

McDowell Environmental Center
Social Studies Competency Correlations - Mississippi 2001
THIRD GRADE

	Life at Camp	Woods Walk	Forest Critters	Creepy Crawlies	Pond & Stream	Down To Earth	Map Masters	Native American	Team Adv./ Challenge	Connections	Feathers In Focus	Alabama Neighbors	Night Hike	Food For Thought
<p>1. Develop an understanding of community/local government in relationship to the expanding horizon theme. (C, H, G, E)</p> <p>a. Describe how human activities alter the environment (e.g., reservoirs, dams, slash and burn forests, construction).</p> <p>b. Describe local community life through history.</p> <p>c. Identify student responsibilities at home, school, and community (e.g., homework, school supplies, procedures, school/community drives).</p>	X	X	X	X	X	X		X	X	X	X	X	X	X
<p>2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, G, E)</p> <p>a. Recognize that there are different forms of government in different communities around the world.</p> <p>b. Explain the purpose of rules and laws and why they are important to a community (e.g., recycling, energy conservation, courteous public behavior, etc.).</p> <p>c. Recognize responsibilities of the individual as they relate to the student's community (e.g., respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, work for the common good, etc.).</p>	X							X	X				X	X

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FOURTH GRADE

	Life at Camp	Woods Walk	Forest Critters	Creepy Crawlies	Pond & Stream	Compass Skills	Map Masters	Native American	Team Adv./ Challenge	Connections	Feathers In Focus	Alabama Neighbors	Night Hike	Food For Thought
<p>1. Develop an understanding of the <i>state</i> in relationship to the expanding horizon theme. (C, H, G, E)</p> <p>a. Describe the history of people who first lived in Mississippi.</p> <p>b. Assess the impact of the first European explorers in Mississippi.</p> <p>c. Explain the connections between Mississippi and other states (e.g., economic, political borders, etc.).</p>	X							X						
<p>2. Acquire the characteristics to be a responsible citizen at the local, state, national and international level. (C, H, G, E)</p> <p>a. Explain the student's role as a responsible citizen (e.g., justice, equality, responsibility, freedom, integrity, loyalty, honesty, diversity, compassion, fairness, courage, authority, rule of law, etc.).</p> <p>b. Recognize responsibilities of the individual at home school, community and state(e.g., courteous public behavior, respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, and work for the common good).</p>	X								X				X	X

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FIFTH GRADE

	Life at Camp	Woods Walk	Forest Critters	Creepy Crawlies	Orienteering	Compass Skills	Map Masters	Native American	Team Adv./Challenge	Connections	Feathers In Focus	Alabama Neighbors	Night Hike	Food For Thought
<p>1. Examine the historical development of the United States of America. (H, G)</p> <p>a. Identify the various groups who migrated to North America and the cause(s) of this migration.</p> <p>b. Investigate the impact of the various cultural groups who settled the United States (e.g., Native Americans, Europeans, Africans, Asians, etc.).</p>	X							X						
<p>3. Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools (e.g., timelines, mental and physical maps, globes, graphs, a compass rose, charts, and other geographical representations). (C, H, G, E)</p> <p>a. Measure/calculate distance on a variety of maps (e.g., map scales, etc.).</p> <p>b. Analyze geographic information using social studies tools (e.g., graphs, timelines, maps, charts, globes, technology, etc.).</p> <p>c. Identify cardinal and intermediate directions.</p> <p>d. Evaluate land use with a variety of maps (e.g., farming, industrial, recreation, housing, etc.).</p> <p>e. Explain map essentials (e.g., scale, map symbols, elevation, etc.).</p> <p>f. Interpret special purpose maps and their uses (e.g., climate, vegetation, population, topographic, etc.).</p> <p>g. Develop and use mental maps for identifying location.</p>	X				X		X							

	Life at Camp	Woods Walk	Forest Critters	Creepy Crawlies	Orienteering	Compass Skills	Map Masters	Native American	Team Adv./ Challenge	Connections	Feathers In Focus	Alabama Neighbors	Night Hike	Food For Thought
<p>5. Analyze the ideals, principles, and practices of citizenship in a democratic society. (C, H)</p> <p>a. Identify the character traits that are important to the preservation and improvement of American constitutional democracy (e.g., courage, honesty, individual responsibility, compassion, patriotism, loyalty, freedom, integrity, fairness, justice, equality, diversity, authority, rule of law, etc.).</p>	X								X					X
<p>6. Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy. (G, E)</p> <p>a. Research the movement of a product from manufacture to use.</p>														X
<p>7. Investigate how human technology and nature alters the environment. (G, H, C)</p>	X	X	X	X				X	X	X	X	X	X	X

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SIXTH GRADE

	Life at Camp	Woods Walk	Down To Earth	Rock Query	Orienteering	Compass Skills	Map Masters	Native American	Team Adv./ Challenge	Connections	Feathers In Focus	Alabama Neighbors	Night Hike	Food For Thought
<p>2. Apply spatial and ecological perspectives to people, places, and environment using social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, primary and secondary sources, charts, etc.). (C, H, E)</p> <p>a. Identify the relative location of the United States in relation to other countries in the Western Hemisphere (e.g., mapping Western Hemisphere, etc.).</p> <p>b. Describe and compare population settlement patterns during different periods and in different regions of the Western Hemisphere (e.g., Mayan Empire, Aztec Empire, Native American regions, etc.).</p> <p>c. Analyze the physical characteristics of places in the Western Hemisphere (e.g., climate, resources, etc.).</p> <p>d. Describe ecosystems and the differences between them throughout time.</p> <p>e. Interpret special purpose maps (e.g., climate, vegetation, population).</p> <p>f. Analyze information using social studies tools (e.g., graphs, maps, charts, tables, etc.).</p>	X	X	X	X	X	X		X						X
<p>3. Analyze civic life, politics, and government in the Western Hemisphere. (C, H)</p> <p>a. Recognize the responsibilities of citizens in the regions of the Western Hemisphere.</p>	X								X					

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SEVENTH GRADE

	Life at Camp	Woods Walk	Down To Earth	Rock Query	Orienteering	Compass Skills	Map Masters	Native American	Team Adv./ Challenge	Connections	Feathers In Focus	Alabama Neighbors	Night Hike	Food For Thought
<p>2. Apply spatial and ecological perspectives to people, places, and environment using social studies tools (e.g., timelines, maps, globes, primary and secondary resources, political cartoons, charts, graphs, a compass, technology, etc.). (H, G, E)</p> <p>a. Analyze the physical characteristics of places in the Eastern Hemisphere.</p> <p>b. Describe ecosystems in the Eastern Hemisphere.</p> <p>c. Measure distances on a variety of maps.</p> <p>d. Interpret special purpose maps (e.g., climate, vegetation, population, historical, etc.).</p> <p>e. Analyze information using social studies tools (e.g. graphs, maps, charts, tables, , etc.).</p>					X	X		X		X				X

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EIGHTH GRADE

	Life at Camp	Woods Walk	Down To Earth	Rock Query	Orienteering	Compass Skills	Map Masters	Native American	Team Adv./ Challenge	Connections	Feathers In Focus	Alabama Neighbors	Night Hike	Food For Thought
<p>1. Explain how geography, economics, and politics have influenced the historical development of the United States in the global community. (C, H, G, E)</p> <p>a. Compare the Pre-Columbian societies of North America.</p>								X						
<p>4. Analyze spatial and ecological relationships between, people, places, and environments using social studies tools (e.g., timelines, maps, globes, primary and secondary resources, charts, political cartoons, graphs, a compass, technology, etc.). (C, H, G, E)</p> <p>a. Analyze and evaluate the patterns of migration and the consequences of human migration and territorial expansion within the United States (e.g., Native Americans, 49ers).</p> <p>b. Measure distances on maps and globes.</p> <p>c. Interpret special purpose maps (e.g., historical, population, etc.).</p>					X	X	X	X						X
<p>6. Analyze the ideals, principles, and practices of citizens in a democratic society. (C)</p> <p>a. Assess the importance of certain traits of character in a democracy (e.g., civility, persistence, nationalism, integrity, courage, common good, loyalty, honesty, fairness, justice, equality, responsibility, freedom, diversity, compassion, authority, etc.).</p> <p>b. Evaluate the value and challenge of diversity in American life.</p>									X				X	X

