

Social Studies 2018 Standards

Social Studies Curriculum

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PDC

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. **Every Student Graduates from High School and is Ready for College and Career**
3. Every Child Has Access to a High-Quality Early Childhood Program
4. **Every School Has Effective Teachers and Leaders**
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Session Goals

During this morning session, participants will –

- Review the new social studies curriculum
- Compare the new curriculum to the previous curriculum
- Review best practices for blending the social studies and reading standards.

Session Norms

- Silence your cell phones.
- Do not hesitate to ask questions.
- Be willing to participate with your table group.



Welcome

- Identity Map
- Discussion Line

<https://www.youtube.com/watch?v=jyCMkay9XRY>

U.S. History



Name

Welcome



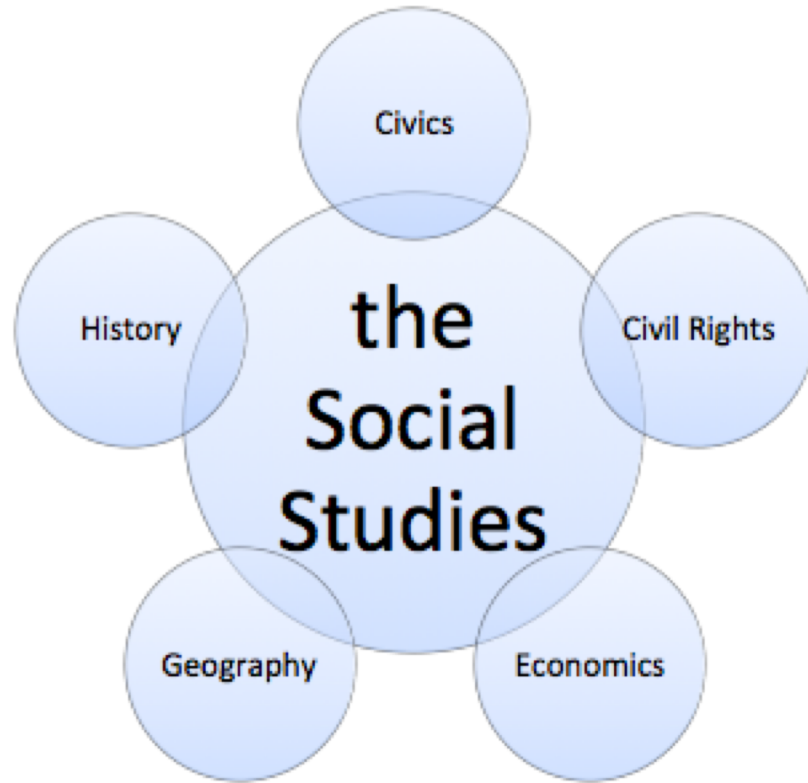
What do you want
from the session?



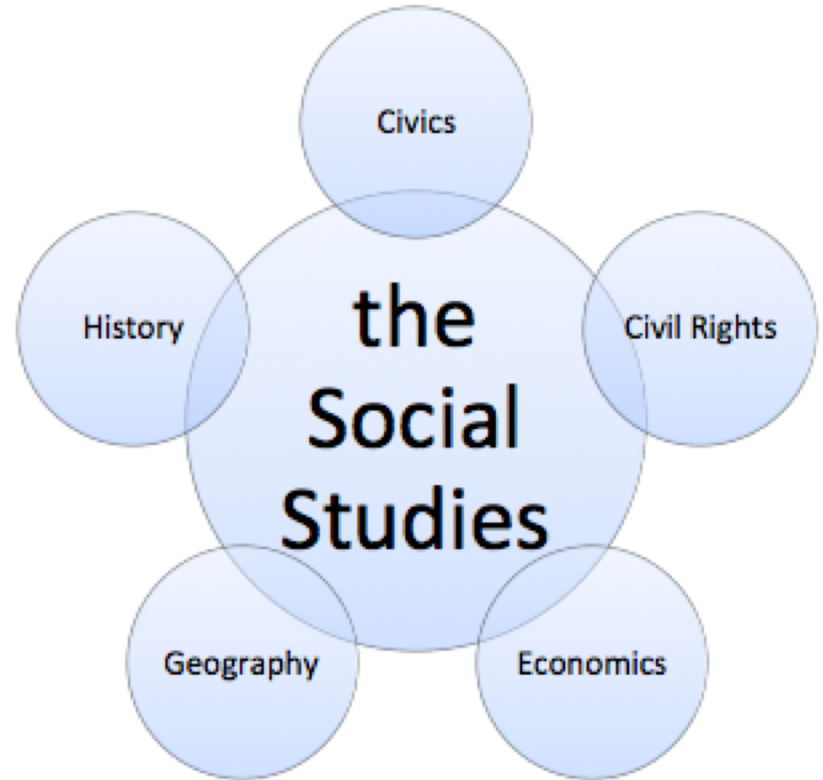
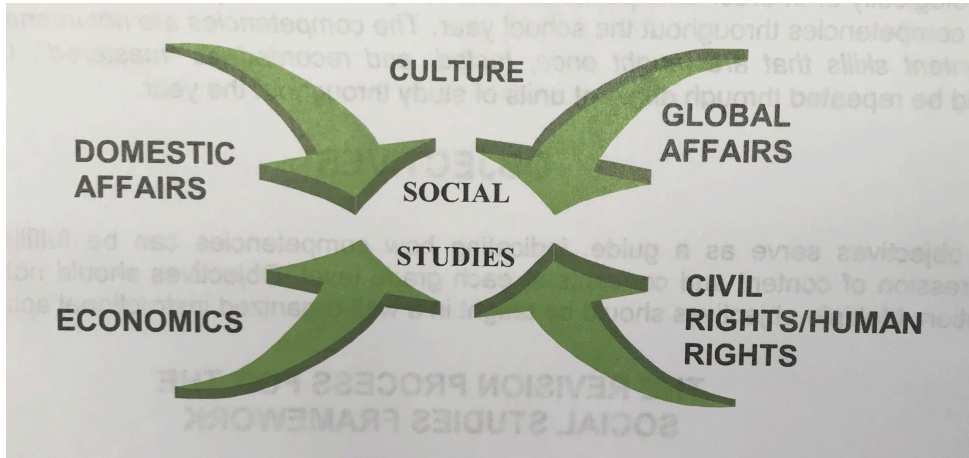
Implementation

- 2018-2019 preview or transition year for new Social Studies curriculum
- SATP assessment will be the same in 2018-2019
- 2019-2020 new curriculum goes live
- 2019-2020 assessment will reflect the new curriculum

New Curriculum Strands



Old v. New Strands



Sequencing and Organization

Sequencing

Kindergarten
First Grade
Second Grade
Third Grade
Fourth Grade
Fifth Grade

Citizenship at Home and School
Citizenship at School
School and the Community
Local Government
Mississippi Studies and Regions
United States History from Pre-Columbian Era to
American Revolution

Options for Grades 6-9

Grade Level	OPTION 1 (Course Code)	OPTION 2 (Course Code)	OPTION 3 (Course Code)
6	Civics and the World	World History from Pre-Historic Era to Age of Enlightenment (450837)	Civics and the World
7	World History from Pre-Historic Era to Age of Enlightenment (450837)	*Compacted 7 th Grade U.S. History from Exploration to Reconstruction and Citizenship (451035)	World History from Pre-Historic Era to Age of Enlightenment (450837)
8	U.S. History from Exploration to Reconstruction (450804)	Mississippi Studies (One semester .5 Carnegie Unit) (450705) / *Compacted Introduction to World Geography (451030) (One semester .5 Carnegie Unit)	U.S. History from Exploration to Reconstruction (450804) Option to add Mississippi Studies (450705) (One semester .5 Carnegie Unit) and/or World Geography (One semester .5 Carnegie Unit)
9	Mississippi Studies (450705) / Introduction to World Geography (450704)/ AP Human Geography (450715)	World History from Age of Enlightenment to Present (450835)	World History from Age of Enlightenment to Present (450835)

7th

8th

9th

10th

11th

12th

Best Practices for CCR Sequencing in Social Studies: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in their junior year, the following course sequencing is recommended for social studies. Any additional upper-level course sequencing is acceptable.

Compacted US History
– Exploration through
Reconstruction
(451035)

MS Studies/
Geography
(450705/450704)

World History
(450835)

US History
(1877 to Present)
(450811)
AP US History
(450814)

Government/
Economics
(451004/450601)
or
AP Government/ AP
Macro Economics
(451008/450623)

Dual Credit
Or Advanced
Placement Course

World History from
Pre-Historic Era to the
Age of Enlightenment
(450837)

US History –
Exploration through
Reconstruction
(450804)

MS Studies/
Geography
(450705/450704)

World History
(450835)

US History
(1877 to Present)
(450811)

Government/
Economics
(451004/450601)
or
AP Government/ AP
Macro Economics
(451008/450623)

Organization of Document

Grade Level
or Course



Theme or
Description



Standards



Strand



KINDERGARTEN	
THEME: CITIZENSHIP AT HOME AND SCHOOL	
CIVICS	
STANDARD	OBJECTIVE(S)
CLK.1 Examine how individuals play different roles and exercise good citizenship.	<ol style="list-style-type: none">1. Identify characteristics of a good citizen.2. Propose ways on how to be a good citizen at home and in the classroom.
CLK.2 Demonstrate knowledge of how to be a good citizen.	<ol style="list-style-type: none">1. Define citizen, citizenship, rights, and responsibilities.2. Name rights and responsibilities of individuals.3. Distinguish the difference between rights and responsibilities.4. Identify the role of rules.5. Explain the role of consequences when rules are not followed.
CLK.3 Describe the role and responsibilities of authority figures.	<ol style="list-style-type: none">1. Identify authority figures.2. Explain the role of an authority figure.3. Determine the responsibilities of authority figures.4. Explain how all people can play important roles in a community.
ECONOMICS	
STANDARD	OBJECTIVE(S)

4 Corners Activity

Read the statement in the left column. Decide if you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) with the statement. Circle your response and provide a one or two sentence explanation of your opinion.



Statements	Your Opinion
1. I will have to change my entire way of teaching based on the new curriculum.	SA A D SD Explain:
2. Every teacher is a reading/writing teacher.	SA A D SD Explain:
3. I feel confident in my ability to teach my students to analyze primary sources.	SA A D SD Explain:
4. The old curriculum does not provide adequate guidance for a novice teacher.	SA A D SD Explain:
5. I will need a new textbook to teach this curriculum.	SA A D SD Explain:

15 Minute Break



Comparing 2nd grade and 3rd Grade Standards

Citizenship at School and in the Community

CI.2.1 Examine how individuals play different roles and exercise good citizenship in the local community

Objective: Identify different community members and the roles they play.

Citizenship in Local Government

CI.3.1 Explain how an individual exercises rights and responsibilities within community and local government

Objective: Compare and contrast figures of authority and their positions pertaining to upholding civic responsibilities.



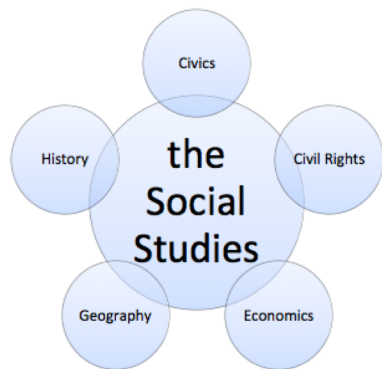
4th-5th Grade

4th Grade

Mississippi
Studies and
Regions

5th Grade

US History: Pre-
Columbian to
American
Revolution



SIXTH GRADE

CIVICS AND THE WORLD

CIVICS

STANDARD

OBJECTIVE(S)

CI.6.1

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.

1. Determine how citizenship roles vary within different political structures including but not limited to democratic, totalitarian, and monarchical systems.
2. Explore how citizenship roles vary based on the population, size, and geographic position of a state including but not limited to federal, confederate, and unitary systems.
3. Compare and contrast the many forms of citizenship including, but not limited to: responsible financial activity, active and passive participation in government, being aware of important issues and challenges, and the responsible use of resources.
4. Examine basic human rights and liberties that are at the core of American culture and compare those rights to those listed in the Universal Declaration of Human Rights.

CI.6.2

Examine the challenges of civic engagement in the contemporary world.

1. Compare the positive and negative impacts of changing technologies on expanding the role of citizens throughout the world and the challenges posed by new media sources to obtaining reliable information upon which to make decisions.
2. Evaluate how globalization has changed the rights and responsibilities of citizens in relation to economic disparity and equity.
3. Assess how growing concerns about security have impacted civil liberty protections.

ECONOMICS

STANDARD

OBJECTIVE(S)

E.6.1

Explain the concept of natural resources and how people use and value them.

1. Explain the difference between a "substance" that occurs in the natural environment and a "resource" that has value.
2. Identify and explain the characteristics of renewable and non-renewable resources.
3. Identify the locations and uses of important resources in the contemporary world.



SEVENTH GRADE

EARLY WORLD HISTORY

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

STANDARD	OBJECTIVE(S)
7.1 Illustrate an understanding of the development of civilization in the Nile River Valley. (Strands: Civics, Civil Rights, Geography, History, Economics)	<ol style="list-style-type: none">1. Inspect how the physical features of Egypt influenced the development of civilization.2. Investigate how religion affected the lives of the ancient Egyptians including such aspects as architecture, the afterlife, and mummification.3. Describe the unique features of ancient Egyptian culture and social class structure.4. Explain the power structure of the ancient Egyptian government.5. Determine the significance of the discovery of the Rosetta Stone.6. Trace the influence of trade on the development of Egypt.
7.2 Examine an understanding of the development of civilization in the river valleys of China. (Strands: Civics, Civil Rights, Geography, History, Economics)	<ol style="list-style-type: none">1. Summarize the influence of geographical features on the development of Ancient China.2. Compare and contrast the origins, foundational beliefs and spread of Confucianism and Taoism.3. Describe various aspects of culture, including language, art, architecture, and social class.4. Explain the evolution of imperial government of China.5. Discuss the development of the Great Wall.6. Trace the influence of trade on the development of China.
7.3 Demonstrate an understanding of the development of civilization in Indus Valley. (Strands: Civics, Civil Rights, Geography, History, Economics)	<ol style="list-style-type: none">1. Explain the influence of geographical features on the development of Ancient Indus River Valley.2. Analyze the influence of Hinduism on the Indian culture and social practices.3. Describe various aspects of culture, including language, art, architecture.4. Analyze the power held by each class of the Indian caste system.5. Trace the influence of trade on the development of Indus River Valley.

Comparison of Old and New Curriculum

Update current pacing guide

- Look at textbook chapters...focus on topic and time period.
- Incorporate new standards and objectives.
- Divide units according to your school schedule.

Create a pacing guide

- Look at textbook chapters...focus on topic and time period.
- Implement new standards and objectives.
- Divide units according to your school schedule.

Pacing Guide Outline Example

Chapter or Topic	Standards and Objectives	Approximate Times
Chapter 4: Triumph of Industry	US 2.1 US 2.3 US 2.4	1 Week

Troubleshooting

- Questions?
- Problems?
- Concerns?

Door Prizes



Resources

- Resources for Social Studies teachers
- Hope for the future...

On-line resource guide linked to the standards

Summary

This morning we have:

- Reviewed the new social studies curriculum
- Compared the new curriculum to the previous curriculum
- Revised or created pacing guide to represent the new standards

What to Expect

- Now that you have explored the new curriculum, we will...

Examine strategies for cross curricular collaboration.

Work beyond your textbook.

Analyze primary sources.



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Ensuring a bright *future* for every child

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