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Listed below are learning targets your child will be expected to meet during this nine-week period. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

| Unit | Unit Topics<br>(not a complete list)                                                                                                                                                                                                            | Unit Essential Question                                         | Vocabulary<br>(not a complete list)                                                                                                                                    |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | <b>Civics and Government</b> <ul style="list-style-type: none"> <li>role and rights of citizens</li> <li>structure and function of government</li> <li>important documents (Constitution, Bill of Rights, etc.)</li> </ul>                      | Why and how do people live in communities?                      | community, laws, common good, citizen, branches of government, equality, amendments, veto, civic responsibility                                                        |
| 2    | <b>Geography</b> <ul style="list-style-type: none"> <li>maps and map tools</li> <li>physical and human characteristics of places</li> <li>regions</li> <li>migration</li> </ul>                                                                 | How can I learn about and describe places?                      | cartographer, compass rose, legend/key, cardinal directions, hemisphere, natural features, biome, desert, region, groundwater, hydroelectricity, push and pull factors |
| 3    | <b>History</b> <ul style="list-style-type: none"> <li>reading timelines, charts, maps</li> <li>exploring changes in communities over time</li> <li>studying influential people in communities</li> </ul>                                        | How can I learn about change in my community?                   | timeline, chronological, census, line graph, table, charts, analyze, interpret, indigenous tribes, evaluate, reliable, conflict, consensus, compromise                 |
| 4    | <b>Economics</b> <ul style="list-style-type: none"> <li>urban, suburban, rural land use</li> <li>role of producers and consumer in a community</li> <li>role and influence of technology</li> <li>interdependence within a community</li> </ul> | How do producers and consumers influence change in communities? | rural, suburban, rural, agriculture, goods, services, consumer, producer, interdependence, capital resources, transportation                                           |

# Grades 4 Social Studies Parent Syllabus

Listed below are learning targets your child will be expected to meet during this nine-week period. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

| Unit | Unit Topics<br>(not a complete list)                                                                                                                                                                                            | Unit Essential Questions<br>(not a complete list)                                                                                                                                                                                                                                                                        | Vocabulary<br>(not a complete list)                                                                                                                          |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | <ul style="list-style-type: none"> <li>local, state, and national government</li> <li>role and responsibilities of government officials</li> <li>Mississippi statehood</li> <li>early explorers</li> </ul>                      | <p>What role does our government play at the local, state, and national level?</p> <p>What are the responsibilities of the state government?</p> <p>What effects did the early explorers and conquerors have on the American Indians?</p>                                                                                | <p>constitution, government, branches of government, citizens, shared space, migration, descendant, chiefdom, general assembly, abolitionists, secession</p> |
| 2    | <ul style="list-style-type: none"> <li>Civil War</li> <li>Reconstruction period</li> <li>Civil Rights</li> <li>influential people during Civil Rights</li> </ul>                                                                | <p>What challenges did Mississippi face during the Civil War Reconstruction period and how did they impact the state's recovery and development?</p> <p>How did people, events and conditions impact Mississippi?</p> <p>How can kids change laws and attitudes?</p> <p>How does diversity benefit and challenge us?</p> | <p>suffrage, sharecropping, amendment, legacy, activist, integrate, unconstitutional, diverse, traditions, segregation</p>                                   |
| 3    | <ul style="list-style-type: none"> <li>first people of Mississippi</li> <li>Mississippi musicians, artists, and writers</li> <li>exploring Mississippi resources</li> <li>regions of Mississippi</li> </ul>                     | <p>How did the first people of Mississippi affect life in early Mississippi?</p> <p>What role does art play in the world?</p> <p>How can art make the world a better place?</p> <p>What makes each region of Mississippi unique?</p>                                                                                     | <p>artifacts, culture, immigration, emancipation, poet laureate, compass, atlas, landforms, regions, urban legend, natural resource</p>                      |
| 4    | <ul style="list-style-type: none"> <li>jobs in Mississippi</li> <li>challenges and benefits of trade for Mississippi</li> <li>Mississippi and neighboring states</li> <li>impact of natural disasters on Mississippi</li> </ul> | <p>How have jobs changed in Mississippi from the past to the present?</p> <p>Why is trade important?</p> <p>How does Mississippi interact or connect with other states?</p> <p>How can we use the events of the past to help us make decisions now?</p>                                                                  | <p>opportunity cost, export, import, barter, global trade, territory, cotton gin, levees, natural disaster</p>                                               |

## Grades 5 Social Studies Parent Syllabus

Listed below are learning targets your child will be expected to meet during this nine-week period. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

| Unit | Unit Topics<br>(not a complete list)                                                                                                                                                                                                                                                                                 | Unit Essential Question(s)                                                                                                                                                                   | Vocabulary<br>(not a complete list)                                                                                                |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1    | <b>North America before European Contact</b> <ul style="list-style-type: none"> <li>major Native American tribes</li> <li>systems of government of Indigenous people</li> <li>Age of Exploration</li> <li>founding of the colonies</li> </ul>                                                                        | How were family and community structures of Native Americans similar to and different from one another?                                                                                      | adobe, wigwams, chiefdom, tribe, artifacts, bartering, caravans, exports, cash crop, indentured servants                           |
| 2    | <b>The Age of European Exploration and Colonization</b> <ul style="list-style-type: none"> <li>Jamestown</li> <li>life in the colonies</li> <li>colonial governments, economy, and culture</li> <li>impact of European colonists on Native Americans</li> <li>French and Indian War</li> </ul>                       | How did European exploration change the world?<br><br>How did the presence of European colonies in America change the governments and economies of empires?                                  | tariff, balance of trade, game, dependency, Ottawa                                                                                 |
| 3    | <b>The American Revolution</b> <ul style="list-style-type: none"> <li>Acts of Parliament</li> <li>colonists and patriots</li> <li>impact of the British</li> </ul>                                                                                                                                                   | How did the concept of self-government evolve to be the United States of America?                                                                                                            | loyalists, patriots, monopoly, boycott, revolution                                                                                 |
| 4    | <b>Creating a New Nation</b> <ul style="list-style-type: none"> <li>founders of new nation</li> <li>important documents (Constitution, Bill of Rights, etc.)</li> <li>influence of technology on westward expansion</li> <li>impact of American Revolution on geography, economy, government, and culture</li> </ul> | How did the Constitutional Convention attempt to balance the interests of all of the states?<br>How did the United States change in the first decades following the founding of the country? | civil discourse, treason, due process, constitutionality, eminent domain, embargo, foreign policy, emigrate, push and pull factors |