

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](http://www.mdek12.org/ese)



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# 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.

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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 (2<sup>nd</sup> 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**



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

— Course Grade Level

— Theme or Description

— Standards and Objectives

— Strand



## Grade 4

### **Theme: Mississippi Studies and Regions**

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

**Fourth Grade**  
**Theme: Mississippi Studies and Regions**

This course contains all Social Studies Strands including Civics, Economics, Civil Rights, Geography, and History

Standard	Objectives
<p><b>4.MS.1</b>  Describe the physical geography and natural resources of the ten regions of Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Identify on a map the ten geographical regions of Mississippi (Yazoo Delta, Black Belt, Jackson Prairie, Gulf Coast, Loess Hills, North Central Hills, Flatwoods, Pontotoc Ridge, Tennessee River Hills, and Piney Woods).</li> <li>2. Describe features of each region.</li> <li>3. Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc.</li> <li>4. Compare and contrast major natural resources throughout Mississippi on a map (e.g., oil, agricultural, etc.).</li> </ol>
<p><b>4.MS.2</b>  Examine the exploration and settlement of the Mississippi Territory.</p>	<ol style="list-style-type: none"> <li>1. Map and describe the settlements of the Mississippi Territory (e.g., Natchez, Washington, Port Gibson, Columbia, Winchester, Mobile, Huntsville, etc.).</li> <li>2. Trace the routes of explorers (e.g., Hernando de Soto, Rene' Robert Cavelier, Sieur de La Salle, Pierre Le Moyne d'Iberville, Jacques Marquette, Louis Jolliet, etc.) and discuss the impact on settlements in the Mississippi Territory.</li> <li>3. Explain how differing beliefs regarding land ownership, religion, and culture led to conflicts between Europeans and Native Americans in the Mississippi Territory.</li> </ol>

Standard	Objectives
<p><b>4.MS.3</b> Investigate the Native American tribes of historic Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Identify the location of major tribes within Mississippi: Choctaw, Chickasaw, and Natchez.</li> <li>2. Compare and contrast the cultures and lives of the Choctaw, Chickasaw, and Natchez tribes of historic Mississippi (e.g., homes, roles, beliefs, clothes, games, traditions, food, etc.).</li> <li>3. Discuss the impact of the removal of Native Americans from Mississippi.</li> </ol>
<p><b>4.MS.4</b> Describe Mississippi's entry into statehood.</p>	<ol style="list-style-type: none"> <li>1. Trace Mississippi's progression from territory to statehood.</li> <li>2. Define political and geographic reasons for changes in location of Mississippi's state capitol.</li> </ol>
<p><b>4.MS.5</b> Describe the Antebellum society of Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Outline the rise of Mississippi cotton culture.</li> <li>2. Link cotton culture to the rise of slavery.</li> <li>3. Discuss the leaders of the abolition movement and the importance to the end of slavery in the South.</li> </ol>
<p><b>4.MS.6</b> Analyze Mississippi's role in the Civil War.</p>	<ol style="list-style-type: none"> <li>1. Identify the Mississippi leaders of the secession and the Civil War.</li> <li>2. Outline the cause and effects of slavery that led Mississippi to secede from the Union in 1861 and subsequently enter the Civil War.</li> <li>3. Investigate how Mississippi supported the Civil War through economic and military efforts.</li> <li>4. Compare and contrast the societal roles on the homefront and battlefield during and after the Civil War.</li> </ol>



Standard	Objectives
<p><b>4.MS.7</b> Evaluate the impact of Reconstruction and Post-Reconstruction on Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Contrast life from the Antebellum period to post Civil War (e.g., population, economy, government, infrastructure, etc.).</li> <li>2. Explain the use of sharecroppers as a response to the end of slavery.</li> <li>3. Describe how the Jim Crow laws disenfranchised African Americans in Mississippi.</li> </ol>
<p><b>4.MS.8</b> Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Define discrimination, prejudice, segregation, integration, suffrage, and civil rights.</li> <li>2. Identify important figures of the modern Civil Rights Movement including Mississippians (e.g., Martin Luther King Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc.).</li> <li>3. Identify and explain events of the modern Civil Rights Movement, including <i>Brown v. Board of Education</i> (1954), Jim Crow laws, Freedom Summer, and James Meredith's admission to the University of Mississippi.</li> <li>4. Analyze the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 as it relates to Mississippians.</li> </ol>
<p><b>4.MS.9</b> Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.</p>	<ol style="list-style-type: none"> <li>1. Identify Mississippians known for their artwork, music, architecture, and literature (e.g., Wyatt Waters, William Herd, Walter Anderson, B.B. King, Elvis Presley, Marty Stewart, Eudora Welty, Willie Morris, etc.).</li> <li>2. Describe how literature, the arts, architecture, and music affect tourism within the state.</li> </ol>

Standard	Objectives
<p><b>4.MS.10</b> Describe the impact of significant historical figures and events in Mississippi's past and present.</p>	<ol style="list-style-type: none"> <li>1. Cite symbols and explain historical figures that are used in Mississippi's culture (e.g., monuments, place names, etc.).</li> <li>2. Examine events that are significant to Mississippi culture.</li> </ol>
<p><b>4.MS.11</b> Evaluate how geographic and economic factors influence life and work in Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Describe the division of labor within Mississippi (e.g., government, industry, agriculture, etc.).</li> <li>2. Determine how land use impacts Mississippi's economy (e.g., cotton farming vs. soybean farming, pastureland vs. industrial development, beaches vs. casinos, landfills vs. parks, etc.).</li> <li>3. Explain the benefits and challenges of trade for Mississippi.</li> <li>4. Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.).</li> </ol>