



**Gulfport School District**  
**PACING GUIDE**  
**FOURTH GRADE**  
**Social Studies**  
**Mississippi Studies**

QUARTER	COMPETENCY/OBJECTIVES
	(C-Civics) (H-History) (G-Geography) (E-Economics)
<b>QUARTER 1</b>	
1	<b>1. Develop an understanding of the <i>state</i> in relationship to the expanding horizon theme. (C, H, G, E)</b>
1	a. Describe the history of people who first lived in Mississippi.
1	b. Assess the impact of the first European explorers in Mississippi.
1	c. Evaluate the impact and interactions among all groups through the history of Mississippi (e.g., European, African, Asian, Native American, etc.). {On-going}
1	d. Identify the ideas and individuals that were significant in the development of Mississippi and that helped to forge its unique identity (e.g., cotton as king, Mississippi waterways, music, literature, etc.). {On-going}
1	<b>3. Demonstrate the ability to use social studies tools. (C, H, G, E) {On-going}</b>
1	c. Locate Mississippi in relation to other states.
1	d. Identify time relevant to the student's environment (e.g., home/school) by using social studies tools (e.g., maps, timelines, graphs, etc.). {On-going}
1	e. Review cardinal and intermediate directions. {On-going}
1	f. Recognize space relevant to a student's environment (e.g., home/school, etc.) by using social studies tools (e.g., cardinal directions, map legends, etc.).
1	g. Sequence historical events in proper chronological order (e.g., Battle of Vicksburg, etc.) {On-going}
1	<b>5. Integrate, connect, and apply social studies into other subject areas and everyday life. (G, H, C) {On-going}</b>
1	a. Identify story elements in read-aloud stories based on Mississippi (e.g., Steamboats on the Mississippi ) {On-going}
1	b. Identify various cultures in Mississippi (e.g., Native American ) {On-going}
1	c. Measure the distance between geographical locations discussed within stories (e.g., Devil's Highway – measure distance traveled along the Natchez Trace) {On-going}
<b>GSD SKILLS</b>	
SS1	Identify Mississippi on a map.



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Quarter	Competency/Objective
<b>Quarter 2</b>	
2	<b>1. Develop an understanding of the <i>state</i> in relationship to the expanding horizon theme. (C, H, G, E)</b>
2	c. Evaluate the impact and interactions among all groups throughout the history of Mississippi (e.g., European, African, Asian, Native American, etc.) {On-going}
2	d. Identify the ideas and individuals that were significant in the development of Mississippi and that helped to forge its unique identity (e.g., cotton as king, Mississippi waterways, music, literature, etc.) {On-going}
2	e. Explain the connections between Mississippi and other states (e.g., economic, political borders, etc.).
2	<b>3. Demonstrate the ability to use social studies tools. (C, H, G, E)</b>
2	a. Identify time and space relevant to a student’s environment (e.g. home/school) by using social studies tools (e.g., the Delta and the blues, etc.).
2	b. Demonstrate spatial and ecological perspectives to life situations (e.g., location of waste disposals in the state, wetlands, forest areas, etc.)
2	c. Locate Mississippi in relation to other states.
2	d. Identify time relevant to the student’s environment (e.g., home/school) by using social studies tools (e.g., maps, timelines, graphs, etc.).
2	e. Review cardinal and intermediate directions.
2	g. Sequence historical events in proper chronological order (e.g., Battle of Vicksburg, etc.).
2	h. Locate various places in Mississippi using a grid (e.g., city or state map).
2	<b>5. Integrate, connect, and apply social studies into other subject areas and everyday life. (C, H, E)</b>
2	a. Identify story elements in read-aloud stories based on Mississippi (e.g., Steamboats on the Mississippi ) {On-going}
2	b. Identify various cultures in Mississippi (e.g., Native American ) {On-going}
2	c. Measure the distance between geographical locations discussed within stories (e.g., Devil’s Highway – measure distance traveled along the Natchez Trace) {On-going}
2	d. Identify regional soil types in Mississippi and investigate their effects on local agriculture.
<b>GSD SKILLS</b>	



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QUARTER	COMPETENCY/OBJECTIVES
	<b>QUARTER 3</b>
3	<b>1. Develop an understanding of the <i>state</i> in relationship to the expanding horizon theme. (C, H, G, E)</b>
3	c. Evaluate the impact and interactions among all groups throughout the history of Mississippi (e.g., European, African, Asian, Native American, etc.) {On-going}
3	d. Identify the ideas and individuals that were significant in the development of Mississippi and that helped to forge its unique identity (e.g., cotton as king, Mississippi waterways, music, literature, etc.) {On-going}
3	e. Explain the connections between Mississippi and other states (e.g., economic, political borders, etc.).
3	<b>2. Acquire the characteristics to be a responsible citizen at the local, state, national and international level. (C, H, G, E)</b>
3	a. Explain the functions, responsibilities, and histories of governments.
3	b. Explain the process of electing local and state officials.
3	c. 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.).
3	d. 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).
3	<b>3. Demonstrate the ability to use social studies tools. (C, H, G, E)</b>
3	d. Identify time relevant to the student's environment (e.g., home/school) by using social studies tools (e.g., maps, timelines, graphs, etc.).
3	f. Recognize space relevant to a student's environment (e.g., home/school, etc.) by using social studies tools (e.g., cardinal directions, map legends, etc.).
3	g. Sequence historical events in proper chronological order (e.g., Battle of Vicksburg, etc.).
3	h. Locate various places in Mississippi using a grid (e.g., city or state map).
3	<b>5. Integrate, connect, and apply social studies into other subject areas and everyday life. (C, H, E)</b>
3	a. Identify story elements in read-aloud stories based on Mississippi (e.g., Steamboats on the Mississippi ) {On-going}
3	b. Identify various cultures in Mississippi (e.g., Native American ) {On-going}
3	c. Measure the distance between geographical locations discussed within stories (e.g., Devil's Highway – measure distance traveled along the Natchez Trace) {On-going}
<b>GSD SKILLS</b>	



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QUARTER	COMPETENCY/OBJECTIVES
<b>QUARTER 4</b>	
4	<b>1. Develop an understanding of the <i>state</i> in relationship to the expanding horizon theme. (C, H, G, E)</b>
4	d. Identify the ideas and individuals that were significant in the development of Mississippi and that helped to forge its unique identity (e.g., cotton as king, Mississippi waterways, music, literature, etc.) {On-going}
4	<b>3. Demonstrate the ability to use social studies tools. (C, H, G, E)</b>
4	d. Identify time relevant to the student’s environment (e.g., home/school) by using social studies tools (e.g., maps, timelines, graphs, etc.).
4	f. Recognize space relevant to a student’s environment (e.g., home/school, etc.) by using social studies tools (e.g., cardinal directions, map legends, etc.).
4	g. Sequence historical events in proper chronological order (e.g., Battle of Vicksburg, etc.).
4	<b>4. Identify the interdependence of economics (self, family, local, and state). (C, H, G, E)</b>
4	a. Compare the resources and <i>scarcity of resources</i> in a local region to other regions in Mississippi (e.g., Delta’s rich soil vs. coastal waters).
4	b. Compare the resources and <i>scarcity of resources</i> of regions in Mississippi to other state regions..
4	c. Describe the <i>division of labor</i> within the state (e.g., government, industry, agriculture).
4	d. Describe the <i>opportunity cost</i> of choices made within Mississippi (e.g., cotton farming vs. soybean farming, pasture vs. manufacturing, beaches vs. casinos, landfill vs. park, etc.).
4	<b>5. Integrate, connect, and apply social studies into other subject areas and everyday life. (C, H, E)</b>
4	a. Identify story elements in read-aloud stories based on Mississippi (e.g., Steamboats on the Mississippi ) {On-going}
4	b. Identify various cultures in Mississippi (e.g., Native American ) {On-going}
4	c. Measure the distance between geographical locations discussed within stories (e.g., Devil’s Highway – measure distance traveled along the Natchez Trace) {On-going}
<b>GSD SKILLS</b>	