

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*

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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.

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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 1

Citizenship at School



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

Grade 1 Citizenship at School

CIVICS

Standard	Objectives
<p>1.CI.1 Differentiate the rights and responsibilities citizens have in varying roles.</p>	<ol style="list-style-type: none"> 1. Define and identify rights and responsibilities. 2. Compare and contrast children’s rights and responsibilities at home, school, and in the community. 3. Identify the various ways that citizens participate in their communities such as voting and volunteering.
<p>1.CI.2 Distinguish rules from laws.</p>	<ol style="list-style-type: none"> 1. Compare and contrast rules and laws. 2. Differentiate the consequences of breaking rules versus breaking laws. 3. Recognize that the governments establish laws to create peace and provide order.
<p>1.CI.3 Discuss patriotism and how it is demonstrated by citizens.</p>	<ol style="list-style-type: none"> 1. Define patriotism. 2. Discuss how citizens show patriotism and respect for their communities and country. 3. Identify patriotic symbols of the local community, Mississippi, and the United States 4. Explain the importance of the Pledge of Allegiance and National Anthem

ECONOMICS	
Standard	Objectives
1.E.1 Justify why people work to earn money.	<ol style="list-style-type: none"> 1. Define employment, income, salary, and wages. 2. Describe what it means to be employed. 3. Explain that people earn income through work. 4. Illustrate the exchange of money for goods and services to meet needs and wants.
1.E.2 Determine how people meet their basic needs.	<ol style="list-style-type: none"> 1. Identify basic needs. 2. Explain how basic needs are met. 3. Classify items or services as needs and wants. 4. Examine how people prioritize spending and saving to meet their needs.
CIVIL RIGHTS	
Standard	Objectives
1.CR.1 Evaluate the role of cooperation and compromise within and across various groups.	<ol style="list-style-type: none"> 1. Define cooperation and compromise. 2. Identify examples of cooperation and compromise at home and school. 3. Analyze how cooperation and compromise supports problem solving in and among different cultures, customs, and traditions.
1.CR.2 Examine the diverse cultures found at school and in the local community.	<ol style="list-style-type: none"> 1. Define culture. 2. Identify various cultures at school and in the local community. 3. Recognize ways people celebrate their diverse cultural heritage. 4. Compare and contrast ways people celebrate their diverse cultural heritage.

GEOGRAPHY	
Standard	Objectives
<p>1.G.1 Demonstrate a global sense of place.</p>	<ol style="list-style-type: none"> 1. Identify the seven continents and five major oceans. 2. Classify the major landforms, and bodies of water on a map (e.g., mountains, hills, lakes, oceans, rivers, etc.). 3. Describe places in relation to one another using cardinal and intermediate directions. 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).
<p>1.G.2 Examine the relationship between location, climate, physical features, and how people live.</p>	<ol style="list-style-type: none"> 1. Recognize characteristics of the local region. 2. Compare and contrast the climate, weather, and seasons of the regions of the United States. 3. Describe how location impacts daily life for residents in various communities (e.g., shelter, clothing, food, activities, etc.).
<p>1.G.3 Interpret maps using directions.</p>	<ol style="list-style-type: none"> 1. Demonstrate map skills through vocabulary. 2. Identify and define cardinal and intermediate directions, compass rose, map symbol and map key. 3. Construct maps using cardinal and intermediate directions, a compass rose, map symbols, and a map key.

HISTORY	
Standard	Objectives
<p>1.H.1 Analyze the influence of significant historical figures and events from the history of the United States.</p>	<ol style="list-style-type: none"> 1. Identify historical figures who are used as symbols in United States culture. 2. Examine the significant contributions of historical figures to the local community, state, and United States. 3. Examine how the United States commemorates historical events through the celebration of national holidays.
<p>1.H.2 Analyze various aspects of historic and modern life in the United States.</p>	<ol style="list-style-type: none"> 1. Compare and contrast historic and modern forms of communication and sharing of information. 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.). 3. Evaluate how apparel has changed through history, including how and why items are chosen and purchased. 4. Compare and contrast Americans' use of free time in the past and present.