

Title 7: Education K-12

Part 193: Mississippi College- and Career-Readiness Standards for Social Studies



MISSISSIPPI

COLLEGE- AND CAREER-READINESS

STANDARDS

For the *Social Studies*

EFFECTIVE DATE: 2022 | Find this document online at www.mdek12.org/ese



MISSISSIPPI
DEPARTMENT OF
EDUCATION



ACADEMIC OFFICE TEAM MEMBERS

Kim S. Benton, Ed.D.

Interim State Superintendent of Education

Wendy Clemons

Associate State Superintendent

Tenette Smith, Ed.D.

Executive Director, Office of Elementary Education and Reading

Lea Johnson, Ph. D.

Bureau Director, Office of Professional Development
and Innovative Programs

Tammy Crosetti

Bureau Director, Office of Secondary Education

MISSISSIPPI

DEPARTMENT OF EDUCATION

Post Office Box 771
Jackson, Mississippi 39205-0771

Office of Elementary Education and Reading
Office of Secondary Education

601.359.2586
601.359.3461
www.mdek12.org/ESE

TABLE OF CONTENTS

Acknowledgements – Pg. 5-8

Introduction – Pg. 9

PRIMARY COURSES – Pg. 16 to 74

Section 1: Elementary

(K – 6) – Pg. 16-55

Section 2: Middle School

(7, 7C, and 8) – Pg. 56-74

CARNEGIE UNIT COURSES – Pg. 76 to 174

• Section 1: Required Courses – Pg. 76 to 119

MS Studies – Pg. 78- 82

World History – Pg. 83 - 90

US History – Pg. 91-103

Government – Pg. 104-111

Economics – Pg. 112-119

• Section 2: Elective Courses – Pg. 120 to 174

Introduction to Geography – 121-124

Advanced World Geography – Pg. 125-129

African American Studies – Pg. 130-136

History of the Ancient Middle East – Pg. 137-140

Problems of American Democracy – Pg. 141-147

Psychology I – Pg. 148-151

Psychology II – Pg. 152-155

Sociology – Pg. 156-160

Law Related Education – Pg. 161-165

Minority Studies – Pg. 166-170

Western Civilization – Pg. 171-174



ACKNOWLEDGEMENTS

2022 MISSISSIPPI COLLEGE-AND-CAREER-READINESS STANDARDS FOR THE SOCIAL STUDIES REVIEW COMMITTEE

The Office of Secondary Education, through the Mississippi Department of Education (MDE), deeply appreciates the time and expertise given by the following individuals to the revision of the *Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies 2021* draft of the *Mississippi College-and-Career-Readiness Standards for Social Studies 2018*.

The 2022 Review Committee consisted of representatives from each of the four congressional districts with a total of 62 members on the Review Committee. The committee members were invited to solicit feedback from the field prior to a face-to-face work session, which was aided by 26 MDE employees serving in the role of facilitator or note-taker. During the revisions process, teachers, administrators, curriculum directors, and university professors had an opportunity to review the proposed 2021 draft of the MS CCRS for Social Studies along with the public comments. A total of 241 educators (Congressional District 1- 56, Congressional District 2-73, Congressional District 3- 58, Congressional District 4-54), as well as seven university professors, gave input into the revision of the standards.

SOCIAL STUDIES 2022 STANDARDS COMMITTEE

Vanessa Acosta
Rebecca Anderson
LaKristie Barner
Lisa Benson
Caleb Boettcher
Alfred Boyd
Cassandra Brower
Andrea Burroughs
Heidi Byrd
Manya Chappell
Krystal Cole
Tiffany Davis
Alexandria Drake
John Eaton
Michelle Fisackerly
Elizabeth Green
Carl Gregory
Kelly Griffin
Laura Guidry
Daaiyah Heard

Hancock County School District
Harrison County School District
West Tallahatchie School District
Poplarville School District
Tupelo Public School District
Madison County School District
Calhoun County School District
Jackson Public School District
Pass Christian Public School District
Aberdeen School District
Vicksburg-Warren School District
Greenville Public School District
Jackson Public School District
North Tippah School District
Vicksburg-Warren School District
Pascagoula-Gautier School District
Marshall County School District
Lawrence County School District
Madison County School District
Hinds County Public School District

Tristan Howell
Elizabeth Jackson
Wykimie Johnson
Darrell Jones
Karen King
Vickie Landrum
Masha Laney
Natasha Lee
Yolanda Lewis
Aleatrice Liddell
John Lucente
Melody Macon
Vickie Malone
Brett Mayfield
Jordan Meek
Valerie Moore
Skye Morgan
Abigail Myers
Michael Nelson
Cassandra Newsome

Choctaw Tribal Schools
Rankin County School District
Hinds County School District
Lowndes County School District
Claiborne County School District
Meridian Public School District
Amory School District
McComb School District
Jackson Public School District
Canton Public School District
Picayune Public School District
Madison County School District
Mississippi School for the Arts
MDE
Columbia School District
McComb School District
Petal School District
Simpson County School District
Canton Public School District
Kosciusko School District

SOCIAL STUDIES 2022 STANDARDS COMMITTEE (continued)

| | |
|-------------------|-------------------------------------|
| Daniel Parrish | Oxford School District |
| Katina Pickens | West Point School District |
| Heather Pickering | Simpson County School District |
| David Pinnow | Desoto County School District |
| Melinda Pittman | Pontotoc City School District |
| Sally Quong | University of Mississippi |
| Rebecca Rigby | Biloxi Public School District |
| Whitney Rollins | Lamar County School District |
| Cathy Roy | Pearl River County School District |
| LaTonya Slater | Tupelo Public School District |
| Jonathan Smith | Clinton Public School District |
| Julia Speed | Harrison County School District |
| Susan Stewart | Jackson County School District |
| Alicia Stringer | Rankin County School District |
| Shannon Thames | Jackson Public School District |
| Brittany Thomas | Senatobia Municipal School District |
| Caitlin Thomas | Lafayette County School District |
| Rebecca Tyndall | Ocean Springs School District |
| Antonio Watson | McComb School District |
| Jenny Webber | Harrison County School District |
| LaTreVion Wells | McComb School District |
| Kristen Winstead | Senatobia Municipal School District |

University Representatives:

| | |
|---------------------|-----------------------------|
| Dr. Jonathan Brooke | William Carey University |
| Dr. Vicki Davidson | Tougaloo College |
| Dr. Katherine Green | MS Valley State University |
| Dr. Earnistine Lee | Alcorn State University Dr. |
| Felicia McGowan | Alcorn State University Dr. |
| Bradley Phillis | University of Southern MS |
| Dr. Stephanie Rolph | Belhaven University |

Mississippi Department of Education Committee Leads:

| | |
|-------------------|--|
| Wendy Clemons | Associate Superintendent |
| Tammy Crosetti | Bureau Director Secondary Education |
| Dr. Marla Davis | Associate Superintendent- Academic Liaison |
| Mandy Hackman | Director of CTE Program Quality |
| Dr. Lea Johnson | Bureau Director of Professional Development |
| Amy Pinkerton | Professional Development Coordinator Lead |
| Matt Sheriff | Gifted Interventions |
| Elizabeth Simmons | Instructional Materials and Library Media Director |
| Dr. Tenette Smith | Executive Director Elementary Education/Reading |
| Laurie Weathersby | Bureau Director Student Intervention |

Mississippi Department of Education Committee Supports:

| | |
|---------------------|---|
| Melissa Banks | Director of Digital Learning |
| Cathy Barnett | IDEA Fiscal Lead |
| Jayda Brantley | Student Interventions |
| Dr. Dexter Brookins | State Director for JROTC |
| Jean Cook | Chief of Communication |
| David Cress | Career Academy Director |
| Sandra Elliot | EL Student Support Specialist |
| Amber Fuller | Professional Development Projects Officer |
| Kristi Higginbotham | Professional Development Coordinator |
| Corie Jones | Marketing Director |
| Tina Mason | Data Governance Manager |
| Tanjanika McKinney | Digital Learning Coach |
| Shandera Minor | Public Information Officer |
| Heather Morrison | Director of P20 Partnerships |
| Josh Stanford | Digital Media Technology |
| Kandra Wilkins | Professional Development Coordinator |

SOCIAL STUDIES 2022 STANDARDS COMMITTEE

| | | | |
|--------------------|---------------------------------------|-------------------|---|
| Megan Alvarez | Jackson County School District | Jennifer Lewis | Jackson Public School District |
| Kenneth Anthony | Mississippi State University | Joshua Lindsey | Gulfport School District |
| Amber Armstrong | Rankin County School District | Clay Mangrum | DeSoto County School District |
| Ben Austin | Petal School District | Ouida McDaniel | George County School District |
| Caroline Bartlett | Long Beach School District | Charlotte McNeese | Madison County School District |
| Catherine Beasley | Rankin County School District | Lynsey McQueen | Jackson Public School District |
| Brandon Bolen | Mississippi College | Nicole Miller | Mississippi State University |
| Terry Boler | DeSoto County School District | Bruce Mize | West Point Consolidated School District |
| Laura Boughton | Oxford School District | Skye Morgan | Petal School District |
| Kathryn Daniels | Petal School District | Shira Muroff | MS Department of Archives and History |
| Melanie Easom | Lamar County School District | Kyle Nichols | Clinton Public School District |
| Doug Ferguson | DeSoto County School District | John Paola | Hattiesburg Public School District |
| Billie Jean Fulton | Louisville Municipal School District | Althea Stewart | Natchez-Adams School District |
| Laura Guidry | Madison County School District | Caitlin Thomas | Lafayette County School District |
| Mariama Harris | MS Department of Archives and History | Jennifer Toth | Rankin County School District |
| Gale Hartling | MS Schools for The Deaf and The Blind | Christy Walker | Madison County School District |
| Jay Howell | University of Southern Mississippi | Makeda Watkins | DeSoto County School District |
| Glenda Hull | Wilkinson County School District | Cassie Weaver | Rankin County School District |
| Stephanie King | MS Department of Archives and History | Sugi Wiltcher | Oxford School District |
| Masha Laney | Amory School District | Alan Wheat | MS Department of Archives and History |
| Lauren Leggett | Wayne County School District | | |

INTRODUCTION

MISSION STATEMENT

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in the social studies, equipping citizens to solve complex problems, and establishing fluent communication skills, while preparing students for college, career, and civic life. The Mississippi College- and Career-Readiness Standards (MS CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and allowing students to compete in the global economy.

PURPOSE

This document is designed to provide districts and K-12 social studies teachers with a basis for curriculum development. In order to prepare students for careers and college, it outlines what knowledge students should obtain, and the types of skills students must master upon successful completion of each grade level. The *2022 MS CCRS for the Social Studies* reflect national expectations while focusing on postsecondary success, but they are unique to Mississippi in addressing the needs of our students and teachers. The standards' content centers around four practices: conceptual understanding, fostering inquiry, collaboration and action, and integration of content skills. Instruction in these areas is designed for a greater balance between content and process. Teachers are encouraged to transfer more ownership of the learning process to students, who can then direct their own learning and develop a deeper understanding of the social studies and the problem-solving process. Doing so will produce students who will become more capable, independent, and literate adults.

IMPLEMENTATION

The 2022 MS CCRS for the Social Studies Revision will be implemented during the 2023 – 2024 academic year.

REVISION PROCESS

MS CCR STANDARDS

FOR THE *Social Studies*

The *MS CCRS for Social Studies* 2018 along with the following documents were used as foundational references to the *MS CCRS for Social Studies* 2022.

- National Council for the Social Studies: ***College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History***
- National Assessment of Educational Progress (NAEP) Framework for Civics, Economics, Geography, and U.S. History
- Fordham Institute Social Studies Standards
- ACT College- and Career-Readiness (CCR) Benchmarks
- *National Standards for History Education*
- *National Standards for the Social Studies*
- *National Standards for Economic Education*
- *National Standards for Civics and Government*
- *Geography for Life (2nd Edition) National Standards for Geography*
- Standards for Advanced Placement programs
- Social Studies standards from other states: AL, LA, TN, TX
- Current literature and research regarding the Social Studies

The **SOCIAL STUDIES**



STRANDS

The different content strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and present and help them acquire critical thinking skills to make informed decisions in the future. The Mississippi College- and Career-Readiness Standards for the Social Studies 2022 is comprised of five (5) essential content strands: Civics, Civil Rights, Economics, Geography, and History. The five (5) strands remain integrated throughout each of the k-12 social studies courses.

HISTORY

The history strand asks students to examine historical events that significantly changed the way humans live through the study of primary and secondary sources. To gain an in-depth historical understanding, students investigate how the past shapes the present, how people and events have changed society through time, and how localized changes can impact the world power structure.

CIVICS

The civics strand provides students with a basic understanding of civic life, politics, and government. It allows them to comprehend the workings of their own and other political systems, as well as the relationship of the United States. It creates a foundation for competent and responsible participation in our constitutional democracy. The civics strand should be expanded through instruction by related learning experiences in the school and community that enable students to learn how to participate in their own governance.

ECONOMICS

The economic strand allows students to grasp economic concepts, as well as an understanding of markets, the U.S. economy in a global setting, and financial literacy to make informed financial decisions throughout their lives. The strand emphasizes economic reasoning through integration into each grade level and course.

CIVIL RIGHTS

Mississippi Code 37-13-193 requires the Mississippi Department of Education to work with the Mississippi Civil Rights Education Commission to incorporate civil rights education into the state's K-12 educational programs. Civil rights education, as understood by the writers of this framework, is defined as the mastery of content, skills and values that are learned from a focused and meaningful exploration of civil rights issues (both past and present), locally, nationally, and globally. This education should lead learners to understand and appreciate issues such as social justice, power relations, diversity, mutual respect, and civic engagement. Students should acquire a working knowledge of tactics engaged by civil rights activists to achieve social change. Among these are: demonstrations, resistance, organizing, and collective action/unity. The content was incorporated as a content strand throughout the entire K-12 framework at the recommendation of the Mississippi Civil Rights Commission.

GEOGRAPHY

The geography strand equips students with the knowledge, skills, and perspectives of world geography to engage in ethical action regarding self, other people, other species, and Earth's diverse cultures and natural environments. Students learn how to use geographic thinking and information to make well-reasoned decisions and to solve personal and community problems.

SEQUENCING

| | |
|---------------|--|
| Kindergarten | Citizenship at Home and School |
| First Grade | Citizenship at School |
| Second Grade | Citizenship in School and Community |
| Third Grade | Citizenship in Local Government |
| Fourth Grade | Mississippi Studies and Regions |
| Fifth Grade | United States History from Pre-Columbian Era to American Revolution |
| Sixth Grade | World Geography and Civics |
| Seventh Grade | Early World History-Early World History from Pre-Historic Era to Age of Enlightenment or Compacted |
| Eighth Grade | United States History from Exploration through Reconstruction (1877) |

ORGANIZATION OF DOCUMENT

| Kindergarten Citizenship at Home and School | |
|---|---|
| CIVICS | |
| Standard | Objectives |
| K.CI.1 Demonstrate how to be a productive citizen. | <ol style="list-style-type: none"> 1. Define authority figures and leaders. 2. Define a productive citizen and citizenship. 3. Describe character traits of productive citizens. 4. List examples of productive citizenship at home and school. |
| K.CI.2 Examine the purpose of rules and consequences. | <ol style="list-style-type: none"> 1. Identify the purpose of rules and explain why rules should be followed. 2. Recognize that leaders and authority figures establish rules to provide order, security, and safety. 3. Differentiate between positive and negative consequences. |
| K.CI.3 Differentiate the roles and responsibilities of authority figures and leaders. | <ol style="list-style-type: none"> 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. |
| ECONOMICS | |
| Standard | Objectives |
| K.E.1 Analyze how money is earned and used. | <ol style="list-style-type: none"> 1. Identify different types of jobs and describe their work. 2. Explain that money is earned through work. 3. Recognize monetary units. 4. Distinguish saving from spending. 5. Illustrate how money is used in daily life. |

— Course Grade Level

— Theme or Description

— Standards and Objectives

— Strand



Grade 2

Citizenship in School and Community

*The examples listed within the document are not an exhaustive list.

Grade 2 Citizenship in School and Community

CIVICS

| Standard | Objectives |
|--|--|
| <p>2.CI.1 Differentiate civic virtues from civic responsibilities, then evaluate their role in communities.</p> | <ol style="list-style-type: none"> 1. Identify civic virtues and civic responsibilities. 2. Discuss how common civic virtues among citizens help create peaceful and orderly communities. 3. Compare civic responsibilities to responsibilities of home and school. |
| <p>2.CI.2 Assess how rules and laws are created to provide equal and fair service and protection to all citizens.</p> | <ol style="list-style-type: none"> 1. Discuss importance of fair rules and laws applied to all citizens. 2. Analyze the fairness of rules and laws. 3. Identify who is responsible for creating and enforcing rules and laws. 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.). |

ECONOMICS

| Standard | Objectives |
|---|---|
| <p>2.E.1 Evaluate how the availability of resources impacts the local economy.</p> | <ol style="list-style-type: none"> 1. Define economy and resource. 2. Categorize resources as natural, renewable, and non-renewable. 3. Explain people as a resource in the local community. 4. Examine the relationship between resources and jobs in the local community. |

| ECONOMICS | |
|--|--|
| Standard | Objectives |
| <p>2.E.2 Assess the relationship between consumers and producers in obtaining goods and services to meet needs.</p> | <ol style="list-style-type: none"> 1. Define consumers and producers. 2. Differentiate consumers from producers. 3. Examine the interdependence of consumers and producers. 4. Discuss the connection between resources and producers in the local community. 5. Define barter system and monetary system. 6. Compare and contrast the barter and monetary systems of trade to meet needs. |
| <p>2.E.3 Recognize factors that affect the price and availability of goods and services.</p> | <ol style="list-style-type: none"> 1. Define supply and demand. 2. Evaluate how the availability of resources impacts the price of goods and services. 3. Examine how budgets help individuals and families choose how to spend and save money. |
| <p>2.E.4 Identify the role of financial institutions within the community.</p> | <ol style="list-style-type: none"> 1. Identify various types of financial institutions and their role in the community. 2. Identify services provided by the various financial institutions in the community. |

| CIVIL RIGHTS | |
|--|--|
| Standard | Objectives |
| <p>2.CR.1 Determine how traditions and customs create unity and celebrate diversity within and across various groups.</p> | <ol style="list-style-type: none"> 1. Recognize the cultural contributions of various groups within our community. 2. Examine how cultures, and their traditions and customs, have changed over time. 3. Evaluate the qualities that build unity among diverse populations. |

| CIVIL RIGHTS | |
|--|---|
| Standard | Objectives |
| <p>2.CR.2 Evaluate how diverse cultures build unity in a community.</p> | <ol style="list-style-type: none"> 1. Define respect, tolerance, and acceptance. 2. Examine the relationship between respect, tolerance, and acceptance and building unity across cultures. 3. Recognize similarities from the various cultures of the local community. |
| GEOGRAPHY | |
| Standard | Objectives |
| <p>2.G.1 Analyze various types of maps.</p> | <ol style="list-style-type: none"> 1. Categorize map types by representation and usage (e.g., topographic, physical, political, thematic, etc.). 2. Identify political and physical borders in the United States and across the globe. 3. Define urban, suburban, and rural. 4. Locate urban, suburban, and rural areas in Mississippi and United States. |
| <p>2.G.2 Examine the connection between physical features of the Earth and where people choose to live.</p> | <ol style="list-style-type: none"> 1. Define human settlements and population distribution. 2. Evaluate human settlements and population distribution around physical features of the Earth. 3. Determine reasons for human settlement near physical features of the Earth. |
| <p>2.G.3 Interpret maps using latitude and longitude.</p> | <ol style="list-style-type: none"> 1. Define latitude and longitude. 2. Locate the major lines of latitude and longitude of the Earth. 3. Identify then compare hemispheres of the Earth. |

| GEOGRAPHY | |
|--|--|
| Standard | Objectives |
| <p>2.G.4 Analyze human modifications to the Earth.</p> | <ol style="list-style-type: none"> 1. Identify human modifications to the Earth. 2. Compare and contrast the positive and negative impacts of human modifications on the Earth. |
| HISTORY | |
| Standard | Objectives |
| <p>2.H.1 Evaluate how people and events have shaped the local community, state, and nation through primary sources.</p> | <ol style="list-style-type: none"> 1. Identify various primary sources (e.g., Primary – letters, diaries, autobiographies, speeches, interviews; Secondary – magazine articles, textbooks, encyclopedia entries, biographies, etc.). 2. Use various primary sources to investigate significant people and events of the past. 3. Examine historical events from multiple perspectives by utilizing primary sources. |
| <p>2.H.2 Examine the relationship between history and time.</p> | <ol style="list-style-type: none"> 1. Identify vocabulary to express periods of time. 2. Illustrate events chronologically on a timeline. 3. Compare and contrast the eras of United States history. |