



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

**2020**  
***Mississippi***  
***Alternate***  
***Academic***  
***Achievement***  
***Standards***  
***for the***  
***K-8 Social Studies***



# 2020 Mississippi Alternate Academic Achievement Standards for the K-8 Social Studies

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Various sets of standards and standards-related documents were used in the development of the *MS AAAS for the K-8 Social Studies*, including:

- *Mississippi College and Career Readiness Standards (MS CCRS) for the Social Studies*
- *Alabama Alternate Achievement Standards—Social Studies (2019)*, the Alabama State Department of Education
- *Ohio’s Learning Standards—Extended, Social Studies (September 2018)*, the Ohio Department of Education
- *South Carolina Alternate Assessment (SC-Alt) Social Studies Assessment and Instructional Support Guide Grades 3-8 (2014)*, the South Carolina Department of Education

## INTRODUCTION

### Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in social studies and establishing communication skills within a technological environment. The *MS AAAS* provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The purpose of the Alternate Standards is to build a bridge from the content in the general education social studies framework to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

### Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward individualized postsecondary settings, the *MS AAAS for Social Studies* include grade- and course-specific standards for K-12 social studies. These standards are intended solely for students who have met the criteria for a significant cognitive disability as documented in each student's individualized education program (IEP).

This document is designed to provide special education teachers with a basis for curriculum development. As such, this set of alternate standards addresses a small number of social studies standards, representing a breadth, but not depth, of coverage across the entire standards framework. This framework outlines what knowledge students should obtain, and the types of skills students should demonstrate upon completion of each grade level. The *MS AAAS* are aligned to the *Mississippi College- and Career-Readiness Standards (MS CCRS)*. The standards' content centers around the following content strands: Civics, Economics, Civil Rights, Geography, and History.

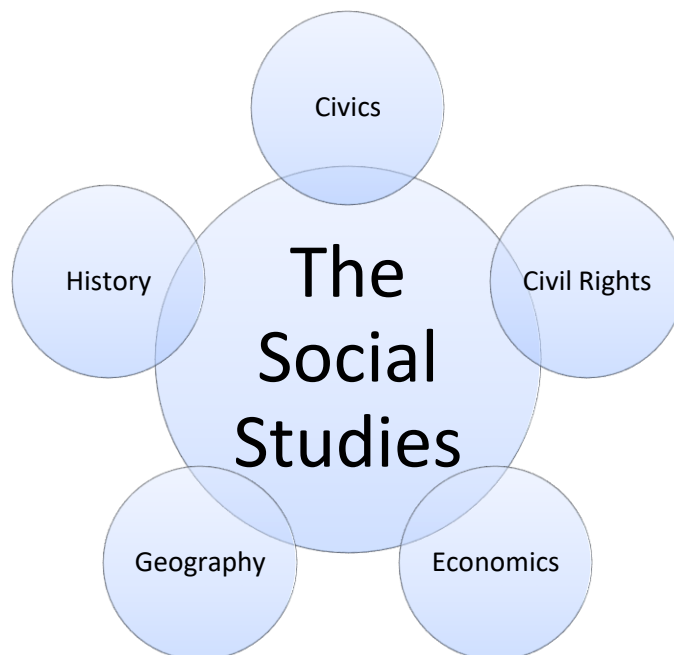
### Implementation

The *2020 MS AAAS for the K-8 Social Studies* will be implemented during the 2020-2021 school year.

# OVERVIEW OF THE *MS AAAS FOR THE K-8 SOCIAL STUDIES* DOCUMENT

## STRANDS

The different content strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and present and help them acquire critical thinking skills to make informed decisions in the future. The *2020 MS AAAS for the K-8 Social Studies* are comprised of five (5) essential content strands: Civics, Civil Rights, Economics, Geography, and History.



### Civics Strand

The civics strand should provide students with a basic understanding of civic life, politics, and government. It should help them understand the workings of their own and other political systems as well as the relationship of American politics and government to world affairs. Civics instruction provides a basis for understanding the rights and responsibilities of citizens in America's constitutional democracy and a framework for competent and responsible participation. The civics strand should be expanded by related learning experiences, in both school and community, that enable students to learn how to participate in their own governance.



## **Civil Rights Strand**

Mississippi Code 37-13-193 requires the Mississippi Department of Education to work with the Mississippi Civil Rights Education Commission to incorporate civil rights education into the state’s K-12 educational programs. Civil rights education, as understood by the writers of this framework, is defined as the mastery of content, skills, and values that are learned from a focused and meaningful exploration of civil rights issues (both past and present), locally, nationally, and globally. This education should lead learners to understand and appreciate issues such as social justice, power relations, diversity, mutual respect, and civic engagement. Students should acquire a working knowledge of tactics engaged by civil rights activists to achieve social change. Among these are: demonstration, resistance, organizing, and collective action/unity. The content was incorporated as a content strand throughout the entire K-12 framework at the recommendation of the Mississippi Civil Rights Commission.

## **Economics Strand**

The economic strand should help students gain an understanding of economic concepts while demonstrating an understanding of economic and financial literacy in order to make informed financial decisions throughout their lives. The strand is integrated throughout the K-12 curriculum emphasizing economic reasoning. Throughout the K-12 curriculum, students will grasp an understanding of markets and the U.S. economy in a global setting.

## **Geography Strand**

The geography strand equips students with the knowledge, skills, and perspectives of world geography. Students will learn how to use geographic thinking and information to make well-reasoned decisions and to solve personal and community problems. The geography strand will enable students to use geographic perspectives, knowledge, and skills to engage in ethical action regarding self, other people, other species, and Earth’s diverse cultures and natural environments.

## **History Strand**

The history strand investigates events that change the way people live. History is a record of the past, of people who changed society. We learn history from two sources: primary and secondary sources. The strand investigates how the past shapes the present, how people and events have changed society, and how each influences the other. Also included are instances of how more powerful countries affected countries today.

## Sequencing

Kindergarten	Citizenship at Home and School
First Grade	Citizenship at School
Second Grade	School and the Community
Third Grade	Local Government
Fourth Grade	Mississippi Studies and Regions
Fifth Grade	United States History from Pre-Columbian Era to American Revolution
Sixth Grade	Civics and the World
Seventh Grade	Early World History (Compacted)
Eighth Grade	United States History from Exploration to 1877
Eleventh Grade	Alternate History Elements (This course will be tested using the MAAP-A statewide assessment system.)
Twelfth Grade	Alternate Social Studies Elements

## Organization of the Document

<b>Grade Level or Course</b>	→	<b>KINDERGARTEN</b>		
<b>Theme or Description</b>	→	<b>THEME: CITIZENSHIP AT HOME AND SCHOOL</b>		
		<b>CIVICS</b>		
<b>Strand</b>	↗	<b>STANDARD</b>	<b>ALTERNATE PERFORMANCE OBJECTIVE(S)</b>	<b>Alternate Performance Objectives</b> ↙
		<b>CI.K.1</b> Examine how individuals play different roles and exercise good citizenship. <b>A.CI.K.1</b> Identify different roles individuals play at home and school.	<b>A.CI.K.1.1</b> Identify characteristics of a good citizen (e.g., kind, helpful). <b>A.CI.K.1.2</b> Identify personal characteristics. <b>A.CI.K.1.3</b> Identify different ways to be a good citizen at home and school.	
<b>MS CCRS</b>	→	<b>CI.K.2</b> Demonstrate knowledge of how to be a good citizen. <b>A.CI.K.2</b> Identify and demonstrate appropriate individual behaviors within a group.	<b>A.CI.K.2.1</b> Identify activities that are done in groups (e.g., playground games, circle time). <b>A.CI.K.2.2</b> Identify personal behaviors within each group. <b>A.CI.K.2.3</b> Identify home and school rules (e.g., quiet voice, sharing).	
<b>MS AAAS</b>	→	<b>CI.K.3</b> Describe the role and responsibilities of authority figures. <b>A.CI.K.3</b> Identify central authority figures and their roles.	<b>A.CI.K.3.1</b> Identify central authority figures. <b>A.CI.K.3.2</b> Identify the role of a central authority figure.	

# KINDERGARTEN

## THEME: CITIZENSHIP AT HOME AND SCHOOL

### CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>CI.K.1</b> Examine how individuals play different roles and exercise good citizenship</p> <p><b>A.CI.K.1</b> Identify different roles individuals play at home and school</p>	<p><b>A.CI.K.1.1</b> Identify characteristics of a good citizen (e.g., kind, helpful, etc.)</p> <p><b>A.CI.K.1.2</b> Identify personal characteristics</p> <p><b>A.CI.K.1.3</b> Identify different ways to be a good citizen at home and school</p>
<p><b>CI.K.2</b> Demonstrate knowledge of how to be a good citizen</p> <p><b>A.CI.K.2</b> Identify and demonstrate appropriate individual behaviors within a group</p>	<p><b>A.CI.K.2.1</b> Identify activities that are done in groups (e.g., playground games, circle time, etc.)</p> <p><b>A.CI.K.2.2</b> Identify personal behaviors within each group</p> <p><b>A.CI.K.2.3</b> Identify home and school rules (e.g., quiet voice, sharing, etc.)</p>
<p><b>CI.K.3</b> Describe the role and responsibilities of authority figures</p> <p><b>A.CI.K.3</b> Identify central authority figures and their roles</p>	<p><b>A.CI.K.3.1</b> Identify central authority figures</p> <p><b>A.CI.K.3.2</b> Identify the roles of a central authority figure</p>

## ECONOMICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<b>E.K.1</b> Identify and explain the function of money <b>A.E.K.1</b> Explain the function of money	<b>A.E.K.1.1</b> Explain how money is used in daily life. (e.g., purchasing items at school, etc.)
<b>E.K.2</b> Distinguish between goods and services <b>A.E.K.2</b> Differentiate between goods and services	<b>A.E.K.2.1</b> Discuss goods and services
<b>E.K.3</b> Differentiate between needs and wants of individuals <b>A.E.K.3</b> Discuss the basic needs of individuals	<b>A.E.K.3.1</b> Explain the basic needs of individuals

## CIVIL RIGHTS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<b>CR.K.1</b> Explore the similarities and differences between individuals and families <b>A.CR.K.1</b> Identify similarities and differences between individuals	<b>A.CR.K.1.1</b> Identify characteristics that are similar and different in individuals (e.g., people prefer to eat different foods, people communicate in different languages, people communicate with sign language or augmentative or alternate communication, etc.)

<p><b>CR.K.2</b> Describe and explain traditions and contributions of various cultures</p> <p><b>A.CR.K.2</b> Explore traditions and contributions of various cultures</p>	<p><b>A.CR.K.2.1</b> Explore the ways people celebrate their diverse cultural heritage (e.g., through language, games, songs, dances, holidays, etc.)</p>
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<p><b>CR.K.3</b> Explain the cultural diversity in the classroom</p> <p><b>A.CR.K.3</b> Not Applicable</p>	<p>Not Applicable</p>
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## GEOGRAPHY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>G.K.1</b> Identify a sense of place relative to an individual</p> <p><b>A.G.K.1</b> Identify symbols on a map and directional words</p>	<p><b>A.G.K.1.1</b> Locate symbols and pictures on a map (e.g., people, places, things, etc.)</p> <p><b>A.G.K.1.2</b> Demonstrate the meaning of directional words (e.g., up, down, over, under, behind, next to, far, near, etc.)</p>
<p><b>G.K.2</b> Describe physical features of the environment</p> <p><b>A.G.K.2</b> Identify basic geographic features</p>	<p><b>A.G.K.2.1</b> Differentiate between landforms and bodies of water</p> <p><b>A.G.K.2.2</b> Identify things that people build (e.g., houses, buildings, roads, bridges, etc.)</p>

<p><b>G.K.3</b> Recognize maps, graphs, and other representations of the earth</p> <p><b>A.G.K.3</b> Locate landmarks from a map of a school and town</p>	<p><b>A.G.K.3.1</b> Identify relatable representations on a map (e.g., locate the playground on a school map, etc.)</p> <p><b>A.G.K.3.2</b> Identify the resident, school, and town</p>
<p><b>HISTORY</b></p>	
<p><b>STANDARD</b></p>	<p><b>ALTERNATE PERFORMANCE OBJECTIVE(S)</b></p>
<p><b>H.K.1</b> Recognize symbols, customs, and celebrations representative of our community, Mississippi, and the United States</p> <p><b>A.H.K.1</b> Identify traditions, symbols, customs, and celebrations representative of Mississippi and the United States</p>	<p><b>A.H.K.1.1</b> Identify the Mississippi and United States flags</p>
<p><b>H.K.2</b> Describe the impact of significant historical figures and events</p> <p><b>A.H.K.2</b> Not Applicable</p>	<p>Not applicable</p>

## FIRST GRADE

### THEME: CITIZENSHIP AT SCHOOL

#### CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>CI.1.1</b> Examine how individuals play different roles and exercise good citizenship</p> <p><b>A.CI.1.1</b> Identify individuals in a household and the roles of each person</p>	<p><b>A.CI.1.1.1</b> Identify different family members</p> <p><b>A.CI.1.1.2</b> Identify contributing actions of individual family members within the home</p>
<p><b>CI.1.2</b> Demonstrate knowledge of how to be a good citizen at home and school</p> <p><b>A.CI.1.2</b> Identify actions that demonstrate good citizenship at home and school</p>	<p><b>A.CI.1.2.1</b> Identify actions that demonstrate good citizenship at home (e.g., willing to participate in household chores, recycle, etc.)</p> <p><b>A.CI.1.2.2</b> Identify actions that demonstrate good citizenship at school (e.g., follow rules, respect others' property, help others, etc.)</p>
<p><b>CI.1.3</b> Demonstrate knowledge of authority figures at home and school</p> <p><b>A.CI.1.3</b> Identify authority figures at home and school</p>	<p><b>A.CI.1.3.1</b> Identify authority figures at home</p> <p><b>A.CI.1.3.2</b> Identify authority figures at school</p> <p><b>A.CI.1.3.3</b> Identify a rule at home and a rule from school and the possible consequences for failing to obey each rule</p>

## ECONOMICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<b>E.1.1</b> Differentiate between needs and wants of individuals at home and school <b>A.E.1.1</b> Discuss needs and wants at school and home	<b>A.E.1.1.1</b> Discuss needs at school and home <b>A.E.1.1.2</b> Discuss wants at school and home
<b>E.1.2</b> Evaluate how families use goods and services <b>A.E.1.2</b> Discuss goods and services used by families	<b>A.E.1.2.1</b> Discuss the types of goods used by families <b>A.E.1.2.2</b> Discuss the types of services used by families
<b>E.1.3</b> Analyze the role of money within a home <b>A.E.1.3</b> Explain how money is necessary to purchase goods and services found within a home	<b>A.E.1.3.1</b> Discuss how people obtain money through work <b>A.E.1.3.2</b> Discuss how money is used to purchase goods and services

## CIVIL RIGHTS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<b>CR.1.1</b> Explore the similarities and differences between families and schools <b>A.CR.1.1</b> Identify the similarities and differences in families	<b>A.CR.1.1.1</b> Investigate different family structures (e.g., blended, nuclear, single parent, etc.)



<p><b>CR.1.2</b> Describe and explain traditions and contributions of various cultures</p> <p><b>A.CR.1.2</b> Describe traditions of various cultures</p>	<p><b>A.CR.1.2.1</b> Describe holidays and celebrations of various cultures (e.g., within the class and community)</p>
<p><b>CR.1.3</b> Explain the role of cooperation and compromise within families and school communities</p> <p><b>A.CR.1.3</b> Given a situation or scenario, identify ways individuals can get along with and work with others</p>	<p><b>A.CR.1.3.1</b> Describe situations when people must get along and work together (e.g., two friends want to play with the same toy, so the two friends can share the toy)</p>

## GEOGRAPHY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>G.1.1</b> Identify a sense of place relative to an individual, home, and school</p> <p><b>A.G.1.1</b> Identify ways you feel you belong at school, at home, and in your community</p>	<p><b>A.G.1.1.1</b> Identify terms related to location, size, and distance</p> <p><b>A.G.1.1.2</b> Identify how your basic needs are met in your geographic location (e.g., shelter, clothing, food, education, etc.)</p>
<p><b>G.1.2</b> Describe physical features of the environment</p> <p><b>A.G.1.2</b> Identify basic geographic features of the environment</p>	<p><b>A.G.1.2.1</b> Identify basic geographic features of your community</p> <p><b>A.G.1.2.2</b> Describe landforms of the environment through the use of online mediums or picture books (e.g., mountains, hills, lakes, oceans, rivers, etc.)</p>

**G.1.3**

Recognize maps, graphs, and other representations of the earth

**A.G.1.3**

Recognize that a map is a smaller scale representation of an actual place

**A.G.1.3.1** Identify man-made and natural features on a map

**A.G.1.3.2** Identify the local town or community on a map or globe

## HISTORY

### STANDARD

### ALTERNATE PERFORMANCE OBJECTIVE(S)

**H.1.1**

Evaluate how people and events have shaped the local community, state, and nation

**A.H.1.1**

Describe people and events that have shaped the local community

**A.H.1.1.1** Identify people and events that have influenced the community (e.g., community helpers, official/unofficial leaders, local festivals, parades, etc.)

**H.1.2**

Compare the ways individuals and groups in the local community and state lived in the past to how we live today

**A.H.1.2**

Identify differences between how people within the local community and state lived in the past and how we live today

**A.H.1.2.1** Compare and contrast communication methods over time

**A.H.1.2.2** Compare and contrast the differences in work over time

## SECOND GRADE

### THEME: CITIZENSHIP AT SCHOOL AND IN THE COMMUNITY

#### CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>CI.2.1</b> Examine how individuals play different roles and exercise good citizenship in the local community</p> <p><b>A.CI.2.1</b> Compare roles that demonstrate good citizenship within the local community</p>	<p><b>A.CI.2.1.1</b> Identify different community members and the roles they play (e.g., policeman, fireman, mail carrier, nurse, doctor, grocer, pharmacist, teacher, principal, etc.)</p> <p><b>A.CI.2.1.2</b> Distinguish behaviors of different individuals who exhibit good citizenship in the community</p>
<p><b>CI.2.2</b> Demonstrate knowledge of how to be a good citizen in the local community</p> <p><b>A.CI.2.2</b> Describe how to be a good citizen</p>	<p><b>A.CI.2.2.1</b> Identify characteristics of being a good citizen in the classroom, school, and community</p> <p><b>A.CI.2.2.2</b> Identify a problem in the community and ways to solve it</p>
<p><b>CI.2.3</b> Demonstrate knowledge of authority figures in the local community</p> <p><b>A.CI.2.3</b> Describe authority figures and their responsibilities in the local community</p>	<p><b>A.CI.2.3.1</b> Identify authority figures in the community (e.g., fire chief, chief of police, mayor, principal, etc.)</p> <p><b>A.CI.2.3.2</b> Identify the responsibilities of authority figures</p> <p><b>A.CI.2.3.3</b> Compare the responsibilities of individuals and authority figures in the community</p>

## ECONOMICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>E.2.1</b> Explain how individual wants and needs impact the production of goods and services</p> <p><b>A.E.2.1</b> Not Applicable</p>	Not Applicable
<p><b>E.2.2</b> Explain the effects of supply and demand on the price of goods and services</p> <p><b>A.E.2.2</b> Connect the possible reason for a change in production to its impact</p>	<b>A.E.2.2.1</b> List a possible reason for a decrease or increase in the production of a good or service (e.g., in winter, the production of swimsuits decreases, etc.)
<p><b>E.2.3</b> Differentiate between needs and wants of individuals</p> <p><b>A.E.2.3</b> Explain the difference between needs and wants of individuals</p>	<b>A.E.2.3.1</b> Discuss needs and wants <b>A.E.2.3.2</b> Classify items as needs or wants
<p><b>E.2.4</b> Identify the role of financial institutions within the community</p> <p><b>A.E.2.4</b> Discuss the role of banks within the community</p>	<b>A.E.2.4.1</b> Discuss the role of banks <b>A.E.2.4.2</b> List banks within the local community

## CIVIL RIGHTS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<b>CR.2.1</b> Illustrate the role of unity and diversity within the community <b>A.CR.2.1</b> Describe the role of unity and diversity within the community	<b>A.CR.2.1.1</b> Define unity and diversity as they apply to a community's traditions and customs
<b>CR.2.2</b> Describe and explain how traditions and customs contribute to unity and diversity <b>A.CR.2.2</b> Not Applicable	Not Applicable
<b>CR.2.3</b> Explain the role of cooperation and compromise within the community <b>A.CR.2.3</b> Not Applicable	Not Applicable

## GEOGRAPHY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<b>G.2.1</b> Differentiate between different types of maps <b>A.G.2.1</b> Identify symbols on a simple map	<b>A.G.2.1.1</b> Utilize a map key or legend to locate specific features on a simple map <b>A.G.2.1.2</b> Identify characteristics of specific regions on a simple map (e.g., flat land, forested area, man-made structures like homes, etc.)

<p><b>G.2.2</b> Investigate physical features of the local region</p> <p><b>A.G.2.2</b> Name, list, or label physical features of the local region</p>	<p><b>A.G.2.2.1</b> Name, list, or show how physical features in the local community have affected human settlement</p> <p><b>A.G.2.2.2</b> Identify physical features of the local region</p>
<p><b>G.2.3</b> Recognize maps, graphs, and other representations of the earth</p> <p><b>A.G.2.3</b> Compare and contrast maps of the same location</p>	<p><b>A.G.2.3.1</b> Identify representations of a specific location using different maps that depict the same location</p> <p><b>A.G.2.3.2</b> Identify north, south, east, and west on the compass rose on a map</p> <p><b>A.G.2.3.3</b> Locate Mississippi and the United States using maps and globes</p>

## HISTORY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>H.2.1</b> Evaluate how people and events have shaped the local community, state, and nation through primary sources</p> <p><b>A.H.2.1</b> Describe how people and events have shaped the local community, state, and nation</p>	<p><b>A.H.2.1.1</b> Identify vocabulary to express the measurement of time (e.g., before, after, years, etc.)</p> <p><b>A.H.2.1.2</b> Match an event or document to the appropriate person or event (e.g., principal and school handbook, George Washington and the presidency, etc.)</p>
<p><b>H.2.2</b> Utilize oral traditions that contributed to the cultural diversity of the community, state, and nation</p> <p><b>A.H.2.2</b> Acknowledge traditions that contributed to the cultural diversity of the nation</p>	<p><b>A.H.2.2.1</b> Identify national traditions (e.g., Pledge of Allegiance, national anthem, etc.)</p> <p><b>A.H.2.2.2</b> Match traditions to cultural or historical characteristics</p>

## THIRD GRADE

### THEME: CITIZENSHIP IN LOCAL GOVERNMENT

#### CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>CI.3.1</b> Explain how an individual exercises rights and responsibilities within the community and local government</p> <p><b>A.CI.3.1</b> Explain how an individual exercises rights and responsibilities within the community</p>	<p><b>A.CI.3.1.1</b> Define basic rights and responsibilities</p> <p><b>A.CI.3.1.2</b> Match members of the local community with their responsibilities</p>
<p><b>CI.3.2</b> Demonstrate knowledge of community and local government</p> <p><b>A.CI.3.2</b> Show knowledge of community and government</p>	<p><b>A.CI.3.2.1</b> Identify the three branches of government</p> <p><b>A.CI.3.2.2</b> Explain how laws are important to a community</p> <p><b>A.CI.3.2.3</b> Categorize services provided by the local community and government</p>
<p><b>CI.3.3</b> Compare and contrast how all people, not just official leaders, play important roles in local government and portray good citizenship</p> <p><b>A.CI.3.3</b> Describe how all people play important roles in local government</p>	<p><b>A.CI.3.3.1</b> Identify the characteristics of a responsible citizen</p> <p><b>A.CI.3.3.2</b> Identify roles in local government in which citizens may participate</p>

## ECONOMICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<b>E.3.1</b> Analyze the role of money within a community and local government <b>A.E.3.1</b> Explain the role of money within a community	<b>A.E.3.1.1</b> Discuss the purpose of money <b>A.E.3.1.2</b> Identify situations in which money is needed in the local community
<b>E.3.2</b> Evaluate the role of trade within a community and local government. <b>A.E.3.2</b> Discuss the products and resources available within a local community	<b>A.E.3.2.1</b> Identify the products and resources within a local community
<b>E.3.3</b> Explain how people earn income <b>A.E.3.3</b> Describe how people earn income	<b>A.E.3.3.1</b> Explore different types of jobs <b>A.E.3.3.2</b> Discuss the requirements for different types of jobs (e.g., education, training, etc.)

## CIVIL RIGHTS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<b>CR.3.1</b> Explain how a democracy relies on people's responsible participation <b>A.CR.3.1</b> Not Applicable	Not Applicable



<p><b>CR.3.2</b> Examine how cultural diversity strengthens the community</p> <p><b>A.CR.3.2</b> Investigate the effects of cultural diversity on the community</p>	<p><b>A.CR.3.2.1</b> Discover cultural diversity</p> <p><b>A.CR.3.2.2</b> Match cultural artifacts to representations found in the community (e.g., museums, statues, arrowheads, etc.)</p>
<p><b>CR.3.3</b> Examine the Declaration of Independence, the Constitution, and the Bill of Rights in order to recognize basic principles of democracy and civil liberties</p> <p><b>A.CR.3.3</b> Examine the Bill of Rights to identify basic civil liberties</p>	<p><b>A.CR.3.3.1</b> Investigate major freedoms provided by the Bill of Rights, including speech, religion, press, right to bear arms, and assembly</p> <p><b>A.CR.3.3.2</b> Research how civil liberties are exercised in the local community</p>
<b>GEOGRAPHY</b>	
<b>STANDARD</b>	<b>ALTERNATE PERFORMANCE OBJECTIVE(S)</b>
<p><b>G.3.1</b> Identify ways humans have altered the physical environment</p> <p><b>A.G.3.1</b> Identify basic ways humans have changed the physical environment</p>	<p><b>A.G.3.1.1</b> Identify ways humans and industry have changed the environment (e.g., farming, timbering, buildings, parking lots, railroads, roads, bridges, etc.)</p> <p><b>A.G.3.1.2</b> Identify tools used to change/impact the environment (e.g., shovels, cranes, dump trucks, bulldozers, etc.)</p>
<p><b>G.3.2</b> Identify ways natural disasters affect the physical environment</p> <p><b>A.G.3.2</b> Identify ways natural disasters can change the physical environment</p>	<p><b>A.G.3.2.1</b> Identify natural disasters</p> <p><b>A.G.3.2.2</b> Identify ways to prepare for natural disasters (e.g., evacuation orders, secure property, etc.)</p> <p><b>A.G.3.2.3</b> Identify how natural disasters can change living environments</p>

<p><b>G.3.3</b> Explain how technological advancements have influenced the environment</p> <p><b>A.G.3.3</b> Identify how technological advancements have impacted natural resources</p>	<p><b>A.G.3.3.1</b> Identify natural resources in Mississippi.</p> <p><b>A.G.3.3.2</b> Identify the geographic impact of using oil and various energy sources in the 21st century (e.g., oil, petroleum, nuclear power, and solar power)</p>
<p><b>G.3.4</b> Recognize maps, graphs, and other representations of the earth</p> <p><b>A.G.3.4</b> Discuss how maps are used</p>	<p><b>A.G.3.4.1</b> Identify the different purposes of maps (e.g., census, road, climate, topography, etc.)</p>
<p><b>G.3.5</b> Describe the relationship between locations of resources and patterns of population distribution</p> <p><b>A.G.3.5</b> Explore the relationship between locations of resources and population of people</p>	<p><b>A.G.3.5.1</b> Locate where people live on maps and other representations of Earth (e.g., near water sources, areas with milder climates, etc.)</p> <p><b>A.G.3.5.2</b> Identify and classify renewable and nonrenewable resources</p> <p><b>A.G.3.5.3</b> Identify why populations live near available resources (e.g., jobs, easy access to resources, etc.).</p>

## HISTORY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>H.3.1</b> Identify and describe the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy</p> <p><b>A.H.3.1</b> Identify different types of governments throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy</p>	<p><b>A.H.3.1.1</b> Define vocabulary associated with different types of government</p> <p><b>A.H.3.1.2</b> Identify who holds power in each type of government</p> <p><b>A.H.3.1.3</b> Compare differences between different types of government</p>
<p><b>H.3.2</b> Explain the role of representative democracy in framing the American government</p> <p><b>A.H.3.2</b> Determine the role of representative democracy in framing the American government</p>	<p><b>A.H.3.2.1</b> Describe the structure of the American government (e.g., parties, elections, senators, representatives, three branches, etc.)</p> <p><b>A.H.3.2.2</b> Match the role of each branch of government to its purpose</p>
<p><b>H.3.3</b> Trace the history of voting rights in America</p> <p><b>A.H.3.3</b> Sequence the history of voting rights in America</p>	<p><b>A.H.3.3.1</b> Define voting</p> <p><b>A.H.3.3.2</b> Discuss the expansion of voting rights in America</p>

## FOURTH GRADE

### THEME: MISSISSIPPI STUDIES AND REGIONS

#### CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>CI.4.1</b> Describe Mississippi's entry into statehood</p> <p><b>A.CI.4.1</b> Explain how Mississippi became a state</p>	<p><b>A.CI.4.1.1</b> Identify the process of the Mississippi territory being admitted to the United States</p> <p><b>A.CI.4.1.2</b> Identify one political and one geographic reason for changes in the location of Mississippi's state capitol</p>
<p><b>CI.4.2</b> Identify people in positions of power and how they can influence people's rights and freedom</p> <p><b>A.CI.4.2</b> Identify people in positions of power</p>	<p><b>A.CI.4.2.1</b> Identify elected leaders in the community</p> <p><b>A.CI.4.2.2</b> Identify elected leaders in the state</p>
<p><b>CI.4.3</b> Identify rights and responsibilities as a citizen of your community and state</p> <p><b>A.CI.4.3</b> Identify rights and responsibilities of a citizen</p>	<p><b>A.CI.4.3.1</b> State the meaning of a right and the meaning of a responsibility of a citizen</p> <p><b>A.CI.4.3.2</b> Identify some rights of a citizen (e.g., right to vote, freedom of speech, etc.)</p> <p><b>A.CI.4.3.3</b> Identify some responsibilities of a citizen (e.g., serve on jury duty, follow laws, etc.)</p>

## ECONOMICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>E.4.1</b> Describe Mississippi’s economic and military role during the Civil War. Ex: Economic—production of iron products, textiles, and ships; Military—provision of military supplies through ports</p> <p><b>A.E.4.1</b> Describe the economic and military role of Mississippi during the Civil War. (e.g., economic production of iron products, textiles, and ships; military provision of military supplies through ports)</p>	<p><b>A.E.4.1.1</b> Discuss Mississippi’s economic role during the Civil War (e.g., production of iron products, textiles, and ships)</p> <p><b>A.E.4.1.2</b> Discuss Mississippi’s military role during the Civil War (e.g., provision of military supplies through ports)</p>
<p><b>E.4.2</b> Evaluate how geographic and economic factors influence life and work in Mississippi</p> <p><b>A.E.4.2</b> Explain how where you live and where you work influences daily life in Mississippi</p>	<p><b>A.E.4.2.1</b> Classify the types of jobs found in the various regions of Mississippi (e.g., cotton farming vs. soybean farming, pastureland vs. industrial development, beaches vs. casinos, landfills vs. parks)</p> <p><b>A.E.4.2.2</b> Discuss the economic impact of natural disasters (e.g., hurricanes, tornadoes, and earthquakes)</p>
<p><b>E.4.3</b> Identify economic conditions as a result of the Civil War, including the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates</p> <p><b>A.E.4.3</b> Not Applicable</p>	<p>Not Applicable</p>

## CIVIL RIGHTS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>CR.4.1</b> Explore the Civil Rights Movement to determine its impact on Mississippi (e.g., social, political, and economic impacts)</p> <p><b>A.CR.4.1</b> State the impact of the Civil Rights Movement on Mississippi (e.g., social, political, and economic impacts)</p>	<p><b>A.CR.4.1.1</b> Define vocabulary associated with the Civil Rights Movement (e.g., discrimination, prejudice, segregation, integration, suffrage, and rights)</p> <p><b>A.CR.4.1.2</b> Discuss important people of the Civil Rights Movement (e.g., Martin Luther King, Jr.; Rosa Parks; Medgar Evers; James Meredith; Fannie Lou Hamer; and Charles Evers)</p> <p><b>A.CR.4.1.3</b> Discuss the events of the Civil Rights Movement (e.g., the <i>Brown v. Board of Education</i> decision of 1954, Jim Crow laws, the Freedom Riders (Goodman, Chaney, Schwerner), the University of Mississippi riots (James Meredith))</p> <p><b>A.CR.4.1.4</b> Discuss the effect and positive outcomes of the Civil Rights Movement (e.g., the Civil Rights Act of 1964, abolishment of separate but equal, the Voting Rights Act of 1965, and the <i>Brown v. Board of Education</i> Supreme Court Case of 1954).</p>
<p><b>CR.4.2</b> Examine how culture influences the way people modify and adapt to their environment</p> <p><b>A.CR.4.2</b> Explore how cultural heritage influences people</p>	<p><b>A.CR.4.2.1</b> Recognize ways people celebrate their diverse cultural heritage (e.g., through literature, language, games, songs, dances, and holidays)</p> <p><b>A.CR.4.2.2</b> Explore ways people celebrate their diverse cultural heritage in Mississippi</p>

## GEOGRAPHY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>G.4.1</b> Describe the physical geography of Mississippi</p> <p><b>A.G.4.1</b> Identify the basic geography of Mississippi</p>	<p><b>A.G.4.1.1</b> Identify the four basic geographical regions of Mississippi (i.e., Yazoo Basin-Delta, Pine Belt, Northern Hills, Gulf Coast)</p> <p><b>A.G.4.1.2</b> Using a map key or legend, identify major natural resources and deposits on a map of Mississippi. (e.g., oil, agricultural, and aquatic)</p>

<p><b>G.4.2</b> Understand how geographic and environmental factors influence life and work</p> <p><b>A.G.4.2</b> Identify how geographic and environmental factors influence life and work</p>	<p><b>A.G.4.2.1</b> Explore the resources or lack of resources in a local region to other regions of Mississippi (e.g., Delta’s rich soil vs. coastal waters)</p> <p><b>A.G.4.2.2</b> Identify the three major divisions of labor within Mississippi (e.g., government, industry, and agriculture)</p> <p><b>A.G.4.2.3</b> Identify economic opportunities within and outside Mississippi (e.g., construction of homes and apartments, agriculture, shopping, and restaurant development)</p> <p><b>A.G.4.2.4</b> Identify commodities Mississippians use that are grown or manufactured outside of Mississippi</p> <p><b>A.G.4.2.5</b> Identify the basic economic impact of natural disasters (e.g., hurricanes, tornadoes, and earthquakes)</p>
<p><b>G.4.3</b> Recognize maps, graphs, and other representations of Mississippi</p> <p><b>A.G.4.3</b> Identify representations of Mississippi and its border states</p>	<p><b>A.G.4.3.1</b> Identify north, south, east, and west on a map</p> <p><b>A.G.4.3.2</b> Locate Mississippi in the United States using maps and globes</p> <p><b>A.G.4.3.3</b> Identify the border states of Mississippi</p>
<p><b>HISTORY</b></p>	
<p><b>STANDARD</b></p>	<p><b>ALTERNATE PERFORMANCE OBJECTIVE(S)</b></p>
<p><b>H.4.1</b> Recognize symbols, customs, and celebrations representative of our community, Mississippi, and the United States</p> <p><b>A.H.4.1</b> Recognize symbols, customs, and celebrations representative of our community, Mississippi, and the United States</p>	<p><b>A.H.4.1.1</b> Differentiate symbols that are significant to your school, community, Mississippi, and the United States (e.g., school mascot, community logo, Mississippi state flag, United States flag, bald eagle, etc.)</p> <p><b>A.H.4.1.2</b> Identify expressions of patriotism (e.g., Pledge of Allegiance, national anthem, military salutes, etc.)</p>

<p><b>H.4.2</b> Distinguish reasons for European exploration and settlement in Mississippi and the impact of European explorers on trade, health, and land expansion in Mississippi</p> <p><b>A.H.4.2</b> Not Applicable</p>	<p>Not Applicable</p>
<p><b>H.4.3</b> Describe Mississippi antebellum society</p> <p><b>A.H.4.3</b> Describe Mississippi’s agricultural economy prior to the Civil War</p>	<p><b>A.H.4.3.1</b> Discuss the impact of agriculture on Mississippi’s economy</p>
<p><b>H.4.4</b> Explain how literature, the arts, architecture, and music distinguish Mississippi from other places</p> <p><b>A.H.4.4</b> Recognize Mississippians from literature, the arts, architecture, and music</p>	<p><b>A.H.4.4.1</b> Identify Mississippians known for their artwork, music, architecture, and literature</p>
<p><b>H.4.5</b> Describe the impact of significant historical figures and events in Mississippi</p> <p><b>A.H.4.5</b> Discuss significant historical figures and events in Mississippi</p>	<p><b>A.H.4.5.1</b> Identify historical figures and events that are symbols of Mississippi culture (e.g., monuments, place names, etc.)</p>



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**H.4.6**

Compare and contrast between the different Mississippi Native American cultures (e.g., Choctaw, Chickasaw, and Natchez)

**A.H.4.6**

Compare the different Mississippi Native American cultures (e.g., Choctaw, Chickasaw, and Natchez)

**A.H.4.6.1** Identify the location of major tribes within Mississippi

**A.H.4.6.2** Compare and contrast similarities and differences in how Native American tribes lived (e.g., their homes, roles, beliefs, clothes, games, traditions, or food)

## FIFTH GRADE

### U.S. HISTORY: PRE-COLUMBIAN TO AMERICAN REVOLUTION

#### CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>CI.5.1</b> Explain how weaknesses of the Articles of Confederation led to the Constitution</p> <p><b>A.CI.5.1</b> Explain how the Articles of Confederation led to the Constitution.</p>	<p><b>A.CI.5.1.1</b> Identify problems of the Articles of Confederation (e.g., lack of executive branch, no taxation power, and weak central government)</p> <p><b>A.CI.5.1.2</b> Identify the plans and compromises that contributed to the creation of the Constitution and the Bill of Rights</p>
<p><b>CI.5.2</b> Demonstrate respect for the rights of others in discussion and classroom debates</p> <p><b>A.CI.5.2</b> Demonstrate respect for the rights of others</p>	<p><b>A.CI.5.2.1</b> Identify ways to resolve differences with respect to others</p>

#### ECONOMICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>E.5.1</b> Examine the various types of resources required to provide goods and services</p> <p><b>A.E.5.1</b> Examine the various types of resources in the United States</p>	<p><b>A.E.5.1.1</b> Identify the major resources of the United States (e.g., iron ore, dairy, cotton, corn, and timber)</p> <p><b>A.E.5.1.2</b> Discuss why certain products are manufactured in certain areas in the United States (e.g., citrus grown on the coast because the climate is warm year-round, shrimp and oysters harvested on the coast because it is located near an ocean, etc.)</p>

<p><b>E.5.2</b> Explain how currency makes exchange easier by comparing a bartering economy to a currency-based economy</p> <p><b>A.E.5.2</b> Discuss a bartering economy and a currency-based economy</p>	<p><b>A.E.5.2.1</b> Identify details of a bartering economy</p> <p><b>A.E.5.2.2</b> Identify details of a currency-based economy</p>
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**CIVIL RIGHTS**

<b>STANDARD</b>	<b>ALTERNATE PERFORMANCE OBJECTIVE(S)</b>
<p><b>CR.5.1</b> Identify ways that people in roles of power can influence people’s rights and freedom</p> <p><b>A.CR.5.1</b> Identify ways that authority figures can influence people’s rights and freedom</p>	<p><b>A.CR.5.1.1</b> Link authority figures from various groups of people to their influence on the rights and freedom of people (e.g., Native Americans, African Americans, and women)</p>
<p><b>CR.5.2</b> Describe and explain traditions and contributions of various cultures</p> <p><b>A.CR.5.2</b> Compare traditions and contributions of various cultures</p>	<p><b>A.CR.5.2.1</b> Identify ways people celebrate their traditions and diverse cultural heritage (e.g., through literature, language, games, songs, dances, and holidays)</p>

## GEOGRAPHY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>G.5.1</b> Locate on a map the physical features of America prior to Exploration</p> <p><b>A.G.5.1</b> Locate on a map physical features that are present in America</p>	<p><b>A.G.5.1.1</b> Identify major landforms and bodies of water in America (e.g., oceans, rivers, major forests, and significant mountain ranges)</p>
<p><b>G.5.2</b> Describe physical features of the environment</p> <p><b>A.G.5.2</b> Identify physical features of the environment</p>	<p><b>A.G.5.2.1</b> Differentiate between landforms and bodies of water</p> <p><b>A.G.5.2.2</b> Identify how physical features impact communities</p> <p><b>A.G.5.2.3</b> Identify ways physical environments may change over time (e.g., through erosion, hurricanes, etc.)</p>
<p><b>G.5.3</b> Recognize maps, graphs, and other representations of the earth</p> <p><b>A.G.5.3</b> Use a map and other representations of the earth to locate specific points</p>	<p><b>A.G.5.3.1</b> Identify cardinal and intermediate directions (e.g., north, northeast, northwest, south, southeast, southwest, east, and west)</p> <p><b>A.G.5.3.2</b> Locate Mississippi and the border states of Mississippi using maps or globes</p>

## HISTORY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>H.5.1</b> Recognize symbols, customs, and celebrations representative of the United States</p> <p><b>A.H.5.1</b> Recognize symbols, customs, and celebrations representative of the United States</p>	<p><b>A.H.5.1.1</b> Identify national symbols, customs, and celebrations that are significant to the United States (e.g., Fourth of July, United States flag, bald eagle, etc.)</p> <p><b>A.H.5.1.2</b> Identify expressions of national patriotism</p>
<p><b>H.5.2</b> Examine the reasons and impact for exploration of the New World</p> <p><b>A.H.5.2</b> Not Applicable</p>	Not Applicable
<p><b>H.5.3</b> Describe reasons for colonization of North America</p> <p><b>A.H.5.3</b> Describe reasons for colonization of North America</p>	<p><b>A.H.5.3.1</b> Identify significant European explorers (e.g., Columbus, DeSoto, etc.)</p> <p><b>A.H.5.3.2</b> Discuss factors that prompted exploration and colonization (e.g., religious freedom, land, economic growth, etc.)</p>
<p><b>H.5.4</b> Explain major events of the American Revolution and their outcomes</p> <p><b>A.H.5.4</b> Investigate the major events and the impact of the American Revolution</p>	<p><b>A.H.5.4.1</b> Sequence the events that led to the American Revolution (e.g., French and Indian War, British Stamp Act, Intolerable Acts, Boston Massacre, Tea Act, etc.)</p> <p><b>A.H.5.4.2</b> Identify multiple principles of the Declaration of Independence</p> <p><b>A.H.5.4.3</b> Identify key battles of the American Revolution</p> <p><b>A.H.5.4.4</b> Label significant people and their impact on the American Revolution</p> <p><b>A.H.5.4.5</b> Identify the Treaty of Paris of 1783</p>

<p><b>H.5.5</b> Chart the causes and events leading to the American Revolution. Cite the reasons for the establishment of early colonies in North America</p> <p><b>A.H.5.5</b> Not Applicable</p> <p><b>H.5.6</b> Differentiate among pre-Columbian civilizations</p> <p><b>A.H.5.6</b> Not Applicable</p>	<p>Not Applicable</p> <p>Not Applicable</p>
<p><b>H.5.7</b> Describe the impact of significant historical figures and events</p> <p><b>A.H.5.7</b> Describe significant historical figures and events</p>	<p><b>A.H.5.7.1</b> Identify historical figures and events that are used as symbols of American culture (e.g., currency, monuments, and place names)</p>

## SIXTH GRADE

### CIVICS AND THE WORLD

#### CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>CI.6.1</b> Understand the various roles and expectations of citizens throughout the world and apply that understanding to their role as a citizen of their community, state, and nation</p> <p><b>A.CI.6.1</b> Identify the various roles of citizens and apply that understanding to their role as a citizen of their community, state, and nation</p>	<p><b>A.CI.6.1.1</b> Show how technology and media affect decision-making</p> <p><b>A.CI.6.1.2</b> Explain how citizenship roles vary based on the population, size, and geographic position of a state</p> <p><b>A.CI.6.1.3</b> Identify the many forms of citizenship</p>
<p><b>CI.6.2</b> Examine the challenges of civic engagement in the contemporary world</p> <p><b>A.CI.6.2</b> Explore how technology and media affect our civil rights and responsibilities</p>	<p><b>A.CI.6.2.1</b> Describe the impacts of technology and media in making reliable decisions</p> <p><b>A.CI.6.2.2</b> Illustrate how globalization has changed the rights and responsibilities of citizens</p> <p><b>A.CI.6.2.3</b> Identify ways security has impacted civil liberty protections</p>

## ECONOMICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>E.6.1</b> Explain the concept of natural resources and how people use and value them</p> <p><b>A.E.6.1</b> Identify natural resources and how people use them</p>	<p><b>A.E.6.1.1</b> Identify natural resources <b>A.E.6.1.2</b> Discuss how people use natural resources</p>
<p><b>E.6.2</b> Identify the geographic patterns of economic interactions</p> <p><b>A.E.6.2</b> Describe economic interactions</p>	<p><b>A.E.6.2.1</b> Describe economic activities (e.g., primary—harvesting and extraction of natural resources; secondary—manufacturing, construction, and utilities; tertiary—services)</p>

## CIVIL RIGHTS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>CR.6.1</b> Identify physical and political factors that contribute to cooperation and conflict among people</p> <p><b>A.CR.6.1</b> Identify global and local factors that lead to agreement and disagreement among people</p>	<p><b>A.CR.6.1.1</b> Recognize different types of ideas and beliefs that lead to argument among people (e.g., religion, race, ethnicity, culture, national and international differences, etc.)</p>



<p><b>CR.6.2</b> Formulate an understanding of citizenship roles in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, the Middle East, North Africa, and Sub-Saharan Africa and how they are influenced by a variety of factors</p> <p><b>A.CR.6.2</b> Not Applicable</p>	<p>Not Applicable</p>
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## GEOGRAPHY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>G.6.1</b> Describe the world using the tools of geography including maps, globes, and technological representations</p> <p><b>A.G.6.1</b> Use appropriate maps, globes, and other geographic tools (e.g., internet) to locate various sites or places</p>	<p><b>A.G.6.1.1</b> Identify road map essentials (e.g., interstate, highway, county road, and exit)  <b>A.G.6.1.2</b> Identify a specific map for a specific purpose  <b>A.G.6.1.3</b> Use appropriate geographic tools to locate a specific place or piece of information</p>
<p><b>G.6.2</b> Explain the concept of place and the factors that give meaning to particular places</p> <p><b>A.G.6.2</b> Identify the major features of a given place</p>	<p><b>A.G.6.2.1</b> Identify the distinguishing physical and human characteristics of different places within the United States  <b>A.G.6.2.2</b> Explore how people create the places they live in  <b>A.G.6.2.3</b> Identify personal, community, or national identities that are based on places (e.g., Florida is known as the Sunshine State, Georgia is known as the Peach State, etc.)</p>

<p><b>G.6.3</b> Identify geographic patterns in the environment that result from the processes of Earth’s physical systems</p> <p><b>A.G.6.3</b> Identify geographic results of Earth’s physical changes</p>	<p><b>A.G.6.3.1</b> Identify the atmosphere, biosphere, lithosphere, and hydrosphere</p> <p><b>A.G.6.3.2</b> Discuss how Earth-sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth</p> <p><b>A.G.6.3.3</b> Investigate how natural processes shaped the physical environment</p>
<p><b>G.6.4</b> Determine how regions are used to describe the organization of Earth’s surface</p> <p><b>A.G.6.4</b> Explore the major regions of Earth’s surface and distinguishing factors</p>	<p><b>A.G.6.4.1</b> Identify the major regions of Earth’s surface and the characteristics of each (e.g., North Frigid Zone, North Temperate Zone, Torrid Zone, South Temperate Zone, and South Frigid Zone)</p> <p><b>A.G.6.4.2</b> Investigate the main characteristics of the major world regions</p>
<p><b>G.6.5</b> Describe the characteristics and causes of human population changes and migration</p> <p><b>A.G.6.5</b> Describe reasons why people migrate to other areas</p>	<p><b>A.G.6.5.1</b> Identify factors that prompt people to move away to new areas (e.g., natural disasters, job relocation, family changes)</p>
<p><b>G.6.6</b> Describe the patterns of human settlements and the factors that contribute to their formation</p> <p><b>A.G.6.6</b> Investigate patterns of human settlement and why they change</p>	<p><b>A.G.6.6.1</b> Identify basic structures of settlements, communities, or towns</p> <p><b>A.G.6.6.2</b> Identify characteristics of locations that prove better for settlement</p> <p><b>A.G.6.6.3</b> Identify settlement patterns in association with the location of resources</p>

<p><b>G.6.7</b> Compare and contrast ways that humans and the physical environment are impacted by the extraction of resources</p> <p><b>A.G.6.7</b> Describe the positive and negative consequences of changing the physical environment</p>	<p><b>A.G.6.7.1</b> Discuss ways in which humans modify the physical environment negatively (e.g., deforestation, air pollution, water pollution, etc.)</p> <p><b>A.G.6.7.2</b> Discuss ways in which humans modify the physical environment positively (e.g., recycling, conserving resources, composting, etc.)</p> <p><b>A.G.6.7.3</b> Identify tools people use to modify the environment (e.g., shovels, cranes, dump trucks, bulldozers, etc.)</p> <p><b>A.G.6.7.4</b> Identify types of environmental hazards and how people respond to natural hazards</p>
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**HISTORY**

<b>STANDARD</b>	<b>ALTERNATE PERFORMANCE OBJECTIVE(S)</b>
<p><b>H.6.1</b> Explain the characteristics and development of culture</p> <p><b>A.H.6.1</b> Describe the characteristics of culture</p>	<p><b>A.H.6.1.1</b> Compare the aspects of various cultures (e.g., religion/belief systems, language, ethnicity, institutions, technology, art, architecture, dress, foods, and traditions)</p>

## SEVENTH GRADE

### EARLY WORLD HISTORY

#### STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>7.1</b> Illustrate an understanding of the development of civilization in the Nile River Valley (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.7.1</b> Identify the physical and geographical features of Egypt that influenced the development of civilization (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.7.1.1</b> Identify how religion affected the lives of the ancient Egyptians (e.g., architecture, the afterlife, and mummification)</p> <p><b>A.7.1.2</b> Describe features of ancient Egyptian culture and social class structure</p> <p><b>A.7.1.3</b> Identify the importance of the Rosetta Stone</p> <p><b>A.7.1.4</b> Explain how trade influenced the development of Egypt</p> <p><b>A.7.1.5</b> Locate Egypt and the Nile River on a map</p>
<p><b>7.2</b> Examine an understanding of the development of civilization in the river valleys of China (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.7.2</b> Identify the physical and geographical features in the river valleys of China that influenced the development of civilization (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.7.2.1</b> Identify how culture affected the lives of the Chinese (e.g., language, art, architecture, and social class)</p> <p><b>A.7.2.2</b> Identify the importance of the Great Wall</p> <p><b>A.7.2.3</b> Explain how trade influenced the development of China</p> <p><b>A.7.2.4</b> Locate China and the river valleys of China on a map</p>

<p><b>7.3</b> Demonstrate an understanding of the development of civilization in the Indus Valley (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.7.3</b> Identify the physical and geographical features of the Indus Valley that influenced the development of civilization (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.7.3.1</b> Identify how culture affected the Indus Valley (e.g., language, art, and architecture)  <b>A.7.3.2</b> Identify the different levels of the Indian caste system  <b>A.7.3.3</b> Explain how trade influenced the development of the Indus River Valley  <b>A.7.3.4</b> Locate the Indus Valley and India on a map</p>
<p><b>7.4</b> Analyze the development of civilizations in ancient Greece (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.7.4</b> Identify the physical and geographical features of ancient Greece that influenced the development of civilizations (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.7.4.1</b> Identify how culture affected ancient Greece (e.g., language, art, architecture, social class, and philosophy)  <b>A.7.4.2</b> Explore the various forms of government in ancient Greece (e.g., monarchy, oligarchy, and democracy)  <b>A.7.4.3</b> Compare the similarities and differences between Athens and Sparta  <b>A.7.4.4</b> Explain how trade influenced the development of Greece  <b>A.7.4.5</b> Locate Greece on a map</p>
<p><b>7.5</b> Inspect the development Roman civilization (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.7.5</b> Identify the physical and geographical features of Roman civilization that influenced the development of ancient Rome (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.7.5.1</b> Identify how culture affected ancient Rome (e.g., art, language, social class, and recreation)  <b>A.7.5.2</b> Explore the government structure of Rome (e.g., monarchy, republic, and the empire)  <b>A.7.5.3</b> Compare how trade influenced the development of Rome  <b>A.7.5.4</b> Locate Rome on a map</p>

<p><b>7.6</b> Explore and evaluate the development of sub-Saharan civilizations in East, South, and West Africa (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.7.6</b> Identify the physical and geographical features of sub-Saharan civilizations in Africa that influenced development (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.7.6.1</b> Identify how culture affected sub-Saharan Africa (e.g., art, architecture, and class structure)</p> <p><b>A.7.6.2</b> Explore how the civilizations of sub-Saharan Africa were governed</p> <p><b>A.7.6.3</b> Explain how trade influenced the development of sub-Saharan Africa</p> <p><b>A.7.6.4</b> Locate sub-Saharan Africa on a map</p>
<p><b>7.7</b> Compare and contrast the development of early world religions and philosophies (Strands: Civics, Civil Rights, History)</p> <p><b>A.7.7</b> Describe the characteristics of early world religions and philosophies (Strands: Civics, Civil Rights, History)</p>	<p><b>A.7.7.1</b> Identify characteristics of animism, monotheism, and polytheism</p> <p><b>A.7.7.2</b> Discuss the origins and foundational beliefs of Christianity, Islam, Buddhism, Hinduism, and Judaism</p>
<p><b>7.8</b> Assess the Middle Ages and the emergence of nation-states in Europe (Strands: Civics, Geography, History, Economics)</p> <p><b>A.7.8</b> Identify key developments of the Middle Ages in Europe (Strands: Civics, Geography, History, Economics)</p>	<p><b>A.7.8.1</b> Identify the importance of the Magna Carta</p> <p><b>A.7.8.2</b> Identify the events of the Crusades</p> <p><b>A.7.8.3</b> Discuss the effects of the Crusades on Europe</p> <p><b>A.7.8.4</b> Identify the importance of the Roman Catholic Church in medieval Europe</p> <p><b>A.7.8.5</b> Identify the economic, political, and social effects of the plague</p>

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**7.9**

Investigate the impact of the Renaissance and the Reformation on Europe (Strands: Civics, Civil Rights, Geography, History, Economics)

**A.7.9**

Identify the importance the Renaissance and the Reformation had on Europe (Strands: Civics, Civil Rights, Geography, History, Economics)

**A.7.9.1** Identify key figures and contributions of the Renaissance throughout Europe (e.g., arts, music, literature, and architecture)

**A.7.9.2** Identify the causes and events of both the Reformation and the Counter Reformation

**A.7.9.3** Describe how the Renaissance encouraged the development of trade

## EIGHTH GRADE

### U.S. HISTORY: EXPLORATION TO 1877

#### STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
<p><b>8.1</b> Examine major aspects of the development of the United States from Exploration to 1754 (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.8.1</b> Examine major events in the development of the United States from Exploration to 1754 (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.8.1.1</b> Discuss explorers important to the development of the New World (e.g., Christopher Columbus, Magellan)</p> <p><b>A.8.1.2</b> Compare the relationships between the various Native American and colonial groups</p>
<p><b>8.2</b> Evaluate the key people, factors, and events that led to the American Revolution and the establishment of the United States government (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.8.2</b> Recognize the key events that led to the American Revolution and the founding of the United States (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.8.2.1</b> Discuss key events that led to the American Revolution</p>



<p><b>8.3</b> Identify and evaluate the people, places, and documents that caused the founding of the nation and relate their significance to the development of the American constitutional republic (Strands: Civics, Civil Rights, History)</p> <p><b>A.8.3</b> Identify and explore the events that led to the founding of the United States (Strands: Civics, Civil Rights, History)</p>	<p><b>A.8.3.1</b> Discuss the impact of the American Revolution on the founding of the United States  <b>A.8.3.2</b> Discuss significant documents that contributed to the founding of the United States</p>
<p><b>8.4</b> Analyze the challenges and central ideas involved in creating the new nation (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.8.4</b> Describe the role of George Washington in the nation’s development (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.8.4.1</b> Discuss the role of George Washington in the nation’s development</p>
<p><b>8.5</b> Interpret the geographical, social, and political causes, challenges, and effects of westward expansion (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.8.5</b> Describe the reasons for and effects of westward expansion (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.8.5.1</b> Identify the reasons that the United States purchased Louisiana from France  <b>A.8.5.2</b> Discuss the significance of the Lewis and Clark Expedition  <b>A.8.5.3</b> Discuss the “Trail of Tears”</p>

<p><b>8.6</b> Interpret the causes, challenges, and effects of the Industrial Revolution (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.8.6</b> Discuss the causes and effects of the Industrial Revolution (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.8.6.1</b> Identify the causes of the Industrial Revolution in the United States</p> <p><b>A.8.6.2</b> Discuss how the Industrial Revolution impacted American life (e.g., communication; transportation; the cultural, religious, and social impacts)</p>
<p><b>8.7</b> Evaluate the impact of the American social and political reforms on developing American society during the first half of the nineteenth century (Strands: Civics, Civil Rights, History)</p> <p><b>A.8.7</b> Explore the significance of the American social and political reforms during the first half of the 19th century (Strands: Civics, Civil Rights, History)</p>	<p><b>A.8.7.1</b> Discuss the impact of the abolitionist movement during the first half of the 19th century (e.g., Frederick Douglass, William Lloyd Garrison, and Harriet Beecher Stowe)</p> <p><b>A.8.7.2</b> Discuss the impact of the women’s suffrage movement during the first half of the 19th century (e.g., Emmeline Pankhurst, Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony)</p>
<p><b>8.8</b> Interpret the social and economic conflicts between the North and South that would eventually lead to the American Civil War (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.8.8</b> Compare the social and economic conflicts that led to the American Civil War (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.8.8.1</b> Discuss the events that led to the American Civil War (e.g., slavery, states’ rights, agriculture vs. industry)</p>

<p><b>8.9</b> Identify and evaluate the key events and people involved in the American Civil War (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.8.9</b> Identify the key events and people involved in the American Civil War (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.8.9.1</b> Identify the key events and people involved in the American Civil War</p> <p><b>A.8.9.2</b> Discuss the contributions of women, African Americans, and other minority or historically disadvantaged groups to the war effort (e.g., Clara Barton, 54th Massachusetts Regiment, Native Americans, etc.)</p> <p><b>A.8.9.3</b> Discuss the outcomes of the Civil War (e.g., Emancipation Proclamation, Gettysburg Address, etc.)</p>
<p><b>8.10</b> Analyze the Reconstruction efforts in post-Civil War America (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>A.8.10</b> Detail the key aspects of the Reconstruction Era (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p><b>A.8.10.1</b> Discuss the Reconstruction Era (e.g., Abraham Lincoln’s assassination)</p> <p><b>A.8.10.2</b> Define the 13th, 14th, and 15th amendments</p>

## SUPPORT DOCUMENTS AND RESOURCES

The MDE will develop support documents for the *MS AAAS for the K-8 Social Studies*. Local districts, schools, and teachers may use these documents to construct standards-based social studies curricula allowing them to customize content to fit student needs and match available instructional materials. The support documents will include suggested resources, instructional strategies, and essential knowledge.

Professional development efforts will be aligned with the standards and delivered in conjunction with teacher resources to help expand expertise in delivering student-centered lessons. For more information, please contact the Office of Special Education at 601.359.3498 or visit the MDE website at [mdek12.org](http://mdek12.org).