

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



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DEPARTMENT OF
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ACADEMIC OFFICE

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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

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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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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 3

Citizenship in Local Government

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

Grade 3 Citizenship in Local Government

CIVICS

Standard	Objectives
<p>3.CI.1 Examine the influence of democratic values on the lives of citizens.</p>	<ol style="list-style-type: none"> 1. Define democracy. 2. Recognize fundamental democratic values. 3. Discuss the evidence of democratic values at home, school, and local organizations.
<p>3.CI.2 Demonstrate knowledge of the three branches of government at the federal, state, and local levels.</p>	<ol style="list-style-type: none"> 1. Identify the three branches of government and the purpose of each branch. 2. Discuss the roles of leaders in each branch of government at the federal, state, and local levels, including both municipal and county governments. 3. Recognize locations where government is practiced at the national, state, and local levels. 4. Compare and contrast services provided to communities and citizens by the federal, state, and local governments (e.g., security, people with disabilities, human services, etc.).
<p>3.CI.3 Examine the requirements of civic leadership.</p>	<ol style="list-style-type: none"> 1. Identify the qualifications for candidacy at the federal, state, and local levels. 2. Analyze the common character traits and civic virtues of national, state, and local leaders. 3. Contrast the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.

ECONOMICS	
Standard	Objectives
<p>3.E.1 Investigate how local governments obtain and use money to benefit their communities.</p>	<ol style="list-style-type: none"> 1. Define tax. 2. Discuss the types and purpose of taxes paid by citizens to the government (e.g., sales tax, property tax, income tax, etc.). 3. Identify goods and services provided by a local government to its community. 4. Examine how a local community benefits from the goods and services provided by the local government.
<p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p>	<ol style="list-style-type: none"> 1. Define trade, import, and export. 2. Contrast imports and exports. 3. Identify local resources and products exported from the local community and state. 4. Trace the origin of products for sale in the local community. 5. Compare and contrast producing and buying goods to meet needs.
<p>3.E.3 Analyze the factors of population distribution.</p>	<ol style="list-style-type: none"> 1. Define economic development. 2. Examine the relationship between economic development, employment opportunities, and where people choose to live. 3. Evaluate the impact of an individual’s knowledge and skills on their opportunities for employment and income. 4. Explain how the availability of resources influences where people live.

CIVIL RIGHTS	
Standard	Objectives
<p>3.CR.1 Examine the Declaration of Independence and the Bill of Rights to recognize the principles of democracy and identify civil liberties.</p>	<ol style="list-style-type: none"> 1. Identify principals of democracy within the Declaration of Independence. 2. Define and identify civil liberties within the First Amendment. 3. Compare and contrast principles of democracy and civil liberties. 4. Explain how individuals exercise principles of democracy and civil liberties in daily life.
<p>3.CR.2 Assess the reliance of democracy on citizen participation.</p>	<ol style="list-style-type: none"> 1. Define voting, suffrage, and franchise. 2. Explain the voting process. 3. Illustrate the expansion of voting rights in America. 4. Identify how citizens participate in democracy apart from exercising the right to vote.

GEOGRAPHY	
Standard	Objectives
<p>3.G.1 Analyze how humans have altered the Earth to meet their needs.</p>	<ol style="list-style-type: none"> 1. Define residential, commercial, industrial, and agricultural. 2. Describe the residential, commercial, industrial, and agricultural areas of the local community and state. 3. Explain how humans have altered the physical environment for shelter, work, and recreation. 4. Discuss how human modifications have affected the environment.
<p>3.G.2 Investigate natural disasters' effect on the Earth.</p>	<ol style="list-style-type: none"> 1. Define natural disaster. 2. Identify characteristics of a natural disaster. 3. Explain how local, state, and national governments cooperate to manage natural disasters. 4. Evaluate settlement patterns after a natural disaster.

GEOGRAPHY *Continued*

Standard	Objectives
3.G.3 Assess energy sources of the Earth.	<ol style="list-style-type: none">1. Define renewable and nonrenewable resources.2. Identify sources of energy (e.g., oil, petroleum, nuclear power, solar power, etc.).3. Categorize energy sources as renewable and nonrenewable.4. Examine the impact that human use of resources has on the Earth.
3.G.4 Interpret and recognize maps, graphs, and other representations of the Earth.	<ol style="list-style-type: none">1. Analyze patterns of population distributions.

HISTORY

Standard	Objectives
3.H.1 Analyze the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.	<ol style="list-style-type: none">1. Define dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.2. Cite an example of each type of government from history.3. Compare and contrast the different types of government related to source of authority, how leaders are chosen, limits on power, and the role of citizens.
3.H.2 Examine the framework of the United States government.	<ol style="list-style-type: none">1. Discuss why the United States was established as a representative democracy.2. Evaluate the importance of checks and balances to a representative democracy.