
4	Government and Culture in North America	<p><b>5.2</b> Investigate the people and ways of life of North America and the Caribbean Basin prior to the Columbian Era.</p> <ol style="list-style-type: none"> <li>1. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</li> <li>2. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</li> <li>3. Determine how tribes in different regions used their environment to obtain, food, clothing, and shelter.</li> <li>4. Differentiate the lives and cultures of Native American tribes by region or territory.</li> </ol>
5	Trade and Economics in North America	<p><b>5.2</b> Investigate the people and ways of life of North America and the Caribbean Basin prior to the Columbian Era.</p> <ol style="list-style-type: none"> <li>1. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</li> <li>2. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</li> <li>3. Determine how tribes in different regions used their environment to obtain, food, clothing, and shelter.</li> <li>4. Differentiate the lives and cultures of Native American tribes by region or territory.</li> </ol>

Week	Title	Standards Covered
<b>Unit 3: The Age of European Exploration and Colonization</b>		
6	The Age of Encounters	<b>5.3</b> Analyze the motivations and consequences of the exploration of North America. <ol style="list-style-type: none"> <li>1. Map the European countries of Spain, Portugal, Great Britain, and France and their initial settlements in North America and Caribbean Basin with respect to trade routes and mitigation.</li> <li>2. Identify significant European explorers (e.g., Ferdinand Magellan, Hernando de Soto, Rene' Robert Cavelier, Sieur de La Salle, Francis Drake, Walter Raleigh, John Cabot, Christopher Columbus, Samuel de Champlain, etc.), their motivation to and through North America and the Caribbean Basin.</li> </ol>
7	The Columbian Exchange	<b>5.3</b> Analyze the motivations and consequences of the exploration of North America. <ol style="list-style-type: none"> <li>3. Explain the causes and effects of the Columbian Exchange.</li> </ol>
8	The Colonies and Their Founding	<b>5.4</b> Examine the economic, political, and religious reasons for the founding of colonial settlements. <ol style="list-style-type: none"> <li>1. Identify the influential leaders (e.g., William Penn, John Smith, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, etc.) responsible for founding colonial settlements.</li> <li>2. Describe the role of indentured servitude and slavery in early settlements (e.g., Triangular Trade, indentured servitude, enslaved and free Africans, etc.).</li> <li>3. Compare and contrast colonial life in the different regions (e.g., New England, Middle, Southern, etc.) including resources, way of life, economics, local government, etc.</li> <li>4. Contrast the views of land use and ownership by Native Americans and colonists.</li> </ol>
9	Life in the New England Colonies	<b>5.4</b> Examine the economic, political, and religious reasons for the founding of colonial settlements. <ol style="list-style-type: none"> <li>1. Identify the influential leaders (e.g., William Penn, John Smith, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, etc.) responsible for founding colonial settlements.</li> <li>2. Describe the role of indentured servitude and slavery in early settlements (e.g., Triangular Trade, indentured servitude, enslaved and free Africans, etc.).</li> <li>3. Compare and contrast colonial life in the different regions (e.g., New England, Middle, Southern, etc.) including resources, way of life, economics, local government, etc.</li> <li>4. Contrast the views of land use and ownership by Native Americans and colonists.</li> </ol>
10	Plymouth	<b>5.4</b> Examine the economic, political, and religious reasons for the founding of

Week	Title	Standards Covered
		<p>colonial settlements.</p> <ol style="list-style-type: none"> <li>1. Identify the influential leaders (e.g., William Penn, John Smith, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, etc.) responsible for founding colonial settlements.</li> <li>2. Describe the role of indentured servitude and slavery in early settlements (e.g., Triangular Trade, indentured servitude, enslaved and free Africans, etc.).</li> <li>3. Compare and contrast colonial life in the different regions (e.g., New England, Middle, Southern, etc.) including resources, way of life, economics, local government, etc.</li> <li>4. Contrast the views of land use and ownership by Native Americans and colonists.</li> </ol>
11	Life in the Mid-Atlantic Colonies	<p><b>5.4</b> Examine the economic, political, and religious reasons for the founding of colonial settlements.</p> <ol style="list-style-type: none"> <li>1. Identify the influential leaders (e.g., William Penn, John Smith, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, etc.) responsible for founding colonial settlements.</li> <li>2. Describe the role of indentured servitude and slavery in early settlements (e.g., Triangular Trade, indentured servitude, enslaved and free Africans, etc.).</li> <li>3. Compare and contrast colonial life in the different regions (e.g., New England, Middle, Southern, etc.) including resources, way of life, economics, local government, etc.</li> <li>4. Contrast the views of land use and ownership by Native Americans and colonists.</li> </ol>
12	Philadelphia	<p><b>5.4</b> Examine the economic, political, and religious reasons for the founding of colonial settlements.</p> <ol style="list-style-type: none"> <li>1. Identify the influential leaders (e.g., William Penn, John Smith, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, etc.) responsible for founding colonial settlements.</li> <li>2. Describe the role of indentured servitude and slavery in early settlements (e.g., Triangular Trade, indentured servitude, enslaved and free Africans, etc.).</li> <li>3. Compare and contrast colonial life in the different regions (e.g., New England, Middle, Southern, etc.) including resources, way of life, economics, local government, etc.</li> <li>4. Contrast the views of land use and ownership by Native Americans and colonists.</li> </ol>
13	Life in the Southern Colonies	<p><b>5.4</b> Examine the economic, political, and religious reasons for the founding of colonial settlements.</p> <ol style="list-style-type: none"> <li>1. Identify the influential leaders (e.g., William Penn, John Smith, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, etc.) responsible for founding colonial settlements.</li> <li>2. Describe the role of indentured servitude and slavery in early settlements (e.g., Triangular Trade, indentured servitude, enslaved and free Africans, etc.).</li> </ol>

Week	Title	Standards Covered
		<p>3. Compare and contrast colonial life in the different regions (e.g., New England, Middle, Southern, etc.) including resources, way of life, economics, local government, etc.</p> <p>4. Contrast the views of land use and ownership by Native Americans and colonists.</p>
14	Jamestown	<p><b>5.4</b> Examine the economic, political, and religious reasons for the founding of colonial settlements.</p> <p>1. Identify the influential leaders (e.g., William Penn, John Smith, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, etc.) responsible for founding colonial settlements.</p> <p>2. Describe the role of indentured servitude and slavery in early settlements (e.g., Triangular Trade, indentured servitude, enslaved and free Africans, etc.).</p> <p>3. Compare and contrast colonial life in the different regions (e.g., New England, Middle, Southern, etc.) including resources, way of life, economics, local government, etc.</p> <p>4. Contrast the views of land use and ownership by Native Americans and colonists.</p>
<b>Unit 4: Clash of Empires</b>		
15	Conflicts and Compromise in North America	
16	Clash of the Empires	<p><b>5.5</b> Trace the development of the revolutionary movement in North America.</p> <p>1. Identify the causes and consequences of the French and Indian War.</p>
17	Consequences of the French and Indian War	<p><b>5.5</b> Trace the development of the revolutionary movement in North America.</p> <p>1. Identify the causes and consequences of the French and Indian War.</p>
<b>Unit 5: The American Revolution</b>		
18	The Acts of Parliament	<p><b>5.5</b> Trace the development of the revolutionary movement in North America.</p> <p>2. Explain the reasons for the American Revolution.</p> <p>3. Examine the actions taken by the British and colonists and explain how each led to the Revolutionary War (e.g., British Stamp Act, Intolerable Acts, Boston Massacre, Tea Act, etc.).</p>
19	The Actions of the Colonies	<p><b>5.5</b> Trace the development of the revolutionary movement in North America.</p> <p>2. Explain the reasons for the American Revolution.</p> <p>3. Examine the actions taken by the British and colonists and explain how each led to the Revolutionary War (e.g., British Stamp Act, Intolerable Acts, Boston Massacre, Tea Act, etc.).</p> <p><b>5.9</b> Recognize symbols, customs, and celebrations representative of the United States.</p>

Week	Title	Standards Covered
		<p><b>4.</b> Explain historically significant people and events that shaped America (e.g., our first president, etc.).</p>
20	The Shot Heard 'Round the World	<p><b>5.6</b> Explain major events of the American Revolution.</p> <ol style="list-style-type: none"> <li>1. Describe the roles of major contributors (e.g., Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Benjamin Franklin, Haym Salomon, etc.).</li> </ol>
21	Independence and Revolution: The Government	<p><b>5.6</b> Explain major events of the American Revolution.</p> <ol style="list-style-type: none"> <li>1. Describe the roles of major contributors (e.g., Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Benjamin Franklin, Haym Salomon, etc.).</li> <li>2. Identify key battles of the American Revolution and their outcomes (e.g., Lexington and Concord, Bunker Hill, Saratoga, Cowpens, Yorktown, etc.).</li> <li>3. Discuss the contributions of African Americans, women, and ordinary citizens in general to the American Revolution.</li> <li>4. Examine efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, and the Second Continental Congress.</li> <li>5. Explain the colonial victory of the American Revolution.</li> <li>6. Summarize the effects of the Treaty of Paris of 1783 on the development of the United States.</li> </ol> <p><b>5.7</b> Examine the development of the founding documents of the United States.</p> <ol style="list-style-type: none"> <li>1. Analyze the principles of the Declaration of Independence and the purpose of government.</li> </ol>
22	Independence and Revolution: The People	<p><b>5.6</b> Explain major events of the American Revolution.</p> <ol style="list-style-type: none"> <li>1. Describe the roles of major contributors (e.g., Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Benjamin Franklin, Haym Salomon, etc.).</li> <li>2. Identify key battles of the American Revolution and their outcomes (e.g., Lexington and Concord, Bunker Hill, Saratoga, Cowpens, Yorktown, etc.).</li> <li>3. Discuss the contributions of African Americans, women, and ordinary citizens in general to the American Revolution.</li> <li>4. Examine efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, and the Second Continental Congress.</li> <li>5. Explain the colonial victory of the American Revolution.</li> <li>6. Summarize the effects</li> </ol>
23	Independence and Revolution: The Military	<p><b>5.6</b> Explain major events of the American Revolution.</p> <ol style="list-style-type: none"> <li>1. Describe the roles of major contributors (e.g., Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Benjamin Franklin, Haym Salomon, etc.).</li> <li>2. Identify key battles of the American Revolution and their outcomes</li> </ol>

Week	Title	Standards Covered
		<p>(e.g., Lexington and Concord, Bunker Hill, Saratoga, Cowpens, Yorktown, etc.).</p> <p><b>3.</b> Discuss the contributions of African Americans, women, and ordinary citizens in general to the American Revolution.</p> <p><b>4.</b> Examine efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, and the Second Continental Congress.</p> <p><b>5.</b> Explain the colonial victory of the American Revolution.</p> <p><b>6.</b> Summarize the effects</p>
24	Outcomes of the American Revolution	<p><b>5.6</b> Explain major events of the American Revolution.</p> <p><b>1.</b> Describe the roles of major contributors (e.g., Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Benjamin Franklin, Haym Salomon, etc.).</p> <p><b>2.</b> Identify key battles of the American Revolution and their outcomes (e.g., Lexington and Concord, Bunker Hill, Saratoga, Cowpens, Yorktown, etc.).</p> <p><b>3.</b> Discuss the contributions of African Americans, women, and ordinary citizens in general to the American Revolution.</p> <p><b>4.</b> Examine efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, and the Second Continental Congress.</p> <p><b>5.</b> Explain the colonial victory of the American Revolution.</p> <p><b>6.</b> Summarize the effects</p>
<b>Unit 6: Creating a New Nation</b>		
25	The Founders and the Process	<p><b>5.7</b> Examine the development of the founding documents of the United States.</p> <p><b>2.</b> Analyze the shortcomings of the Articles of Confederation.</p> <p><b>4.</b> Identify significant attendees of the Constitutional Convention.</p> <p><b>5.9</b> Recognize symbols, customs, and celebrations representative of the United States.</p> <p><b>4.</b> Explain historically significant people and events that shaped America (e.g., our first president, etc.).</p>
26	The Constitution	<p><b>5.8</b> Examine the development of the Constitution of the United States.</p> <p><b>3.</b> Describe the plans and compromises that contributed to the creation of the Constitution.</p>
27	The Bill of Rights	<p><b>5.8</b> Examine the development of the Constitution of the United States.</p> <p><b>4.</b> Evaluate the features of the Bill of Rights.</p> <p><b>5.</b> Compare and contrast the treatment of African Americans, Native Americans, and women regarding the principles in the Bill of Rights.</p>
28	The New Nation	<p><b>5.7</b> Examine the development of the founding documents of the United States.</p> <p><b>3.</b> Explain how the Northwest Ordinance influenced the framers of the</p>



Week	Title	Standards Covered
		<p>Constitution.</p> <p><b>4.</b> Identify significant attendees of the Constitutional Convention.</p> <p><b>5.9</b> Recognize symbols, customs, and celebrations representative of the United States.</p> <p><b>4.</b> Explain historically significant people and events that shaped America (e.g., our first president, etc.).</p>
29	Structure and Functions of Government	
30	Guided Inquiry: Changes in the United States	<p><b>5.7</b> Examine the development of the founding documents of the United States.</p> <ol style="list-style-type: none"> <li>1. Analyze the principles of the Declaration of Independence and the purpose of government.</li> <li>2. Analyze the shortcomings of the Articles of Confederation.</li> <li>3. Explain how the Northwest Ordinance influenced the framers of the Constitution.</li> <li>4. Identify significant attendees of the Constitutional Convention.</li> </ol> <p><b>5.8</b> Examine the development of the Constitution of the United States.</p> <ol style="list-style-type: none"> <li>1. Identify key political members of the Federalists and Anti-Federalists.</li> <li>2. Contrast the ideology of Federalists from that of the Anti-Federalists.</li> <li>3. Describe the plans and compromises that contributed to the creation of the Constitution.</li> <li>4. Evaluate the features of the Bill of Rights.</li> <li>5. Compare and contrast the treatment of African Americans, Native Americans, and women regarding the principles in the Bill of Rights.</li> <li>6. Compare and contrast the three branches of government.</li> </ol>
<b>Unit 7: Patriotism</b>		
31	Patriotism	<p><b>5.9</b> Recognize symbols, customs, and celebrations representative of the United States.</p> <ol style="list-style-type: none"> <li>1. Define symbols and customs.</li> <li>2. Identify school, community, state, and national symbols (e.g., United States flag, American eagle, etc.).</li> </ol>
32	Patriotic Documents	<p><b>5.9</b> Recognize symbols, customs, and celebrations representative of the United States.</p> <ol style="list-style-type: none"> <li>3. Compare and contrast the Pledge of Allegiance, Preamble, and patriotic songs as expressions of patriotism.</li> <li>4. Explain historically significant people and events that shaped America (e.g., our first president, etc.).</li> </ol>