

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 8

US History: Exploration through Reconstruction (1877)

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

Eighth Grade
US History: Exploration through Reconstruction (1877)

Standard	Objectives
<p>8.1 Examine major aspects of the development of the United States from Exploration to 1754.</p>	<ol style="list-style-type: none"> 1. Trace explorers' routes to the New World. 2. Explain the development and impact of the Columbian Exchange. 3. Identify the economic, political, and religious reasons for founding the Thirteen Colonies. 4. Describe how the English Bill of Rights, Mayflower Compact, and Virginia House of Burgesses led to the English Colonial idea of self-government. 5. Examine the diversity that emerged from the establishment of Colonial America. 6. Describe the social structures that formed in the various colonies including the role of indentured servitude and slavery. 7. Describe the relationships between the various Native American and colonial groups.

Standard	Objectives
<p>8.2 Evaluate the key people, factors and events which led to the American Revolution and the establishment of the United States government.</p>	<ol style="list-style-type: none"> 1. Analyze the causes and consequences of the French and Indian War. 2. Recognize the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774 (e.g., Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.). 3. Identify key figures in the Revolutionary Era and their influence on the movement (e.g., George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.). 4. Compare and contrast the decisions of the first and second Continental Congresses. 5. Explain the historical and present-day significance of the Declaration of Independence. 6. Examine the immediate events that led to the first shot of the Revolutionary War (e.g., Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, etc.). 7. Examine the significance of the major battles in the Revolutionary War (e.g., Lexington and Concord, Bunker Hill, Quebec, Charleston, Valley Forge, Cowpens, etc.). 8. Evaluate the terms of the Treaty of Paris, 1783.

Standard	Objectives
<p>8.3 Examine the development of the Constitution of the United States of America.</p>	<ol style="list-style-type: none"> 1. Describe the powers given to the Continental Congress by the Articles of Confederation. 2. Analyze the weaknesses of the Articles of Confederation that led to a call for a new constitution. 3. Identify the major compromises at the Constitutional Convention. 4. Describe the framework of the United States Constitution, including powers of the Legislative, Executive, and Judicial branches. 5. Describe the process of a bill becoming a law. 6. Describe the compromises between Federalists and Anti-Federalists that led to the creation of the Bill of Rights.
<p>8.4 Analyze the challenges and central ideas involved in creating the new nation.</p>	<ol style="list-style-type: none"> 1. Evaluate the differences in political opinions that led to the formation of political parties. 2. Examine the lasting influence of George Washington as the first President of the United States. 3. Analyze the impact of President George Washington’s <i>Farewell Address</i> on the presidency of the United States. 4. Analyze the significance of early Supreme Court cases and explain their impacts on the United States (e.g., <i>Marbury vs Madison</i> (1803), <i>McCulloch vs Maryland</i> (1819), <i>Dartmouth College vs Woodward</i> (1819), <i>Worcester vs Georgia</i> (1832), etc.). 5. Examine the development and impact of early foreign policy decisions on the United States (e.g., French Revolution, Neutrality Proclamation, War of 1812, etc.). 6. Examine the development and impact of the Jacksonian Era (e.g., Corrupt Bargain, Democratic Party Bank War, Nullification Crisis, etc.).

Standard	Objectives
<p>8.5 Interpret the geographical, social, and political causes, effects, and challenges of westward expansion.</p>	<ol style="list-style-type: none"> 1. Evaluate the reasoning behind the Louisiana Purchase. 2. Discuss the significance of the Lewis and Clark Expedition. 3. Describe the purpose and challenges of Manifest Destiny. 4. Analyze the political, religious, and economic incentives of Manifest Destiny. 5. Summarize Andrew Jackson’s role in the expansion of the United States (e.g. , Jacksonian Era, “Corrupt Bargain”, Democratic Party, Bank War, Nullification Crisis, Indian Removal, etc.). 6. Examine the motivations and consequences of the Indian Removal Act (e.g., Cherokee “Trail of Tears”, etc.).
<p>8.6 Interpret the causes, effects, and challenges of the Industrial Revolution.</p>	<ol style="list-style-type: none"> 1. Summarize the beginning of the Industrial Revolution in the United States. 2. Identify key people and their contributions to the Industrial Revolution. 3. Trace the development of transportation and communication systems during the Industrial Revolution. 4. Compare and contrast the cultural, religious, and social impact of the Industrial Revolution on America. 5. Assess how geography influenced the location of factories.

Standard	Objectives
<p>8.7 Evaluate the impact of social and political reforms on the development of American society.</p>	<ol style="list-style-type: none"> 1. Examine abolitionists’ role in bringing attention to the impact of slavery on the nation (e.g., Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc.). 2. Examine the actions of enslaved people to resist the institution of slavery (e.g., Negro Spirituals, Harriet Tubman, Nat Turner rebellion, etc.). 3. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments (e.g., “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”, etc.). 4. Examine leaders of the Women’s Suffrage Movement and their goals and strategies (e.g., Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, etc.).
<p>8.8 Assess the social and economic conflicts between the North and South that led to the American Civil War.</p>	<ol style="list-style-type: none"> 1. Trace the origins and development of slavery in the United States. 2. Describe the impact of the Industrial Revolution in northern states. 3. Evaluate the importance of agriculture in southern states. 4. Analyze the impact of the cotton gin on all social classes. 5. Examine impact of slavery on the nation’s political, social, religious, economic, and cultural development. 6. Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife (e.g., Missouri, Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Underground Railroad, Dred Scott, etc.).

Standard	Objectives
<p>8.9 Identify key people and evaluate the significant events of the American Civil War.</p>	<ol style="list-style-type: none"> 1. Analyze the reasons for the Civil War (e.g., slavery, states' rights, etc.). 2. Examine key battles and plans which shaped decisions for the North and the South (e.g., Fort Hood, First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc.). 3. Identify significant political and military leaders from the North and the South and examine their contributions. 4. Evaluate the contributions of women, African Americans, and other minority groups to the war effort (e.g., Clara Barton, 54th Massachusetts Regiment, Native Americans, etc.). 5. Analyze the factors that led to the Northern victory of the Civil War (e.g., total war, industrial, population, resources, technological advantages, etc.). 6. Analyze key government documents and actions of the Civil War (e.g., Emancipation Proclamation, Gettysburg Address, draft laws, etc.).
<p>8.10 Analyze the Reconstruction efforts in the post-Civil War United States.</p>	<ol style="list-style-type: none"> 1. Compare congressional and presidential Reconstruction plans. 2. Analyze southern resistance to Reconstruction reforms (e.g., Black Codes, Jim Crow Laws, Ku Klux Klan, etc.). 3. Trace the economic changes in the post- Civil War South (e.g., Lincoln's Plan, Wade-Davis Bill, Johnson's Plan, Radical Reconstruction, etc.). 4. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans. 5. Identify the significance of the impact of the Compromise of 1877.