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2011 Mississippi Social Studies Framework

Mississippi Department of Education

2011 MISSISSIPPI SOCIAL STUDIES FRAMEWORK

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INTRODUCTION TO MISSISSIPPI SOCIAL STUDIES FRAMEWORK

PURPOSE

The purpose of the *2011 Mississippi Social Studies Framework* is to provide Mississippi teachers with a structure for planning and delivering instruction in a comprehensive and logical form. The over-arching goal of the *2011 Mississippi Social Studies Framework* is citizenship education in order to foster the development of life-long, responsible, accountable, global citizens in a democratic society.

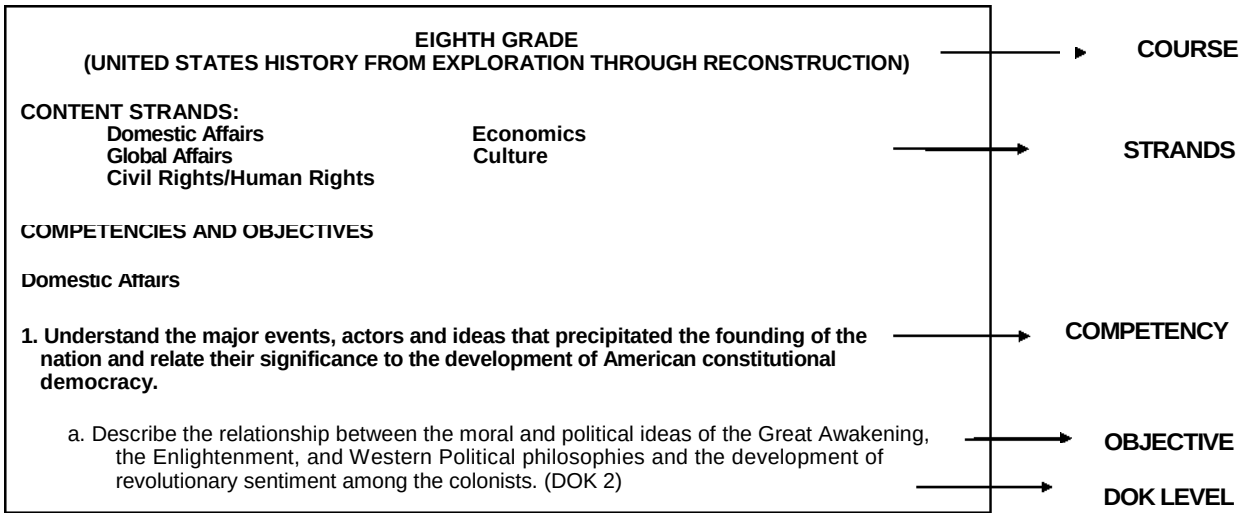
The *2011 Mississippi Social Studies Framework* is the basis for district curriculum development for K-12 teachers. The framework provides an outline of what students should learn and do in K-12 social studies classrooms. The curriculum replaces the previous social studies curriculum structure developed in 2004.

CYCLE

The pilot (optional) year is 2010-2011. Implementation of the curriculum framework begins in school year, 2011-2012.

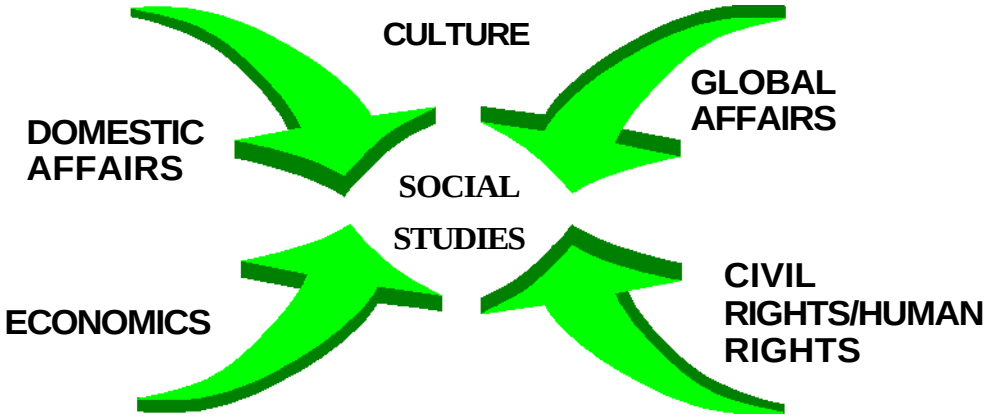
ORGANIZATION

The Framework is organized by grade level and elective courses are at the end of the document. A description of the purpose, focus, and an overview is found preceding each individual grade level and course. The *2011 Mississippi Social Studies Framework* is formatted as follows:



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 choices in the future. The *2011 Mississippi Social Studies Framework* is comprised of five (5) essential content strands: **DOMESTIC AFFAIRS, GLOBAL AFFAIRS, CIVIL RIGHTS/HUMAN RIGHTS, ECONOMICS,** and **CULTURE.**



New Strand- CIVIL RIGHTS/HUMAN RIGHTS

MS Code 37-13-193 requires the Mississippi Department of Education to work with the Mississippi Civil Rights Education Commission to incorporate civil rights/human rights education into the state's K-12 educational program. Civil rights/humans 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/human 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 Education Commission.

New Strand-CULTURE

The competencies and objectives in the culture strand aim to place historical events, actors, and prominent ideas in a cultural context. Students should be able to relate better to historical and contemporary events and see them as alive with possibility and open for critique.

Particular emphasis is placed on the role of mass culture (media, arts, religion, contemporary sentiments, etc.) in the shaping of society.

COMPETENCIES

Competencies are required to be taught and are printed in bold face type. Competencies are broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. Competencies in the framework are not ranked chronologically or in order of importance. The competencies may be combined and taught with other competencies throughout the school year. *The competencies are not intended to be a list of content skills that are taught once, tested, and recorded as "mastered"*. Competencies should be repeated through different units of study throughout the year.

OBJECTIVES

The objectives serve as a guide, indicating how competencies can be fulfilled through a progression of content and concepts at each grade level. Objectives should not be taught in isolation. Multiple objectives should be taught in a well-organized instructional activity or unit.

THE REVISION PROCESS FOR THE SOCIAL STUDIES FRAMEWORK

The Mississippi Social Studies Curriculum Writing Team was selected in May 2008 from nominations by school district superintendents and others. The purpose of the team was to revise the *2004 Mississippi Social Studies Framework and Guide* based on the Understanding by Design (UbD) approach. The team was composed of teachers, administrators, and university professors throughout Mississippi.

In order to gain a sufficient understanding of the direction of social studies education, the writing team reviewed the *National Council for the Social Studies Standards, The National Council of History Education Standards, The National Geographic Alliance Standards for Geography Education, the National Council on Economic Education Standards,* the Frameworks from the *2009 National Assessment of Educational Progress* (NAEP), standards for Advanced Placement programs, social studies standards from other states, current literature, and research. These resources served as a foundation for the development of the framework.

The Mississippi Department of Education solicited comment from the Norman Webb Group and other outside evaluators to assure a complete social studies program in content and skills with emphasis on global understandings and diversity and alignment with national standards.

DEPTH OF KNOWLEDGE

Each objective in the required courses of the *2011 Mississippi Social Studies Framework* has been assigned a Depth of Knowledge (DOK) level based on the work of Dr. Norman L. Webb. DOK levels help administrators, teachers, and parents understand the objective in terms of the complexity of what students are expected to know and do. Standards (i.e., competencies and objectives) vary in terms of complexity. Some objectives expect students to reproduce a fact or complete a sequence of steps, while others expect students to reason, extend their thinking, synthesize information from multiple sources, and produce significant work over time. Teachers must know what level of complexity is required by an objective in order to ensure that students have received prior instruction or have had an opportunity to learn content at the level students will be expected to demonstrate or perform. Classroom assessment items must be created to ensure that what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the objectives.

Depth of Knowledge (DOK) levels are used in the *2011 Mississippi Social Studies Framework*. The levels represent a hierarchy based on two main factors. One factor is sophistication and complexity. Sophistication will depend on the abstractness of the activity, the degree to which simple knowledge and skills have to be recalled or drawn upon, the amount of cognitive processing required, the complexity of the content concepts used, the amount of content that has to be recalled or drawn upon, the lack of routine, and the need to extend knowledge meaningfully or produce novel findings. The other factor is that students at the grade level tested have received prior instruction or have had an opportunity to learn the content. Objectives and assessment items that address complex knowledge can still have a low DOK level if the required knowledge is commonly known and students with normal instruction at a grade level should have had the opportunity to learn how to routinely (habitually) perform what is being asked.

The four levels of Depth of Knowledge (DOK) are described below.

Level 1 Recall of Information

Level 1 asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to —describe‖ and —explain‖ could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 —describe or explain‖ would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally level 1.

Level 2 Basic Reasoning

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; classify or sort items into meaningful categories; describe or explain issues and problems, patterns, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 —describe or explain|| would require students to go beyond a description or explanation of recalled information to describe or explain a result or —how|| or —why.||

Level 3 Application

Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond knowing —how and why|| to justifying the —how and why|| through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; using concepts to explain —how and why;|| using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Level 4 Extended Reasoning

Level 4 requires even more complex reasoning and the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. At this level the cognitive demands should be high and the work should be very complex. Students should be required to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task or product that the cognitive demands have been met. A Level 4 performance will require students to analyze and synthesize information from multiple sources, examine and explain alternative perspectives across a variety of sources and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 performance students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.

Many on-demand assessment instruments will not include assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4 when the task or response requires evidence that the cognitive requirements have been met.

UNDERSTANDING BY DESIGN

Understanding by Design (UbD) is a way of thinking about how to plan teaching and learning to achieve in-depth understanding.

It is an approach to curriculum that stresses transfer and meaning through _Big Ideas‘ as the point of learning. It stresses a _Backward Design‘ way of thinking about instruction: begin with complete clarity about learning goals, continue with inferring the assessment implied in those goals, and only then develop learning activities that honor the goals. In all of its elements, UbD emphasizes deep and flexible understanding, rather than rote recall or the mastery of discrete skills. The design approach honors the state curriculum frameworks, by factoring in the level of student performance to which the competencies aim.

Research shows clearly that the current emphasis on endless drills of basic skills, test preparation, and a content-driven curriculum does not sufficiently improve student performance. The point of skill and knowledge is to be able to use it, in challenging and engaging situations. In UbD, curriculum is designed with the end in mind which is the premier approach to this kind of framework.

SEQUENCE

Kindergarten	Self/Home
1st grade	Family/School
2nd grade	School/Neighborhood
3rd grade	Community/Local Government
4th grade	Mississippi Studies/Regions
5th grade	United States History from Pre-Columbian Era to Colonization
6th grade	World Geography and Citizenship
7th grade	World History from Pre-Historic Era to the Age of Enlightenment
8th grade	United States History from Exploration through Reconstruction

Suggested High School Sequence Options for Required Social Studies Courses

Grade Level	Option A	Option B	Option C
9th	Mississippi Studies/Economics	Introduction to World Geography/Economics	United States History from Post-Reconstruction to Present
10th	World History from the Age of Enlightenment to the Present	World History from the Age of Enlightenment to the Present	World History from the Age of Enlightenment to the Present
11th	United States History from Post-Reconstruction to Present	United States History from Post-Reconstruction to Present	Introduction to World Geography/Economics
12th	United States Government/Introduction to World Geography	Mississippi Studies/United States Government	Mississippi Studies/United States Government

Elective Social Studies Courses

(9th - 12th Grades)

- Advanced World Geography
- African-American Studies
- Community Service Learning
- Humanities
- Law Related Education
- Local Resource Studies
- Minority Studies
- Personal Leadership
- Problems in American Democracy
- Psychology
- Sociology
- Survey of World Religions

(7th - 12th Grades)

- Field Experiences
- Local Culture

Standards for Literacy in History/Social Studies 6-12

The Standards for Literacy in History/Social Studies 6-12 were developed as a part of the *Common Core State Standards for English/Language Arts* to compliment state standards in the area of social studies. The standards incorporate expectations of the types of reading and writing skills required of students to be prepared for college and/or a career path. Teachers are expected to reference the literacy standards when selecting informational texts and writing tasks for social studies courses.

KINDERGARTEN (SELF/HOME)

The major emphasis of kindergarten is to provide socialization experiences that help children bridge their home life with the group life of school. Teachers are preparing students to operate successfully in the 21st century. This is done by sensitizing children to a world of many diverse people, cultures, and changing environments.

Children need to begin to learn that rules are required for orderly social relationships. Awareness of self should be developed through face-to-face, successful experiences. Additionally, the concepts of self-esteem and citizenship skills should go hand-in-hand. Kindergarten focuses on the child and the home. Starting with what children know, comparisons can be made to broaden their world. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The framework is comprised of five content strands: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.** The content is expected to be taught by infusing social studies skills into the pedagogy of the course. The social studies curriculum should be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child‘s immediate geographic world and expanding to the world, using history, civics, and economics to develop the child‘s knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, the United States, and to the world.

The competencies, printed in bold face type, are the required learning standards for all students. Competencies do not have to be taught in the order presented in the framework. The competencies are presented in outline form for consistency and for easy reference throughout the framework. Competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. They may be combined and taught with other competencies throughout the school year. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. The competencies are not intended to be a list of content skills that are taught and recorded as —mastered.||

The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level indicated at the end of each objective gives an indication of the complexity of the mental processes necessary for students to perform in order to meet the learning goal of the objective.

KINDERGARTEN (SELF/HOME)

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand that ideas are represented by symbols.

a. Identify school, community, state and national symbols (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.). (DOK 1)
b. Identify the pledge of allegiance and patriotic songs as expressions of patriotism. (DOK 1)

Global/International Affairs

2. Understand self in relation to the location of people, places, and things.

a. Use terms related to location, direction, size, and distance (e.g., up, down, left, right, here, there, far, near, large, small, etc.). (DOK 2)
b. Identify representations of earth using technology, maps, and globes. (DOK 1)
c. Identify cardinal directions (i.e., north, south, east, west). (DOK 1)

Civil/Human Rights

3. Understand the concept of rights and responsibilities of a good citizen.

a. Define the terms —rights|| and —responsibility.||(DOK 1)
b. Distinguish between rights and responsibilities of individuals in relation to different social groups including, family, peer group, and classmates (e.g., courteous public behavior, honesty, self-control, respect for the rights and property of others, fairness, etc.). (DOK 2)
c. Name figures of authority and their position in upholding human and civil rights (e.g., parents, teachers, principal). (DOK 1)
d. State the importance of classroom and school rules and the consequences of failing to obey them (e.g., raising hand before speaking to eliminate noise and allow every person to be heard; follow school/classroom rules to prevent accidents). (DOK 1)

Economics

4. Understand the importance of making appropriate economic choices.

a. Classify items as personal wants or needs. (DOK 2)
b. Identify differences between purchasing and bartering (e.g., purchasing a toy at the store, trading baseball cards for a toy). (DOK 1)
c. Discuss the importance of careful use of classroom and home resources to avoid waste. (DOK 1)
d. Identify a variety of jobs (e.g., scientists, teachers, plumbers, lawyers, electricians, store clerks etc.) and their purposes (e.g., earn money to meet individual needs and wants, take care of others, etc.). (DOK 1)

Culture

5. Understand and discuss the traditions of various groups of people.

a. Identify historical figures of various cultures (e.g., Pocahontas, George Washington, Booker T. Washington, Daniel Boone, etc.). (DOK 1)
b. Describe ways people celebrate their diverse cultural heritages (e.g., literature, language, games, songs, dances, holidays, etc.). (DOK 1)
c. Name historically significant events as they relate to self and family (e.g., Independence Day, Veterans Day, Memorial Day, Thanksgiving, Martin Luther King, Jr. Day, Black History month, Presidents‘ Day, etc.). (DOK 1)

FIRST GRADE (FAMILY/SCHOOL)

The emphasis in first grade is to help children understand family life and structure, as well as roles of family members in a global setting. These essential family activities help children meet basic psychological needs. Variations in the way families live should be studied, for example, rural/urban/suburban, self-employed, unemployed, single-parent, retired, and various housing options. Children should learn that the family is the primary support group for people everywhere.

The socialization to school initiated in kindergarten is extended to first grade. The necessity for rules and laws should be taught as a natural extension of orderly group life. History can be presented through the family life structure. Also, the children need to become aware of the world beyond their neighborhood by studying other cultures. The globe and simple maps may be introduced to promote learning of these geographical concepts and relationships. It is essential at this level for the children to have hands-on activities and experiences.

The framework is comprised of five content strands: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.** The content is expected to be taught by infusing social studies skills into the pedagogy of the course. The social studies curriculum should be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child‘s immediate geographic world and expanding to the world, using history, civics, and economics to develop the child‘s knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, the United States, and to the world.

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The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level indicated at the end of each objective gives an indication of the complexity of the mental processes necessary for students to perform in order to meet the learning goal of the objective.

FIRST GRADE (FAMILY/SCHOOL)

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand the symbols, icons, and traditions of community, state, and nation.

a. Identify and explain the meaning of state and national symbols, icons, and traditions (e.g., the United States flag, bald eagle, Statue of Liberty, Uncle Sam, George Washington, Thanksgiving, saluting the flag, parades, etc.). (DOK 1)
b. Explain the general meaning of the pledge of allegiance. (DOK 1)
c. Identify and discuss songs that express the ideals of the United States of America. (DOK 1)

Global/International Affairs

2. Understand everyday life in different times and places around the world.

a. Use a map and/or globe to locate the local community, Mississippi, the United States, the seven continents, and the oceans. (DOK 1)
b. Identify and apply cardinal directions to maps (i.e., N, E, S, W). (DOK 2)
c. Identify past and present modes of transportation (air, land, and water) in places around the world (e.g., airplane, spacecraft, horse and buggy, walking, subway, train, etc.). (DOK 1)
d. Describe how location, weather, and the physical environment affect personal lifestyles (e.g., food, clothing, shelter, transportation, and recreational activities). (DOK 2)

Civil/Human Rights

3. Understand the rights and individual responsibilities of members of families and schools.

a. Give examples of the terms —rights|| and —responsibility.|| (DOK 1)
b. Explain why all humans have rights and responsibilities. (DOK 1)
c. Demonstrate responsible behavior of individuals in different social groups including, family, peer group, and classmates (e.g., courteous public behavior, honesty, self-control, respect for the rights and property of others, fairness, etc.). (DOK 2)
d. Identify and discuss the roles of figures of authority in upholding human and civil rights (e.g., parents, teachers, principal). (DOK 1)

e. Explain the necessity of rules and laws and the consequences of failing to obey them (e.g., raising hand before speaking to eliminate noise and allow every person to be heard; follow school/classroom rules to prevent accidents). (DOK 1)

Economics

4. Understand basic economic concepts and the role of individual choice in a free market economy.

a. Describe the concept of exchange and the use of money to purchase goods and services. (DOK 1)
b. Give examples of goods and services that people buy and use. (DOK 1)
c. Give examples of the choices people have to make about the goods and services they buy and sell and why they have to make choices. (DOK 2)
d. Identify the specialized roles and contributions of family members in the workplace (e.g., producing, transporting, and marketing goods and services). (DOK 1)

Culture

5. Understand the unique characteristics of a variety of families and cultures.

a. Discuss a variety of different religious, community, and family celebrations and customs. (DOK 2)
b. Describe celebrations held by members of the class and their families. (DOK 1)
c. Identify historical figures in various cultures and their characteristics (e.g., Abraham Lincoln, Geronimo, Davy Crocket, George Washington Carver, etc.). (DOK 1)

SECOND GRADE (SCHOOL/NEIGHBORHOOD)

Learning the importance of living in social groups in a global setting is the overall theme in second grade. The neighborhood is the students‘ own place in space. They need to learn how this place in space interacts with the rest of the world. Through the study of the neighborhoods, the student should learn basic human relationships such as sharing and caring, helping others in time of need, and living harmoniously with others.

By studying people in groups (e.g., neighborhoods) and in social functions, education, production, consumption, communication, and transportation will be understood. The necessity for rules and laws should be stressed and illustrated by examples from the everyday lives of children. Geographic concepts should be included, as well as studies of other cultures for a global perspective. Contrasting neighborhood life today with that of the past should be included to provide a historical perspective for the student.

The framework is comprised of five content strands: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.** The content is expected to be taught by infusing social studies skills into the pedagogy of the course. The social studies curriculum should be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child‘s immediate geographic world and expanding to the world, using history, civics, and economics to develop the child‘s knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, the United States, and to the world.

The competencies, printed in bold face type, are the required learning standards for all students. Competencies do not have to be taught in the order presented in the framework. The competencies are presented in outline form for consistency and for easy reference throughout the framework. Competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. They may be combined and taught with other competencies throughout the school year. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. The competencies are not intended to be a list of content skills that are taught and recorded as ―mastered.‖

The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level indicated at the end of each objective gives an indication of the complexity of the mental processes necessary for students to perform in order to meet the learning goal of the objective.

SECOND GRADE (SCHOOL/NEIGHBORHOOD)

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand the concept and development of government.

a. Define the terms —government|| and —voting.|| (DOK 1)
b. Identify the positions and persons who hold local, state, and national offices (e.g., Mayor, Governor, and President). (DOK 1)
c. Explain the voting process and how results are used. (DOK 1)
d. Identify the services provided by the government (public schools, fire departments, police departments). (DOK 1)

Global/International Affairs

2. Understand the locations of people, places, and environments and describe their characteristics.

a. Use a map of the North American continent to locate countries, oceans, Great Lakes, and mountain ranges. (DOK 1)
b. Identify the essential map elements including title, legend, intermediate directional indicators (NE, SE, NW, and SW), scale, and date. (DOK 1)
c. Use a grid map to locate specific places and geographic features in the neighborhood or community. (DOK 1)
d. Compare and contrast the effects of location, weather, and physical environment on the way people live (e.g., food, clothing, shelter, transportation, recreation). (DOK 2)

Civil/Human Rights

3. Understand the importance of individual actions and character traits that contribute to advancing civil/human rights.

a. Compare and contrast the terms —rights|| and —responsibilities.|| (DOK 2)
b. Define and give examples of some of the rights students have in the school (e.g., students have the right to come to school, to ask questions, to vote in class elections). (DOK 1)
c. Discuss the responsibilities of individuals in schools (e.g., respect for the rights and property of others, tolerance, honesty, self-control, compassion, participation in the

democratic process, work for the common good, fairness, etc.). (DOK 2)

d. Explain the role of people in authority (e.g., police officers, city officials, community leaders) in upholding human and civil rights. (DOK 1)
e. Participate in the development of classroom rules and defining the consequences of failing to obey them. (DOK 2)

Economics

4. Understand how the production, distribution, and consumption of human-made resources and natural resources contribute to the community.

a. Describe production and consumption of human-made goods and services (e.g., food production involves farmers, processors, distributors, weather, land, and water resources; automobile industry involves designers, engineers, welders, robots, etc.). (DOK 2)
b. Explain how limits on resources affect choices about production and consumption (e.g., farming vs. industrial production; relocating vs. commuting). (DOK 2)
c. Explain the roles of producers and consumers. (DOK 2)

Culture

5. Understand the unique characteristics of a variety of communities and cultures.

a. Identify and discuss expressions of culture evident in neighborhoods (e.g., art, music, literature, religion, food, dance, etc.). (DOK 2)
b. Compare and contrast neighborhoods to earlier generations in such areas as school, dress, manners, stories, games, and festivals drawing from biographies, oral histories, and folklore. (DOK 2)
c. Name historical figures of various cultures (e.g., Thomas Jefferson, Thomas Edison, Frederick Douglas, Harriet Tubman, Susan B. Anthony, etc.). (DOK 1)

THIRD GRADE (COMMUNITY/LOCAL GOVERNMENT)

The focus of study at the third grade level is the community in a global setting. Many aspects of social living take place in the community, which provides an excellent laboratory for the study of social life. Social functions such as production, transportation, distribution, communication, and government, including their international connections, should be emphasized. At the local, national, and international levels, the concepts of *dependence* and *interdependence* should be stressed. Geographic concepts and skills should be extended to include the interactions of human beings with the environment. Map reading skills and place location should be mastered. Emphasis should be given to the study of the history of the local community. The relevant social history and biographies of prominent local citizens are especially important. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The framework is comprised of five content strands: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.** The content is expected to be taught by infusing social studies skills into the pedagogy of the course. The social studies curriculum should be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child‘s immediate geographic world and expanding to the world, using history, civics, and economics to develop the child‘s knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, the United States, and to the world.

The competencies, printed in bold face type, are the required learning standards for all students. Competencies do not have to be taught in the order presented in the framework. The competencies are presented in outline form for consistency and for easy reference throughout the framework. Competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. They may be combined and taught with other competencies throughout the school year. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. The competencies are not intended to be a list of content skills that are taught and recorded as —mastered.||

The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level indicated at the end of each objective gives an indication of the complexity of the mental processes necessary for students to perform in order to meet the learning goal of the objective.

THIRD GRADE (COMMUNITY/LOCAL GOVERNMENT)

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand the role of rules and laws in our daily lives and the basic structure of the government at the local level.

a. Describe the three branches of government at the local level. (DOK 1)
b. Explain how and why the local government makes laws, carries out laws, determines whether laws have been violated, and determines consequences for those who break the laws. (DOK 2)
c. Explain the purpose of rules and laws and why they are important to a community (e.g. littering, noise, etc.). (DOK 2)
d. Identify services provided by local government. (DOK 1)
e. Discuss spatial and ecological perspectives in life situations (e.g., locating waste disposal in the community, organizing a recycling drive, measuring food disposal at the school, etc.). (DOK 2)

Global Affairs

2. Understand the interdependence of people, places, and environment that make up the local community.

a. Use social studies tools (e.g., time lines, maps, globes, compasses, graphs, grids, and technological resources, etc.) to describe the connections among the people, places, and environment of the community. (DOK 2)
b. Use maps and globes to find relative and absolute locations in regard to different communities (e.g., longitude, latitude, and spatial perspective). (DOK 1)

Civil Rights/Human Rights

3. Understand the historical circumstances and conditions of civil human rights struggles in local communities.

a. Identify important beliefs commonly held by Americans about themselves and their government (e.g., following individual rights and freedoms, common good, respect for law, importance of work, education, volunteerism, conflict resolutions, etc.). (DOK 1)
b. Explain why certain civic responsibilities (e.g., following civic protocol, celebrating historic figures, etc.) are important to individuals and to the community. (DOK 1)
c. Describe different ways people in a community can influence their local government. (e.g., voting, running for office, or participating in meetings). (DOK 1)

Economics

4. Understand basic economic concepts and their effects on our community.

a. Identify the ways in which a community depends upon other communities to provide for its wants and needs and goods and services. (DOK 2)
b. Define what a —tax|| is and the purpose of paying taxes. (DOK 1)
c. Identify resources and scarcity of resources within the community. (DOK 1)
d. Describe opportunity costs of choices made in the community. (DOK 2)
e. Describe the division of labor within the community (e.g., interdependence of various jobs and careers). (DOK 2)

Culture

5. Understand how the diversity of people and customs affects the local community.

a. Explain how cultural artifacts represent cultures in local communities. (e.g., pictures, animals, and masks.). (DOK 1)
b. Compare and contrast celebrations of various groups within the local community. (DOK 2)
c. Research and identify historical figures of various cultures (e.g., Martin Luther King, Jr., Betsy Ross, Franklin D. Roosevelt, Rosa Parks, etc.). (DOK 2)

FOURTH GRADE (MISSISSIPPI STUDIES/REGIONS)

The major emphasis of the fourth grade framework is Mississippi as an area of the earth and a political region. Mississippi should be studied in various contexts, including physical features, climate, agricultural production, industrial development, and economic productivity. Cultural regions of the past and present should be included. Basic social studies tools such as a map, a compass, and a globe should be utilized. History should be included in units of study to show how Mississippi has changed over time. Economic concepts such as *resources*, *scarcity*, and *exchange* should be used to show how regions in Mississippi and the world interact. Additionally, civic concepts should be developed and applied to those skills necessary for citizenship participation in a democratic society. Teachers are preparing students to operate successfully in the 21st century. This is done by sensitizing children to many diverse people, cultures, and changing environments.

The framework is comprised of five content strands: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.** The content is expected to be taught by infusing social studies skills into the pedagogy of the course. The social studies curriculum should be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child‘s immediate geographic world and expanding to the world, using history, civics, and economics to develop the child‘s knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, the United States, and to the world.

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The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level indicated at the end of each objective gives an indication of the complexity of the mental processes necessary for students to perform in order to meet the learning goal of the objective.

FOURTH GRADE (MISSISSIPPI STUDIES/REGIONS)

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand the purpose, roles, and responsibilities of state and federal government.

a. Distinguish among the three branches of government and their roles at local, county, state, and national levels. (DOK 2)
b. Explain how and why the state government makes, carries out, and enforces laws. (DOK 1)
c. Explain the responsibilities of state government to protect, educate, and maintain the public welfare of its citizens (e.g., responding to natural disasters). (DOK 2)
d. Demonstrate and analyze spatial and ecological perspectives in life situations (e.g., locating waste disposal in the community, organizing a recycling drive, etc.). (DOK 2)

2. Understand how geography, history, and politics have influenced the development of Mississippi.

a. Identify the major Native American groups (Chickasaw, Choctaw, and Natchez) found living in Mississippi by the first European explorers in the region and discuss their governmental and economic systems. (DOK 2)
b. Describe the process by which the Mississippi territory was admitted to the United States. (DOK 1)
c. Describe the development of slavery and opposition to slavery in Mississippi. (DOK 1)
d. Trace the events that led to the secession of Mississippi from the Union in 1861 and subsequently entering the Civil War. (DOK 1)

Global Affairs

3. Describe and illustrate geographic aspects of a region using fundamental geographic vocabulary.

a. Use social studies tools (e.g., time lines, maps, globes, compasses, graphs, grids, and technological resources, etc.) to describe the connections among the people, places, and environment of Mississippi and the southeastern region. (DOK 2)
b. Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc. (DOK 2)
c. Discuss Mississippi's global trade activities (e.g., imports, exports, interdependence, etc.). (DOK 1)

Civil Rights/Human Rights

4. Understand the roles, rights, and responsibilities of Mississippi citizens.

a. Distinguish between acceptable and unacceptable behaviors of a responsible citizen (e.g., courteous public behavior, respect for the rights and property of others, tolerance, self-control, participation in the democratic process, and respect for the environment, etc.). (DOK 2)
b. Identify historical figures (e.g., Fannie Lou Hamer, Medgar Evers, and Martin Luther King Jr., etc.), circumstances (e.g., slavery, abolition, segregation and integration, etc.), and conditions (e.g., The Great Migration, Trail of Tears, Women‘s Suffrage, etc.) related to the struggle for civil/human rights in Mississippi and their impact on Mississippi‘s society. (DOK 2)
c. Compare and contrast the benefits and challenges of unity and diversity among citizens of Mississippi. (DOK 2)

Economics

5. Understand how geographic and environmental factors influence life and work.

a. Compare the resources and scarcity of resources in a local region to other regions of Mississippi (e.g., Delta‘s rich soil vs. coastal waters). (DOK 2)
b. Describe the division of labor within Mississippi (e.g., government, industry, and agriculture). (DOK 1)
c. Describe the opportunity cost of choices made within Mississippi (e.g., cotton farming vs. soy bean farming, pasture land vs. industrial development, beaches vs. casinos, landfills vs. parks, etc.). (DOK 2)
d. Explain the benefits and challenges of global trade for Mississippi. (DOK 2)
e. Explain the connections between Mississippi and other states (e.g., economic and political borders such as the Natchez Trace, the Mississippi River, Gulf of Mexico, etc.). (DOK 2)
f. Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.). (DOK 2)

Culture

6. Understand diversity in Mississippi.

a. Describe the history of people who first lived in Mississippi. (DOK 1)
b. Identify the Mississippi artists, musicians and writers who have an impact on the state, nation and world. (DOK 1)
c. Analyze the impact and interactions among all groups throughout the history of Mississippi (e.g., European American, African American, Asian American, Native American, Hispanic, etc.). (DOK 3)

FIFTH GRADE
(UNITED STATES HISTORY FROM PRE-COLUMBIAN ERA TO COLONIZATION)

The fifth grade course of study focuses on the collective heritage of the people of the United States and the foundation of the American democratic society. The major emphasis of fifth grade United States history is on the important historical events, actors, and ideas that served to characterize the period before earliest encounters of explorers to the —new world|| through the period of European colonization of North America. Students should examine early settlements, the development of early colonization by various groups and the impact of those groups on the forming of our democratic nation.

The course will develop citizenship education through the study of ideals, principles, and practices of citizenship in a democratic society. Students should become familiar with the geography and economic development of various regions of the United States. Skill development should include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum should be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child‘s immediate geographic world and expanding to the world, using history, civics, and economics to develop the child‘s knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, the United States, and to the world.

The framework is comprised of five content strands: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.** The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence, and developing a solid command of major geographic features by interpreting physical and political maps of the United States and the world's continents.

The competencies, printed in bold face type, are the required learning standards for all students. Competencies do not have to be taught in the order presented in the framework. The competencies are presented in outline form for consistency and for easy reference throughout the framework. Competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. They may be combined and taught with other competencies throughout the school year. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. The competencies are not intended to be a list of content skills that are taught and recorded as —mastered.||

The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level indicated at the end of each objective gives an indication of the complexity of the mental processes necessary for students to perform in order to meet the learning goal of the

objective.

FIFTH GRADE
(UNITED STATES HISTORY FROM PRE-COLUMBIAN ERA TO COLONIZATION)

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand the people, events, and types of government associated with the development of the United States.

a. Differentiate among pre-Columbian civilizations (e.g., cliff dwellers, Pueblo people of the desert Southwest, American Indians of the Pacific Northwest, nomadic nations of the Great Plains, and the Woodland Peoples east of the Mississippi River) regarding their location, religious practices, political structures, and use of slaves. (DOK 3)
b. Cite evidence of the earliest explorations of the Western Hemisphere by the Vikings, including locations and time frame of their explorations. (DOK 3)
c. Identify significant European supporters (e.g., King Ferdinand and Queen Isabella) and explorers (e.g., Cortez, Ponce de Leon, Hernando De Soto) and the settlements they established (e.g., Roanoke, Jamestown, Plymouth). (DOK 3)
d. Connect the reasons for the establishment of the early colonies to the major individuals and groups responsible for the founding of those settlements (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). (DOK 3)
e. Discuss the structure of colonial governments (e.g., legislative bodies, town meetings, charters of individual freedoms and rights). (DOK 3)

Global/International Affairs

2. Understand global connections and explore issues, concerns, and possible solutions.

a. Locate physical features that influenced and impacted the migration, exploration and settlement in North America (e.g., continents, ocean currents, winds, forests, rivers, mountain regions). (DOK 3)
b. Describe the impact of geographic regions on Native American life and the ways in which Native American Nations interacted with one another. (DOK 3)
c. Locate on maps of North America and South America, land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. (DOK 3)

d. Explain the cultural, ecological, and economic impact of the Columbian Exchange on Europe, the Americas, and West Africa (e.g., widespread exchange of plants, animals, foods, human populations including enslaved people, communicable diseases, and ideas between the Eastern and Western hemispheres). (DOK 3)

Civil Rights/Human Rights

3. Understand how political, religious, and economic ideas and interests influenced the founding of the United States.

a. Explain how the need for religious, political, and economic freedom influenced the settlement of North America by Europeans. (DOK 2)
b. Analyze the relationship between early European settlers in America and the Native Americans they encountered in terms of conflict, cultural exchanges, property rights, and adoption of democratic ideas. (DOK 3)
c. Critique the development and impact of slavery in North America, including the causes, conditions, and effects on enslaved Africans in North America. (DOK 3)
d. Trace the development of democratic ideas that influenced the early colonies (e.g., Magna Carta and Mayflower Compact, etc.). (DOK 2)

Economics

4. Understand the impact of trade routes on emerging colonies in the Americas.

a. Describe economic activities within and among Native American cultures prior to contact with Europeans. (DOK 1)
b. Trace the North American and Atlantic trade routes that linked Africa, the West Indies, the North American colonies, and Europe and explain the economic impact of those routes. (DOK 1)
c. Use economic concepts (e.g., supply and demand, scarcity, interdependence, opportunity costs) to identify the economic motivations for European exploration and settlement in the Americas. (DOK 2)

Culture

5. Understand the contributions of the various cultures represented in pre-Columbian through colonial America.

a. Compare major Native American cultures in respect to geographic regions (e.g., Southeast, Northeast, Southwest, Pacific Northwest, and Plains), natural resources, government, economy, and religion. (DOK 2)
b. Explain the effect of colonization by Europeans on both European and Native American cultures. (DOK 2)
c. Draw conclusions about how cultures changed through cultural diffusion, invention, and innovation (e.g., navigational tools such as astrolabe and sextant, farming techniques, new agricultural products, holidays, religious beliefs and practices, government,

weaponry, etc.). (DOK 3)

SIXTH GRADE
(WORLD GEOGRAPHY AND CITIZENSHIP)

Using geography as a framework, the sixth grade course of study focuses on the rudiments of civic engagement. The course content is designed to provide a foundation for understanding global affairs and hemispheric concerns including current situations. The differing physical landscapes of the Western Hemisphere will be examined. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum should be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child‘s immediate geographic world and expanding to the world, using history, civics, and economics to develop the child‘s knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, the United States, and to the world.

The framework is comprised of five content strands: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.** The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence, and developing a solid command of major geographic features by interpreting physical and political maps of the United States and the world's continents.

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The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level indicated at the end of each objective gives an indication of the complexity of the mental processes necessary for students to perform in order to meet the learning goal of the objective.

SIXTH GRADE
(WORLD GEOGRAPHY AND CITIZENSHIP)

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand the responsibilities, duties, and functions of all three branches of government on a federal, state, and local level.

a. Differentiate among the three branches of government at the federal, state, and local level. (DOK 1)
b. Explain and analyze the concepts of separation of powers and checks and balances among the three branches of state and national governments. (DOK 2)
c. Research and summarize how the electoral process works in the United States government. (DOK 1)

2. Understand individual and civic duties and responsibilities of citizens of the United States.

a. Explain and give examples of the differences between natural-born citizens, naturalized citizens, and non-citizens. (DOK 1)
b. Differentiate between individual and civic duties/responsibilities of American citizens (e.g., Individual- respect for the rights of others, self-discipline, negotiation, compromise; Civic- respect for the law, patriotism, participation in the political process). (DOK 1)

3. Understand how the United States can benefit by individual and collective participation and by public service.

a. Investigate and discuss examples of how citizens participate in the political process. (DOK 2)
b. Explore and formulate a plan for civic and community action (e.g., recycling, supporting the military and veterans, helping the elderly, etc.). (DOK 3)

Global Affairs

4. Understand the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns.

a. Analyze information using social studies tools (e.g., timelines, time zones, maps, globes, graphs, political cartoons, tables, technology, etc.). (DOK 3)
b. Analyze relationships among people, places, and the environment by mapping information including trade patterns, governmental alliances, and immigration patterns. (DOK 3)

5. Understand the processes that shape the physical environment, including long-range effects of extreme weather phenomena and human activity (e.g., ocean and atmospheric circulation, movements of the sun, moon, and Earth, hurricanes, erosion, pollution, deforestation, etc.).

a. Compare and contrast the effects that human activity has on ecosystems throughout time. (DOK 2)
b. Analyze positive and negative effects that natural and human phenomena have on societies throughout the world. (DOK 3)
c. Assess and describe how governments and people prepare for natural disasters. (DOK 2)

Civil Rights/Human Rights

6. Understand the influences of historical documents (e.g., Magna Carta, Mayflower Compact, Declaration of Independence, Constitution, the Bill of Rights, the Emancipation Proclamation, etc.), events, and social movements on the rights of American citizens.

a. Compare and contrast the essential ideas of various historical documents that are important in shaping the values of American Democracy. (DOK 2)
b. Analyze how various philosophers influenced the writing of America‘s historical documents. (DOK 3)
c. Analyze political and social impacts of civil rights movements throughout the history of the United States (e.g., demonstrations, individual and group resistance, organizing efforts, and collective action/unity). (DOK 3)
d. Explain and analyze the current state of civil and human rights for all people in our nation (e.g., people with disabilities, minorities, gender, etc.). (DOK 3)
e. Explain how conflict, cooperation, and interdependence (e.g., social justice, diversity, mutual respect, and civic engagement) among groups, societies, and nations influenced the writing of early historical documents. (DOK 3)

Economics

7. Understand how geographic location affects the economic and political aspects of both the Eastern and Western Hemispheres.

a. Identify and describe economic activities of both hemispheres. (DOK 3)
b. Analyze how physical features of a region affect the economic and political development of a population. (DOK 3)

Culture

8. Understand how location affects the cultural aspects of both the Eastern and Western Hemispheres.

a. Identify and describe the hemispheres using the five themes of geography (e.g., location, place, human/environmental interaction, movement, and region). (DOK 1)
b. Analyze how physical features of a region affect the cultural development of a population. (DOK 2)

****Note: Districts may choose to divide this course into two semesters (geography/citizenship).

SEVENTH GRADE
(WORLD HISTORY FROM PRE-HISTORIC ERA TO THE AGE OF ENLIGHTENMENT)

Using geography as a framework, the seventh grade course of study focuses on the cultural and historical developments of the world from prehistoric times to the Age of Enlightenment in the 18th Century. The content explores themes from the earliest civilizations and trace the evolution of civilizations from clans, to kingdoms, to empires and individual nation/states. The course content should provide a foundation for understanding global affairs. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum should be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child‘s immediate geographic world and expanding to the world, using history, civics, and economics to develop the child‘s knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States, and to the world.

The framework is comprised of five content strands: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.** The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence, and developing a solid command of major geographic features by interpreting physical and political maps of the United States and the world's continents.

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SEVENTH GRADE
(WORLD HISTORY FROM PRE-HISTORIC ERA TO THE AGE OF ENLIGHTENMENT)

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand the biological and cultural processes that shaped the earliest human communities.

a. Examine a variety of scientific methods used by archaeologists, geologists, and anthropologists to determine the dates of early human communities. (DOK 2)
b. Investigate the approximate chronology and sequence of early hominid evolution in Africa from the Australopithecines to Homo erectus. (DOK 2)
c. Identify current and past theories regarding the processes by which human groups populated the major world regions. (DOK 1)
d. Discuss possible social, cultural, and/or religious meanings inferred from late Paleolithic cave paintings. (DOK 2)

2. Understand unique features of Asian, European and African civilizations and how they have impacted the development of those civilizations.

a. Identify and describe the following governmental forms: democracy, aristocracy/oligarchy, absolutism, constitutionalism, totalitarianism, monarchy and republic. (DOK 1)
b. Analyze the concept of "civilization" (e.g., the various criteria used to define "civilization"; fundamental differences between civilizations and other forms of social organization, such as hunter-gatherer bands, Neolithic agricultural societies, and pastoral nomadic societies; how Mohenjo-Daro meets criteria for defining civilization). (DOK 3)
c. Apply the five themes of geography (e.g., location, place, human/environmental interaction, movement, and region) to describe various civilizations in Asia, Europe and Africa. (DOK 3)

Global Affairs

3. Understand the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE.

a. Examine the significant events, actors, and trends among early Egyptian, Mycenaean, and Aryan cultures. (DOK 1)
b. Explain the emergence of civilizations in Southwest Asia, the Nile valley, India, China, and the Eastern Mediterranean and how they represented a decisive transformation in human history. (DOK 2)
c. Investigate and summarize how the introduction of technology affected the relationship between civilizations (e.g., Egyptians and the Hittites, etc.). (DOK 2)

4. Understand how large-scale empires arose in the Mediterranean Basin, China, and India from 500 BCE to 300 CE.

a. Identify the significant individuals and achievements of ancient Roman, Chinese, and India society. (DOK 1)
b. Analyze the influence of the economic and political framework of Roman society on global expansion of civilization (e.g., how Roman unity contributed to the growth of trade among lands of the Mediterranean basin; the importance of Roman commercial connections with Sub-Saharan Africa, India, and East Asia; the history of the Punic Wars and the consequences of the wars for Rome; the major phases of Roman expansion, including the Roman occupation of Britain). (DOK 3)
c. Explain the fundamental social, political, and cultural characteristics of Chinese society under early imperial dynasties. (DOK 2)
d. Explain the major religious beliefs and social framework in India during the Gangetic states and the Mauryan Empire. (DOK 2)

Civil Rights/Human Rights

5. Understand the civil and human development of various civilizations of Asia, Europe, and Africa from rise to fall.

a. Cite evidence of human social relations as to the cause of the fall of civilizations of Asia, Europe and Africa. (DOK 2)
b. Describe the relationship among various groups of people (e.g., peasants and aristocracy, dictators and common people, monarchs and subjects, men and women, Christians and Muslims, etc.) and how it may have characterized the societies in various regions in of Europe, Asia, and Africa from the fall of the Roman Empire through the Middle Ages. (DOK 2)
c. Analyze the evolution of human rights throughout the history of various civilizations (e.g., Hammurabi‘s Code, Plebeians of Rome, Magna Carta, etc.). (DOK 3)

Economics

6. Understand the economic processes that contributed to the emergence of early civilizations of Asia, Europe and Africa.

a. Analyze how local conditions affect agricultural, settlement, exchange and migration patterns in various regions of the world. (DOK 3)
b. Cite archaeological evidence of the social and cultural conditions of early civilizations in regions around the world and how they were influenced by the economic development of those regions. (DOK 2)

7. Understand how technological advances affected the economic development of civilizations of Asia, Europe and Africa.

a. Explain and analyze the technological advances of early man, such as irrigation, farming, and domestication of animals that led man from prehistory to civilization. (DOK 3)
b. Analyze the effects of technology on trade at different times throughout history. (DOK 3)

Culture

8. Understand how information concerning prehistoric and historic groups contributes to the study of a civilization's cultural development.

a. Analyze the significance of various archaeological and anthropological findings and historical sites (e.g., Champollion's discovery of Rosetta stone, Pompeii, Akrotiri, etc.). (DOK 3)
b. Compare and contrast the religions of Judaism, Christianity, Islam, etc. (DOK 2)
c. Explain how political and economic changes during the Middle Ages led to the Renaissance. (DOK 2)
d. Evaluate the effects of contact among cultures of Europe, Asia, and Africa (e.g., Crusades, explorations, trade, communication, technology, etc.). (DOK 3)

EIGHTH GRADE
(UNITED STATES HISTORY FROM EXPLORATION THROUGH RECONSTRUCTION)

The eighth grade course of study focuses on the historical development of the United States from Exploration through Reconstruction. Examining the events involving Native Americans and various European settlers, students should understand origins of political ideas which led to the development of our democratic society and critical events in the founding of the United States. Students should discover how conflicts over political and economic ideologies marked the course of United States history through the Reconstruction period.

The social studies curriculum should be taught in a developmental sequence. This means the instruction proceeds from the simple to the complex, beginning with the child‘s immediate geographic world and expanding to the world, using history, civics, and economics to develop the child‘s knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States, and to the world.

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EIGHTH GRADE
(UNITED STATES HISTORY FROM EXPLORATION THROUGH RECONSTRUCTION)

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand the major events, actors and ideas that precipitated the founding of the nation and relate their significance to the development of American constitutional democracy.

a. Describe the relationship between the moral and political ideas of the Great Awakening, the Enlightenment, and Western Political philosophies and the development of revolutionary sentiment among the colonists. (DOK 2)
b. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of protecting individual rights (e.g., phrases such as —all men are created equal, that they are endowed by their Creator with certain unalienable Rights||). (DOK 3)
c. Explain major events (The Stamp Act, The Intolerable Acts, Boston Tea Party, First Continental Congress, etc.) that led to the beginning of the American Revolutionary War. (DOK 2)
d. Compare and contrast the major documents and works (e.g., Magna Carta, Declaration of Independence, Articles of Confederation, the United States Constitution, Bill of Rights, *the Federalist Papers*, etc.) that laid the foundation for American democracy. (DOK 2)
e. Describe and explain the role of the Founding Fathers (e.g., Washington, Adams, Hamilton, Jefferson) and their impact on the development of America‘s political landscape. (DOK 2)

2. Understand how technology, geography, and social conflict has impacted the development of the United States.

a. Discuss the influence of industrialization and technological developments in the various regions of the U.S., including human changes to the landscape and how the physical geography affected human actions (e.g., growth of cities, deforestation, farming, mineral extraction). (DOK 2)
b. Cite evidence and evaluate the importance of improvements in transportation and communication (e.g., steamboats, railroads, canals, telegraph, etc.) in the development

of American society. (DOK 3)

c. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees‘ —Trail of Tears,|| settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades. (DOK 2)
d. Trace the origins and development of slavery; its effects on African Americans and on the nation‘s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it. (DOK 2)
e. Analyze the causes, key events, and consequences of the Civil War. (DOK 3)
f. Evaluate and examine the Reconstruction Era (using primary and secondary sources such as political cartoons, documents, letters, etc.). (DOK 3)

Global Affairs

3. Understand how geography and politics have influenced the historical development of the United States in the global community.

a. Examine the exploration and colonization periods of the United States using social studies tools (e.g., timelines, time zones, maps, globes, graphs, political cartoons, tables, technology, etc.). (DOK 2)
b. Analyze how the American Revolution impacted other nations, (e.g. France, Canada, Spain, Mexico, etc.). (DOK 3)
c. Analyze U.S. foreign policy in the early period prior to reconstruction. (DOK 3)

Civil Rights/Human Rights

4. Understand the impact of American ideals and institutions on the development of American democracy.

a. Analyze how conflict, cooperation, and interdependence (e.g., social justice, diversity, mutual respect, and civic engagement) among groups, societies, and nations influenced the writing of early historical documents. (DOK 3)
b. Study the lives of formerly enslaved African Americans who gained freedom in the North and founded schools and churches to advance their rights and communities. (DOK 2)
c. Examine the women‘s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony). (DOK 2)
d. Research and analyze political and social impacts of civil rights movements throughout the history of the United States pre-Reconstruction era (e.g., slave revolts, abolitionist movement, protests over British taxation in the colonies, individual and group resistance, organizing efforts, and collective action/unity). (DOK 3)

Economics

5. Understand the interaction of individuals, families, communities (microeconomics), businesses, and governments (macroeconomics) and the potential costs and benefits to the United States economy.

a. Compare and contrast the economic factors that led to the development of America (e.g., exploration, colonization, immigration, sectionalism, industry in the North vs. agriculture in the South, tariffs, etc.). (DOK 2)
b. Analyze and evaluate the causes and effects of the Industrial Revolution, Westward Expansion, and immigration on the United States (e.g., inventions, railroads, canals, roads, gold rush, etc.). (DOK 3)

Culture

6. Understand the purposes and principles embodied in the ideals and values of American society.

a. Evaluate the value and the challenge of diversity in American life. (DOK 3)
b. Assess the importance of certain character traits in a democracy, such as civility, nationalism, freedom, authority, justice, equality, responsibility, etc. (DOK 3)
c. Examine how American society has been influenced culturally by exploration, immigration, colonization, sectionalism, religious and social movements, etc. (DOK 3)

MISSISSIPPI STUDIES

-one half credit-

Mississippi Studies is a one semester course designed to foster appreciation for the state, its history and its culture. The content will include the geographic, historic, economic, political, and social events that have contributed to the state‘s development.

The course traces Mississippi‘s economic transition from agriculture to industry and its effort to expand participation of all its citizens in the political process. The course includes the study of the diverse contributions of the citizens of the state. Additionally, civic concepts should be developed in order to encourage active participation in the political process of the state and nation.

The framework is comprised of five content strands: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.** The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence in support of a clearly defined thesis, and developing a solid command of major geographic features by interpreting physical and political maps of Mississippi, the United States and the world's continents.

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MISSISSIPPI STUDIES

- one half credit -

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand how geography, history, and politics have influenced the development of Mississippi.

a. Identify the major (Chickasaw, Choctaw, and Natchez) and minor (Biloxi, Tunica) Native American groups found living in Mississippi by the first European explorers in the region and discuss their governmental, economic and ecological systems. (DOK 1)
b. Describe the social, economic and political context of Mississippi when it was held by France, England and Spain and describe the process by which the Mississippi territory was admitted to the United States. (DOK 1)
c. Analyze the development of slavery in Mississippi including the various factors (economic, geographic, and social) that contributed to its development and explain the opposition to slavery in Mississippi. (DOK 2)
d. Trace the events that led to the secession of Mississippi from the Union in 1861 and explain why certain groups opposed the secession. (DOK 1)
e. Compare and contrast the four constitutions of Mississippi and explain the reasons for their development. (DOK 2)
f. Identify and locate major geographical features of Mississippi and how they contribute to the social and economic development of the state. (DOK 1)

2. Understand the major responsibilities of state and local government and how they are executed.

a. Identify and describe the duties of the three branches of state government in Mississippi. (DOK 1)
b. Examine the various forms of local governments (i.e., city managers, municipal supervisors, mayor/city council, etc.) and evaluate how they help meet the needs of local communities. (DOK 2)

Global Affairs

3. Understand the role that Mississippi has played in international, political, and economic affairs.

a. Cite specific evidence of Mississippi's involvement (through imports and exports) in the global economy including communication, technology, transportation, education and manufacturing. (DOK 2)
b. Cite evidence of the growing international diversity of the Mississippi population by identifying the various immigrant groups in Mississippi during the 20th and 21st centuries and analyze their motivations (or push-pull factors) for migrating to the state. (DOK 2)

Civil Rights/Human Rights

4. Understand and describe the historical circumstances and conditions that necessitated the development of civil rights and human rights protections and/or activism for various minority groups in Mississippi.

a. Compare and contrast *de facto* segregation and *de jure* segregation in Mississippi from 1890 to the present, including the rise of Jim Crow era events and actors (i.e., Ross Barnett, James Eastland, the integration of University of Mississippi, Sovereignty Commission, etc.), and their impact on Mississippi's history and contemporary society. (DOK 2)
b. Identify and explain the significance of the major actors, groups and events of the Civil Rights Movement in the mid 20th century in Mississippi (i.e., Fannie Lou Hamer, Medgar Evers, Dr. T.R.M. Howard, James Meredith, Freedom Rides, Freedom Summer, Mississippi Freedom Democratic Party, COFO, CORE, etc.). (DOK 2)
c. Compare and contrast the development and resulting impact of civil rights movements (e.g., women's suffrage, African American liberation, Native American citizenship and suffrage, immigration rights, etc.) in Mississippi. (DOK 2)
d. Investigate and describe the state government's responses to the *Brown v. Board of Education of Topeka, Kansas* Supreme Court decision in the 1950s, 1960s and 1970s. (DOK 2)

Economics

5. Understand the importance of how geography, history, and politics affect the economic life of Mississippi from the past to the present.

a. Identify and analyze the economic development over time of major industries in Mississippi (including but not limited to agricultural production, manufacturing, rise of machines, boll weevil, development of natural resources, international investments, the Great Migration, etc.). (DOK 3)
b. Analyze the economic impact of the Civil War on Mississippi. (DOK 3)
c. Explain the reasons why Mississippi became more industrialized in the mid-20th century.

(DOK 1)

d. Analyze the current trends and historic record of poverty and wealth distribution in Mississippi. (DOK 3)

Culture

6. Understand the trends, ideologies, and artistic expressions in Mississippi over time and place.

a. Examine the cultural impact of Mississippi artists, musicians and writers on the state, nation and world. (DOK 2)
b. Analyze the ways Mississippians have adapted to change and continue to address cultural issues unique to the state (e.g., the establishment of historical and commemorative markers for Civil Rights Movement and Confederate icons). (DOK 3)
c. Analyze the impact of religious traditions upon the daily lives of Mississippians from the era of European exploration to the present. (DOK 3)

UNITED STATES GOVERNMENT

-one half credit-

Government and Civic Engagement should provide students with an understanding of civic life, politics, and the constitutional process. It should also provide a basis for understanding the rights and responsibilities of citizens and a framework for competent and active participation. The formal curriculum should be augmented by related learning experiences in both school and community.

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UNITED STATES GOVERNMENT

-one half credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other important documents of American democracy.

a. Explain how the U.S. Constitution calls for a system of shared powers, specifies the role of organized interests, details checks and balances, and explains the importance of an independent judiciary, enumerated powers, rule of law, federalism, and civilian control of the military. (DOK 2)
b. Explain how the Founding Fathers‘ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed. (DOK 2)

2. Understand the roles and responsibilities of the three branches of government as established by the U.S. Constitution.

a. Analyze Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. (DOK 2)
b. Analyze Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers. (DOK 2)
c. Analyze Article III of the Constitution as it relates to judicial branch, including the length of terms of judges and the jurisdiction of the Supreme Court. (DOK 2)

3. Understand the meaning, scope, and limits of rights and obligations of democratic citizenship and that the relationships among democratic citizens and government are mutable.

a. Explain the individual‘s legal obligations to obey the law, serve as a juror, and pay taxes. (DOK 1)

b. Explain the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service. (DOK 1)
c. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements). (DOK 1)
d. Explain how the Constitution can be amended. (DOK 1)

Global Affairs

4. Understand the origins and characteristics of different political systems across time and place, with emphasis on the quest for political democracy, its advances, and its obstacles.

a. Explain how the different ideas and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices. (DOK 3)
b. Identify the forms of illegitimate power that some twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them. (DOK 1)
c. Analyze the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow Communist governments in Czechoslovakia, Hungary, and Poland, including the roles of movement leaders and individuals. (DOK 3)

Civil Rights/Human Rights

5. Understand the role that governments play in the protection, expansion, and hindrance of civil/human rights of citizens.

a. Explain Supreme Court rulings that have resulted in controversies over changing interpretations of civil rights, including those in *Plessy* v. *Ferguson, Brown* v. *Board of Education, Miranda* v. *Arizona, Regents of the University of California* v. *Bakke, Adarand Constructors, Inc.* v. *Pena, and United States v. Virginia* (VMI). (DOK 2)
b. Explain the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government. (DOK 2)
c. Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and landmark Amendments (e.g., 13th, 14th, 15th, 19th, 26th) and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy). (DOK 3)

Economics

6. Understand how some American Governmental actions protect and expand the economic interest of American individual citizens, corporations and society in general.

a. Critique whether certain governmental acts, such as the Sherman Anti-trust Act and the North American Free Trade Agreement, promote the —common welfare|| of the United States as stated in the preamble to the Constitution. (DOK 3)
b. Cite evidence and explain how the American Governmental policies of containment and democratic expansion serve as means of expanding and protecting the economic interests of the United States. (DOK 2)
c. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one‘s work; right to join or not join labor unions; copyrights and patents). (DOK 2)

Culture

7. Understand the fundamental values and principles of a civil society and how they are influenced by and reflective of the culture of the people in the society and understand the meaning and importance of those values and principles for a free society.

a. Analyze how a civil society makes it possible for people, individually or collectively, to influence government in ways other than voting and elections (e.g., Lobbying, Political Action Committees, —Political Art||/political cartoons, protest songs, plays, movies, novels, etc.). (DOK 3)
b. Explain how religion and religious diversity has characterized the development of American democracy. (DOK 2)
c. Analyze the influence of the media on American political life. (DOK 3)

INTRODUCTION TO WORLD GEOGRAPHY

-one half credit-

The Introduction to World Geography framework requires that student learning focus on understanding the systems and processes that produce the features and patterns that lie on Earth‘s surface and appear on maps and globes. Identification of map features and place locations carries little value unless it facilitates student learning of these underlying systems and process. The primary purpose of the course is to build systematic understanding of how Earth‘s physical and human geography came to be and continues to evolve.

While learning about geographic systems and processes, the following themes should be included throughout the course: the relationships and interdependencies among countries that are produced by global political, socio/cultural, and economic systems; the dynamic interactions between human activity and the physical environment; human use of resources and how changes occur in the definition of resources; and the importance of culture in shaping the unique ways of life in places and regions around the world. Students should also become knowledgeable of the diversity of human experience; capable of living, prospering, and meeting individual and societal needs in a globalizing world; familiar with the importance of place and how places change over time; and aware of geospatial technologies such as GIS, GPS, remote sensing, and digital maps.

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INTRODUCTION TO WORLD GEOGRAPHY

-one half credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand the role of the United States in the world geo-political system.

a. Recognize the effects of U.S. public opinion and U.S. policies on other peoples and countries around the world. (DOK 1)
b. Analyze the ways that public policy makers in the United States manage post Cold War tensions between the U.S. as a world superpower and other countries and organizations as emerging powers. (DOK 3)

Global Affairs

2. Understand the physical environments in the United States and the world along with the processes that shape them and the problems they present to human occupation and use.

a. Identify and explain the concepts and processes that effect physical environments around the world and explain the subsequent patterns and distributions of natural resources and physical environmental changes that result from those processes. (DOK 3)
b. Recognize problems associated with the complex interactions between human activity and the physical environments around the world (e.g., natural hazards, drought and redistribution of water, agricultural production and food security, movement of air and water pollution). (DOK 2)

3. Understand how population, migration, culture, economics, urbanization, and political factors produce complex networks and systems of human activity around the world.

a. Recognize and explain the concepts and processes (e.g., location, space, economy, development of a —nation-state||, etc.) that shape the patterns and distributions of human activity around the world. (DOK 2)
b. Identify the characteristics of human settlements around the world, sort them into categories (e.g., urban, suburban, rural, gentrified, slums, etc.), and analyze how each type of settlement develops and is sustained through time. (DOK 3)

c. Recognize and explain how the human forces of contact, cooperation, and conflict influence the division and control of earth‘s land and resources. (DOK 2)

Civil Rights/Human Rights

4. Understand civil rights and human rights in the contemporary world.

a. Identify and describe the social and economic circumstances of the world‘s indigenous peoples and assess the causes and effects of those circumstances. (DOK 2)
b. Describe how processes of structural racism (e.g., social justice, environmental racism, power relations, the gap between rich and poor, migration streams) operate in diverse places and with various groups of people around the world. (DOK 2)

Economics

5. Understand economic development, economic globalization and global resource use.

a. Use maps and other geographic representations, tools, and technologies to explain the geographic reasons of economic interactions among people, places, and environments of the world. (DOK 2)
b. Identify world patterns of resource distribution and utilization and evaluate the impacts of global economic interdependence (e.g., regional trade agreements, outsourcing, global division of labor). (DOK 3)
c. Categorize human livelihoods (agriculture, manufacturing, services, etc.) and distinguish between wage-earning and subsistence economies. (DOK 2)
d. Identify and analyze the ways in which innovations in transportation and communication networks impact the world. (DOK 3)

Culture

6. Understand the characteristics, distribution, and complexity of Earth’s cultural mosaics.

a. Identify processes of divergence and convergence of cultures. (DOK 1)
b. Assess the ways in which places and regions contribute to the creation of individual and social identity. (DOK 2)
c. Identify major culture regions of the world and explain how the characteristics of each give it a distinctiveness that sets it apart from the others. (DOK 2)

WORLD HISTORY FROM THE AGE OF ENLIGHTENMENT TO THE PRESENT

-one credit-

World History: from the Age of Enlightenment to the Present is based on prior knowledge of ancient history to the Age of Enlightenment. This course focuses on the development, connections, and global influences of the ―Western World‖. Europe and the United States historic global activity and how that activity has characterized the development of the rest of the world are emphasized. Connections to other countries/continents and to the modern world are made as well.

The framework is comprised of five content strands: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.** The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence in support of a clearly defined thesis, and developing a solid command of major geographic features by interpreting physical and political maps of Mississippi, the United States and the world's continents.

The competencies, printed in bold face type, are the required learning standards for all students. Competencies do not have to be taught in the order presented in the framework. The competencies are presented in outline form for consistency and for easy reference throughout the framework. Competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. They may be combined and taught with other competencies throughout the school year. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. The competencies are not intended to be a list of content skills that are taught and recorded as ―mastered.‖

The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level indicated at the end of each objective gives an indication of the complexity of the mental processes necessary for students to perform in order to meet the learning goal of the objective.

WORLD HISTORY FROM THE AGE OF ENLIGHTENMENT TO THE PRESENT

-one credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand different political systems in the Modern Western World and their impact on the respective societies that adopted them.

a. Compare and contrast governmental forms (Democracy, aristocracy/oligarchy, absolutism, constitutionalism, totalitarianism, monarchy and republic) as practiced by the societies that adopted them over time. (DOK 2)
b. Compare and contrast the ideologies and practices of communism, socialism, liberalism, fascism, nationalism, and imperialism. (DOK 2)
c. Analyze the different governmental systems of countries in Europe, Asia, and the Americas (e.g., Fascism in Italy and Germany, Communism in Russia and China, Democracy in the United States, Monarchy in England, etc.) since the Age of Enlightenment in terms of the main factors that contributed to their rise and fall. (DOK 4)

2. Understand the impact of political, technological, economic, cultural, religious, and demographic changes within the global community.

a. Analyze and explain the origins, spread, and impact of the First and Second Industrial Revolutions. (DOK 3)
b. Explain, by drawing on different political and cultural contexts, the evidence of the tensions between religions, within religions, and between secularism and religion. (DOK 2)
c. Describe the nature of the transitions from one governmental form to another (e.g., violent, non-violent, ideological, economic). (DOK 2)
d. Analyze international demographic trends (population growth, decline, movement) and their relationship with the development of various societies around the world. (DOK 2)

Global Affairs

3. Understand causes and consequences of contact, cooperation, and conflict (e.g., diplomatic, economic, political, cultural/ethnic, military, biological) between various societies, nations, and groups of people.

a. Analyze the role of imperialism and industrialism as factors in the rise of global conflict since the Age of Enlightenment. (DOK 3)
b. Critique the successes and failures of initiatives to create international security (e.g., Bourbon Family Compact, Concert of Europe, Holy Alliance, League of Nations, United Nations, SEATO, Non-Aligned States, etc.). (DOK 3)
c. Analyze the causes, effects, and unique features of World War I and World War II in terms of the changes in diplomatic relationships among the various countries involved. (DOK 3)
d. Describe the causes of the Cold War and its effects on contemporary world affairs. (DOK 2)

4. Understand that increased interactions among people have resulted from: technological and communication innovation, political and economic change, and demographic and climate change.

a. Compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty. (DOK 3)
b. Identify the various locations of colonial rule of nations such as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States and analyze the colonial relationships of each. (DOK 3)
c. Analyze the integration of countries into the global community and the roles of demographic change, climate change, medical advances, and cultural exchange in that integration. (DOK 3)
d. Analyze the international developments in the post–World War II world in terms of global economic, military, and political power shifts (e.g., developments of nationalism in Africa and the —Middle East||, the effects of the Truman Doctrine and the Marshall Plan in Southeast Asia, the collapse of the Soviet Union, etc.). (DOK 4)

Civil Rights/Human Rights

5. Understand rights in society and changing conception of rights (civil or human).

a. Differentiate between civil rights and human rights in their historical contexts (e.g., the Enlightenment, American and French Revolutions, Colonial Independence Movement--such as the Free India Movement, and movements in Latin America). (DOK 2)

b. Describe the role and impact of international civil rights movements and leaders (e.g., Gandhi, Tiananmen Square protests, Tibetan Freedom Fighters, Ras Tafari Movement, etc.) on the colonized countries in places such as Africa, Caribbean/South America, and Southeast Asia, etc., in appeals for independence. (DOK 2)
c. Identify and distinguish between the methods of proponents of civil or human rights and the methods of their opponents since the Age of Enlightenment (e.g., Rousseau, Wollstonecraft, Blanqui, anarchists, Gandhi, Ho Chi Minh, Cesar Chavez). (DOK 2)

Economics

6. Understand the economic causes and patterns of global change in the era of New Imperialism in Africa, Southeast Asia, China, India, Latin America, and the Philippines.

a. Assess the role that scarce resources, the quest for —markets||, and technological innovation have played in conflicts between states and/or empires since the Age of Enlightenment. (DOK 3)
b. Analyze the role of imperialism, geography, and market economies in the development of the economies of —third world|| nations in Africa, Southeast Asia, Latin America and the Philippines. (DOK 3)

7. Understand the development of various economic systems through time and place and how those systems have shaped global relations.

a. Analyze the integration of countries into the world economy and roles of the informational, technological and communication revolutions (e.g., steamship, the telegraph, television, satellite, and computer) in that integration. (DOK 3)
b. Cite evidence of how the world has evolved from a multitude of economic systems to a global interdependent economy. (DOK 2)
c. Draw conclusions using examples of how governments, international institutions (e.g., Napoleon‘s Continental System, GATT), and private corporations (e.g., East India Company) have sought to regulate economics since the Age of Enlightenment. (DOK 3)

Culture

8. Understand the cultural trends, religious ideologies and artistic expressions of various world cultures through time and place.

a. Assess the impact of the Scientific Revolutions on society and culture. (DOK 3)
b. Cite evidence to illustrate cultural fusion and exchange on an international scale (e.g., influence of non-Western cultures on the West, the influence of the West on non-Western cultures, and other cross-fertilization between cultures) from the 18th century to the present. (DOK 2)

c. Examine cultural artifacts to illustrate the relationship between major artistic trends (e.g., Romanticism, Modernism, and Expressionism) in their historical contexts (e.g., political, intellectual, social, economic). (DOK 2)
d. Analyze the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity in the development of Western political thought. (DOK 3)

UNITED STATES HISTORY FROM POST-RECONSTRUCTION TO PRESENT

-one credit-

The United States History from Post-Reconstruction to Present framework requires students to examine the major turning points in American history from the period following Reconstruction throughout the Twentieth Century and entering into the new millennium. Specific themes should be emphasized throughout the course focusing on the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the federal government and Federal Reserve System in the economy; the impact of technology and industry on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial and ethnic minorities and women; and the role of the United States as a major world power.

The instructional approach should provide opportunities for students to examine American culture, including religion, literature, art, drama, and the mass media. Students should also become knowledgeable of the civic affairs of the community; capable actors in local, state and federal political affairs; aware of cultural differences and cultural freedom; knowledgeable of the diversity of human experience; and capable of living and prospering in a global economy.

The framework is comprised of five content strands: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.** The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence in support of a clearly defined thesis, and developing a solid command of major geographic features by interpreting physical and political maps of the United States and the world's continents.

The competencies, printed in bold face type, are the required learning standards for all students. Competencies do not have to be taught in the order presented in the framework. The competencies are presented in outline form for consistency and for easy reference throughout the framework. Competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. They may be combined and taught with other competencies throughout the school year. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. The competencies are not intended to be a list of content skills that are taught and recorded as —mastered.||

The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time.

Beginning in the 2011-2012 school year, the Mississippi Subject Area Test for U.S. History will be aligned to these competencies and objectives. At least fifty percent of the test items on the state assessment must match the Depth of Knowledge (DOK) level assigned to the objectives for each competency. The DOK level is indicated at the end of each objective.

UNITED STATES HISTORY FROM POST-RECONSTRUCTION TO PRESENT

-one credit-

CONTENT STRANDS

Domestic Affairs **Economics**
Global Affairs **Culture**
Civil Rights/Human Rights

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand the evolution of the American political system, its ideals, and institutions post-reconstruction.

a. Cite and analyze evidence that the United States Constitution is a —living|| document as reflected in Supreme Court cases, Amendments, and presidential actions. (DOK 3)
b. Analyze and evaluate the impact of presidential policies and congressional actions on domestic reform. (DOK 3)
c. Explain and analyze the expansion of federal powers. (DOK 3)
d. Analyze and evaluate the ongoing tension between individual liberty and national security. (DOK 3)

2. Understand major social problems and domestic policy issues in post-reconstruction American society.

a. Explain how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force. (DOK 2)
b. Trace the response of American institutions such as government and non-profit organizations to environmental challenges such as natural disasters, conservation and pollution, and property rights (including but not limited to the expansion of the national park system, the development of environmental protection laws, and imminent domain). (DOK 2)
c. Compare and contrast various social policies such as welfare reform and public health insurance and explain how such social policies are influenced by the persistence of poverty. (DOK 2)

Global Affairs

3. Understand how the global position of the United States has evolved as a result of imperialism, economics, technological changes, and involvement in international wars and conflicts.

a. Analyze the effects of imperialism on the foreign policy of the United States from Reconstruction to World War I. (DOK 3)
b. Compare and contrast the arguments between the imperialists and anti-imperialists in the late 19th century and justify why the imperialists prevailed. (DOK 3)
c. Draw conclusions about the causes and effects of American involvement in the world wars. (DOK 3)
d. Analyze the origins and development of the Cold War between the United States and the Soviet Union and their respective allies, including ideology, technology, economics, and geography. (DOK 3)
e. Explain and analyze America‘s role in international organizations, humanitarian relief, and post-war reconstruction efforts throughout the 20th century. (DOK 3)
f. Analyze and evaluate the causes and effects of the United States‘ growing involvement in the Middle East and the Persian Gulf. (DOK 3)

Civil Rights/Human Rights

4. Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups, and individuals with disabilities).

a. Analyze the issues that gave rise to the Civil Rights Movement from post-reconstruction to the modern movement. (DOK 3)
b. Trace the major events of the modern movement and compare and contrast the strategies and tactics for social change used by leading individuals/groups. (DOK 2)
c. Analyze the response of federal and state governments to the goals (including but not limited to ending *de jure* and *de facto* segregation and economic inequality) of the Civil Rights Movement. (DOK 3)
d. Evaluate the impact of the Civil Rights Movement in expanding democracy in the United States. (DOK 3)
e. Compare and contrast the goals and objectives of other minority and immigrant groups to those of the Civil Rights Movement led predominantly by African-Americans. (DOK 2)
f. Cite and analyze evidence of the political, economic, and social changes in the United States that expanded democracy for other minority and immigrant groups. (DOK 3)

Economics

5. Understand the continuing economic transformation of the United States involving the maturing of the industrial economy, the expansion of big business, the changing demographics of the labor force, and the rise of national labor unions and industrial conflict.

a. Evaluate the factors leading to and the effects of industrialization on the political, physical, and economic landscape of the United States during the late 19th and early 20th century. (DOK 3)
b. Explain the conditions of industrialization that led to the rise of organized labor and evaluate labor‘s effectiveness in achieving its goals. (DOK 3)
c. Identify and explain migration and immigration patterns that developed from the push-pull effects of economic circumstances. (DOK 2)

6. Understand the scope of government involvement in the economy including the following: the regulation of industry and labor, the attempts to manipulate the money supply, and the use of tariffs or trade agreements to protect or expand U.S. business interests.

a. Cite and explain evidence that led to the transition of the U.S. economy from laissez-faire capitalism to an increasingly regulated economy. (DOK 2)
b. Analyze and evaluate historical arguments regarding monetary policy. (DOK 3)
c. Critique the government‘s use of tariffs and trade agreements. (DOK 3)
d. Evaluate deficit spending as a means of financing government programs. (DOK 3)

Culture

7. Understand cultural trends, religious ideologies, and artistic expressions that contributed to the historical development of the United States.

a. Examine cultural artifacts (including but not limited to visual art, literature, music, theatre, sports) to contextualize historical developments. (DOK 2)
b. Analyze and evaluate the impact of religion on various social movements, domestic/foreign policies, and political debates. (DOK 3)
c. Evaluate the role mass media has played in shaping perceptions toward certain policies, social groups, other nations, and political ideas. (DOK 3)
d. Contrast modernism and traditionalism relating to social change. (DOK 2)
e. Cite and explain evidence of the diversity of the United States. (DOK 2)

Economics

-one half credit-

This course focuses on an awareness of the relationship of world economic systems. The student should trace the American economic system and the impact of that system in a global setting. The student should also develop an understanding of microeconomics and macroeconomics from individual finances to world economic organizations.

The framework is comprised of five content strands: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.** The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence in support of a clearly defined thesis, and developing a solid command of major geographic features by interpreting physical and political maps of Mississippi, the United States and the world's continents.

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The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. The Depth of Knowledge (DOK) level indicated at the end of each objective gives an indication of the complexity of the mental processes necessary for students to perform in order to meet the learning goal of the objective.

ECONOMICS

-one half credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand that the nation's overall economy is characterized by the interaction of spending and production decisions.

a. Analyze the causes and effects of choices made by various sectors in the economy (e.g., households, businesses, and governments, etc.) in the production and distribution of resources. (DOK 3)
b. Predict how changes in a nation's overall level of income, employment, and prices determine changes in the economy's level of output or real Gross Domestic Product or GDP. (DOK 3)
c. Demonstrate how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. (DOK 3)
d. Interpret how the Federal government spending policy and the Federal Reserve System's monetary policy influence the overall level of employment, output, and prices in the U.S. economy. (DOK 3)

Global Affairs

2. Understand that there is an increasing economic interdependence among nations in the global economy.

a. Cite evidence and explain how both production and consumption increase when regions and nations specialize in what they can produce at the lowest cost, and then trade with others. (DOK 3)
b. Explain how foreign exchange rates represent the market price of one nation's currency in terms of another nation's currency. (DOK 2)
c. Use measures of economic development to draw conclusions about the lives and futures of people and societies in the various world regions and countries. (DOK 3)

Civil Rights/Human Rights

3. Understand how different economic systems affect civil and human rights.

a. Analyze the current trends and historical record of poverty in the American economy,

noting the disproportionate effects of poverty in minority communities and with women. (DOK 3)

b. Compare and contrast poverty as it exists in other industrialized nations and in the developing economies around the world. (DOK 2)
c. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith). (DOK 3)

Economics

4. Understand that resources are limited and therefore choices must be made.

a. Explain why individuals and societies can not have all the goods and services that they want and as a result, they make choices that involve costs and benefits. (DOK 2)
b. Describe how effective decision-making requires comparing the additional costs of alternatives with the additional benefits of alternatives. (DOK 2)
c. Describe how people respond to positive and negative incentives in predictable ways. (DOK 2)
d. Explain how voluntary exchange occurs only when all participating parties expect to gain. (DOK 2)

5. Understand that markets exist when buyers and sellers interact and engage in exchange.

a. Analyze, using supply and demand curves, the relationship of the concept of incentives to the law of supply, and the relationship of the concept of incentives and substitutes to the law of demand. (DOK 3)
b. Investigate and explain how markets determine prices and thereby allocate goods and services and describe how market prices send signals and provide incentives to buyers and sellers. (DOK 2)
c. Analyze the role of government (defining property rights, providing public goods and services, regulating in cases of market failure and promoting market competition) in helping to provide for a just distribution of economic resources and opportunities among citizens in a market economy. (DOK 3)

Culture

6. Understand the personal economic consequences of spending and investment decisions made by individuals, businesses, and governments.

a. Demonstrate how American culture promotes entrepreneurship. (DOK 3)
b. Demonstrate why it is important to take responsibility for personal financial decisions. (DOK 3)
c. Analyze the effects of advertising, marketing, and American popular culture on people's economic choices (consumerism, charitable giving, entertainment spending, etc.). (DOK 3)

ADVANCED WORLD GEOGRAPHY

-one credit-

The Advanced World Geography framework requires that student learning focus on understanding the systems and processes that produce the features and patterns that lie on Earth‘s surface and appear on maps and globes. Identification of map features and place locations carries little value unless it facilitates student learning of these underlying systems and process. The primary purpose of the course is to build deep, systematic understanding of how Earth‘s physical and human geography came to be and continues to evolve.

While learning about geographic systems and processes, students should engage the following themes throughout the course: the relationships and interdependencies among countries that are produced by global, political, socio/cultural, and economic systems; the dynamic interactions between human activity and the physical environment; human use of resources and how changes occur in the definition of resources; and the importance of culture in shaping the unique ways of life in places and regions around the world. Students should also become acutely knowledgeable of the diversity of human experience; capable of living, prospering, and meeting individual and societal needs in a globalizing world; more familiar with the importance of place and how places change over time; and keenly aware of geospatial technologies such as GIS, GPS, remote sensing, and digital maps.

Five content strands comprise the framework: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.** This content should be taught by infusing geographic skills and the geographic perspective into the course pedagogy. The geographic perspective is a three-part thinking process of assessment, analysis and application. Geographic skills include but are not limited to reading and interpreting maps, graphs, charts, diagrams and other geographic representations; identifying and using regions to analyze issues and answer questions; and using geographic concepts (grids, time zones, mental maps, etc.) to identify and analyze the interactions among and between peoples, places, and environments.

The competencies, printed in bold face type, are the required learning standards for all students. An outline form provides consistency and easy reference for these competencies that do not have to be taught in the order presented. The competencies are intentionally broad so that school districts and teachers have the flexibility to create curricula that meet the needs of their students. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills, and they may be combined and taught simultaneously throughout the school year. Competencies are not intended to be a list of content skills that are taught and recorded as —mastered.||

The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. DOK levels for objectives are not indicated for elective courses.

ADVANCED WORLD GEOGRAPHY

- one credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Understand the role of the United States in the world system.

a. Recognize and explain the effects of U.S. public opinion and U.S. policies on other peoples and countries around the world.
b. Analyze and evaluate the ways that public policy makers in the United States manage post Cold War tensions between the U.S. as world superpower and other countries and organizations as emerging powers.

2. Understand the physical environments of the world along with the processes that shape them and the problems they present to human occupation and use.

a. Explain and analyze the concepts and processes that create, maintain, and modify physical environments around the world and explain the patterns and distributions of physical environmental characteristics that result from those processes.
b. Analyze problems associated with the complex interactions between human activity and the physical environments around the world (e.g., natural hazards, drought and redistribution of water, agricultural production and food security, movement of air and water pollution, etc.).

3. Understand how population, migration, culture, economics, urbanization, and political factors produce complex networks and systems of human activity around the world.

a. Explain and analyze the concepts and processes that shape the patterns and distributions of human activity around the world.
b. Identify regions of various types around the world and explain how their characteristics give each a measure of cohesiveness and distinctiveness that set them apart from one another.
c. Identify the characteristics of human settlements around the world, sort them into categories (e.g., urban, suburban, and rural, gentrified, slums, etc.), and analyze their patterns, functions, and processes of change.
d. Explain and analyze how the forces of contact, cooperation, and conflict influence the division and control of earth‘s surface based on political, ethnic, and religious groupings.
e. Describe patterns of global power and influence.

4. Understand the geographic patterns and processes found around the world.

a. Identify the characteristics and interpret the patterns of the geography of the world by using the concepts of geography (e.g., map elements, latitude and longitude, time zones, mental maps, map projections, etc.).
b. Use maps and other geographic representations, tools, and technologies (e.g., population pyramids, climographs, geographic information systems, satellite images, aerial photography, etc.) to analyze information to identify problems associated with the processes of interaction among and between the people, places, and environments around the world.

5. Understand civil rights and human rights in the contemporary world.

a. Identify and analyze the circumstances of the world's indigenous peoples and assess the causes and effects of those circumstances.
b. Analyze how processes of structural racism (e.g. social justice, environmental racism, power relations, the gap between rich and poor, the North/South divide, and migration streams) operate in diverse places and groups around the world.

6. Understand economic development, economic globalization, and global resource use.

a. Explain and analyze the geographic processes of economic interactions among people, places, and environments of the world by using maps and other geographic representations, tools, and technologies.
b. Identify and explain measures of economic development and draw conclusions about the lives and futures of people and societies in the various world regions, countries, and regions within countries.
c. Analyze evidence for global economic interdependence and evaluate the impacts and consequences of that interdependence (e.g., regional trade agreements, outsourcing, global division of labor).
d. Identify and explain human livelihoods (agriculture, manufacturing, services, etc.) and distinguish between wage-earning and subsistence economies.
e. Identify and analyze the ways in which innovations in transportation and communication networks impact the world.
f. Identify world patterns of resource distribution and utilization.
g. Identify and analyze the changes that occur in the meaning, use, sustainability, and importance of resources.
h. Describe the best locations for industries, businesses, services, etc. around the world and within the various world regions, countries, and regions within countries by analyzing information such as market areas, resources, labor supply, etc.

7. Understand the characteristics, distribution, and complexity of Earth's cultural mosaics.

a. Identify and describe processes of divergence and convergence of cultures.

b. Identify and explain the characteristics, distributions, and migrations of human populations on Earth‘s surface.
c. Identify and analyze the ways in which places and regions contribute to the production of individual and social identity.
d. Identify and describe major culture regions of the world and explain how their characteristics give each a measure of cohesiveness and distinctiveness that set them apart form one another.

PSYCHOLOGY

-one half credit-

Psychology focuses on the history, advances in technology, and both internal and external influences that affect human mental development. The student should learn the various elements of human behavioral development that emphasize concepts such as ―self-esteem‖ and ―self-responsibility.‖ The course should be presented in thematic units using various learning experiences such as group interaction and community service. Skill development should include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, and making arguments in written and oral form based on evidence in support of a clearly defined thesis.

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PSYCHOLOGY

-one half credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Understand the impact of people, places, and events on the development of the study of psychology.

a. Identify major contributors to the study of psychology.
b. Describe the development of psychological study from one of theory to that of science.
c. Analyze the relationship of psychology to other sciences (e.g., sociology, biology, etc.).

2. Understand the impact of science and technology on the study of psychology.

a. Analyze the methods of measuring the development of the human mind.
b. Define and describe psychological disorders and identify scientific and medical advances that have helped to treat them.

3. Understand the impact of various environmental factors on the development of the human mind.

a. Analyze the internal influences on human development (e.g., heredity, etc.).
b. Identify the impact of external influences on human development (e.g., media, school, family, economic situations, etc.).

4. Understand the factors that help develop one's attitude toward citizenship responsibility.

a. Describe the effects of personality traits as well as personality and psychological disorders which impact proper citizenship.
b. Analyze the role of psychologists and other psychology related careers in our society.

5. Understand the key elements of psychological study and personality development.

a. Analyze the behavioral stages of socialization and maturation.
b. Identify the various methods of learning (e.g., cognitive, psychomotor, etc.).
c. Describe the methods of measuring knowledge (e.g., IQ, etc.).
d. Explain the economic and emotional —costs|| associated with various disorders (e.g., compulsion, obsession, etc.).
e. Describe the influences of various drugs on the mind and body.

f. Compare the relationships of various emotions to their resolutions.

SOCIOLOGY

-one half credit-

Sociology engages in the study of people and their lives in groups. This will be done by examining how people behave in groups and how interaction shapes both individual and group behaviors. The analysis of the rules, organizations, and value systems that enable people to live together will also be an area of emphasis.

Information will be acquired from a variety of sources—written, visual, oral, and through interviews and surveys. Information will be used to solve both hypothetical and real problems and to reach decisions about preferred courses of action. By analyzing social change in a variety of contexts, the student‘s ability to deal with change in his/her own life should increase.

The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, and making arguments in written and oral form based on evidence in support of a clearly defined thesis.

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SOCIOLOGY

-one half credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Understand the various schools of sociological thought and trace their progress.

a. Identify historic backgrounds of modern-day sociology.
b. Identify and analyze various schools of sociological thought.
c. Describe how sociology affects every aspect of society.

2. Understand the nature of culture and analyze conformity with and deviance from cultural mores.

a. Define culture.
b. Compare and contrast conformity and deviance from cultural mores.
c. Analyze instances of cultural conformity and deviation.

3. Understand social structure.

a. Describe social roles, their development, and their relationships among social groups.
b. Compare and contrast formal and informal groups, and evaluate their importance.
c. Analyze social stratification in traditional and industrial societies.

4. Understand major social problems.

a. Describe major social problems and their affects on the social structures.
b. Analyze causes and effects of social problems.
c. Compare and contrast the nuclear family and extended family.

5. Understand continuity and change in social groups.

a. Describe relationships between social groups.
b. Explain ways groups resist and accommodate change.
c. Explain how location affects change in social groups.

LOCAL RESOURCE STUDIES

-one half credit-

Local Resource Studies, an elective, is a one-semester course for ninth through twelfth grade students. This course is designed to investigate how natural resources in Mississippi have been affected by history, economics, politics, and culture. The course provides a greater awareness of natural resources and how they can best be used. The course requires reading, writing, analyzing, and evaluating. Each student should be given the opportunity to participate in oral presentations, cooperative learning activities, and research projects related to the content of the course.

The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence in support of a clearly defined thesis, and developing a solid command of major geographic features by interpreting physical and political maps of Mississippi, the United States and the world's continents.

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LOCAL RESOURCE STUDIES

-one half credit -

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Understand how geography, economics, and politics have influenced the use of natural resources in Mississippi.

a. Compare/contrast the use of natural resources during the following periods: Native American, French, Spanish, British occupations, and modern period.
b. Analyze the impact of natural resources on the expansion of the Mississippi territory into statehood.
c. Explain the development and use of natural resources in the state and local area.

2. Understand the geographic significance of natural resources.

a. Describe the geographic aspects of natural resources (e.g., location, impact on the region, etc.).
b. Explain the relationship between migration patterns and natural resources.

3. Understand the relationship of people, places, and the environment with government.

a. Identify laws that have affected natural resources.
b. Explain how federal and state laws have affected the use of natural resources.
c. Describe how various factors have led to changes in governmental policies (e.g., economics, politics, etc.).

4. Understand the technological impact of resources.

a. Compare/contrast the use of machinery and manual labor.
b. Describe how technology is used to control the use of natural resources.
c. Explain the pros and cons of using technology to conserve natural resources.

LAW RELATED EDUCATION

-one half credit-

Law Related Education, an elective, is a one-semester course for ninth through twelfth grade students. The course is designed to study the importance of the law in students‘ lives. A greater awareness of local, state, and federal law should be gained by students. The roles, rights, and responsibilities of students should be discussed in the course.

The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically and making arguments in written and oral form based on evidence in support of a clearly defined thesis.

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LAW RELATED EDUCATION

-one half credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Understand changes in the law and recognize the dynamic nature of the law.

a. Define justice and law and trace its development in the United States.
b. Differentiate between federal and state law.
c. Analyze changes in federal and state law and explain the impact of each on American society.
d. Describe the dynamic nature of the legal system of the United States.

2. Understand the civil and criminal justice systems, analyze their operations, and assess their effectiveness.

a. Distinguish similarities and differences in the civil and criminal justice systems.
b. Compare the operations and processes of the civil and criminal justice systems.
c. Summarize issues and problems confronting the civil and criminal justice systems and assess the effectiveness of each system in resolving these problems.

3. Understand the difference between state and federal judicial systems and analyze relationships between them.

a. Describe similarities and differences between state and federal court systems.
b. Explain how and under what circumstances cases move between state and federal jurisdictions.
c. Analyze the state's rights position (e.g., 10th Amendment, etc.) versus the federalist's position (e.g., Elastic Clause, etc.).

4. Understand the roles and responsibilities of local, state, and federal law enforcement agencies.

a. Identify similarities and differences among local, state, and federal law enforcement agencies.
b. Describe the responsibility and jurisdiction of any given law enforcement agency.
c. Assess working relationships among law enforcement agencies at various levels.

5. Understand the effectiveness of correctional systems in deterring criminal behavior.

a. Distinguish between civil and criminal penalties.
b. Analyze various alternatives to incarceration.
c. Describe options open to judges and juries in the sentencing process.
d. Evaluate the effectiveness of the correctional system in rehabilitating incarcerated persons and deterring crime.

6. Understand conflicts resulting from competing interests, conflicting laws, and conflicting interpretations of the Constitution.

a. Analyze constitutional changes and Supreme Court decisions affecting individuals and population groups.
b. Define and analyze competing interests, conflicting laws, and conflicting interpretations.
c. Assess the importance of given constitutional conflicts for individuals, groups, and society as a whole.

MINORITY STUDIES

-one half credit-

Minority Studies is a one-semester course designed to study ethnic and cultural diversity and the desirability of maintaining ethnic diversity within the common United States culture. The course should consist of units of study that focus on the accomplishments and history of minorities in the United States using civics, history, geography, and economics. Students should gain a greater understanding of the diverse and widespread contributions of minority groups.

The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence in support of a clearly defined thesis, and developing a solid command of major geographic features by interpreting physical and political maps of Mississippi, the United States and the world's continents.

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MINORITY STUDIES

-one half credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Understand how geography, economics, and politics have influenced minority groups in the United States.

a. Describe the location and patterns of migration and settlement of minority groups in the United States (e.g., The Great Migration, etc.).
b. Analyze legislation, rules, and regulations that have affected the experiences of minority groups in the United States (e.g., Jim Crow Laws, 19th Amendment, etc.).
c. Analyze the impact of economic factors on minority groups in the United States.
d. Describe how the identities and lives of minority groups are rooted in places and regions.

2. Understand the relationship of people, places, and environments through time.

a. Identify significant people from different minority groups and the contributions they have made in United States history (e.g., Martin Luther King, Jr., Jim Thorpe, Harriet Tubman, etc.).
b. Identify and describe the contributions of different minority groups (e.g., contributions in art, music, inventions, etc.).
c. Describe major events that led to improvements in civil rights for minority groups.
d. Trace the interaction of minority groups through time.
e. Analyze the major events in history impacting various minority groups (e.g., the Holocaust, Trail of Tears, slavery, Japanese World War II Internment, and Chinese Exclusion, etc.).

3. Understand the cultural impact of minority groups on society.

a. Compare/contrast ethnic cultures (e.g., traditions, holidays, foods, history, etc.) of minority groups.
b. Examine how the culture of minority groups impacts the broader culture of society.

4. Understand how racism, classism, sexism, and other social problems affect the life experiences and social equity of minority groups in the United States.

a. Identify the sites and occurrences of racism that characterize the disproportionate inequalities experienced by minorities in the United States.
b. Cite economic policies that contribute to class inequalities for minorities.
c. Analyze how gender roles help reinforce gender inequality.

HUMANITIES

-one half credit-

In Humanities, the student traces the formation and development of ancient and classical civilizations selected by the teacher and students. The interrelationships of world political and social structures should include the studies of history, literature, art, music, dance, drama, architecture, science and technology, geography, and government.

The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence in support of a clearly defined thesis, and developing a solid command of major geographic features by interpreting physical and political maps of Mississippi, the United States and the world's continents.

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HUMANITIES

-one half credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Understand how geography, economics, and politics have influenced the development of selected civilizations.

a. Examine the geographic factors that shaped the growth of selected ancient and classical civilizations (e.g., topography, climate, location, etc.).
b. Apply economic concepts and reasoning when evaluating social and political developments and issues of selected civilizations (e.g., imperialism, industrialization, governmental development, etc.).

2. Understand the impact of science and technology on the historical development of selected ancient and classical civilizations.

a. Explain the causes and consequences of agricultural and industrial movements in the formation of selected civilizations.
b. Evaluate the role of geography in scientific and technological methods that impacted the progress of selected civilizations (e.g., inventions, discoveries, exploration, etc.).

3. Understand the relationship of people, places, and environments of selected ancient and classical civilizations.

a. Evaluate the role of environment and its place in the creation of music, art, literature, and other cultural aspects in selected civilizations (e.g., folk dances, poetry, mythology, etc.).
b. Describe how place and environment affected the architecture of selected civilizations.
c. Explain the cause and effect of the environment on human migration in selected civilizations through time and how this impacted culture.
d. Assess the development and role of religion in selected civilizations.
e. Identify significant people and their roles in the development of the fine arts associated with specific periods and movements within selected civilizations.

4. Understand how civic responsibilities have been important to citizens in selected ancient and classical civilizations for the development of their political units.

a. Describe political movements relevant to selected civilizations and their impact on culture.

b. Identify significant political leaders in selected civilizations and their impact on culture.
c. Evaluate the role of the citizens in the political process of selected civilizations.

5. Understand the development of major forms of fine arts and literature in selected ancient and classical civilizations.

a. Identify the major art forms and artists within a selected civilization and give examples of exemplary works in each form or technique (e.g., frescoes, murals, sculptures, opera, music, poetry, literature, etc.).
b. Evaluate how the various art forms (e.g., music, literature, visual art, etc.) were affected and influenced by geographic, political, economic, and religious events and movements that occurred during a specific period.
c. Compare similarities and differences in art forms of selected civilizations.

LOCAL CULTURE

-one credit-

Local Culture is a one year elective course for seventh through twelfth grade students. This is a survey course designed to investigate the cultural diversity of a local area through a study of its history, economics, politics, and geography. Using local culture, literary heritage, and people, students should understand and appreciate the development of their area. ***If this course is taken in grades 7 or 8, it cannot be repeated in high school***.

The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence in support of a clearly defined thesis, and developing a solid command of major geographic features by interpreting physical and political maps of Mississippi, the United States and the world's continents.

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LOCAL CULTURE

-one credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Understand how geography, economics, and politics have influenced the development of the local region.

a. Recognize geographic features of the local area on a map (e.g., county, city, and local geographic features, etc.).
b. Trace major historical events, which occurred in the local area (e.g., establishment, ethnic influences, etc.).
c. Describe economic influences, which have affected the progress of the local area (e.g., agriculture, industry, etc.).
d. Predict the economic future of the local area, using information about demographic, industrial, technological and political trends.

2. Understand the impact of science and technology on the development of the local region.

a. Identify scientific advancements which influence the development of the local area (e.g., cotton gin, transportation, etc.).
b. Discuss the role of technology in the advancement or lack of progress in the local area.
c. Evaluate the role of agricultural advancements and industrial development in the local area.

3. Understand the relationship of people, places, and environments of the local region.

a. Determine what influence the environment of the region had on its development (e.g., location, climate, etc.).
b. Identify the various cultural groups, which settled in the local area (e.g., reasons for settlement, contribution to local society, etc.).
c. Investigate the development of the area of the region (e.g., literature, arts, architecture, music, etc.).
d. Identify famous people who have had an impact on the local area.

4. Understand how local civic responsibilities have been important to the development of the local region.

a. Describe the types of government of the local area (e.g., county, city, etc.).
b. Investigate the types of elections held in the local area.

c. Explain financial dependency of the local government on state and federal agencies.

PERSONAL LEADERSHIP

-one credit-

Personal Leadership is designed to provide an experiential learning experience, teaching high school students about personal leadership characteristics and reinforcing and applying their learning through mentoring elementary children. The student should learn the various elements of personal leadership development that emphasize concepts such as communication, decision-making and conflict resolution. The course is presented in thematic units using various learning experiences such as class discussions, group interaction, preparing for mentoring experiences, and planning and sharing character education mini-lessons with elementary students.

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PERSONAL LEADERSHIP

-one credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Understand personal leadership concepts.

a. Examine characteristics and styles of leaders.
b. Identify opportunities for leadership in schools and communities.
c. Explain the concepts of personal value systems and habits.
d. Define and predict a paradigm shift.
e. Explain positive character traits.
f. Describe fairness in life situations.
g. Explain the importance of citizenship and its benefits.
h. Assess the role of responsibility in everyday life.
i. Acquire positive character and personality traits.

2. Understand the importance of developing personal leadership skills.

a. Analyze personal leadership skills as it relates to the student.
b. Describe personal areas of influence and control.
c. Demonstrate proactive thinking.
d. Establish personal goals and a mission statement.
e. Define and recognize time management skills.
f. Demonstrate the concept of good listening skills.
g. Demonstrate proper public speaking skills.

3. Demonstrate personal leadership skills.

a. Summarize confidentiality and sensitivity situations of younger youth.
b. Recognize emotional and cognitive abilities of mentoring audience.
c. Explain how recognition plays a part in a person‘s development.
d. Devise a plan for dealing with behavioral concerns of youth.
e. Describe characteristics of a positive role model.
f. Demonstrate the ability to solve a problem through listening and negotiation.

AFRICAN AMERICAN STUDIES

-one credit-

Throughout the development of the world the natural resources, people, history and social contributions of Africa have been essential to the world‘s social, economic, political and religious development. From archeological discoveries, to the development of religions, to the study of sciences and government, to the mining and exploitation of natural resources (including its people), Africa has truly been a cradle for modern civilization. This survey course should help students gain a true appreciation for the contributions Africa has made to the development of the world in general and the social, political, cultural, and economic development of the United States in particular. Students will trace and analyze various aspects of American social development through the study of the intellectual pursuits, artistic expressions, political development, economic viability, and the social/historical evolution of African Americans.

It is important to note that the history of African people throughout the Diaspora is characterized by advanced African civilizations, the appearance of colonialism and racism, and the collective responses of African people to ever changing social, economic and political world realities that colonialism and racism present. A student of African American Studies should be acutely aware of the ancient civilizations in Mali, Songhai, Egypt, Cush, etc. and that their level of sophistication, intellect, and development was extremely advanced and crucial to the development of other ancient civilizations, especially in India, Greece, Italy, and what is now considered the ―Middle East‖. Students should also be acutely aware of the impact that colonialism had on the dispersion and exploitation of the cultural, religious, economic, and technological resources of these and other African civilizations and their role in the development of Western society, and in the case of this course, the development of the United States.

The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence in support of a clearly defined thesis, and developing a solid command of major geographic features by interpreting physical and political maps of the United States and the world's continents.

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AFRICAN AMERICAN STUDIES

-one credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Understand the role that racism has had in the development of United States society.

a. Explain the development of racial categories and how these categories have served to indicate power relationships among various racial groups in American society.
b. Analyze the full impact and legacy of slavery (i.e., slave trade, plantation life, slave commerce, legal sanctions/protections, resulting civil and cultural order, etc.) on the social and political development of the United States.
c. Trace the legacy and impact of legalized segregation and discrimination (Black Codes, Jim Crow, etc.) on the social structure of the United States.
d. Analyze the U.S. Government's response to changing racial understanding throughout the history of the United States (e.g., the 13th, 14th, and 15th Constitutional Amendments, Reconstruction, *Plessy v. Fergusson*, the Dred Scott case, *Brown v. Board of Ed.,* the Bakke Case, etc.).

2. Understand the various responses to racism that African Americans have used in order to maintain a sense of personhood in the United States.

a. Explain why African Americans were encouraged to participate in the United States military and in World Wars, noting the implications of what it means to be a veteran in American Society.
b. Analyze the causes and effects of the Great Migration on American society.
c. Identify and explain how the election of more African American politicians has changed the political landscape in many parts of the United States.

3. Understand how international events, trends, foreign powers, and goals have contributed to the experiences of African Americans.

a. Trace the geographic, cultural, and economic aspects of the trans-Atlantic Slave trade.
b. Analyze the role of Black immigrants; such as Marcus Garvey, Pele', Claude McKay, Arturo Schomberg, etc., in the development of American Society.
c. Analyze the response of America to international issues in the African Diaspora (e.g., Apartheid, the Haitian Revolution, the establishment of Liberia, etc.).
d. Explain the role that European colonialism has played in the dispersion and exploitation of people and resources from Africa to America.

4. Understand the impact of movements for social change on the social structure of the United States and the places that African Americans occupy in that structure.

a. Cite and explain evidence of the early resistance of African people and others to the European slave trade.
b. Compare and contrast the approaches taken by Black leaders (men and women) and advocacy groups (e.g., —Back to Africa Movement|| of the Universal Negro Improvement Association, —Shared Hand|| philosophy of Booker T. Washington, —Talented Tenth|| theory of W.E.B. DuBois, etc.) to the post reconstruction realities (e.g., Post-Reconstruction —Backlash||, etc.) facing African Americans.
c. Compare and contrast the Black Nationalist/Black Power and Integrationalist/ Civil Disobedience strategies of the modern civil rights movement.
d. Analyze the effectiveness of civil rights protest tactics in achieving the goals of social equality before the law and equal opportunity for social mobility.

5. Understand the need and ways to currently engage in civil rights/human rights advocacy in the United States to fight against individual and institutionalized racism.

a. Explain the concepts of institutionalized racism and how economic, social, and political resources are disproportionately distributed among racial minorities.
b. Analyze the role that governments, grass root organizing, and different political organizations have in carrying on the civil rights/human rights struggle for African Americans.
c. Identify the current areas of need (economic development, education, health care, racial profiling, etc.) for social activism and social change in the African American community.

6. Understand the impact that the economic system of the United States has on the lived experiences of African Americans.

a. Analyze the impact and legacy of slavery on the economic development of American society and its economic standing throughout the world.
b. Explain how certain historical events (such as the Great Depression, the Second Great Migration, and the economic recessions in the 1970‘s and 2000‘s) impacted the economic development of African Americans.
c. Analyze the role that African American inventors, corporatization, and entrepreneurship have played in the economic and social class development of African Americans and cite examples.
d. Explain the role of concentrated and disproportionate poverty on the social development of African Americans.

7. Understand the origins and contributions of African Americans to the mainstream American Culture.

a. Explain the origins and impact that different types of musical expressions of African Americans (e.g., Gospel/Spirituals, Blues, Jazz, Rock and Roll, Rhythm and Blues, and Hip-Hop) have on the mainstream American music tradition.

b. Analyze literary works of African Americans from different time periods in light of the contextual circumstances surrounding their publication.
c. Critique the image of African Americans as portrayed in the mainstream media (e.g., movies, music, news, television shows, etc.) and the role these portrayals have in the social structuring of the United States.
d. Explain the contributions of the Black Church tradition (call and response, singing of spirituals, prophetic preaching, etc.) toward the development of certain religious and social traditions in the mainstream culture of the United States.

SURVEY OF WORLD RELIGIONS

-one credit-

This course is a critical survey of the world‘s major religions including, but not limited to, Hinduism, Buddhism, Taoism, Confucianism, Christianity, Judaism, and Islam. Both the philosophical and socio-cultural manifestations of these religions will be studied. Particular attention will be given to the basic tenets, history, values, and impact of each religion on the development of the major world civilizations. Academics and others who study the humanity have noted that the practice of religion throughout the world has shaped history, cultures, world economics and politics, and social relations for centuries.

The course asks fundamental questions about the role religion plays in the human experience. It also asks the same fundamental questions of each religion covered, centering on the way the religions respond to basic human needs and abstractions concerning purpose, morality, justice, and fulfillment. Each of the objectives should be explored in reference to the various religions studied. Whether the objectives and religions are covered independently or collectively is up to the needs of the class.

A course such as this must be taught under the strict and careful observance of the establishment clause of the 1st Amendment to the United States Constitution, which reads ―Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof‖. Districts, schools, and teachers are well within Constitutional limits to offer courses that teach *about* religion and remain neutral concerning the practice of and adherence to the tenants of various religions. Schools can be assured of the legality of their course practice if they follow a few guidelines set forth by the Bible Literacy Project and the First Amendment Center:

―....[T]he constitutionality of such classes is highly dependent on such factors as how the class is taught, who teaches it, and which instructional materials and lessons are used. The class should neither promote nor disparage religion, nor should it be taught from a particular sectarian point of view...‖(from pgs. 6-7―Bible in Public Schools, A first Amendment Guide‖ as published by The Bible Literacy Project, Inc. and the First Amendment Center.)

The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence in support of a clearly defined thesis, and developing a solid command of major geographic features by interpreting physical and political maps of Mississippi, the United States and the world's continents.

The competencies, printed in bold face type, are the required learning standards for all students. Competencies do not have to be taught in the order presented in the framework. The competencies are presented in outline form for consistency and for easy reference throughout the framework. Competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. They may be combined and taught with other competencies throughout the school year. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. The competencies are not intended to be a list of content skills that are taught and recorded as ―mastered.‖

The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. DOK levels for objectives are not indicated for elective courses.

SURVEY OF WORLD RELIGIONS

-one credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Understand the philosophical ideas posed by the religion in reference to the human condition.

a. Cite and explain the major tenets of the religion.
b. Explain the purpose of human life, according to the religion.
c. Analyze what the religion says about the human condition.
d. Describe the afterlife experience proposed by the religion.

2. Understand the proliferation of the religion in the United States.

a. Explain the rate at which the religion is prevalent in the United States.
b. Describe the characteristics of American society that characterize the growth or lack thereof of the religion in the United States.

3. Understand the different types of religions.

a. Describe the historical development of the religion, noting aspects such as when and how it reports its origins, the development of religious publications, and the spread of the religion throughout the different regions of the world.
b. Describe the different characteristics of monotheistic, polytheistic, and monistic religions, categorizing the religion in its proper context.
c. Compare and contrast the characteristics of prehistoric/animistic and classical/archetypical religions.

4. Understand the role that religion plays in the ordering of the society in which the religion was founded.

a. Explain how the landscape, historical context, and geo-political standing of the region where the religion was founded may have influenced the development of the religion.
b. Explain the concept of a Theocracy and cite areas of the world where there are theocracies, noting the religion that the theocracy is based.

5. Understand how religions spread across time and space.

a. Analyze how and why people have accepted a religion in areas other than where it originated.
b. Describe the aspects of the religion that affect how it appeals to people in various cultures around the world.

6. Understand how the religion explains the distribution of resources among its adherents.

a. Cite and explain the religion‘s tenants concerning wealth, poverty, charity and business relations.
b. Analyze the impact of the financial tenants of the religion in the lives of the adherents (e.g., what is the general financial state of the typical adherent? What factors play a significant role in that condition- the religious practice, the country of origin, etc.?).

7. Understand the role that the religion has played in the various movements for civil/human rights throughout time and space.

a. Analyze the importance of the religion‘s teachings on the concepts of equality and justice and how they may inspire people to become engaged in civil rights movements.
b. Analyze the role that the religion‘s teaching may have played in both the creation of the problems and in the work for solutions during civil rights movements.

8. Understand the cultural contributions of the religion to the development of the overall society.

a. Identify and define various holidays associated with the religion that are observed by larger societies.
b. Cite examples of music, literature, and clothing in the larger societies that are relative to the religion.

COMMUNITY SERVICE LEARNING

- one credit**-**

Community Service Learning is a course through which citizenship, academic subjects, skills, and values are taught. This course involves active learning, which requires students to draw lessons from the experience of performing service work. The three main components of community service learning are planning projects, performing services, and analyzing/reflecting experiences. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum should be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child‘s immediate geographic world and expanding to the world, using history, civics, and economics to develop the child‘s knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, the United States, and to the world.

The competencies, printed in bold face type, are the required learning standards for all students. Competencies do not have to be taught in the order presented in the framework. The competencies are presented in outline form for consistency and for easy reference throughout the framework. Competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. They may be combined and taught with other competencies throughout the school year. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. The competencies are not intended to be a list of content skills that are taught and recorded as ―mastered.‖

The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. DOK levels for objectives are not indicated for elective courses.

COMMUNITY SERVICE LEARNING

-one credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Develop intellectual skills through analysis and evaluation of data.

a. Gather, interpret, analyze, summarize, evaluate, and present information; categorize information; and establish cause and effect relationships.
b. Understand issues, their history and contemporary relevance; and identify, describe, evaluate, and defend a position.
c. Identify criteria for making judgments.
d. Assess involvement, identify implications, and identify rights and responsibilities.

2. Develop participatory skills by implementing learning.

a. Solve problems and take action.
b. Influence policies; negotiate, compromise, and seek consensus.
c. Make decisions, gather information, identify needs and resources, and clarify values.

3. Demonstrate the ability to use social studies skills through research (e.g., timelines, maps, globes, resources, graphs, a compass, technology, primary and secondary documents, charts, political cartoons, etc.)**.**

a. Understand issues and make choices; understand fundamental laws; and understand the role of decision-making.
b. Track issues in the media; research issues in the community, attend, report and reflect on meetings and hearings.
c. Use the media to gather and analyze information and acquire information from groups and individuals.

3. Develop verbal and written persuasion skills through participation in civic events.

a. Understand the importance of taking civic action.
b. Participate in classroom and school government; participate in civic meetings; and write letters to newspapers and members of government agencies.
c. Develop rationales to support one‘s point of view.
d. Describe and analyze characteristics and actions of effective citizens and leaders.
e. Describe and analyze the community.

f. Describe and analyze local problems and their connection to state and national issues.

PROBLEMS IN AMERICAN DEMOCRACY

-one half credit-

Problems in American Democracy is a one-semester course designed to give students a greater awareness of the problems facing the United States today. The content of the course should focus on the arena of geography, politics, society, and science and technology. The emphasis should be placed on analysis of issues, situations, and problems with the goal of fostering positive appreciation and desired resolution.

The course offers unique opportunity for the enhancement of civic responsibility through volunteerism and other community activities affiliated with the issues being studied. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum should be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child‘s immediate geographic world and expanding to the world, using history, civics, and economics to develop the child‘s knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, the United States, and to the world.

The competencies, printed in bold face type, are the required learning standards for all students. Competencies do not have to be taught in the order presented in the framework. The competencies are presented in outline form for consistency and for easy reference throughout the framework. Competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. They may be combined and taught with other competencies throughout the school year. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. The competencies are not intended to be a list of content skills that are taught and recorded as ―mastered.‖

The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. DOK levels for objectives are not indicated for elective courses.

PROBLEMS IN AMERICAN DEMOCRACY

-one half credit-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Analyze the effects of changing geographic phenomena in the United States.

a. Describe a major environmental crisis in America today (e.g., desertification, acid rain, ozone depletion, nuclear waste, etc.).
b. Examine the effects of overpopulation on the physical resources of the United States.
c. Evaluate the physical impact of rapid urbanization in the United States.

2. Describe the importance of balancing the rights, roles, and status of individual Americans with those of the society at large.

a. Examine the interactions of diverse ethnic, national, and cultural groups in the United States.
b. Describe the major events that led to the extension of civil liberties and civil rights.
c. Analyze the causes and effects of criminal and delinquent behavior in the United States today.
d. Examine the importance of civic responsibility as a solution to societal problems.

3. Evaluate the challenges of maintaining balance among different socio-economic groups in the American democracy.

a. Examine the concept of the distribution of wealth.
b. Analyze probable causes and cures of poverty.
c. Describe the adjustments of United States citizens to a global economy.
d. Examine the impact of socio-economic factors on American Politics.

4. Describe the impact of science and technology on American society.

a. Analyze how science and technology influence the values, attitudes, and beliefs of our society (e.g., censorship, etc.).
b. Evaluate how science and technology have transformed the physical world and human society (e.g., skyscrapers, Internet, etc.).
c. Evaluate the impact of specific scientific and technological inventions (e.g., nuclear weapons, computers, etc.).

5. Demonstrate the ability to apply and interpret social studies tools (e.g., timelines, maps, globes, graphs, a compass, technology, primary and secondary documents, charts, political cartoons, etc.).

a. Interpret special purpose maps, primary and secondary sources (e.g., satellite images of deforestation, etc.).
b. Analyze graphs, schedules, tables, and timelines.
c. Analyze political cartoons.
d. Utilize primary and secondary sources.

FIELD EXPERIENCES

-one half credit-

Field Experiences may be added to any 7-12 social studies course and is used for laboratory, field-based instruction. Each district creates a curriculum for the course.

1. **How many Carnegie units may be added when the Field Experiences option is used in high school (9-12 grades)?** *1/2 unit*.

2. **May a school enroll a student in Field Experiences as independent study?** *No. The school must schedule Field Experiences as an addition to a social studies course as stated in the definition above. All students in that class must be enrolled in Field Experiences throughout the social studies course to which it is attached.*

3. **May time outside the normal 8-3 school day be counted for Field Experiences?** *Time after the normal school day or weekends may be used for the Field Experiences option. Attendance for these sessions must be documented following the established district attendance policy. Therefore, any after school or weekend program would be required and not optional.*

4. **May other instructors or guest speakers be used in the Field Experiences program?** *This is an option; however, students must always be under the direct supervision of a certified teacher.*

5. **Should parents be given information if their children are enrolled in a course using the Field Experiences option?** *Absolutely. Parents should be informed of the added expectations of the course including a complete schedule of any activities beyond the normal school day.*

6. **What amount of time in hours is equivalent to a time allotment of one semester?** *In excess of 70 hours of instruction would constitute one semester.*

7. **What should the district consider before using the Field Experiences option?**

   a) *Student travel expenses should be provided for all students because Field Experiences is a part of the academic program and high school students receive a one-half Carnegie unit credit.*
   b) *Teachers should not be expected to teach a normal class load in addition to Field Experiences without compensation.*
   c) *Additional equipment and supplies may be added for Field Experiences.*
   d) *Students should not be enrolled in Field Experiences at the expense of elective courses or programs in other disciplines*.

8. **May a student use the Field Experiences option more than once?** *Yes. Provided the Field Experiences option is added to a different social studies course.*

9. **May a student take the same course without Field Experiences and with Field Experiences?** (Ex.: Geography and Geography with Field Experiences) *No.*

10. **May Field Experiences be added to Vocational, MSMS, or International Baccalaureate courses?** *No. Field Experiences may only be used for school courses listed by competency in the 2011 Mississippi Social Studies Framework and for Advanced Placement Social Studies courses.*

NATIONAL ENDOWMENT FOR FINANCIAL EDUCATION (NEFE) PLANNING PROGRAM

-one half credit-

This one-semester course will develop an awareness of how to responsibly and effectively manage money. The goal of this course is for students to learn the financial planning process, apply the process through assignments related to experiences with money, and take control of finances. Students will learn the basic financial planning concepts that apply to everyday life.

The NEFE High School Financial Planning Program is for ninth through twelfth grade students. The program is easy-to-use and is available at no cost to public schools. It is provided as a noncommercial public service by the National Endowment for Financial Education, in partnership with the Cooperative Extension and America's Credit Unions.

School districts interested in offering this course must request the free curriculum materials from the following:

National Endowment for Financial Education
Elizabeth Schiever, Director, High School Financial Planning Program
5299 DTC Boulevard, Suite 1300
Greenwood Village, CO 80111
Telephone: 303-220-0838
Email: eas@nefe.org

HISTORY OF THE ANCIENT MIDDLE EAST
2000 B.C.-100 A.D.

-one year-

CONTENT STRANDS:

Domestic Affairs
Global Affairs
Civil Rights/Human Rights
Economics
Culture

COMPETENCIES AND OBJECTIVES

1. Explain how geography, economics, and politics have influenced the development of the ancient Middle East.

a. Examine the advantages of living in a river valley or coastal region as compared to inland areas of the Middle East.
b. Describe major events in the development and decline of regional empires (e.g., Egyptian, Assyrian, Babylonian, Medo-Persian, Greek, and Roman).
c. Examine the development of Israel as a civilization.

2. Describe the relationship of people, places, and environments through time.

a. Analyze the accomplishments and failures of key people of the Middle East from 2000 B.C. to 100 A.D.
b. Critique the conflicts over the land of Palestine from 2000 B.C. to 100 A.D.
c. Analyze the movements and interactions of various groups of people in the ancient Middle East.
d. Analyze the impact of the Middle East as a crossroad for trade between Europe and Asia.
e. Discuss the impact of war and conflict on different groups from 2000 B.C. to 100 A.D.

3. Examine the contributions made by archaeological work in the Middle East.

a. Define the science of archaeology.
b. Review archaeological finds in the Middle East.
c. Critique the impact of archaeology related to various documents (e.g., Hammerabi's Code, the Bible, Dead Sea scrolls, etc.).

4. Describe the impact of science and technology on the historical development of the Middle East.

a. Explain how technological development transformed agriculture and customs of the

ancient Middle East.

b. Describe the transition from the barter system to monetary system (e.g., coinage, etc.).

5. Demonstrate the ability to apply and interpret social studies tools (e.g., timelines, maps, globes, graphs, a compass, technology, political cartoons, primary and secondary documents, charts, etc.).

a. Locate and label selected physical features of the Middle East.
b. Compare and contrast ancient political boundaries with those of modern independent nations.

6. **Discuss the similarities and differences of ancient Middle Eastern cultures.**

a. Compare and contrast the religious practices, rituals, and traditions of ancient Middle Eastern cultures.
b. Analyze examples of cultural contributions made by various ancient civilizations of the Middle East.
c. Examine the roles, status, and interaction of diverse groups of people (e.g., parents, children, men, women, slaves, etc.) within various ancient Middle Eastern societies.
d. Analyze selected examples of ancient Middle Eastern literature (e.g., legends, poetry, prophecy, and wisdom literature, etc.).

7. **Analyze the development of social and political systems in the ancient Middle East.**

a. Compare/contrast political systems of the ancient Middle East.
b. Discuss major political movements from 2000 B.C. to 100 A.D.
c. Describe the warfare, weaponry, and resolution of conflicts in the ancient Middle East.
d. Analyze the development and expansion of various legal systems (e.g., Hebrew, Roman, Sumerian, Egyptian, etc.).
e. Show the impact of various empires on developing social structures of the ancient Middle East.
f. Summarize the effects of early religious teachings on ancient and modern social structures (e.g., Hebrew, Christian, Roman, Persian, Egyptian).

STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-12

(From *Common Core State Standards for English/Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*)

Reading Literacy Standards

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction.

Grades 6-8 students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

6. Identify aspects of a text that reveal an author‘s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8. Distinguish among fact, opinion, and reasoned judgment in a text.

9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Grades 9-10 students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Identify key steps in a text‘s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author‘s claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Grades 11-12 students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors‘ differing points of view on the same historical event or issue by assessing the authors‘ claims, reasoning, and evidence.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author‘s premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–College and Career Readiness (CCR) text complexity band independently and proficiently.

Writing Literacy Standards

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Grades 6-8 Students:

Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
    a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
    b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    d. Establish and maintain a formal style.
    e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
    a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
    b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    e. Establish and maintain a formal style and objective tone.
    f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

5. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

6. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

7. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

9. Write routinely over extended time frames (time or reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grades 9-10 Students:

Text Types and Purposes

1. Write arguments focused on *discipline-specific content.*
    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
    c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between

reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience‘s knowledge of the topic.
    c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
    d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
    e. Establish and maintain a formal style and objective tone while attending to the norm and conventions of the discipline in which they are writing.
    f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology‘s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

6. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

7. Gather relevant information from multiple authoritative print and digital sources, using

advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

8. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

9. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grades 11-12 students:

Text Types and Purposes

1.Write arguments focused on *discipline-specific content.*

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience‘s knowledge level, concerns, values, and possible biases.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience‘s knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable

stance in a style that responds to the discipline and context as well as to the

expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

6. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

7. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

8. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

9. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.