

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 6

### **World Geography and Civics**

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

## Grade 6 World Geography and Civics

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

Standard	Objectives
<p><b>6.1</b> Describe the world using the tools of geography including maps, globes, and technological representations.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the use of map essentials (e.g., directions, latitude and longitude, globes, maps, etc.).</li> <li>2. Interpret global connections by using maps to form a geographic spatial perspective.</li> <li>3. Explain how experiences and cultures influence perceptions and help people create mental maps.</li> </ol>
<p><b>6.2</b> Identify geographic patterns in the environment that result from the processes of Earth's physical systems.</p>	<ol style="list-style-type: none"> <li>1. Define atmosphere, biosphere, lithosphere, and hydrosphere.</li> <li>2. Describe how Earth-Sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth.</li> <li>3. Explain the major processes and natural phenomena that shape the physical environment and how humans adapt to them.</li> <li>4. Investigate ways humans change their environments.</li> </ol>
Standard	Objectives
<p><b>6.3</b> Analyze how regions are used to describe the organization of the Earth's surface.</p>	<ol style="list-style-type: none"> <li>1. Define formal, functional, and perceptual regions.</li> <li>2. Identify physical and human features used as the criteria for establishing each type of region.</li> <li>3. Identify the formal world regions.</li> <li>4. Differentiate the formal regions by their main characteristics.</li> </ol>

Standard	Objectives
<p><b>6.4</b> Analyze the concept, usage, and value of natural resources.</p>	<ol style="list-style-type: none"> <li>1. Characterize and differentiate renewable and non-renewable resources.</li> <li>2. Identify important resources in the contemporary world and their usage.</li> <li>3. Construct maps showing major deposits of important resources (e.g., continents, oceans, major landforms, trade routes on maps, etc.).</li> <li>4. Analyze the impact of globalization on modern economic interactions.</li> </ol>
<p><b>6.5</b> Evaluate how places gain meaning.</p>	<ol style="list-style-type: none"> <li>1. Describe the distinguishing physical and human characteristics of the United States and other countries.</li> <li>2. Investigate how people bring meaning to places when they live in a location.</li> <li>3. Describe how places impact personal, community, national identities, and culture.</li> <li>4. Explain how place-based identities can create stereotypes.</li> </ol>
Standard	Objectives
<p><b>6.6</b> Describe the characteristics and causes of human population changes and migration.</p>	<ol style="list-style-type: none"> <li>1. Identify the spatial patterns of population distribution and density.</li> <li>2. Explain how physical and human factors impact the population of a place.</li> <li>3. Identify major migration patterns in the United States and the world.</li> <li>4. Examine the push/pull factors that drive the major migration patterns of the United States and the world.</li> </ol>
<p><b>6.7</b> Describe the patterns of human settlements and the factors that contribute to their formation.</p>	<ol style="list-style-type: none"> <li>1. Classify spatial patterns of settlement, including types, sizes, and models.</li> <li>2. Explain why some locations are more conducive for settlement than others.</li> <li>3. Describe the relationship between settlement patterns and the location of resources.</li> </ol>



Standard	Objectives
<p><b>6.8</b> Examine how humans and the physical environment are impacted by the extraction of resources and by natural hazards.</p>	<ol style="list-style-type: none"> <li>1. Identify and describe ways in which humans modify the physical environment.</li> <li>2. Explain how people use technology to access resources.</li> <li>3. Assess the opportunities and constraints for human activities created by the physical environment.</li> <li>4. Locate environmental hazards and the proximity of human populations.</li> <li>5. Describe how people respond to natural hazards.</li> </ol>

Standard	Objectives
<p><b>6.9</b> Analyze how sovereign nation-states interact with one another.</p>	<ol style="list-style-type: none"> <li>1. Define state, country, and nation-state.</li> <li>2. List and explain the features of a sovereign state (nation-state) as a territory with a population that has a defined border, a government to make and enforce laws, and the sovereignty to interact with other nations.</li> <li>3. Locate and describe different types of territorial divisions.</li> <li>4. Identify political boundaries that are based on physical and human factors.</li> <li>5. Assess ways the use of land and resources has led to conflict, cooperation, and compromise among nation-states.</li> <li>6. Cite evidence of conflict, cooperation, and compromise among nation-states including treaties and wars.</li> </ol>

Standard	Objectives
<p><b>6.10</b> Examine the ways governments are organized.</p>	<ol style="list-style-type: none"> <li>1. Identify and give examples of governments with rule by one, few, or many.</li> <li>2. Compare the ways other sovereign nation-states (e.g., China, Germany, India, North Korea, Russia, etc.) organize government and how they function.</li> <li>3. Connect the origins of democracy to Athens (present-day Greece) and the republic to the Roman Republic.</li> </ol>
<p><b>6.11</b> Describe the difference between limited and unlimited government.</p>	<ol style="list-style-type: none"> <li>1. Describe examples of limited and unlimited government.</li> <li>2. Explain the rule of law and that government powers are defined by laws that limit its actions (United States Constitution , Bill of Rights, Civil Rights, Americans with Disabilities Act, etc.).</li> <li>3. Explain reasons for limiting the power of governments.</li> <li>4. Examine governments of nations that abuse the citizens by oppressing religious, ethnic, or political groups.</li> </ol>
<p><b>6.12</b> Analyze the rights and responsibilities of American citizenship.</p>	<ol style="list-style-type: none"> <li>1. Define U.S. citizenship.</li> <li>2. Examine the naturalization process (e.g., the citizenship exam, etc.).</li> <li>3. Describe being an informed citizen.</li> <li>4. Explain the rights and responsibilities of citizenship.</li> <li>5. Plan ways a citizen can participate at the local, state, and national level.</li> </ol>

Standard	Objectives
<p><b>6.13</b> Examine the challenges of civic engagement in the contemporary world.</p>	<ol style="list-style-type: none"> <li>1. Define civic.</li> <li>2. Categorize the positive and negative impacts of new media resources when obtaining reliable information for informed decision making.</li> <li>3. Assess how growing concerns about security have impacted civil liberty protection.</li> </ol>
<p><b>6.14</b> Describe how civil rights and citizenship roles vary based on the culture and government of various nation-states.</p>	<ol style="list-style-type: none"> <li>1. Define civil and citizenship.</li> <li>2. Formulate an understanding of citizenship roles in sovereign nation-states within cultural regions of the world.</li> <li>3. Compare and contrast human rights and liberties of other sovereign nation-states to those in American founding documents.</li> <li>4. Compare and contrast the Declaration of Independence, the Constitution, and the Amendments with the United Nations' Universal Declaration of Human Rights.</li> </ol>

Standard	Objectives
<p><b>6.15</b> Explain the geographic patterns of economic interactions.</p>	<ol style="list-style-type: none"> <li>1. Define and give examples of primary, secondary, and tertiary economic activities in the United States and other countries.</li> <li>2. Define the factors of production.</li> <li>3. Illustrate traditional, command and market economic systems.</li> <li>4. Chart the characteristics of communism, socialism, and free enterprise by how they answer the three basic economic questions.</li> <li>5. Applying the concept of the basic economic questions contrast modern economic interactions with those from the past.</li> <li>6. Analyze the impact of globalization on modern economic interactions by investigating the origins of things such as personal belongings or various foods.</li> <li>7. Compare and contrast economic and social metrics of various countries (e.g., GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, Literacy Rates, Human Freedom Index, etc.).</li> </ol>

Standard	Objectives
<p><b>6.16</b> Formulate an understanding of the cultural regions of the world:</p> <ul style="list-style-type: none"> <li>• Western Europe</li> <li>• Eastern Europe</li> <li>• North America</li> <li>• Latin America</li> <li>• South Asia</li> <li>• East Asia</li> <li>• Middle East</li> <li>• North Africa</li> <li>• Sub-Saharan Africa</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the characteristics and development of culture.</li> <li>2. Describe the major aspects of culture (e.g., religion, beliefs, languages, practices, art, architecture, behaviors, etc.).</li> <li>3. Explain the significance of religious holidays and observances.</li> <li>4. Explain how culture changes as it is passed from one generation to the next.</li> <li>5. Investigate patterns of cultural diffusion.</li> </ol>

Standard	Objectives
<ul style="list-style-type: none"><li data-bbox="289 245 407 269">• Oceania</li></ul>	<ol style="list-style-type: none"><li data-bbox="831 245 1629 269">6. Investigate how food relates to geography and cultural diffusion.</li><li data-bbox="831 318 1850 375">7. Identify then contrast the major culture regions around the world to cultures within United States.</li></ol>