

**OFFICE OF CHIEF ACADEMIC OFFICER**  
**Summary of State Board of Education Agenda Items**  
**Consent Agenda**  
**December 16, 2021**

**OFFICE OF SECONDARY EDUCATION**

- D. Approval to begin the Administrative Procedures Act process: To revise the College- and Career-Readiness Standards for Social Studies

**Executive Summary**

In an effort to closely align instruction for students who are progressing toward postsecondary study and the workforce, the 2018 Mississippi College- and Career-Readiness Standards for Social Studies were piloted in the 2018 – 2019 academic year and implemented during the 2019 – 2020 academic year. As districts and schools began to implement the Mississippi College- and Career-Readiness Standards for Social Studies, feedback suggested that additional review would be beneficial to clarify the learning goals and further support student achievement. While the content remains centered on conceptual understanding, fostering inquiry, collaboration and action, and integration of content skills based on mastery of the five social studies strands (civics, economics, geography, civil rights, and history), revisions have been made to clarify learning outcomes and align objectives to standards. The Mississippi College- and Career-Readiness Standards for Social Studies 2021 create a framework for high quality social studies instruction for all Mississippi students.

Recommendation: Approval

Back-up material attached



# MISSISSIPPI

COLLEGE- AND CAREER-READINESS

## STANDARDS

For the *Social Studies*

EFFECTIVE DATE: 2022 | Find this document online at [www.mdek12.org/ese](http://www.mdek12.org/ese)





# ACADEMIC OFFICE TEAM MEMBERS

**Carey M. Wright, Ed.D.**

State Superintendent of Education

**Kim S. Benton, Ed.D.**

Interim Chief Academic Officer

**Wendy Clemons**

Executive Director, Office of Secondary Education  
and Professional Development

**Tenette Smith, Ed.D.**

Executive Director, Office of Elementary Education and Reading

**Lea Johnson, Ph. D.**

Bureau Director, Office of Professional Development  
and Innovative Programs

**Tammy Crosetti**

Bureau Director, Office of Secondary Education

**Jen Cornett**

Director of Social Studies, Office of Professional Development  
and Innovative Programs

# MISSISSIPPI DEPARTMENT OF EDUCATION

Post Office Box 771  
Jackson, Mississippi 39205-0771

**Office of Elementary Education and Reading**  
**Office of Secondary Education**

601.359.2586  
601.359.3461

[www.mdek12.org/ESE](http://www.mdek12.org/ESE)

# TABLE OF CONTENTS

Acknowledgements – Pg. 5-6

Introduction – Pg. 7

## **PRIMARY COURSES – Pg. 14 to 64**

### **Section 1: Elementary**

(K – 6) – Pg. 14-48

### **Section 2: Middle School**

(7, 7C, and 8) – Pg. 49-64

## **CARNEGIE UNIT COURSES – Pg. 65 to 158**

### **Section 1: Required Courses – Pg. 66 to 112**

MS Studies – Pg. 67-71

Intro to Geography – Pg. 72-76

World History – Pg. 77-82

US History – Pg. 83-95

Government – Pg. 96-103

Economics – Pg. 104-111

### **Section 2: Elective Courses – Pg. 112 to 158**

Advanced World Geography – Pg. 113-117

African American Studies – Pg. 118-123

History of the Ancient Middle East – Pg. 124-126

Problems of American Democracy – Pg. 127-132

Psychology – Pg. 133-139

Sociology – Pg. 140-144

Law Related Education – Pg. 145-149

Minority Studies – Pg. 150-154

Humanities – Pg. 155-158

# ACKNOWLEDGEMENTS

## SOCIAL STUDIES 2021 STANDARDS COMMITTEE

The Office of Secondary Education through the Mississippi Department of Education deeply appreciates the time and expertise given by the following individuals to the revision of the *Mississippi College- and Career-Readiness Standards for the Social Studies 2018*.

Megan Alvarez	Jackson County School District	Jennifer Lewis	Jackson Public School District
Kenneth Anthony	Mississippi State University	Joshua Lindsey	Gulfport School District
Amber Armstrong	Rankin County School District	Clay Mangrum	DeSoto County School District
Ben Austin	Petal School District	Ouida McDaniel	George County School District
Caroline Bartlett	Long Beach School District	Charlotte McNeese	Madison County School District
Catherine Beasley	Rankin County School District	Lynsey McQueen	Jackson Public School District
Brandon Bolen	Mississippi College	Nicole Miller	Mississippi State University
Terry Boler	DeSoto County School District	Bruce Mize	West Point Consolidated School District
Laura Boughton	Oxford School District	Skye Morgan	Petal School District
Kathryn Daniels	Petal School District	Shira Muroff	MS Department of Archives and History
Melanie Easom	Lamar County School District	Kyle Nichols	Clinton Public Schools
Doug Ferguson	DeSoto County School District	John Paola	Hattiesburg Public School District
Billie Jean Fulton	Louisville Municipal School District	Althea Stewart	Natchez-Adams School District
Laura Guidry	Madison County School District	Caitlin Thomas	Lafayette County School District
Mariama Harris	MS Department of Archives and History	Jennifer Toth	Rankin County School District
Gale Hartling	MS Schools for The Deaf and The Blind	Christy Walker	Madison County School District
Jay Howell	University of Southern Mississippi	Makeda Watkins	DeSoto County School District
Glenda Hull	Wilkinson County School District	Cassie Weaver	Rankin County School District
Stephanie King	MS Department of Archives and History	Sugi Wiltcher	Oxford School District
Masha Laney	Amory School District	Alan Wheat	MS Department of Archives and History
Lauren Leggett	Wayne County School District		

# ACKNOWLEDGEMENTS

## SOCIAL STUDIES 2018 STANDARDS COMMITTEE

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the *Mississippi College- and Career-Readiness Standards for the Social Studies 2018* and the supporting documents.

Dr. Kenny Anthony	Mississippi State University	Jean Massey	Mississippi Department of Education
Lien Beale	Gulfport School District	Brett Mayfield	Madison County Schools
Catherine Beasley	Rankin County School District	Cindy Ming	Research and Curriculum Unit, Mississippi State University
Dr. Paul Binford	Mississippi State University	Jennifer Nance	Mississippi Department of Education
Daniel Cody Brooks	Jones County School District	Zach Osborn	Clinton Public School District
Cathey Curtis	Research and Curriculum Unit, Mississippi State University	Dr. Otis Pickett	Mississippi College
Freda Dedeaux	Pass Christian School District	Sally Quong	Lafayette County Schools
Chevonne Dixon	DeSoto County School District	Dr. David Rutherford	University of Mississippi
Ellen Douglas	Oxford Public School District	Angela Sanders	Ocean Springs School District
Alicia Ervin-Rawls	Greenville Public School District	DeAndrei Sanders	Claiborne County School District
Chad Franks	Oxford Public School District	Verlance Smith	Hinds County School District
Megan Hawkins	Jackson County School District	Elizabeth Sistrunk	Rankin County School District
Marlo Hendrix	Tupelo Public School District	Si Thompson	Petal Public School District
Dr. Fred Hickman	Choctaw Tribal Schools	Brenda Whitworth	Pontotoc City School District
Helen Anna Holmes	Pontotoc City School District	Adrine Williams	Jackson Public School District
David Houston	Pearl Public School District	Meredith Willis	DeSoto County School District
Masha Laney	Amory School District	Chuck Yarborough	MS School for Mathematics and Science
Lauren Ward Leggett	Wayne County School District		

# INTRODUCTION

## MISSION STATEMENT

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in the social studies, equipping citizens to solve complex problems, and establishing fluent communication skills, while preparing students for college, career, and civic life. The Mississippi College- and Career-Readiness Standards (CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and allowing students to compete in the global economy.

## PURPOSE

This document is designed to provide districts and K-12 social studies teachers with a basis for curriculum development. In order to prepare students for careers and college, it outlines what knowledge students should obtain, and the types of skills students must master upon successful completion of each grade level. The *2021 MS CCRS for the Social Studies* reflect national expectations while focusing on postsecondary success, but they are unique to Mississippi in addressing the needs of our students and teachers. The standards' content centers around four practices: conceptual understanding, fostering inquiry, collaboration and action, and integration of content skills. Instruction in these areas is designed for a greater balance between content and process. Teachers are encouraged to transfer more ownership of the learning process to students, who can then direct their own learning and develop a deeper understanding of the social studies and the problem-solving process. Doing so will produce students that will become more capable, independent, and literate adults.

## IMPLEMENTATION

The 2021 MS CCRS for the Social Studies Revision will be implemented during the 2022 – 2023 academic year.

# REVISION PROCESS

## MS CCR STANDARDS

FOR THE *Social Studies*

The *MS CCRS for Social Studies 2018* along with the following documents were used as foundational references to the *MS CCRS for Social Studies 2021*.

- National Council for the Social Studies: ***College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History***
- National Assessment of Educational Progress (NAEP) Framework for Civics, Economics, Geography, and U.S. History
- ACT College- and Career-Readiness (CCR) Benchmarks
- *National Standards for History Education*
- *National Standards for the Social Studies*
- *National Standards for Economic Education*
- *National Standards for Civics and Government*
- *National Standards for Geography*
- Standards for Advanced Placement programs
- Social Studies standards from other state
- Current literature and research regarding the Social Studies

# The **SOCIAL STUDIES**



---

## **STRANDS**

The different content strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and present and help them acquire critical thinking skills to make informed decisions in the future. The **Mississippi College- and Career-Readiness Standards for the Social Studies 2021** is comprised of five (5) essential content strands: Civics, Civil Rights, Economics, Geography, and History.

## HISTORY

The history strand asks students to examine historical events that significantly changed the way humans live through the study of primary and secondary sources. To gain an in-depth historical understanding, students investigate how the past shapes the present, how people and events have changed society through time, and how localized changes can impact the world power structure.

## CIVICS

The civics strand provides students with a basic understanding of civic life, politics, and government. It allows them to comprehend the workings of their own and other political systems, as well as the relationship of the United States. It creates a foundation for competent and responsible participation in our constitutional democracy. The civics strand should be expanded through instruction by related learning experiences in the school and community that enable students to learn how to participate in their own governance.

## ECONOMICS

The economic strand allows students to grasp economic concepts, as well as an understanding of markets, the U.S. economy in a global setting, and financial literacy to make informed financial decisions throughout their lives. The strand emphasizes economic reasoning through integration into each grade level and course.

## CIVIL RIGHTS

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

## GEOGRAPHY

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

# SEQUENCING

Kindergarten	Citizenship at Home and School
First Grade	Citizenship at School and the Community
Second Grade	Connecting to Community
Third Grade	Local Government and Democracy
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 or Compacted
Eighth Grade	United States History from Exploration to 1877

## ORGANIZATION OF DOCUMENT

Kindergarten	
CIVICS Citizenship at Home and School	
Standard	Objectives
K.CI.1 Demonstrate how to be a good citizen.	<ol style="list-style-type: none"> <li>1. Define citizen and citizenship.</li> <li>2. Describe positive character traits of good citizens.</li> <li>3. List examples of good citizenship at home</li> </ol>
K.CI.2 Examine the purpose of rules and consequences.	<ol style="list-style-type: none"> <li>1. Identify the purpose of rules and explain why rules should be followed.</li> <li>2. Recognize that leaders and authority figures establish rules to provide order, security, and safety.</li> <li>3. Differentiate natural consequences from logical consequences.</li> </ol>
K.CI.3 Differentiate the role and responsibilities of authority figures and leaders.	<ol style="list-style-type: none"> <li>1. Relate leaders to authority figures.</li> <li>2. Describe the responsibilities of authority figures and leaders.</li> <li>3. Identify authority figures and leaders at home, school, and in the community.</li> </ol>
ECONOMICS	
Standard	Objectives
K.E.1 Analyze how money is earned and used.	<ol style="list-style-type: none"> <li>1. Identify different types of jobs and describe their work.</li> <li>2. Explain that money is earned through work.</li> <li>3. Recognize monetary units.</li> <li>4. Distinguish saving from spending.</li> <li>5. Illustrate how money is used in daily life.</li> </ol>

Course Grade Level

Theme or Description

Standards and Objectives

Strand



## 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.

# Course Sequence Options: Grades 7 – 9

The course codes follow the course names in parentheses. For other options for social studies classes, please refer to the Approved Secondary Course Codes Report. These are the most commonly used courses for secondary level students. Beginning with school year 2015-2016, the following options are available for Social Studies course sequence for middle school:

Grade Level	TRADITIONAL   OPTION 1 (Course Code)	COMPACTED   OPTION 2 (Course Code)	ELECTIVE   OPTION 2 (Course Code)
7th	World History from Pre-Historic Era to Age of Enlightenment (450837)	<b>Compacted 7<sup>th</sup> Grade</b> Early World History and U.S. History from Exploration to Reconstruction (451035)	World History from Pre-Historic Era to Age of Enlightenment (450837)
8th	U.S. History from Exploration to Reconstruction (450804)	Mississippi Studies (450705) <b>AND</b> Introduction to World Geography (451030)	U.S. History from Exploration to Reconstruction (450804)  Add one/both of the following as electives: <ul style="list-style-type: none"><li>• Mississippi Studies (450705)</li><li>• Intro to World Geography (451030)</li></ul>
9th	Mississippi Studies (450705) <b>AND</b> Introduction to World Geography (450704) <b>OR</b> AP Human Geography (450715)	World History from Age of Enlightenment to Present (450835)	World History from Age of Enlightenment to Present (450835)

\*NOTE: For Option 3, U.S. History from Exploration to Reconstruction must be taught in Grade 8. MS Studies and/or Geography are taught in addition to the U.S. History course as separate courses.



# KINDERGARTEN

## Citizenship at Home and School

Page 14 – 18

# Kindergarten

## Citizenship at Home and School

### CIVICS

Standard	Objectives
<b>K.CI.1</b> Demonstrate how to be a good citizen.	<ol style="list-style-type: none"><li>1. Define citizen and citizenship.</li><li>2. Describe character traits of good citizens.</li><li>3. List examples of good citizenship at home</li></ol>
<b>K.CI.2</b> Examine the purpose of rules and consequences.	<ol style="list-style-type: none"><li>1. Identify the purpose of rules and explain why rules should be followed.</li><li>2. Recognize that leaders and authority figures establish rules to provide order, security, and safety.</li><li>3. Differentiate natural consequences from logical consequences.</li></ol>
<b>K.CI.3</b> Differentiate the roles and responsibilities of authority figures and leaders.	<ol style="list-style-type: none"><li>1. Relate leaders to authority figures.</li><li>2. Describe the responsibilities of authority figures and leaders.</li><li>3. Identify authority figures and leaders at home, school, and in the community.</li></ol>

### ECONOMICS

Standard	Objectives
<b>K.E.1</b> Analyze how money is earned and used.	<ol style="list-style-type: none"><li>1. Identify different types of jobs and describe their work.</li><li>2. Explain that money is earned through work.</li><li>3. Recognize monetary units.</li><li>4. Distinguish saving from spending.</li><li>5. Illustrate how money is used in daily life.</li></ol>

**ECONOMICS** *Continued*

<b>Standard</b>	<b>Objectives</b>
<b>K.E.2</b> Distinguish goods from services.	<ol style="list-style-type: none"><li>1. Define goods and services.</li><li>2. Identify and classify examples of goods and services.</li><li>3. Explain how goods and services are obtained.</li></ol>
<b>K.E.3</b> Differentiate needs from wants.	<ol style="list-style-type: none"><li>1. Define needs and wants.</li><li>2. Classify items as needs or wants.</li><li>3. Compare and contrast needs and wants.</li></ol>

**CIVIL RIGHTS**

<b>Standard</b>	<b>Objectives</b>
<b>K.CR.1</b> Explore the similarities and differences of individuals and families.	<ol style="list-style-type: none"><li>1. Define similarities and differences.</li><li>2. Identify and classify examples of similarities and differences.</li><li>3. Explain the importance of both similarities and differences to individuals, families, and communities.</li></ol>
<b>K.CR.2</b> Examine the cultural diversity in the classroom.	<ol style="list-style-type: none"><li>1. Define unity and diversity.</li><li>2. Identify types of diversity in the classroom.</li><li>3. Propose different ways to encourage unity and appreciate diversity at home and within the classroom.</li></ol>

<p><b>K.CR.3</b> Identify the cultural origins and explore the customs, traditions, and celebrations of families and schools.</p>	<ol style="list-style-type: none"> <li>1. Describe celebrations held by members of the class and their families.</li> <li>2. Identify family customs, traditions, and celebrations of individuals in the classroom.</li> <li>3. Identify school customs, traditions, and celebrations and their cultural origins.</li> <li>4. Describe the role that customs, traditions, and celebrations play at home and school.</li> <li>5. Compare and contrast school customs, traditions, and celebrations with those of home and family.</li> </ol>
---	---

GEOGRAPHY	
Standard	Objectives
<p><b>K.G.1</b> Establish an individual sense of place.</p>	<ol style="list-style-type: none"> <li>1. Illustrate and label a map of familiar places.</li> <li>2. Identify elements of a physical address.</li> <li>3. Explain a place using terms related to location, direction, size, and distance.</li> <li>4. Examine routes and modes of transportation between home and school.</li> </ol>
<p><b>K.G.2</b> Investigate the physical features of the environment.</p>	<ol style="list-style-type: none"> <li>1. Differentiate landforms from bodies of water.</li> <li>2. Analyze how physical features of the Earth impact the way of life in various places.</li> <li>3. Describe the ways physical environments may change over time.</li> </ol>
<p><b>K.G.3</b> Recognize representations of the earth.</p>	<ol style="list-style-type: none"> <li>1. Discuss various representations of the Earth.</li> <li>2. Explain that maps and globes help identify location and physical features of the Earth.</li> <li>3. Compare and contrast maps and globes.</li> <li>4. Identify cardinal directions.</li> <li>5. Locate the local community, Mississippi, and the United States using maps and globes.</li> </ol>

HISTORY	
Standard	Objectives
<p><b>K.H.1</b> Recognize symbols, customs, and celebrations of local communities, Mississippi, and the United States.</p>	<ol style="list-style-type: none"> <li>1. Define symbols and customs.</li> <li>2. Identify school, community, state, and national symbols.</li> </ol>
<p><b>K.H.2</b> Analyze the role of oral traditions in various cultures.</p>	<ol style="list-style-type: none"> <li>1. Explore stories, songs, and other expressions of oral traditions.</li> <li>2. Interpret how oral traditions helped express important cultural and historical beliefs.</li> </ol>



# Grade 1

## Citizenship at School

Page 19-23

## Grade 1 Citizenship at School

### CIVICS

Standard	Objectives
<p><b>1.CI.1</b> Differentiate the rights and responsibilities citizens have in varying roles.</p>	<ol style="list-style-type: none"> <li>1. Define rights and responsibilities.</li> <li>2. Compare and contrast children’s rights and responsibilities at home, school, and in the community.</li> <li>3. Identify the various ways that citizens participate in their communities such as voting and volunteering.</li> </ol>
<p><b>1.CI.2</b> Distinguish rules from laws.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast rules and laws.</li> <li>2. Differentiate the consequences of breaking rules versus breaking laws.</li> <li>3. Recognize that the governments establish laws to create peace and provide order.</li> </ol>
<p><b>1.CI.3</b> Discuss patriotism and how it is demonstrated by citizens.</p>	<ol style="list-style-type: none"> <li>1. Define patriotism.</li> <li>2. Discuss how citizens show patriotism and respect for their communities and country.</li> <li>3. Identify patriotic symbols of the local community, Mississippi, and the United States</li> <li>4. Explain the importance of the Pledge of Allegiance and National Anthem</li> </ol>

ECONOMICS	
Standard	Objectives
<b>1.E.1</b> Justify why people work to earn money.	<ol style="list-style-type: none"> <li>1. Define employment, income, salary, and wages.</li> <li>2. Describe what it means to be employed.</li> <li>3. Explain that people earn income through work.</li> <li>4. Illustrate the exchange of money for goods and services to meet needs and wants.</li> </ol>
<b>1.E.2</b> Determine how people meet their basic needs.	<ol style="list-style-type: none"> <li>1. Identify basic needs.</li> <li>2. Explain how basic needs are met.</li> <li>3. Classify items or services as basic needs, needs, or wants.</li> <li>4. Examine how people prioritize spending and saving to meet their needs.</li> </ol>
CIVIL RIGHTS	
Standard	Objectives
<b>1.CR.1</b> Evaluate the role of cooperation and compromise within and across various groups.	<ol style="list-style-type: none"> <li>1. Define cooperation and compromise.</li> <li>2. Identify examples of cooperation and compromise at home and school.</li> <li>3. Analyze how cooperation and compromise supports problem solving in and among different groups.</li> </ol>
<b>1.CR.2</b> Examine the diverse cultures found at school and in the local community.	<ol style="list-style-type: none"> <li>1. Define culture.</li> <li>2. Identify various cultures at school and in the local community.</li> <li>3. Recognize ways people celebrate their diverse cultural heritage.</li> <li>4. Compare and contrast ways people celebrate their diverse cultural heritage.</li> </ol>

GEOGRAPHY	
Standard	Objectives
<p><b>1.G.1</b> Demonstrate a global sense of place.</p>	<ol style="list-style-type: none"> <li>1. Identify continents, oceans, major landforms, and bodies of water of the Earth on a map.</li> <li>2. Describe places in relation to one another.</li> <li>3. Trace the location of a place from community to county, state, nation, and continent.</li> </ol>
<p><b>1.G.2</b> Examine the relationship between location, climate, physical features, and how people live.</p>	<ol style="list-style-type: none"> <li>1. Recognize characteristics of the local region.</li> <li>2. Compare and contrast the climate, weather, and seasons of the regions of the United States.</li> <li>3. Describe how location impacts daily life for residents in various communities.</li> </ol>
<p><b>1.G.3</b> Interpret maps using directions.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate map skills through vocabulary.</li> <li>2. Identify cardinal and intermediate directions.</li> <li>3. Construct maps using cardinal and intermediate directions, a compass rose, map symbols, and a map key.</li> </ol>

HISTORY	
Standard	Objectives
<p><b>1.H.1</b> Analyze the influence of significant historical figures and events from the history of the United States.</p>	<ol style="list-style-type: none"> <li>1. Identify historical figures who are used as symbols in United States culture.</li> <li>2. Examine the significant contributions of historical figures to the United States.</li> <li>3. Examine how the United States commemorates historical events through the celebration of national holidays.</li> </ol>

HISTORY	
Standard	Objectives
<p><b>1.H.2</b> Analyze various aspects of historic and modern life in the United States.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast historic and modern forms of communication and sharing of information.</li> <li>2. Identify forms of technology and illustrate changes in how it was made and used from its conception to the present.</li> <li>3. Evaluate how apparel has changed through history, including how and why items are chosen and purchased.</li> <li>4. Compare and contrast Americans' use of free time in the past and present.</li> </ol>



# Grade 2

## Citizenship in School and Community

Page 24-28

## Grade 2 Citizenship in School and Community

### CIVICS

Standard	Objectives
<p><b>2.CI.1</b> Differentiate civic virtues from civic responsibilities, then evaluate their role in communities.</p>	<ol style="list-style-type: none"> <li>1. Identify civic virtues and civic responsibilities.</li> <li>2. Discuss how common civic virtues among citizens help create peaceful and orderly communities.</li> <li>3. Compare civic responsibilities to responsibilities of home and school.</li> </ol>
<p><b>2.CI.2</b> Assess how rules and laws are created to provide equal and fair service and protection to all citizens.</p>	<ol style="list-style-type: none"> <li>1. Discuss importance of fair rules and laws applied to all citizens.</li> <li>2. Analyze the fairness of rules and laws.</li> <li>3. Identify who is responsible for creating and enforcing rules and laws.</li> <li>4. Discuss how laws are fairly created and fairly enforced to protect all the citizens of a community.</li> </ol>

### ECONOMICS

Standard	Objectives
<p><b>2.E.1</b> Evaluate how the availability of resources impacts the local economy.</p>	<ol style="list-style-type: none"> <li>1. Define resource.</li> <li>2. Categorize resources as natural, renewable, and non-renewable.</li> <li>3. Explain people as a resource in the local community.</li> <li>4. Examine the relationship between resources and jobs in the local community.</li> </ol>

ECONOMICS	
Standard	Objectives
<p><b>2.E.2</b> Assess the relationship between consumers and producers in obtaining goods and services to meet needs.</p>	<ol style="list-style-type: none"> <li>1. Define consumers and producers.</li> <li>2. Differentiate consumers from producers.</li> <li>3. Examine the interdependence of consumers and producers.</li> <li>4. Discuss the connection between resources and producers in the local community.</li> <li>5. Compare and contrast the barter and monetary systems of trade to meet needs.</li> </ol>
<p><b>2.E.3</b> Recognize factors that affect the price and availability of goods and services.</p>	<ol style="list-style-type: none"> <li>1. Define supply and demand.</li> <li>2. Evaluate how the availability of resources impacts the price of goods and services.</li> <li>3. Examine how budgets help individuals and families choose how to spend and save money.</li> </ol>

CIVIL RIGHTS	
Standard	Objectives
<p><b>2.CR.1</b> Determine how traditions and customs create unity and celebrate diversity within and across various groups.</p>	<ol style="list-style-type: none"> <li>1. Recognize the cultural contributions of various groups within our community.</li> <li>2. Examine how cultures, and their traditions and customs, have changed over time.</li> <li>3. Evaluate the qualities that build unity among diverse populations.</li> </ol>
<p><b>2.CR.2</b> Evaluate how diverse cultures build unity in a community.</p>	<ol style="list-style-type: none"> <li>1. Define respect, tolerance, and acceptance.</li> <li>2. Examine the relationship between respect, tolerance, and acceptance and building unity across cultures.</li> <li>3. Recognize similarities from the various cultures of the local community.</li> </ol>

GEOGRAPHY	
Standard	Objectives
<p><b>2.G.1</b> Analyze various types of maps.</p>	<ol style="list-style-type: none"> <li>1. Categorize map types by representation and usage.</li> <li>2. Identify political and physical borders in the United States and across the globe.</li> <li>3. Define urban, suburban, and rural.</li> <li>4. Locate urban, suburban, and rural areas in Mississippi and United States.</li> </ol>
<p><b>2.G.2</b> Examine the connection between physical features of the Earth and where people choose to live.</p>	<ol style="list-style-type: none"> <li>1. Define human settlements and population distribution.</li> <li>2. Evaluate human settlements and population distribution around physical features of the Earth.</li> <li>3. Determine reasons for human settlement near physical features of the Earth.</li> </ol>
<p><b>2.G.3</b> Interpret maps using latitude and longitude.</p>	<ol style="list-style-type: none"> <li>1. Define latitude and longitude.</li> <li>2. Locate the major lines of latitude and longitude of the Earth.</li> <li>3. Identify then compare hemispheres of the Earth.</li> </ol>
<p><b>2.G.4</b> Analyze human modifications to the Earth.</p>	<ol style="list-style-type: none"> <li>1. Identify human modifications to the Earth.</li> <li>2. Compare and contrast the positive and negative impacts of human modifications on the Earth.</li> </ol>

HISTORY	
Standard	Objectives
<p><b>2.H.1</b> Evaluate how people and events have shaped the local community, state, and nation through primary sources.</p>	<ol style="list-style-type: none"> <li>1. Identify various primary sources.</li> <li>2. Use various primary sources to investigate significant people and events of the past.</li> <li>3. Examine historical events from multiple perspectives by utilizing primary sources.</li> </ol>
<p><b>2.H.2</b> Examine the relationship between history and time.</p>	<ol style="list-style-type: none"> <li>1. Identify vocabulary to express periods of time.</li> <li>2. Illustrate events chronologically on a timeline.</li> <li>3. Compare and contrast the eras of United States history.</li> </ol>



# Grade 3

## Citizenship in Local Government

Page 29-33

## Grade 3 Citizenship in Local Government

### CIVICS

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

## ECONOMICS

Standard	Objectives
<b>3.E.1</b> Investigate how local governments obtain and use money to benefit their communities.	<ol style="list-style-type: none"><li>1. Define tax.</li><li>2. Discuss the types and purpose of taxes paid by citizens to the government.</li><li>3. Identify goods and services provided by a local government to its community.</li><li>4. Examine how a local community benefits from the goods and services provided by the local government.</li></ol>
<b>3.E.2</b> Evaluate how individuals and communities use resources and trade to meet needs.	<ol style="list-style-type: none"><li>1. Define trade, import, and export.</li><li>2. Contrast imports and exports.</li><li>3. Identify local resources and products exported from the local community and state.</li><li>4. Trace the origin of products for sale in the local community.</li><li>5. Compare and contrast producing and buying goods to meet needs.</li><li>6. Explain why some producers choose to advertise.</li></ol>
<b>3.E.3</b> Analyze the factors of population distribution.	<ol style="list-style-type: none"><li>1. Define economic development.</li><li>2. Examine the relationship between economic development, employment opportunities, and where people choose to live.</li><li>3. Evaluate the impact of an individual's knowledge and skills on their opportunities for employment and income.</li><li>4. Explain how the availability of resources influences where people live.</li></ol>

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

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

**GEOGRAPHY** *Continued*

Standard	Objectives
<b>3.G.3</b> Assess energy sources of the Earth.	<ol style="list-style-type: none"><li>1. Define renewable and nonrenewable resources.</li><li>2. Identify sources of energy.</li><li>3. Categorize energy sources as renewable and nonrenewable.</li><li>4. Examine the impact that human use of resources has on the Earth.</li></ol>

**HISTORY**

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



# Grade 4

## Theme: Mississippi Studies and Regions

Page 34-37

**Fourth Grade**  
Theme: Mississippi Studies and Regions

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

Standard	Objectives
<p><b>4.MS.1</b> Describe the physical geography of Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Identify and categorize the ten geographical regions of Mississippi.</li> <li>2. Map major deposits of natural resources throughout Mississippi.</li> <li>3. Compare and contrast the resources of Mississippi's regions.</li> </ol>
<p><b>4.MS.2</b> Examine the exploration and settlement of the Mississippi Territory.</p>	<ol style="list-style-type: none"> <li>1. Trace the routes of explorers and discuss the impact on settlements in the Mississippi Territory.</li> <li>2. Map and describe the settlements of the Mississippi Territory.</li> <li>3. Explain how differing beliefs regarding land ownership, religion, and culture led to conflicts between Europeans and Native Americans in the Mississippi Territory.</li> </ol>
<p><b>4.MS.3</b> Investigate the Native American tribes of historic Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Identify the location of major tribes within Mississippi: Choctaw, Chickasaw, and Natchez.</li> <li>2. Compare and contrast the cultures and lives of the Choctaw, Chickasaw, and Natchez tribes of historic Mississippi.</li> <li>3. Discuss the removal of Native Americans from Mississippi.</li> </ol>
<p><b>4.MS.4</b> Describe the impact of significant historical figures and events in Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Identify symbols of Mississippi.</li> <li>2. Identify historical figures that are used as symbols of Mississippi culture.</li> <li>3. Examine historical events that are significant to Mississippi culture.</li> </ol>

Standard	Objectives
<p><b>4.MS.5</b> Describe Mississippi's entry into statehood.</p>	<ol style="list-style-type: none"> <li>1. Trace Mississippi's progression from territory to statehood.</li> <li>2. Define political and geographic reasons for changes in location of Mississippi's state capitol.</li> </ol>
<p><b>4.MS.6</b> Describe the Antebellum society of Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Explain the rise of Mississippi cotton culture.</li> <li>2. Link cotton culture to the rise of slavery.</li> <li>3. Identify leaders of the abolition movement and discuss its importance to the end of slavery in the south.</li> </ol>
<p><b>4.MS.7</b> Analyze Mississippi's role in the Civil War.</p>	<ol style="list-style-type: none"> <li>1. Trace the events that led Mississippi to secede from the Union in 1861 and subsequently enter the Civil War.</li> <li>2. Identify leaders of the Civil War who were from Mississippi.</li> <li>3. Describe how Mississippi supported the Civil War through economic and military efforts.</li> <li>4. Discuss the roles of women on the home front and battlefield during and after the Civil War.</li> </ol>
<p><b>4.MS.8</b> Evaluate the impact of the Civil War and Reconstruction on Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Discuss the effects of the Civil War on the population, economy, and infrastructure, of Mississippi.</li> <li>2. Contrast life in Mississippi after the Civil War from the Antebellum period.</li> <li>3. Explain the rise of sharecropping at the end of the Civil War.</li> <li>4. Explore the role of Jim Crow in disenfranchising African Americans in Mississippi.</li> </ol>

Standard	Objectives
<p><b>4.MS.9</b> Analyze the Civil Rights Movement to determine the social and political impact on Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Define discrimination, prejudice, segregation, integration, suffrage, and rights.</li> <li>2. Identify important figures of the modern Civil Rights Movement including Mississippians.</li> <li>3. Identify and explain events of the modern Civil Rights Movement, including <i>Brown v. Board of Education (1954)</i>, Jim Crow laws, Freedom Summer, and James Meredith’s admission to the University of Mississippi.</li> <li>4. Describe the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.</li> </ol>
<p><b>4.MS.10</b> Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.</p>	<ol style="list-style-type: none"> <li>5. Identify Mississippians known for their artwork, music, architecture, and literature.</li> <li>6. Describe how literature, the arts, architecture, and music affect tourism within the state.</li> </ol>
<p><b>4.MS.11</b> Evaluate how geographic and economic factors influence life and work in Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Describe the division of labor within Mississippi.</li> <li>2. Determine how land use impacts Mississippi’s economy.</li> <li>3. Explain the benefits and challenges of global trade for Mississippi.</li> <li>4. Examine the connections between Mississippi and neighboring states.</li> <li>5. Describe the economic impact of natural disasters.</li> <li>6. Examine how life and work in Mississippi have evolved from the Pre-Columbian Era to modern day.</li> </ol>



# Grade 5

## US History: Pre-Columbian Era to American Revolution

Page 38-42

**Fifth Grade**  
US History: Pre-Columbian Era to American Revolution

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

Standards	Objectives
<p><b>5.1</b> Investigate the people and ways of life of North America and the Caribbean Basin prior to the Columbian Era.</p>	<ol style="list-style-type: none"> <li>1. Identify the mountain ranges, rivers, and other bodies of water of North America and the Caribbean Basin.</li> <li>2. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</li> <li>3. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</li> <li>4. Determine how tribes in different regions used their environment to obtain, food, clothing, and shelter.</li> <li>5. Differentiate the lives and cultures of Native American tribes by region or territory.</li> </ol>
<p><b>5.2</b> Analyze the motivations and consequences of the exploration and settlement of North America.</p>	<ol style="list-style-type: none"> <li>1. Map the European countries of Spain, Portugal, Great Britain, and France and their initial settlements in North America and Caribbean Basin.</li> <li>2. Identify significant European explorers and their routes to and through North America and the Caribbean Basin.</li> <li>3. Identify motivations for European exploration and settlement in North America.</li> <li>4. Give examples of items from the Columbian Exchange</li> <li>5. Examine the relationship between early European settlers in North America and the Native Americans they encountered.</li> </ol>

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

Standards	Objectives
<p><b>5.3</b> Describe reasons for colonization of North America.</p>	<ol style="list-style-type: none"> <li>1. Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.</li> <li>2. Identify the influential leaders and groups responsible for founding colonial settlements.</li> <li>3. Compare and contrast colonial life in the Northeast, Mid-Atlantic, and Southeast regions of North America.</li> <li>4. Identify resources available to the colonists.</li> <li>5. Trace the development of democratic ideas and development of colonial governments.</li> <li>6. Contrast the views of land use and ownership by Native Americans and colonists.</li> </ol>
<p><b>5.4</b> Trace the development of the revolutionary movement in North America.</p>	<ol style="list-style-type: none"> <li>1. Examine the causes and consequences of the French and Indian War.</li> <li>2. Identify actions taken by the British and colonists and explain how each led to the Revolutionary War.</li> </ol>

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

Standards	Objectives
<p><b>5.5</b> Explain major events of the American Revolution.</p>	<ol style="list-style-type: none"><li data-bbox="835 315 1577 342">1. Analyze the principles of the Declaration of Independence.</li><li data-bbox="835 386 1688 414">2. Identify key battles of the American Revolution and their outcomes.</li><li data-bbox="835 457 1822 518">3. Describe the roles and contributions of: Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, and Haym Solomon.</li><li data-bbox="835 561 1808 621">4. Discuss the contributions of ordinary citizens, including African Americans and women, to the American Revolution.</li><li data-bbox="835 665 1881 768">5. Examine efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, and the Second Continental Congress.</li><li data-bbox="835 812 1539 839">6. Explain the colonial victory of the American Revolution.</li><li data-bbox="835 883 1814 943">7. Summarize the effect of the Treaty of Paris of 1783 on the development of the United States.</li></ol>

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

Standards	Objectives
<p><b>5.6</b> Examine the development of the Constitution of the United States.</p>	<ol style="list-style-type: none"><li>1. Analyze the shortcomings of the Articles of Confederation.</li><li>2. Explain how the Northwest Ordinance influenced framers of the Constitution.</li><li>3. Identify significant attendees of the Constitutional Convention.</li><li>4. Contrast the ideology of Federalists from that of the Anti-Federalists.</li><li>5. Describe the plans and compromises that contributed to the creation of the Constitution.</li><li>6. Evaluate the features of the Bill of Rights.</li><li>7. Contrast the rights held by the Constitution with the lives and treatment of African Americans, Native Americans, and women at the time.</li></ol>



# Grade 6

## Civics and the World

Page 43-48

## Grade 6 Civics and the World

### CIVICS

Standard	Objectives
<p><b>6.CI.1</b> Analyze the various roles and expectations of citizens throughout the world.</p>	<ol style="list-style-type: none"> <li>1. Identify and categorize the major types of governing structures throughout the world.</li> <li>2. Categorize unitary, federal, and confederate systems of government, then contrast the role of citizens in each.</li> <li>3. Explore how citizenship roles vary based on the population, size, and geographic position of a state.</li> <li>4. Justify the responsibilities of citizens to their countries, including reasonable financial activity, active and passive participation in government, knowledge of important issues and current events, and the stewardship of resources.</li> <li>5. Examine basic human rights and liberties that are at the core of American culture then compare those rights to those listed in the Universal Declaration of Human Rights.</li> </ol>
<p><b>6.CI.2</b> Examine the challenges of civic engagement in the contemporary world.</p>	<ol style="list-style-type: none"> <li>1. Define civic engagement.</li> <li>2. Compare and contrast the rights and responsibilities of citizens.</li> <li>3. Categorize the positive and negative impacts of changing technologies on expanding the role of citizens throughout the world.</li> <li>4. Describe how new media resources challenge citizens when obtaining reliable information for informed decision making.</li> <li>5. Discuss how globalization has changed the understanding of economic disparity and equity in the contemporary world.</li> <li>6. Assess how growing concerns about security have impacted civil liberty protections.</li> </ol>

ECONOMICS	
Standard	Objectives
<p><b>6.E.1</b> Analyze the concept, usage, and value of natural resources</p>	<ol style="list-style-type: none"> <li>1. Differentiate substances found in the natural world from natural resources.</li> <li>2. Characterize and differentiate renewable and non-renewable resources.</li> <li>3. Identify important resources in the contemporary world and their usage.</li> <li>4. Locate major deposits of important resources across the globe.</li> </ol>
<p><b>6.E.2</b> Explain the geographic patterns of economic interactions.</p>	<ol style="list-style-type: none"> <li>1. Identify primary, secondary, and tertiary economic activities in the U.S. and other countries.</li> <li>2. Distinguish between subsistence and commercial livelihoods.</li> <li>3. Contrast modern economic interactions with those from the past.</li> <li>4. Analyze the impact of globalization on modern economic interactions.</li> </ol>
CIVIL RIGHTS	
Standard	Objectives
<p><b>6.CR.1</b> Examine how boundaries allow for the management of Earth's surface.</p>	<ol style="list-style-type: none"> <li>1. Locate and describe different types of territorial divisions.</li> <li>2. Identify political boundaries that are based on physical and human factors.</li> <li>3. Investigate how countries cooperate in managing and using Earth's surface.</li> <li>4. Describe how the division, control, and management of Earth's surface creates conflict.</li> </ol>

CIVIL RIGHTS	
Standard	Objectives
<p><b>6.CR.2</b> Formulate an understanding of citizenship roles in the cultural regions of the world.</p> <ul style="list-style-type: none"> <li>• Western Europe</li> <li>• Eastern Europe</li> <li>• North America</li> <li>• Latin America</li> <li>• South Asia</li> <li>• East Asia</li> <li>• Middle East</li> <li>• North Africa</li> <li>• Sub-Saharan Africa</li> <li>• Oceania</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the current political structure of the world by cultural region by labeling countries, capital and major cities, and significant physical features.</li> <li>2. Evaluate how the physical environment impacts the culture of a region.</li> <li>3. Describe the historical factors that have shaped the civic identity and expectation of civic participation in various cultural regions/countries of the world.</li> <li>4. Compare and contrast the globalization metrics of various countries of the world.             <ol style="list-style-type: none"> <li>a. GDP per capita</li> <li>b. Human Misery Index</li> <li>c. Gross National Happiness</li> <li>d. Infant and Child Mortality Rates</li> <li>e. Life Expectancy</li> <li>f. Literacy Rates</li> </ol> </li> <li>5. Compare human rights and liberties found in other cultural regions of the world to the core civil values of the United States.</li> </ol>

GEOGRAPHY	
Standard	Objectives
<p><b>6.G.1</b> Describe the world using the tools of geography</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the use of map essentials.</li> <li>2. Interpret global connections by using maps to form a geographic spatial perspective.</li> <li>3. Explain how experiences and cultures influence perceptions and help people create mental maps.</li> </ol>
<p><b>6.G.2</b> Evaluate how places gain meaning.</p>	<ol style="list-style-type: none"> <li>1. Describe the distinguishing physical and human characteristics of the United States and other countries.</li> <li>2. Investigate how people bring meaning to places when they live in a location.</li> <li>3. Describe how places impact personal, community, and national identities.</li> <li>4. Explain how place-based identities can create stereotypes.</li> </ol>
<p><b>6.G.3</b> Identify geographic patterns in the environment that result from the processes of Earth's physical systems.</p>	<ol style="list-style-type: none"> <li>1. Define atmosphere, biosphere, lithosphere, and hydrosphere.</li> <li>2. Describe how Earth-Sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth.</li> <li>3. Explain the major processes that shape the physical environment.</li> <li>4. Investigate how natural phenomenon shaped the physical environment.</li> </ol>
<p><b>6.G.4</b> Analyze how regions are used to describe the organization of the Earth's surface.</p>	<ol style="list-style-type: none"> <li>1. Define formal, functional, and perceptual regions.</li> <li>2. Identify physical and human features used as the criteria for establishing each type of region.</li> <li>3. Identify the formal world regions.</li> <li>4. Differentiate the formal world regions by their main characteristics.</li> </ol>

GEOGRAPHY	
Standard	Objectives
<p><b>6.G.5</b> Describe the characteristics and causes of human population changes and migration.</p>	<ol style="list-style-type: none"> <li>1. Identify the spatial patterns of population distribution and density.</li> <li>2. Explain how physical and human factors impact the population of a place.</li> <li>3. Identify major migration patterns in the United States and the world.</li> <li>4. Examine the push/pull factors that drive the major migration patterns of the United States and the world.</li> </ol>
<p><b>6.G.6</b> Describe the patterns of human settlements and the factors that contribute to their formation.</p>	<ol style="list-style-type: none"> <li>1. Classify spatial patterns of settlement, including types, sizes, and models.</li> <li>2. Explain why some locations are better for settlement than others.</li> <li>3. Describe the relationship between settlement patterns and the location of resources.</li> </ol>
<p><b>6.G.7</b> Examine how humans and the physical environment are impacted by the extraction of resources.</p>	<ol style="list-style-type: none"> <li>1. Identify and describe ways in which humans modify the physical environment.</li> <li>2. Explain how people use technology to access resources</li> <li>3. Assess the opportunities and constraints for human activities created by the physical environment.</li> <li>4. Locate environmental hazards and the proximity of human populations.</li> <li>5. Describe how people respond to natural hazards.</li> </ol>

HISTORY	
Standard	Objectives
<p><b>6.H.1</b> Explain the characteristics and development of culture.</p>	<ol style="list-style-type: none"> <li>1. Describe the major aspects of culture</li> <li>2. Explain how culture changes as it is passed from one generation to the next.</li> <li>3. Identify then contrast the major culture regions</li> </ol>



# Grade 7

## Early World History

Page 49-53

## Seventh Grade Early World History

Standard	Objectives
<p><b>7.1</b> Investigate the development of civilization in the Nile River Valley.</p>	<ol style="list-style-type: none"> <li>1. Evaluate how the physical features of Egypt influenced the development of civilization.</li> <li>2. Analyze how religion affected the lives of the ancient Egyptians including architecture, the afterlife, and mummification.</li> <li>3. Describe the unique features of ancient Egyptian culture and social class structure.</li> <li>4. Explain the power structure of the ancient Egyptian government.</li> <li>5. Determine the significance of the discovery of the Rosetta Stone.</li> <li>6. Trace the influence of trade on the development of Egypt.</li> </ol>
<p><b>7.2</b> Examine the development of civilization in the river valleys of China.</p>	<ol style="list-style-type: none"> <li>1. Summarize the influence of geographical features on the development of ancient China.</li> <li>2. Compare and contrast the origins, foundational beliefs and spread of Confucianism and Taoism.</li> <li>3. Describe various aspects of Chinese culture, including language, art, architecture, and social class.</li> <li>4. Explain the evolution of imperial government of China.</li> <li>5. Discuss the creation of the Great Wall.</li> <li>6. Trace the influence of trade on the development of China.</li> </ol>

Standard	Objectives
<p><b>7.3</b> Analyze the development of civilization in Indus Valley.</p>	<ol style="list-style-type: none"> <li>1. Explain the influence of geographical features on the development of ancient Indus River Valley.</li> <li>2. Analyze the influence of Hinduism on Indian culture and social practices.</li> <li>3. Describe various aspects of Indian culture, including language, art, architecture.</li> <li>4. Analyze the power held by each class of the Indian caste system.</li> <li>5. Trace the influence of trade on the development of Indus River Valley.</li> </ol>
<p><b>7.4</b> Analyze the development of civilizations in ancient Greece.</p>	<ol style="list-style-type: none"> <li>1. Assess the influence of geographical features on the development of ancient Greece.</li> <li>2. Explain how the polytheistic belief system of the ancient Greeks influenced their daily lives.</li> <li>3. Describe various aspects of Greek culture including the development of language, art, architecture, social class, and philosophy.</li> <li>4. Contrast the monarchy, oligarchy, and democracy of ancient Greece.</li> <li>5. Compare and contrast Athens and Sparta.</li> <li>6. Trace the influence of trade on the development of Greece.</li> </ol>
<p><b>7.5</b> Examine the history of ancient Rome.</p>	<ol style="list-style-type: none"> <li>1. Explain how the geographical features of the Italian Peninsula influenced the development of ancient Rome.</li> <li>2. Analyze how religion impacted the daily lives of the Romans.</li> <li>3. Describe Roman culture, including art, language, social class, and recreation.</li> <li>4. Contrast the monarchy, republic, and empire of Rome.</li> <li>5. Trace the influence of trade on the development of Rome.</li> </ol>

Standard	Objectives
<p><b>7.6</b> Evaluate the development of sub-Saharan civilizations in East, South and West Africa.</p>	<ol style="list-style-type: none"> <li>1. Explain how the geographical features of sub-Saharan Africa influenced the development of civilization.</li> <li>2. Analyze the origins and foundational beliefs of traditional African religions.</li> <li>3. Analyze the influence of Islam on the civilizations of sub-Saharan Africa.</li> <li>4. Describe various aspects of culture, including art, architecture, and class structure of sub-Saharan Africa.</li> <li>5. Explain how the civilizations of sub-Saharan Africa were governed.</li> <li>6. Trace the influence of trade on the development of sub-Saharan Africa.</li> </ol>
<p><b>7.7</b> Examine the developments of early world religions and philosophies.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast animism, monotheism, and polytheism.</li> <li>2. Explain the origins and foundational beliefs of Christianity, Islam, Judaism, Buddhism, and Hinduism.</li> <li>3. Trace the spread of Christianity, Islam, Judaism, Buddhism, and Hinduism across the globe.</li> </ol>
<p><b>7.8</b> Assess the Middle Ages and the emergence of nation-states in Europe.</p>	<ol style="list-style-type: none"> <li>1. Explain the system of feudalism and its relationship to the development of European monarchies and nation-states.</li> <li>2. Analyze the effects of the Magna Carta on the feudal system.</li> <li>3. Describe how the Magna Carta led to the development of a representative government in England.</li> <li>4. Describe the events of the Crusades.</li> <li>5. Evaluate the Crusades' lasting effects on Europe.</li> <li>6. Examine the role and influence of the Roman Catholic Church in medieval Europe.</li> <li>7. Analyze the economic, political, and social effects of the plague on Europe.</li> </ol>

Standard	Objectives
<b>7.9</b> Investigate the impact of the Renaissance and the Reformation on Europe.	<ol style="list-style-type: none"><li data-bbox="827 282 1772 313">1. Explain the influence of humanism on the development of the Renaissance.</li><li data-bbox="827 342 1751 399">2. Identify key figures of the Renaissance including their accomplishments in the arts, music, literature, and architecture.</li><li data-bbox="827 428 1633 485">3. Explain the causes, events, and points of contention of both the Reformation and the Counter Reformation.</li><li data-bbox="827 514 1688 545">4. Evaluate how the Renaissance influenced the development of trade.</li></ol>



# Grade 7 - Compacted

## Early World History and US History: Exploration to 1877

Page 54-59

## Seventh Grade Compacted

### Early World History and US History: Exploration to 1877

Standard	Objectives
<p><b>7C.1   Early World History</b> Examine the development of ancient civilizations.</p> <ul style="list-style-type: none"> <li>• Egypt</li> <li>• Imperial China</li> <li>• India</li> <li>• Greece</li> <li>• Rome</li> <li>• Sub-Saharan Africa</li> </ul>	<ol style="list-style-type: none"> <li>1. Evaluate how geographic features of each region impacted the development of each civilization.</li> <li>2. Analyze the influence of religion on each civilization.</li> <li>3. Describe the cultures of each civilization.</li> <li>4. Explain the governing power structure of each civilization.</li> <li>5. Trace the influence of trade on the development of each civilization.</li> <li>6. Explore the significance of each ancient civilization to modern life in the same region and across the globe.</li> </ol>
<p><b>7C.2   Early World History</b> Assess the Middle Ages and the emergence of nation-states in Europe.</p>	<ol style="list-style-type: none"> <li>1. Explain the system of feudalism and its relationship to the development of European monarchies and nation-states.</li> <li>2. Analyze the effects of the Magna Carta on the feudal system.</li> <li>3. Examine the role and influence of the Roman Catholic Church in medieval Europe including the Crusades.</li> <li>4. Analyze the economic, political, and social effects of the plague on Europe.</li> </ol>
<p><b>7C.3   Early World History</b> Investigate the impact of the Renaissance and the Reformation on Europe.</p>	<ol style="list-style-type: none"> <li>1. Identify key figures of the Renaissance including their accomplishments in the arts, music, literature, and architecture.</li> <li>2. Explain the causes, events, and points of contention of both the Reformation and the Counter Reformation.</li> <li>3. Evaluate how the Renaissance influenced the development of trade.</li> </ol>

Standard	Objectives
<p><b>7C.4   U.S. History</b> Examine major aspects of the development of the United States from Exploration to 1754.</p>	<ol style="list-style-type: none"> <li>1. Trace explorers' routes to the New World.</li> <li>2. Explain the development and impact of the Columbian Exchange.</li> <li>3. Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.</li> <li>4. Describe how the English Bill of Rights, Mayflower Compact, and Virginia House of Burgesses led to the English Colonial idea of self-government.</li> <li>5. Examine the diversity that emerged from the establishment of Colonial America.</li> <li>6. Describe the social structures that formed in the various colonies.</li> <li>7. Describe the relationships between the various Native American and colonial groups.</li> </ol>
<p><b>7C.5   U.S. History</b> Evaluate the key people, factors and events which led to the American Revolution and the establishment of United States government.</p>	<ol style="list-style-type: none"> <li>1. Analyze the causes and consequences of the French and Indian War.</li> <li>2. Recognize and trace the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774.</li> <li>3. Identify key figures in the Revolutionary Era and their influence on the movement.</li> <li>4. Compare and contrast the decisions of the first and second Continental Congresses.</li> <li>5. Explain the historical and present-day significance of the Declaration of Independence.</li> <li>6. Examine the immediate events that led to the first shot of the Revolutionary War.</li> <li>7. Examine the significance of the major battles in the Revolutionary War.</li> <li>8. Evaluate the terms of the Treaty of Paris, 1783.</li> </ol>

Standard	Objectives
<p><b>7C.6   U.S. History</b> Examine the development of the Constitution of the United States of America.</p>	<ol style="list-style-type: none"> <li>1. Describe the powers given to the Continental Congress by the Articles of Confederation.</li> <li>2. Analyze the weaknesses of the Articles of Confederation that led to a call for a new constitution.</li> <li>3. Identify the major compromises at the Constitutional Convention.</li> <li>4. Describe the framework of the United States Constitution, including powers of the Legislative, Executive, and Judicial branches.</li> <li>5. Describe the compromises between Federalists and Anti-Federalists that led to the creation of the Bill of Rights.</li> </ol>
<p><b>7C.7   U.S. History</b> Analyze the challenges and central ideas involved in creating the new nation.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the differences in political opinions that led to the formation of political parties.</li> <li>2. Examine the lasting influence of George Washington as the first President of the United States.</li> <li>3. Analyze the impact of President George Washington’s <i>Farewell Address</i> on the presidency of the United States.</li> <li>4. Analyze the significance of early Supreme Court cases and explain their impacts on the United States. <ul style="list-style-type: none"> <li>• <i>Marbury v. Madison (1803)</i></li> <li>• <i>McCulloch v. Maryland (1819)</i></li> <li>• <i>Dartmouth College v. Woodward (1819)</i></li> <li>• <i>Worcester v. Georgia (1832)</i></li> </ul> </li> <li>5. Assess the development and impact of early foreign policy decisions on the United States.</li> </ol>

Standard	Objectives
<p><b>7C.8   U.S. History</b> Interpret the geographical, social, and political causes, effects, and challenges of westward expansion.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the reasoning behind the Louisiana Purchase.</li> <li>2. Discuss the significance of the Lewis and Clark Expedition.</li> <li>3. Describe the purpose and challenges of Manifest Destiny.</li> <li>4. Analyze the political, religious, and economic incentives of Manifest Destiny.</li> <li>5. Summarize Andrew Jackson’s role in the growing United States.</li> <li>6. Examine the motivations and consequences of the Indian Removal Act.</li> </ol>
<p><b>7C.9   U.S. History</b> Interpret the causes, effects, and challenges of the Industrial Revolution.</p>	<ol style="list-style-type: none"> <li>1. Summarize the beginning of the Industrial Revolution in the United States.</li> <li>2. Identify key people and their contributions to the Industrial Revolution.</li> <li>3. Trace the development of transportation and communication systems during the Industrial Revolution.</li> <li>4. Compare and contrast the cultural, religious, and social impact of the Industrial Revolution on American.</li> <li>5. Assess how geography influenced the location of factories.</li> </ol>
<p><b>7C.10   U.S. History</b> Evaluate the impact of social and political reforms on the development of American society.</p>	<ol style="list-style-type: none"> <li>1. Examine abolitionists’ role in bringing the reality of slavery to the nation.</li> <li>2. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments.</li> <li>3. Examine leaders of the Women’s Suffrage Movement.</li> </ol>

Standard	Objectives
<p><b>7C.11   U.S. History</b> Assess the social and economic conflicts between the North and South that led to the American Civil War.</p>	<ol style="list-style-type: none"> <li>1. Trace the origins and development of slavery in the United States.</li> <li>2. Describe the impact of the Industrial Revolution in northern states.</li> <li>3. Evaluate the importance of agriculture in southern states.</li> <li>4. Analyze the impact of the cotton gin on all social classes.</li> <li>5. Examine impact of slavery on the nation’s political, social, religious, economic, and cultural development.</li> </ol>
<p><b>7C.12   U.S. History</b> Identify key people and evaluate the significant events of the American Civil War.</p>	<ol style="list-style-type: none"> <li>1. Analyze the reasons for the Civil War, including slavery and states’ rights.</li> <li>2. Examine key early battles and plans which shaped decisions for the North.</li> <li>3. Identify significant political and military leaders from the North and the South and examine their contributions.</li> <li>4. Evaluate the contributions of women, African Americans, and other minority groups to the war effort.</li> <li>5. Analyze the factors that led to the Northern victory of the Civil War.</li> <li>6. Analyze key government documents and actions of the Civil War.</li> </ol>
<p><b>7C.13   U.S. History</b> Analyze the Reconstruction efforts in the post-Civil War United States.</p>	<ol style="list-style-type: none"> <li>1. Compare congressional and presidential reconstruction plans.</li> <li>2. Analyze southern resistance to Reconstruction reforms.</li> <li>3. Trace the economic changes in the post- Civil War South.</li> <li>4. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans.</li> </ol>



# Grade 8

## US History: Exploration to 1877

Page 60-64

## Eighth Grade US History: Exploration to 1877

Standard	Objectives
<p><b>8.1</b> Examine major aspects of the development of the United States from Exploration to 1754.</p>	<ol style="list-style-type: none"> <li>1. Trace explorers' routes to the New World.</li> <li>2. Explain the development and impact of the Columbian Exchange.</li> <li>3. Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.</li> <li>4. Describe how the English Bill of Rights, Mayflower Compact, and Virginia House of Burgesses led to the English Colonial idea of self-government.</li> <li>5. Examine the diversity that emerged from the establishment of Colonial America.</li> <li>6. Describe the social structures that formed in the various colonies.</li> <li>7. Describe the relationships between the various Native American and colonial groups.</li> </ol>
<p><b>8.2</b> Evaluate the key people, factors and events which led to the American Revolution and the establishment of the United States government.</p>	<ol style="list-style-type: none"> <li>1. Analyze the causes and consequences on the French and Indian War.</li> <li>2. Recognize and trace the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774.</li> <li>3. Identify key figures in the Revolutionary Era and their influence on the movement.</li> <li>4. Compare and contrast the decisions of the first and second Continental Congresses.</li> <li>5. Explain the historical and present-day significance of the Declaration of Independence.</li> <li>6. Examine the immediate events that led to the first shot of the Revolutionary War.</li> <li>7. Examine the significance of the major battles in the Revolutionary War.</li> <li>8. Evaluate the terms of the Treaty of Paris, 1783.</li> </ol>

Standard	Objectives
<p><b>8.3</b> Examine the development of the Constitution of the United States of America.</p>	<ol style="list-style-type: none"> <li>1. Describe the powers given to the Continental Congress by the Articles of Confederation.</li> <li>2. Analyze the weaknesses of the Articles of Confederation that led to a call for a new constitution.</li> <li>3. Identify the major compromises at the Constitutional Convention.</li> <li>4. Describe the framework of the United States Constitution, including powers of the Legislative, Executive, and Judicial branches.</li> <li>5. Describe the compromises between Federalists and Anti-Federalists that led to the creation of the Bill of Rights.</li> </ol>
<p><b>8.4</b> Analyze the challenges and central ideas involved in creating the new nation.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the differences in political opinions that led to the formation of political parties.</li> <li>2. Examine the lasting influence of George Washington as the first President of the United States.</li> <li>3. Analyze the impact of President George Washington’s <i>Farewell Address</i> on the presidency of the United States.</li> <li>4. Analyze the significance of early Supreme Court cases and explain their impacts on the United States.</li> <li>5. <i>Marbury v. Madison (1803)</i></li> <li>6. <i>McCulloch v. Maryland (1819)</i></li> <li>7. <i>Dartmouth College v. Woodward (1819)</i></li> <li>8. <i>Worcester v. Georgia (1832)</i></li> <li>9. Assess the development and impact of early foreign policy decisions on the United States.</li> </ol>

Standard	Objectives
<p><b>8.5</b> Interpret the geographical, social, and political causes, effects, and challenges of westward expansion.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the reasoning behind the Louisiana Purchase.</li> <li>2. Discuss the significance of the Lewis and Clark Expedition.</li> <li>3. Describe the purpose and challenges of Manifest Destiny.</li> <li>4. Analyze the political, religious, and economic incentives of Manifest Destiny.</li> <li>5. Summarize Andrew Jackson’s roles in the growing United States.</li> <li>6. Examine the motivations and consequences of the Indian Removal Act.</li> </ol>
<p><b>8.6</b> Interpret the causes, effects, and challenges of the Industrial Revolution.</p>	<ol style="list-style-type: none"> <li>1. Summarize the beginning of the Industrial Revolution in the United States.</li> <li>2. Identify key people and their contributions to the Industrial Revolution.</li> <li>3. Trace the development of transportation and communication systems during the Industrial Revolution.</li> <li>4. Compare and contrast the cultural, religious, and social impact of the Industrial Revolution on America.</li> <li>5. Assess how geography influenced the location of factories.</li> </ol>
<p><b>8.7</b> Evaluate the impact of social and political reforms on the development of American society.</p>	<ol style="list-style-type: none"> <li>1. Examine abolitionists’ role in bringing the reality of slavery to the nation.</li> <li>2. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments.</li> <li>3. Examine leaders of the Women’s Suffrage Movement.</li> </ol>
<p><b>8.8</b> Assess the social and economic conflicts between the North and South that led to the American Civil War.</p>	<ol style="list-style-type: none"> <li>1. Trace the origins and development of slavery in the United States.</li> <li>2. Describe the impact of the Industrial Revolution in northern states.</li> <li>3. Evaluate the importance of agriculture in southern states.</li> <li>4. Analyze the impact of the cotton gin on all social classes.</li> <li>5. Examine impact of slavery on the nation’s political, social, religious, economic, and cultural development.</li> </ol>

Standard	Objectives
<p><b>8.9</b> Identify key people and evaluate the significant events of the American Civil War.</p>	<ol style="list-style-type: none"> <li>1. Analyze the reasons for the Civil War, including slavery and states' rights.</li> <li>2. Examine key early battles and plans which shaped decisions for the North.</li> <li>3. Identify significant political and military leaders from the North and the South and examine their contributions.</li> <li>4. Evaluate the contributions of women, African Americans, and other minority groups to the war effort.</li> <li>5. Analyze the factors that led to the Northern victory of the Civil War.</li> <li>6. Analyze key government documents and actions of the Civil War.</li> </ol>
<p><b>8.10</b> Analyze the Reconstruction efforts in the post-Civil War United States.</p>	<ol style="list-style-type: none"> <li>1. Compare congressional and presidential reconstruction plans.</li> <li>2. Analyze southern resistance to Reconstruction reforms.</li> <li>3. Trace the economic changes in the post- Civil War South.</li> <li>4. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans.</li> </ol>

## Carnegie Unit Courses

**The following courses contain all Social Studies strands including Civics, Economics, Civil Rights, Geography, and History.**

The following classes are  
**Required Courses**



# Mississippi Studies

**½ Carnegie Unit**

Page 67-71

Standard	Objectives
<p><b>MS.1</b> Examine the geographic features of Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Identify the physical features, landforms, and soil regions of Mississippi.</li> <li>2. Differentiate the geographic regions of Mississippi.</li> <li>3. Identify and assess the geographic and physical features that set Mississippi apart from other states.</li> <li>4. Explain how the geographic features of Mississippi contribute to social, technological, and economic development throughout the state.</li> <li>5. Examine the political, economic, and social effects of geographic processes on technological and economic development in Mississippi.</li> </ol>
<p><b>MS.2</b> Compare and contrast the indigenous cultures in Mississippi and assess their lasting impact on the state's history and traditions.</p>	<ol style="list-style-type: none"> <li>1. Explain the impact of Mississippi's geography on the cultural development of its indigenous people.</li> <li>2. Trace the relationships between the various indigenous groups in Mississippi, including their alliances with the Europeans who settled in what would become the Mississippi Territory.</li> <li>3. Evaluate the impact of native cultures on Mississippi, past and present.</li> </ol>
<p><b>MS.3</b> Examine the motivations and the effects of European settlement in Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast the French, Spanish and English settlements in Mississippi.</li> <li>2. Examine the impact of European exploration on the cultural development of Mississippi.</li> </ol>

Standard	Objectives
<p><b>MS.4</b> Explain the development of the Mississippi Territory and its evolution to statehood.</p>	<ol style="list-style-type: none"> <li>1. Investigate life and work in Mississippi during the colonial and revolutionary periods.</li> <li>2. Examine the conflicts, treaties, and subsequent removal of indigenous Mississippians.</li> <li>3. Trace the events and legislative processes necessary for Mississippi to gain statehood.</li> <li>4. Analyze government and political influences throughout the state of Mississippi.</li> <li>5. Analyze the constitutions of Mississippi and make comparisons to the United States Constitution.</li> </ol>
<p><b>MS.5</b> Analyze the characteristics of antebellum Mississippi, with an emphasis on the plantation system and the evolution of slavery.</p>	<ol style="list-style-type: none"> <li>1. Trace the evolution of slavery in Mississippi.</li> <li>2. Discuss the conditions that drove the plantation economy in antebellum Mississippi.</li> <li>3. Examine the culture and social structure that developed in Mississippi during the antebellum period.</li> </ol>
<p><b>MS.6</b> Analyze the role of Mississippi during the Civil War and evaluate the effects of Reconstruction in the state.</p>	<ol style="list-style-type: none"> <li>1. Trace the events that led to secession of Mississippi from the Union in 1861 and subsequently entering the Civil War.</li> <li>2. Analyze the military campaigns that took place in Mississippi during the Civil War.</li> <li>3. Examine the roles and contributions of women and minorities during the Civil War.</li> <li>4. Analyze the various attempts at reconstruction in Mississippi and discuss the responses to them.</li> <li>5. Examine the lasting cultural effects of the Civil War and Reconstruction on Mississippi.</li> </ol>

Standard	Objectives
<p><b>MS.7</b> Examine the economic, political, and social changes in post Reconstruction Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the impact of Reconstruction on Mississippi’s social structure.</li> <li>2. Trace the changes in Mississippi’s economy and technology in the decades following Reconstruction.</li> <li>3. Analyze Reconstruction reforms that contributed to the social and economic changes after the Civil War.</li> <li>4. Examine the changes of the Mississippi Constitution from Reconstruction to 1890.</li> </ol>
<p><b>MS.8</b> Evaluate the role of Mississippi in the Civil Rights Movement.</p>	<ol style="list-style-type: none"> <li>1. Analyze the significant figures, groups, and events of the Civil Rights Movement in Mississippi.</li> <li>2. Discuss the significant strategies used within the Civil Rights Movement.</li> <li>3. Examine the conflicts between the Federal and State governments during the Civil Rights Era.</li> <li>4. Evaluate the lasting impact of the Civil Rights movement on Mississippi.</li> </ol>
<p><b>MS.9</b> Analyze the economic characteristics of modern Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Describe Mississippi’s modern economy.</li> <li>2. Analyze the economic development of major industries in Mississippi.</li> <li>3. Trace Mississippi’s global economic relationships.</li> <li>4. Analyze the current trends of poverty.</li> </ol>
<p><b>MS.10</b> Analyze the structure and function of local and state government in Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the rights and responsibilities of Mississippi citizenship.</li> <li>2. Analyze the role of the judicial, legislative, and executive branches within the government of Mississippi.</li> <li>3. Examine the various forms of local governments and evaluate how they meet the needs of local communities.</li> <li>4. Compare types of services offered by local and state government to meet the needs of Mississippians.</li> </ol>

Standard	Objectives
<p><b>MS.11</b> Examine the impact of Mississippi artists, musicians, and writers on the state, nation, and world.</p>	<ol style="list-style-type: none"> <li>1. Identify and describe the accomplishments of Mississippi artists, musicians, and writers.</li> <li>2. Analyze how Mississippi's rich history has local impacted artists, musicians, and writers.</li> <li>3. Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi.</li> <li>4. Analyze the impact of religious traditions on artistic expressions of Mississippians.</li> <li>5. Identify locations in Mississippi that have artistic significance.</li> </ol>
<p><b>MS.12</b> Examine the contributions of various ethnic groups in Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Identify the various ethnic groups in Mississippi.</li> <li>2. Cite evidence of the growing ethnic diversity of Mississippi's populations.</li> <li>3. Analyze the push and pull factors of migrating to Mississippi.</li> <li>4. Describe the contributions of various ethnic groups to Mississippi.</li> </ol>



# Introduction to Geography

## ½ Carnegie Unit

Page 72-76

Standard	Objectives
<p><b>ITG.1</b> Investigate the world using spatial terms and concepts.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the advantages and disadvantages of the tools used to analyze spatial distributions and patterns on Earth.</li> <li>2. Utilize maps and geospatial technologies to explain relationships among peoples, places, and environments.</li> <li>3. Categorize the geographic organization of people, places, and environments using spatial models.</li> </ol>
<p><b>ITG.2</b> Assess the nature, genesis, evolution, and meaning of places.</p>	<ol style="list-style-type: none"> <li>1. Determine how the physical and human characteristics of a place contribute to unique personal, community, and national identities.</li> <li>2. Describe the ways that places change as a result of physical and human processes.</li> <li>3. Investigate how culture and experiences influence the perceptions of places.</li> </ol>
<p><b>ITG.3</b> Examine how regions are used to describe the organization of Earth's surface.</p>	<ol style="list-style-type: none"> <li>1. Analyze regions using formal, functional, and perceptual delineations to recognize the different understandings each delineation produces.</li> <li>2. Investigate processes and reasons for regional change.</li> <li>3. Analyze interactions between regions to show transnational relationships, including the flow of commodities and connectivity.</li> <li>4. Interpret the variable impact of globalization processes on the regions of the world.</li> <li>5. Examine how perceptions of places are created and changed through direct and indirect experiences.</li> </ol>

Standard	Objectives
<p><b>ITG.4</b> Analyze geographic patterns that result from the processes of Earth’s physical systems.</p>	<ol style="list-style-type: none"> <li>1. Explain how the Inter Tropical Convergence Zone migrates seasonally because of Earth-Sun relationships and the effects produced by this on places around the Earth.</li> <li>2. Illustrate the different effects of the processes that shape the physical environment across the Earth.</li> <li>3. Compare how ecosystems vary from place to place and over time as a result of physical processes.</li> </ol>
<p><b>ITG.5</b> Analyze the implications of varying demographic structures within human populations on Earth.</p>	<ol style="list-style-type: none"> <li>1. Investigate current and historic major migration streams of the United States and the world in terms of time, distance, and cause.</li> <li>2. Contrast the consequences of migration on people and their origins and destinations.</li> <li>3. Trace the changes to human populations from the rate of natural increase.</li> </ol>
<p><b>ITG.6</b> Evaluate the concept of culture as it relates to places on Earth.</p>	<ol style="list-style-type: none"> <li>1. Analyze contact between differing cultures.</li> <li>2. Evaluate how the diffusion of ideas and technologies change the characteristics and distributions of cultures.</li> <li>3. Explain the existence of cultural landscapes.</li> <li>4. Describe how cultural landscapes vary across space and time.</li> </ol>
<p><b>ITG.7</b> Examine the patterns and networks of economic interdependence on Earth’s surface.</p>	<ol style="list-style-type: none"> <li>1. Investigate the ratio of primary, secondary, and tertiary livelihoods and how it differs across the world</li> <li>2. Analyze the changes to subsistence and commercial livelihoods over time.</li> <li>3. Illustrate how integrated transportation and communication networks provide essential infrastructure for economic interdependence from local to global scales.</li> </ol>

Standard	Objectives
<p><b>ITG.8</b> Analyze the relationships that occur between boundaries and territorially delaminated entities.</p>	<ol style="list-style-type: none"> <li>1. Identify different types of territories.</li> <li>2. Analyze how territories manage and control Earth’s surface-</li> <li>3. Compare the advantages and disadvantages of boundaries that are based on physical and human factors.</li> <li>4. Examine why international conflict that occurs between boundaries.</li> </ol>
<p><b>ITG.9</b> Interpret how human actions modify the physical environment.</p>	<ol style="list-style-type: none"> <li>1. Interpret how human-induced changes in one place can affect the physical environment in other places.</li> <li>2. Analyze how technology has changed the scale at which people can modify the physical environment.</li> <li>3. Illustrate how the physical environment can accommodate and be endangered by human activities.</li> </ol>
<p><b>ITG.10</b> Explain the patterns, processes of development, and operation of human settlements.</p>	<ol style="list-style-type: none"> <li>1. Differentiate the types of urban land use and analyze how they are systematically arranged.</li> <li>2. Describe how human activities in certain locations have contributed to the development of settlements.</li> <li>3. Contrast how the number and types of services differ for settlements of various sizes.</li> </ol>
<p><b>ITG.11</b> Illustrate how human systems develop in response to physical environment conditions.</p>	<ol style="list-style-type: none"> <li>1. Justify how characteristics of the physical environment can be both opportunities and constraints depending on people’s knowledge, technology, and choices.</li> <li>2. Explain the processes that produce various environmental hazards.</li> <li>3. Contrast how people perceive, prepare, and cope with environmental hazards in different ways from how they fail to do so.</li> </ol>

Standard	Objectives
<p><b>ITG.12</b> Examine the cultural concept of natural resources and the changes in the spatial distribution, quantity, and quality of resources through time and by location.</p>	<ol style="list-style-type: none"><li data-bbox="814 250 1486 277">1. Differentiate how cultures define and use resources.</li><li data-bbox="814 310 1738 370">2. Analyze the current use of renewable, nonrenewable, and flow resources with respect to suitability, viability, and sustainability.</li><li data-bbox="814 402 1766 462">3. Investigate how the main resources needed by the contemporary world are formed, extracted, refined, and transported.</li></ol>



# World History: Age of Enlightenment to Present

## 1 Carnegie Unit

Page 77-82

Standard	Objectives
<p><b>WH 1   Scientific Revolution and Enlightenment</b> Investigate the important ideas and achievements of the Scientific Revolution and the Age of Enlightenment</p>	<ol style="list-style-type: none"> <li>1. Identify the theories of cosmology as described by Nicolaus Copernicus, Galileo Galilei, and Sir Isaac Newton.</li> <li>2. Compare and contrast new methods of reasoning as demonstrated by Francis Bacon and Rene Descartes.</li> <li>3. Evaluate the views of Thomas Hobbes and John Locke concerning the domination of absolute governments.</li> <li>4. Examine the influence of Charles de Montesquieu, Voltaire, and Jean-Jacques Rousseau on the development of democratic ideals.</li> </ol>
<p><b>WH 2   French Revolution</b> Analyze the causes of the French Revolution and its impact on Europe.</p>	<ol style="list-style-type: none"> <li>1. Examine various opinions of the developing democratic ideals amidst the economic troubles of the French social class.</li> <li>2. Explain the impact of the American Revolution on the French call for social equality as expressed in the “Declaration of Rights of Man and the Citizen (1789).”</li> <li>3. Examine Napoleon’s geographic and political influence on Europe through the spread of liberalism and nationalism.</li> <li>4. Analyze the impact of the revolutionary period on the abolition of the Atlantic slave trade, the emancipation of Spanish America, and the issuance of the Monroe Doctrine by the United States.</li> <li>5. Evaluate the significant outcomes of the Congress of Vienna and the creation of the Concert of Europe.</li> </ol>
<p><b>WH 3   Dawn of the Industrial Revolution</b> Examine the origins, impact, and spread of the Agricultural and Industrial Revolutions.</p>	<ol style="list-style-type: none"> <li>1. Analyze the factors that led to the Industrial Revolution in England.</li> <li>2. Discuss the significance of the Agricultural Revolution, Enclosure Movement, and the Industrial Revolution and their impact on society.</li> <li>3. Trace the spread of the Industrial Revolution into Eastern Europe and the Far East.</li> </ol>

Standard	Objectives
<p><b>WH 4   Results of the Industrial Revolution</b> Analyze capitalism as the economic philosophy that developed as a result of the Industrial Revolution and compare economic reactions to capitalism including socialism and communism.</p>	<ol style="list-style-type: none"> <li>1. Examine the principles of capitalism as developed by classical economist Adam Smith.</li> <li>2. Compare and contrast the rise of the following economic theories as a result of the industrial revolution: capitalism, socialism, communism.</li> <li>3. Appraise government reactions to social problems including Britain’s and Germany’s passage of labor laws, early welfare, and insurance programs.</li> <li>4. Investigate major social problems and solutions caused by urban overcrowding and lack of environmental control, including the contributions of Baron Haussmann, Edwin Chadwick, Louis Pasteur, and Joseph Lister.</li> <li>5. Analyze the intellectual movements and contributions that had international impact, including the ideas Charles Darwin, Emmeline Pankhurst, Marie Curie, Sigmund Freud, and Albert Einstein.</li> </ol>
<p><b>WH 5   Nationalism in the Nineteenth Century</b> Analyze the emergence of nationalism and its role in the nineteenth century revolutions, unification movements, and the emergence of multinational empires.</p>	<ol style="list-style-type: none"> <li>1. Examine the shift in the balance of power that emerged due to unification in both Italy and Germany.</li> <li>2. Analyze the characteristics that defined Russia, Austria-Hungary, and the Ottoman Empire as multinational empires.</li> <li>3. Illustrate events in Russian history that propelled it into the twentieth century.</li> <li>4. Examine the creation of the dual-monarchy of Austria-Hungary and the ethnic complexity of the Ottoman Empire in Asia and the European Balkan Peninsula.</li> <li>5. Compare the impact of modern societal changes that improved urban development during the nineteenth century.</li> </ol>

Standard	Objectives
<p><b>WH 6   Imperialism</b> Evaluate western imperialism as a force of global change, emphasizing its positive and negative impact on colonized peoples and lands.</p>	<ol style="list-style-type: none"> <li>1. Examine various social and economic factors of the spread of imperialism.</li> <li>2. Trace important events in Asian imperialism including the establishment of Chinese spheres of influence by western powers, British colonization of India, Opium War, Hawaiian annexation by the United States, U.S. Filipino War, Boxer Rebellion, U. S. Open Door Policy, and Russo-Japanese War.</li> <li>3. Compare important events in the partition of Africa by European powers such as the French occupation of Algeria, Belgium’s claim to the Congo, construction of the Suez Canal, defeat of Italy by Ethiopia, Anglo- Boer Wars, and development of apartheid in South Africa.</li> <li>4. Analyze important events in Latin American imperialism by the United States including the Spanish-American War, issuance of the Roosevelt Corollary, and construction of the Panama Canal.</li> </ol>
<p><b>WH 7   World War I</b> Examine the causes, effects, and significant events of World War I in Europe.</p>	<ol style="list-style-type: none"> <li>1. Assess the primary causes of World War I.</li> <li>2. Describe how trench warfare and advances in military technology affected the course and outcome of World War I.</li> <li>3. Examine the role of propaganda as a means to mobilize civilian populations during World War I.</li> <li>4. Evaluate the physical and economic destruction of Europe caused by World War I.</li> <li>5. Analyze the United States foreign policy shift from isolationism to an increased role in global affairs.</li> <li>6. Investigate the issues created by the Treaty of Versailles (1919).</li> </ol>

Standard	Objectives
<p><b>WH 8   Interwar Period</b> Analyze the challenges of the interwar period, emphasizing the rise of totalitarian states.</p>	<ol style="list-style-type: none"> <li>1. Analyze the Treaty of Versailles as an agent for unrest.</li> <li>2. Examine the global impact of the Great Depression.</li> <li>3. Evaluate the world-wide decolonization movement, addressing nationalism, democracy, and religious influences pertaining to international conflicts, including the independence movements within the British Empire, the French Algerian War, and Arab-Israeli conflicts.</li> <li>4. Examine how civil wars in Russia and China led to the growth and spread of Communism, including the rise of Vladimir Lenin and the Bolsheviks in Russia and Mao Zedong in China.</li> <li>5. Analyze Japanese militarism and territorial expansion, including Manchuria and the Rape of Nanjing.</li> </ol>
<p><b>WH 9   World War II</b> Compare and contrast the causes, effects, and significant events of World War II.</p>	<ol style="list-style-type: none"> <li>1. Analyze totalitarian aggression by Germany, Italy, Japan, and the Soviet Union, and examine how the administrations of Hitler, Mussolini, Hirohito, and Stalin prompted the outbreak of war.</li> <li>2. Examine how anti-Semitism in the 19<sup>th</sup> century and Nazi ideas about race and nation led to the dehumanization of Jews and the Holocaust.</li> <li>3. Analyze the major turning points of World War II in both the European and Pacific theatres.</li> <li>4. Trace the geopolitical shifts following World War II, including the bi-polarization and decolonization of Europe.</li> <li>5. Explain how ongoing political and geographic disputes necessitated the creation of the United Nations to successfully maintain global order during periods of international unrest, including the Atomic Era and the prevention of war crimes and “crimes against humanity.”</li> <li>6. Explain the origins and significance of the United Nation’s establishment of the modern state of Israel and the reactions by surrounding countries.</li> </ol>

Standard	Objectives
<p><b>WH 10   Cold War</b> Analyze the period of post-World War II recovery and realignment, emphasizing the social, economic, and political effects of the Cold War.</p>	<ol style="list-style-type: none"> <li>1. Investigate the international development of the post-World War II world by analyzing various economic, political, and military shifts of the Cold War era, including effects of the Truman Doctrine and the Marshall Plan in Europe and Southeast Asia, nationalism in Africa and the Middle East, détente in China, and the fall of Communism in the Soviet Union.</li> <li>2. Formulate the development of the United States and the Soviet Union as the two Cold War superpowers.</li> <li>3. Analyze how American democracy and Soviet communism differed in their methods of ideological expansion, including expansionist efforts of the Soviet Union versus America's policy of containment.</li> <li>4. Trace the political movements of various nationalist groups and their leaders in Latin America, the Middle East, French-Indochina, and Africa.</li> <li>5. Illustrate the collapse of the Soviet Union; identify Russia's struggle for democracy, including the impact of liberalism, perestroika (free markets), glasnost (openness), and economic recovery brought on by Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin.</li> </ol>
<p><b>WH11   Contemporary World</b> Debate the changing role of globalization in the contemporary world.</p>	<ol style="list-style-type: none"> <li>1. Examine social and political issues that helped advance civil and human rights, including Nelson Mandela in South Africa and Martin Luther King Jr. in the United States.</li> <li>2. Examine OPEC's dominance over the world's oil market and its influence in determining the foreign policies of Middle Eastern nations, including oil embargos, the Iranian Hostage Crisis, and the Gulf Wars.</li> <li>3. Analyze the aspects of modern domestic and global terrorism including the September 11th attack, the War in Afghanistan, and the rise of ISIS.</li> <li>4. Assess the impact of global reactions to immigration, national deficits, and anti-austerity movements, including the Arab Spring, British Brexit Movement.</li> </ol>



# US History: 1877 to Present

## 1 Carnegie Unit

Page 83-95

Standard	Objectives
<p><b>USH 1   Westward Expansion and the New South</b> Trace how economic developments and the westward movement impacted regional differences and democracy in the post Reconstruction era.</p>	<ol style="list-style-type: none"> <li>1. Illustrate the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad.</li> <li>2. Compare the changing role of the American farmer, including establishment of the Granger movement, the Populist Party, and agrarian rebellion over currency issues.</li> <li>3. Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians.</li> <li>4. Explain the impact of the Populist movement on the role of the federal government in American Society</li> </ol>

Standard	Objectives
<p><b>USH 2   Industrialization</b> Analyze industrialization and its impact on the United States in the late 19<sup>th</sup> and early 20<sup>th</sup> century.</p>	<ol style="list-style-type: none"> <li>1. Interpret the impact of change from workshop to factory on workers' lives, including The New Industrial Age from 1870 to 1900, the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, and Thomas Alva Edison.</li> <li>2. Compare population percentages, motives, and settlement patterns of immigrants from Asia, Europe, and including Chinese Exclusion Act regarding immigration quotas.</li> <li>3. Interpret the impact of the New Industrial Age on life in urban areas, including working and living conditions, the Labor Union movement, "New Immigrants," Knights of Labor, American Federation of Labor, and the Industrial Workers of the World, the Pullman Strike and the Haymarket Square Riot, Samuel Gompers, Eugene V. Debs, Jane Addams and the Social Gospel.</li> <li>4. Analyze the effects of laissez-faire economics on business practices in the United States and their effects, including John D. Rockefeller, Andrew Carnegie, JP Morgan, and Bessemer Process, horizontal and vertical integration, Sherman Antitrust Act.</li> <li>5. Trace the evolution from the power of the political machines to Civil Service reform, including Spoils/patronage system, Tweed Ring, Thomas Nast, and Pendleton Civil Service Act.</li> </ol>

Standard	Objectives
<p><b>USH 3   Progressive Movement</b></p> <p>Evaluate causes, goals, and outcomes of the Progressive Movement.</p>	<ol style="list-style-type: none"> <li>1. Assess the impact of media on public opinion during the Progressive movement, including muckrakers Upton Sinclair, Jacob Riis, and Ida Tarbell.</li> <li>2. Trace the development of political, social, and cultural movements and subsequent reforms, including women’s suffrage, Temperance Movement, public education, Jim Crow Laws, <i>Plessy v. Ferguson (1896)</i>, Niagara Movement, the National Association for the Advancement of Colored People (NAACP), and Ida B. Wells, Booker T. Washington, and W.E.B. Du Bois.</li> <li>3. Compare and contrast presidential domestic policies of Theodore Roosevelt, William Taft, and Woodrow Wilson including trustbusting, Pure Food and Drug Act, Meat Inspection Act, conservation, the Hepburn Act, Federal Reserve, and the Federal Trade Commission.</li> <li>4. Trace national legislation and constitutional amendments (16 – 19) resulting from and affecting the Progressive Movement including the Sherman Antitrust Act and the Clayton Antitrust Act</li> </ol>

Standard	Objectives
<p><b>USH 4   Imperialism and WWI</b></p> <p>Assess the domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.</p>	<ol style="list-style-type: none"> <li>1. Assess causes of the Spanish-American War, including yellow journalism, the sinking of the USS Maine, and economic interest in Cuba.</li> <li>2. Explain the role of the Rough Riders on the iconic status of President Theodore Roosevelt.</li> <li>3. Analyze consequences of the Spanish-American War including territorial expansion in the Pacific and the Caribbean (Treaty of Paris 1898), insurgency in the Philippines, and establishment of the Anti-Imperialist League.</li> <li>4. Trace the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests.</li> <li>5. Evaluate the role of the Open-Door Policy and the Roosevelt Corollary on America’s expanded economic and geographic interests</li> <li>6. Compare the executive leadership represented by Theodore Roosevelt’s Big Stick Diplomacy, William Howard Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy.</li> <li>7. Evaluate the factors that led to US involvement in World War I including the Lusitania, Zimmerman Telegram, and unrestricted submarine warfare.</li> <li>8. Investigate controversies over the Treaty of Versailles of 1919, Woodrow Wilson’s Fourteen points, and the League of Nations.</li> <li>9. Evaluate the domestic impact of World War I, including the war mobilization effort, changes in the workforce, the origins of the Great Migration, <i>Schenck v. United States (1919)</i>.</li> </ol>

Standard	Objectives
<p><b>USH 5   1920s – 1930s</b></p> <p>Evaluate the impact of social and economic changes and the conflict between traditionalism and modernism in the 1920s through the 1930s.</p>	<ol style="list-style-type: none"> <li>1. Analyze the impact of radio, cinema, and print media on the creation of mass culture.</li> <li>2. Analyze works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, and H.L. Mencken, to characterize the era of the 1920s.</li> <li>3. Determine the relationship between technological innovations and the creation of increased leisure time.</li> <li>4. Assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis.</li> <li>5. Compare and contrast the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression.</li> <li>6. Analyze the impact of the changes in the 1920s on the economy, society, and culture, including mass production, the role of credit, the effect of radio in creating a mass culture, and the cultural changes exemplified by the Great Migration and the Harlem Renaissance.</li> <li>7. Debate the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the Red Scare, immigration quotas, Prohibition, and the Scopes trial.</li> <li>8. Examine notable authors of the 1920s, including John Steinbeck, William Faulkner, Zora Neale Hurston, and Langston Hughes.</li> <li>9. Analyze the Great Depression for its impact on the American family, including the Bonus Army, Hoovervilles, Dust Bowl, and Dorothea Lange.</li> <li>10. Investigate conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression.</li> </ol>

Standard	Objectives
<p><b>USH 6   Great Depression and New Deal</b></p> <p>Analyze the causes and effects of the Great Depression and New Deal.</p>	<ol style="list-style-type: none"> <li>1. Compare the causes of the Great Depression, including the uneven distribution of wealth; rampant stock market speculation; the collapse of the farm economy; policies of the federal government and the Federal Reserve System; overproduction of industry; and the impact of the Smoot-Hawley Tariff Act</li> <li>2. Investigate President Herbert Hoover’s initial conservative response to the Great Depression including the Reconstruction Finance Corporation, the Bonus Army, rugged individualism, and trickle-down economics.</li> <li>3. Analyze President Franklin Roosevelt’s New Deal as a response to the economic crisis of the Great Depression, including Keynesian economics and the effectiveness of New Deal programs in relieving suffering, achieving economic recovery, promoting organized labor, and incorporating reforms.</li> <li>4. Evaluate the impact of Franklin D. Roosevelt’s presidency on the expansion of federal powers.</li> </ol>

Standard	Objectives
<p><b>USH 7   World War II</b></p> <p>Examine the nation’s role in World War II and the impact on domestic and international affairs.</p>	<ol style="list-style-type: none"> <li>1. Explain the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in United States’ foreign policy.</li> <li>2. Examine roles of significant World War II leaders, including Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, Douglas McArthur, and George S. Patton.</li> <li>3. Describe military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings.</li> <li>4. Analyze the U.S. response to war crimes committed during World War II, including The Holocaust, the Bataan Death March, the Nuremberg Trials, and the postwar Universal Declaration of Human Rights.</li> <li>5. Analyze the reasons for and results of dropping atomic bombs on Japan.</li> <li>6. Describe the mobilization of various industries to meet war needs.</li> <li>7. Explain the expansion of the US military through the selective service and the contributions of Native Americans and African Americans.</li> <li>8. Trace the way in which the US government took control of the economy through rationing, price controls, limitations on labor unions, Executive Order 8802, the sale of bonds and wage controls.</li> <li>9. Discuss the impact and challenges faced by women and minorities during the war including A. Phillip Randolph, Bracero Program, the Zoot Suit Riots, Double V Campaign, and Rosie the Riveter.</li> <li>10. Summarize the discrimination that Japanese Americans faced during WWII including internment and <i>Korematsu vs. United States (1944)</i>.</li> </ol>

Standard	Objectives
<p><b>USH 8   Post WWII to the 1960s</b></p> <p>Assess the evolving role of the U.S. in global affairs and the domestic impact on national security, individual freedoms, and changing culture.</p>	<ol style="list-style-type: none"> <li>1. Distinguish between cold war and conventional war.</li> <li>2. Locate areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China.</li> <li>3. Analyze the breakdown of relations between the US and USSR after WWII.</li> <li>4. Identify and explain the steps the US took to contain communism during the Truman and Eisenhower administrations.</li> <li>5. Describe how the Truman doctrine and the Marshall Plan deepened the tensions between the US and the USSR.</li> <li>6. Identify the importance of the following on cold war tensions, Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, and Iron Curtain.</li> <li>7. Evaluate the role, function, and purpose of the United Nations (UN).</li> <li>8. Examine the United States’ reaction to Communist takeover in China.</li> <li>9. Summarize the Korean War and its impact on the Cold War.</li> <li>10. Describe US government efforts to control the spread of communism within the United States and impact of the Red Scare on individual freedoms.</li> <li>11. Discuss the role of the space race and the arms race in the Cold War, taking into account Sputnik, the U-2 incident, and NASA.</li> <li>12. Explain the social and cultural changes in post war America including the G.I. Bill, Interstate Highway Act, the Baby Boom, and the impact of television.</li> </ol>

Standard	Objectives
<p><b>USH 9   Kennedy, Johnson, and Nixon</b></p> <p>Demonstrate an understanding of domestic and international issues from each administration.</p>	<ol style="list-style-type: none"> <li>1. Analyze the domestic events of Presidents Kennedy, Johnson, and Nixon, including The New Frontier, Great Society, “the silent majority,” the anti-war and counter-cultural movements, the Watergate scandal, including the Supreme Court case, U.S. vs. Nixon.</li> <li>2. Debate the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.</li> <li>3. Cite and analyze the impact of other minority groups to those of the Civil Rights Movement led predominantly by African Americans, including AIM, UFW, and the Disability Rights Movement.</li> <li>4. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure, including the Equal Pay Act and the modern women’s movement.</li> <li>5. Analyze the impact of the environmental movement and the development of environmental protection laws.</li> <li>6. Explain how the federal, state, and local governments have responded to demographic and social changes, including population shifts to the suburbs, racial concentrations in the cities, Rustbelt-to-Sunbelt migration, and drug abuse.</li> <li>7. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.</li> </ol>

Standard	Objectives
<p><b>USH 10   Carter, Reagan, and H.W. Bush</b></p> <p>Explain the reaction to Carter’s Administration and the emergence of the Conservative movement and its impact on domestic and international issues from 1974-1992.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the conservative movement as a response to social, economic, and environmental issues from 1974 to 1992 including Moral Majority, Roe v. Wade, Regents of the University of California v. Bakke (1978), Three Mile Island, and Reaganomics.</li> <li>2. Analyze Reagan’s and Bush’s international policies including the Strategic Defense Initiative, Reagan Doctrine, Iran-Contra, SDI, End of the Cold War, and Persian Gulf War.</li> <li>3. Analyze the response of the Carter administration to environmental issues, the Cold War, and conflicts in the Middle East.</li> </ol>

Standard	Objectives
<p><b>USH 11   Civil Rights Movement</b></p> <p>Evaluate the impact of the Civil Rights Movement on social and political change in the United States.</p>	<ol style="list-style-type: none"> <li>1. Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.</li> <li>2. Trace the federal government’s involvement in the modern Civil Rights Movement, including the abolition of the poll tax, nationalization of state militias, <i>Brown vs. Board of Education</i> in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.</li> <li>3. Explain contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr., James Meredith, Medgar Evers, Thurgood Marshall, Rosa Parks, Fannie Lou Hamer, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), the National Association for the Advancement Colored People (NAACP), the grassroots efforts of the Civil Rights movement (civil rights foot soldiers).</li> <li>4. Describe the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, Stokely Carmichael, and the Black Panther movement.</li> <li>5. Describe the significance of Martin Luther King Jr.’s “Letter from a Birmingham Jail” and his “I Have a Dream” speech.</li> <li>6. Describe the accomplishments of the modern civil rights movement, including the growth of the African American middle class, increased political power, and declining rates of African American poverty.</li> <li>7. Evaluate the effectiveness of major non-violent demonstrations and events on the Civil Rights Movement including Montgomery Bus Boycott, sit-ins, Freedom Rides, the March on Washington, and Selma March.</li> </ol>

Standard	Objectives
<p><b>USH 12   1992 to the Present</b></p> <p>Explain key domestic issues as well as America’s role in the changing world from 1992 to present.</p>	<ol style="list-style-type: none"> <li>1. Examine the contract with America, Impeachment Trial of William “Bill” Clinton, Eminent Domain issues, No Child Left Behind, Hurricane Katrina, and Affordable Care Act of 2010.</li> <li>2. Describe the reactions to global trade agreements, terrorist attack of September 11, 2001, Operation Iraqi Freedom, and the War in Afghanistan, and the PATRIOT Act, global and domestic terrorism, TSA, NAFTA, Homeland Security global climate concerns, immigration, national debt, and technological trends.</li> <li>3. Discuss the Presidential Elections of 2000, 2008, and 2016.</li> </ol>



# United States Government

## 1/2 Carnegie Unit

Page 96-103

Standard	Objectives
<p><b>USG.1</b> Examine the basic concepts of democracy.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the fundamental worth and dignity of the individual.</li> <li>2. Examine the equality of all citizens under the law.</li> <li>3. Compare and contrast majority rule and minority rights.</li> <li>4. Evaluate the necessity of compromise.</li> <li>5. Define freedom of the individual.</li> <li>6. Compare and contrast private and civic life.</li> <li>7. Analyze the relationship between politics and government.</li> </ol>
<p><b>USG.2</b> Evaluate the foundational American political principles and the historical events, documents and philosophical ideas that shaped the formation of the United States.</p> <p><i>This section is continued on next page.</i></p>	<ol style="list-style-type: none"> <li>1. Trace the development of Athenian democracy and the Roman republic.</li> <li>2. Compare and contrast the Magna Carta, English Petition of Right, and English Bill of Rights and their significance on the foundational documents of the United States.</li> <li>3. Examine the writings of Hobbes, Locke, and Montesquieu.</li> <li>4. Describe the guarantee of the “rights of Englishmen” that had been violated by the British government through statutory regulation.</li> <li>5. Evaluate the Articles of Confederation as a ruling document.</li> </ol>

Standard	Objectives
<p><b>USG.2</b> <i>Continued</i> Evaluate the foundational American political principles and the historical events, documents and philosophical ideas that shaped the formation of the United States.</p>	<ol style="list-style-type: none"> <li>6. Analyze the natural rights philosophy expressed in the Declaration of Independence.</li> <li>7. Examine the importance of Shay’s Rebellion in the formation of the Constitution.</li> <li>8. Compare and contrast the backgrounds of the Founding Fathers at the Constitutional Convention.</li> <li>9. Analyze how the United States Constitution balances classical republican concern of promotion of the public good and the classical liberal concern of protecting individual rights.</li> <li>10. Discuss how liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”</li> <li>11. Describe 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 as articulated in the Federalist Papers.</li> <li>12. Analyze the creation of the Bill of Rights and the powers it gives to state governments and the Federal government.</li> <li>13. Assess how different philosophies and power structures determine economic policies, social welfare policies, and human rights practices.</li> <li>14. Compare how power is distributed, shared, and limited in shared power and parliamentary systems.</li> <li>15. Compare federal, confederal, and unitary systems of government to determine the advantages and disadvantages of each.</li> </ol>

Standard	Objectives
<p><b>USG.3</b> Evaluate the basic organization and function of the United States government.</p>	<ol style="list-style-type: none"> <li>1. Examine the functions and relationships among the three branches of government.</li> <li>2. Identify the organization and jurisdiction of federal, state, and local courts and their interrelationships.</li> <li>3. Assess the scope of presidential power and decision making through examination of legislation and military action.</li> <li>4. Describe the organization, jurisdiction, and proceedings of federal courts.</li> <li>5. Evaluate how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in <i>Marbury v. Madison (1803)</i>.</li> <li>6. Compare the philosophies of judicial activism and judicial restraint and explain their role in Supreme Court decision making.</li> </ol>
<p><b>USG.4</b> Analyze the creation and implementation of public policy in the United States.</p>	<ol style="list-style-type: none"> <li>7. Examine how the national government influences the public agenda and shapes public policy.</li> <li>8. Describe the process by which public policy is formed and implemented by the national, state, and local government.</li> <li>9. Compare the processes of lawmaking by national, state, and local governments.</li> <li>10. Analyze how individuals, interest groups, lobbyists, and the media influence public policy.</li> <li>11. Evaluate how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.</li> </ol>

Standard	Objectives
<p><b>USG.5</b> Analyze of the role of federalism in addressing the distribution of power between the national, state, and local governments.</p>	<ol style="list-style-type: none"> <li>1. Explain the relationship and powers shared between state governments and the national government.</li> <li>2. Trace the extent to which power is shared by all levels of government.</li> <li>3. Examine the powers denied to state governments and national government.</li> <li>4. Evaluate the balance of power between state governments and national government related to funding.</li> <li>5. Investigate how the amendment process protects both the national government and state governments.</li> <li>6. Identify the major responsibilities and sources of revenue for state and local governments.</li> <li>7. Analyze the various interpretations and extent of the federal government's power provided by the Ninth and Tenth Amendments.</li> </ol>

Standard	Objectives
<p><b>USG.6</b> Differentiate civil rights from civil liberties and describe how each have been interpreted and amended throughout United States' history.</p>	<ol style="list-style-type: none"> <li>1. Examine the civil liberties and rights guaranteed in the Bill of Rights.</li> <li>2. Explain due process of law as expressed in the Fifth and Fourteenth Amendments.</li> <li>3. Evaluate the balance between individual liberties and the public order.</li> <li>4. Analyze changing interpretations of the Bill of Rights over time, particularly the First and Fourteenth Amendments.</li> <li>5. Analyze judicial activism and restraint as well as the effects of each policy over the decades.</li> <li>6. Evaluate the effects of the Court's interpretations of the Constitution in <i>Marbury v. Madison (1803)</i>, <i>McCulloch v. Maryland (1819)</i>, and <i>United States v. Nixon (1974)</i>.</li> <li>7. Investigate the controversies that have resulted over changing interpretations of civil rights.</li> </ol>

Standard	Objectives
<p><b>USG.7</b> Describe the role and function of linkage institutions such as the media, interest groups, political parties, and political action committees, on the citizens and federal government.</p>	<ol style="list-style-type: none"> <li>1. Describe the controversies over campaign funding.</li> <li>2. Evaluate the decision <i>Citizens United v. Federal Election Commission (2010)</i> on campaign financing.</li> <li>3. Examine how linkage groups impact primary and general elections as well as citizen involvement in campaigns.</li> <li>4. Identify major interest groups and their major agenda messages.</li> <li>5. Evaluate the responsibility of citizens to thoughtfully examine information presented by media and interest groups in forming individual political opinions.</li> <li>6. Identify the role of journalism in the political process and trace its development over time.</li> <li>7. Examine the role and history of Political Action Committees and interest groups on the electoral process.</li> </ol>

Standard	Objectives
<p><b>USG.8</b> Describe and evaluate the role, rights, and responsibility of a citizen in the American democracy.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the effectiveness of citizen efforts to influence decisions of state and local governments by examining events.</li> <li>2. Compare the ways that citizens participate in the political process: voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office.</li> <li>3. Analyze trends in voter turnout.</li> <li>4. Investigate the causes and effects of reapportionment and redistricting, including spatial districting and the rights of minorities.</li> <li>5. Examine the function of the Electoral College.</li> <li>6. Identify the importance of each of the rights guaranteed by the Bill of Rights and how each is secured, specifically freedom of religion, speech, press, assembly, petition, privacy.</li> <li>7. Identify the importance of economic rights and explain how they are secured.</li> <li>8. Discuss the legal obligations to obey the law, serve as a juror, and pay taxes.</li> <li>9. Justify the obligations of civic mindedness: voting, being informed on civic issues, volunteering, performing public service, and serving in the military or alternative service.</li> <li>10. Explain reciprocity between rights and obligations.</li> <li>11. Describe how one becomes a citizen of the United States.</li> </ol>



# Economics

## 1/2 Carnegie Unit

Page 104-111

Standard	Objectives
<p><b>E.1</b> Explain the concepts of scarcity, choice, decision making, and opportunity cost.</p>	<ol style="list-style-type: none"> <li>1. Explain scarcity and discuss how it is experienced by individuals, governments, and societies.</li> <li>2. Explain that making good choices should involve trading off the expected value of one opportunity against the expected value of its best alternative.</li> <li>3. Discuss how the choices people make have both present and future consequences and differ by individuals and societies.</li> <li>4. Explain how choices are constrained by available resources.</li> <li>5. Discuss ways that decisions made by individuals, firms, or government officials often have unintended consequences that can, partially or entirely, offset or supplement the initial effects of the decision.</li> <li>6. Relate marginal benefit and marginal cost to choice.</li> <li>7. Evaluate the role that risk takes in decision making and that risk can be reduced by diversification.</li> </ol>
<p><b>E.2</b> Evaluate different economic systems.</p>	<ol style="list-style-type: none"> <li>1. Explain that scarcity requires the use of some distribution method to allocate goods, services, and resources, whether the method is selected explicitly or not.</li> <li>2. Contrast a market economy from a command economy.</li> <li>3. Analyze the three major economic questions: What goods and services will be produced? How will these goods and services be produced? Who will consume them?</li> <li>4. Describe how various economic systems rely on government directives (central planning) and signals (prices) from private markets to allocate scarce goods, services, and productive resources.</li> <li>5. Compare the benefits and costs of different allocation methods.</li> </ol>

Standard	Objectives
<p><b>E.3</b> Examine how voluntary exchanges and trade are reflections of positive and negative incentives.</p>	<ol style="list-style-type: none"> <li>1. Describe how consumers, producers, workers, savers, investors, and citizens respond to incentives to allocate their scarce resources in ways that provide them the highest possible net benefits.</li> <li>2. Explain how free trade increases the worldwide material standard of living.</li> <li>3. Identify gains from free trade and recognize they are not distributed equally, and some individuals or groups may lose more than they gain when trade barriers are reduced.</li> <li>4. Explain why many nations employ trade barriers to restrict free trade for national defense reasons, to protect key industries, or because some companies and workers are hurt by free trade.</li> <li>5. Explain why import restrictions by public policies result in higher prices and decreased job opportunities and profits.</li> <li>6. Define labor productivity.</li> <li>7. Evaluate how international economic interdependence causes economic conditions and policies in one nation to be affected by economic conditions and policies in other nations.</li> <li>8. Describe the comparative advantage in the production of goods or services when a product is produced at a lower opportunity cost than other individuals or nations.</li> <li>9. Demonstrate that international trade stems mainly from factors that confer comparative advantage, including international differences in the availability of productive resources and differences in relative prices.</li> <li>10. Define transaction cost and explain why trade increases with transition cost decreases.</li> <li>11. Illustrate how goods can be produced at lowest opportunity cost depending on many factors, including available resources, technology, and political and economic institutions.</li> </ol>

Standard	Objectives
<p><b>E.4</b> Analyze the role of price on the market, the buyer, and the seller.</p>	<ol style="list-style-type: none"> <li>1. Define relative price, market clearing/equilibrium price, shortage, and surplus.</li> <li>2. Investigate the relationship between market clearing price and supply and demand.</li> <li>3. Explain that market outcomes depend on available resources and government policies.</li> <li>4. Relate shortages and surpluses to changes in price.</li> <li>5. Discuss the concept of market price and exchange rates.</li> <li>6. Examine how changes in supply or demand cause relative prices to change.</li> <li>7. Relate government enforced price ceilings and floors to persistent shortages or surpluses.</li> </ol>

Standard	Objectives
<p><b>E.5</b> Analyze the impact of market structures on the economy.</p>	<ol style="list-style-type: none"> <li>1. Describe how pursuit of self-interest in competitive markets usually leads to choices and behavior that also promotes the national level of well-being.</li> <li>2. Evaluate how the level of competition in an industry is affected by the ease with which new producers can enter the industry, and by consumers' information about the availability, price and quantity of substitute goods and services.</li> <li>3. Evaluate how market structures which are dominated by a few large firms cause prices to be higher than they would be in more competitive markets.</li> <li>4. Explain the effects of collusion.</li> <li>5. Examine the household as a major institution in which consumption and production take place.</li> <li>6. Describe the role of banks and other financial institutions channel funds from savers to borrowers and investors.</li> <li>7. Explain the purpose of labor unions and how they influence laws created in market economies.</li> <li>8. Identify the role not-for-profit organizations have and that they are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes.</li> <li>9. Evaluate the factors that regulate price and market security.</li> </ol>
<p><b>E.6</b> Assess entrepreneurship.</p>	<ol style="list-style-type: none"> <li>1. Discuss how entrepreneurs organize resources to produce goods and services because they expect to earn profits.</li> <li>2. Describe how entrepreneurs earn profits and incur losses.</li> <li>3. Compare and contrast positive and negative aspects of entrepreneurship.</li> <li>4. Evaluate how entrepreneurial decisions are influenced by tax, regulatory, education, and research support policies.</li> </ol>

Standard	Objectives
<p><b>E.7</b> Examine the factors that influence personal income.</p>	<ol style="list-style-type: none"> <li>1. Define and explain the different forms of earning income: labor, capital, natural resources, and entrepreneurial talents.</li> <li>2. Relate income to choices made for education, training, skill development, and careers.</li> <li>3. Demonstrate how changes in the structure of the economy can influence personal income.</li> <li>4. Describe how a higher wage increases the reward for work and reduces the willingness of employers to hire workers in a labor market.</li> </ol>
<p><b>E.8</b> Evaluate the role of money and its relationship to the market economy.</p>	<ol style="list-style-type: none"> <li>1. Define and explain the purpose of CPI, annual inflation rate, and interest rate.</li> <li>2. Describe the three functions of money: a store of value, a unit of account, and a medium of exchange.</li> <li>3. Explain inflation and its impact on the value of money.</li> <li>4. Compare and contrast M-1 and M-2 money in the United States.</li> <li>5. Explain what is and is not considered money.</li> <li>6. Evaluate real and nominal interest rates and discuss their impact on consumers.</li> <li>7. Evaluate the impact of higher real interest rates on business investment spending and consumer spending on major purchases.</li> <li>8. Examine the types of unemployment and its effects on society.</li> <li>9. Describe how unexpected inflation imposes costs on some people and benefits others.</li> </ol>

Standard	Objectives
<p><b>E.9</b> Describe economic growth and evaluate the cause and effect of economic fluctuations.</p>	<ol style="list-style-type: none"> <li>1. Describe the characteristics of economic growth in the long and short term.</li> <li>2. Illustrate how economic growth has been a vehicle for alleviating poverty and raising standards of living.</li> <li>3. Justify the importance of investing in new physical or human capital for future productivity and consumption while such investments require the sacrifice of current consumption and entail economic risks.</li> <li>4. Investigate how lower interest rates encourage investment.</li> <li>5. Trace how the rate of productivity increase in an economy is strongly affected by the incentives that reward successful innovation and investments.</li> <li>6. Define and explain GDP, its components, and how it can be calculated.</li> <li>7. Compare and contrast GDP and GDP per capita.</li> <li>8. Compare and contrast real and nominal GDP.</li> <li>9. Evaluate the business cycle, specifically the fluctuations in real GDP around its potential level.</li> </ol>
<p><b>E.10</b> Evaluate the role of the government in correcting market failures.</p>	<ol style="list-style-type: none"> <li>1. Describe the reasons for a market failure.</li> <li>2. Discuss the role of government in the economy to define, establish, and enforce property rights.</li> <li>3. Compare and contrast positive and negative externalities on the market.</li> <li>4. Identify methods the United States government can use to help correct for insufficient output of a positive and excess production of negative externalities.</li> <li>5. Evaluate the benefits and costs of market intervention by government, identifying the constraints on government preventing it from perfectly correcting market failures (government failures).</li> </ol>

Standard	Objectives
<p><b>E.11</b> Compare and contrast fiscal and monetary policy in the United States economy.</p>	<ol style="list-style-type: none"> <li>1. Discuss how fiscal policies are decisions to change spending and taxation levels by the federal government to influence national levels of output, employment, and prices.</li> <li>2. Describe the short-term and long-term benefits and costs of fiscal policy.</li> <li>3. Discuss how monetary policy by the Federal Reserve Bank influences the overall levels of employment, output, and prices.</li> <li>4. Differentiate budget deficit from budget surplus and balanced budget.</li> <li>5. Explain why a government debt is created.</li> <li>6. Evaluate how monetary policies lead to changes in the supply of money, short term interest rates, and the availability of credit.</li> <li>7. Describe the Federal Reserve System’s three major monetary policy tools.</li> <li>8. Differentiate the federal funds rate from the discount rate and the prime rate.</li> <li>9. Evaluate why the Federal Reserve would increase interest rate targets.</li> </ol>

The following classes are  
**Elective Courses**



# Advanced World Geography

## 1 Carnegie Unit

Page 113-117

Standard	Objectives
<p><b>AWG.1</b> Describe and explain the world using spatial terms, concepts, and thinking and employing maps and other geographic representations, tools, and technologies.</p>	<ol style="list-style-type: none"> <li>1. Trace the development of geographic tools from early representations of the earth to modern geospatial technologies.</li> <li>2. Evaluate how different types of geographic tools express the relationships among people, places, and environments.</li> <li>3. Utilize spatial models to explain the geographic organization of people, places, and environments.</li> </ol>
<p><b>AWG.2</b> Appraise the nature, origins, evolution, and meaning of places.</p>	<ol style="list-style-type: none"> <li>1. Determine how the physical and human characteristics of a place contribute to personal, community, and national identities.</li> <li>2. Examine the ways that places change as a result of physical and human processes.</li> <li>3. Distinguish the relative impact of culture and experience in influencing people’s perceptions of places.</li> </ol>
<p><b>AWG.3</b> Determine how regions are used to describe the organization of the Earth’s surface.</p>	<ol style="list-style-type: none"> <li>1. Distinguish formal, functional, and perceptual designations of regions.</li> <li>2. Explain the factors that impact the characteristics of a region.</li> <li>3. Examine the characteristics and role of globalization on regions of the world in terms of economics, culture, and technology.</li> <li>4. Explain how perceptions of regions and the cultures that inhabit them change as a result of direct and indirect experiences.</li> </ol>

Standard	Objectives
<p><b>AWG.4</b> Compare and contrast geographic patterns in the environment that result from the processes of Earth’s physical systems.</p>	<ol style="list-style-type: none"> <li>1. Explain how processes that shape the physical environment produce different conditions in different places on Earth.</li> <li>2. Distinguish the impact of physical processes on different types of ecosystems over time.</li> </ol>
<p><b>AWG.5</b> Evaluate the characteristics and processes of human population and migration on Earth.</p>	<ol style="list-style-type: none"> <li>1. Utilize concepts including the crude birth rate, crude death rate, infant mortality rate, fertility rate, natural increase rate, and demographic transition model to explain the characteristics of a population over time.</li> <li>2. Explain the relationship between the status of women and population patterns in a society.</li> <li>3. Trace the major migration patterns in the United States and the world in terms of distance, origin, cause, and time.</li> <li>4. Examine the various ways that nations manage intraregional, interregional, and international population flows.</li> <li>5. Assess the conditions which produce refugees, asylum seekers, and internally displaced persons and the processes countries utilize to meet their needs.</li> </ol>
<p><b>AWG.6</b> Examine the characteristics and development of culture.</p>	<ol style="list-style-type: none"> <li>1. Describe the characteristics that come to define a culture over time.</li> <li>2. Explain the impact of religion on the development and values of a culture.</li> <li>3. Distinguish characteristics of folk culture and pop culture and examine the role of each in societies.</li> <li>4. Examine the economic and political factors that affect how and where cultures spread.</li> </ol>

Standard	Objectives
<p><b>AWG.7</b> Explain the patterns and networks of economic interdependence on Earth's surface.</p>	<ol style="list-style-type: none"> <li>1. Categorize economic activities as primary, secondary, or tertiary.</li> <li>2. Distinguish subsistence and commercial livelihoods and trace how people groups move from one to the other over time.</li> <li>3. Identify economic globalization and explain its impact on places, populations, and environments.</li> <li>4. Examine the role of technologies including communications, transportation, and infrastructure in the emergence of global economic interdependence.</li> </ol>
<p><b>AWG.8</b> Analyze the patterns of human settlements and explain their development and operation.</p>	<ol style="list-style-type: none"> <li>1. Explain how human activities have contributed to the development of settlements in particular locations.</li> <li>2. Distinguish the various types of settlements and explain differences in the number and types of services they provide.</li> <li>3. Examine patterns of urban land use and development including organizational models and drivers of expansion, decline, and rejuvenation.</li> </ol>
<p><b>AWG.9</b> Describe and analyze boundaries and political entities and the cooperation and conflicts that occur among them.</p>	<ol style="list-style-type: none"> <li>1. Analyze the advantages and disadvantages of political and other boundaries that are based on physical and human factors.</li> <li>2. Explain how countries and organizations make agreements to cooperate in managing natural resources.</li> <li>3. Describe how conflict occurs at the international level because of disagreements over the division, control, and management of natural resources.</li> </ol>

Standard	Objectives
<p><b>AWG.10</b> Explain how human actions modify the physical environment.</p>	<ol style="list-style-type: none"> <li>1. Describe how human-induced changes in one place can affect the physical environment in other places.</li> <li>2. Explain how the use of technology has changed the scale at which people can modify the physical environment.</li> <li>3. Describe how the physical environment can accommodate and be endangered by human activities.</li> </ol>
<p><b>AWG.11</b> Explain how human systems develop in response to physical environmental conditions.</p>	<ol style="list-style-type: none"> <li>1. Explain how characteristics of the physical environment can both hinder and advance development.</li> <li>2. Explain how processes carried out by humans threaten environmental sustainability.</li> <li>3. Describe how people perceive, prepare, and cope with environmental hazards and disasters.</li> </ol>
<p><b>AWG.12</b> Evaluate the concept of natural resources and the changes in the spatial distribution, quantity, and quality of resources through time and location.</p>	<ol style="list-style-type: none"> <li>1. Describe the role of culture in perceptions and uses of resources.</li> <li>2. Distinguish and analyze renewable and nonrenewable resources with respect to suitability, viability, and sustainability.</li> <li>3. Assess how the most common resources of the contemporary world are extracted, refined, and transported.</li> </ol>



# African American Studies

## 1 Carnegie Unit

Page 118-123

Standard	Objectives
<p><b>AAS.1</b> Examine the influence of geography on the economic, political, and social development of slavery in the United States.</p>	<ol style="list-style-type: none"> <li>1. Analyze the economic, political, and social reasons for focusing the slave trade on Africa, including the role of Africans, Europeans, and colonists.</li> <li>2. Assess the role of geography on the growth and development of slavery.</li> <li>3. Analyze the impact of the slave trade on Africa and the colonies.</li> <li>4. Identify and explain the Middle Passage as one of the largest forced migrations in human history.</li> </ol>
<p><b>AAS.2</b> Analyze the justifications and ramifications of slavery between 1619 and 1860.</p>	<ol style="list-style-type: none"> <li>1. Analyze the economic, social, religious, and legal justifications for the establishment and continuation of slavery.</li> <li>2. Identify and evaluate the various ways Africans in America resisted slavery.</li> <li>3. Analyze the role slavery played in the development of nationalism and sectionalism.</li> <li>4. Assess the development of the abolitionist movement and its impact on slavery and the nation.</li> </ol>
<p><b>AAS.3</b> Differentiate between African American life and cultural contributions through 1860.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast African American urban and rural communities in the North and the South.</li> <li>2. Analyze the African American family in antebellum America.</li> <li>3. Trace the development of African American institutions, including: religion, education, and benevolent organizations.</li> <li>4. Identify and explain the contributions of African Americans in science and the arts.</li> </ol>

Standard	Objectives
<p><b>AAS.4</b> Evaluate the roles of African Americans during the Civil War and Reconstruction.</p>	<ol style="list-style-type: none"> <li>1. Analyze President Lincoln's views on slavery and the status of freed slaves in the United States.</li> <li>2. Identify and explain the roles of African American soldiers, spies, and slaves to the war effort in both the North and the South, including the 13th U.S. Colored Troops.</li> <li>3. Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen.</li> <li>4. Assess the successes and failures of Reconstruction as they relate to African Americans.</li> </ol>

Standard	Objectives
<p><b>AAS.5</b> Analyze the rise of Jim Crow and its effects on the life experiences of African Americans in the late nineteenth and early twentieth centuries.</p>	<ol style="list-style-type: none"> <li>1. Assess the economic and social impact of Jim Crow laws on African Americans.</li> <li>2. Analyze the legal ramifications of segregation laws and court decisions on American society.</li> <li>3. Compare and contrast the political movements that developed in response to Jim Crow laws, including the Niagara Movement, the NAACP, the Urban League, The Atlanta Compromise, The Farmers' Union Movement, Brotherhood of Sleeping Car Porters, and the Anti-Lynching Crusade.</li> <li>4. Compare and contrast the African American political and legal personalities of the time period and their impact on American society, including Samuel McElwee, Robert Church Sr., Ida B. Wells, Randolph Miller, and James Napier.</li> <li>5. Describe the development of African American institutions such as religion, education, and benevolent organizations.</li> <li>6. Evaluate the economic, cultural, political, and social impact of African American migration within and from the South, including the Exodusters, Benjamin Pap Singleton, and 2nd Great Migration.</li> <li>7. Describe the impact of African American regiments on the western campaigns, the Spanish American War, and World War I, including Buffalo Soldiers and George Jordan.</li> </ol>

Standard	Objectives
<p><b>AAS.6</b> Trace the cultural contributions made by African Americans during the Harlem Renaissance.</p>	<ol style="list-style-type: none"> <li>1. Assess the literary contributions made by African Americans.</li> <li>2. Describe the contributions of African Americans to the performing arts, including Fisk Jubilee Singers, W.C. Handy, John Work III, and DeFord Bailey.</li> <li>3. Describe the contributions of African Americans to the visual arts, including Edmondson Williams.</li> <li>4. Evaluate the impact of the African American media on American life.</li> <li>5. Analyze reactions of Americans to the Harlem Renaissance.</li> </ol>
<p><b>AAS.7</b> Analyze the conditions and contributions of African Americans during the Great Depression and World War II.</p>	<ol style="list-style-type: none"> <li>1. Analyze the impact of the Great Depression and the New Deal on the lives of African Americans.</li> <li>2. Evaluate the continued quest for civil rights in America.</li> <li>3. Describe the effects of African American "pop" culture of the 1930s and 1940s.</li> <li>4. Analyze the impact of racism in America during World War II.</li> <li>5. Evaluate the contributions of African Americans during World War II.</li> <li>6. Explain how World War II laid the groundwork for the modern Civil Rights Movement.</li> </ol>

Standard	Objectives
<p><b>AAS.8</b> Analyze the successes and failures of the Civil Rights Movement in the United States.</p>	<ol style="list-style-type: none"> <li>1. Explain how legal victories prior to 1954 inspired and propelled the Civil Rights Movement.</li> <li>2. Describe the impact of Brown v. Board of Education of Topeka, Kansas and evaluate the resistance and reaction to it.</li> <li>3. Define various methods used to obtain civil rights.</li> <li>4. Identify various organizations and their role in the Civil Rights Movement, including the Highlander Folk School.</li> <li>5. Assess the extent to which the Civil Rights Movement transformed American politics and society.</li> <li>6. Determine the impact of the Vietnam War on the Civil Rights Movement.</li> </ol>
<p><b>AAS.9</b> Debate the issues confronting contemporary African Americans in the continuing struggle for equality.</p>	<ol style="list-style-type: none"> <li>1. Identify and analyze how the changing political environment has impacted civil rights.</li> <li>2. Describe how African Americans have responded to or engaged in political conservatism.</li> <li>3. Compare and contrast the responses of African Americans to the economic, social, and political challenges of contemporary America.</li> <li>4. Identify and evaluate major contemporary African American issues confronting society, including affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime.</li> <li>5. Analyze the impact of immigration and migration on the lives of African Americans in contemporary America.</li> <li>6. Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society in general, including Wilma Rudolph, Tina Turner, and Oprah Winfrey.</li> </ol>



# History of the Ancient Middle East

## 1 Carnegie Unit

Page 124-126

Standard	Objectives
<p><b>HAME.1</b> Contrast how geography, economics, and politics have influenced the development of the ancient Middle East.</p>	<ol style="list-style-type: none"> <li>1. Examine the advantages of living in a river valley or coastal region as compared to inland areas of the Middle East.</li> <li>2. Describe major events in the development and decline of regional empires, including: Egyptian, Assyrian, Babylonian, Medo-Persian, Greek and Roman.</li> <li>3. Examine the development of Israel as a civilization.</li> </ol>
<p><b>HAME.2</b> Trace the relationship of people, places, and environments throughout time.</p>	<ol style="list-style-type: none"> <li>1. Analyze the accomplishments and failures of key people of the Middle East from 2000 B.C. to 100 A.D.</li> <li>2. Critique the conflicts over the land of Palestine from 2000 B.C. to 100 A.D.</li> <li>3. Analyze the movements and interactions of various groups of people in the ancient Middle East.</li> <li>4. Discuss the impact of war and conflict on different groups from 2000 B.C. to 100 A.D.</li> </ol>
<p><b>HAME.3</b> Examine the contributions made by archaeological work in the Middle East.</p>	<ol style="list-style-type: none"> <li>1. Define the science of archaeology.</li> <li>2. Review archaeological finds in the Middle East.</li> <li>3. Critique the impact of archaeology related to various documents, including: Hammurabi’s Code, the Bible, Dead Sea scrolls, etc.</li> </ol>
<p><b>HAME.4</b> Describe the impact of science and technology on the historical development of the Middle East.</p>	<ol style="list-style-type: none"> <li>1. Explain how technological development transformed agriculture and customs of the ancient Middle East.</li> <li>2. Describe the transition from the barter system to monetary system, including: coinage, etc.</li> </ol>

Standard	Objectives
<p><b>HAME.5</b> Demonstrate the ability to apply and interpret social studies tools, including: timelines, maps, globes, graphs, compass, technology, political cartoons, primary and secondary documents, charts, etc.</p>	<ol style="list-style-type: none"> <li>1. Locate and label selected physical features of the Middle East.</li> <li>2. Compare and contrast ancient political boundaries with those of modern independent nations.</li> </ol>
<p><b>HAME.6</b> Debate the similarities and differences of ancient Middle Eastern cultures.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast the religious practices, rituals, and traditions of ancient Middle Eastern cultures.</li> <li>2. Analyze examples of cultural contributions made by various ancient civilizations of the Middle East.</li> <li>3. Examine the roles, status, and interaction of diverse groups of people, including: parents, children, men, women, slaves, etc. within various ancient Middle Eastern societies.</li> <li>4. Analyze selected examples of ancient Middle Eastern literature, including: legends, poetry, prophecy, and wisdom literature, etc.</li> </ol>
<p><b>HAME.7</b> Analyze the development of social and political systems in the ancient Middle East.</p>	<ol style="list-style-type: none"> <li>1. Compare/contrast political systems of the ancient Middle East.</li> <li>2. Discuss major political movements from 2000 B.C. to 100 A.D.</li> <li>3. Describe the warfare, weaponry, and resolution of conflicts in the ancient Middle East.</li> <li>4. Analyze the development and expansion of various legal systems, including: Hebrew, Roman, Sumerian, Egyptian, etc.</li> <li>5. Show the impact of various empires on developing social structures of the ancient Middle East.</li> <li>6. Summarize the effects of early religious teachings on ancient and modern social structures, including: Hebrew, Christian, Roman, Persian, and Egyptian.</li> </ol>



# Problems of American Democracy

## 1 Carnegie Unit

Page 127-132

Standard	Objectives
<p><b>PAD.1</b> Examine the historical, economic, and political factors that played a role in the shaping of the U.S. Constitution.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast the concepts of state and national sovereignty as illustrated in the Articles of Confederation and the Constitution.</li> <li>2. Describe the monetary and trade practices of U.S. states in the 1780s and their consequences.</li> <li>3. Connect the enumerated powers given to the federal government under the Constitution to the national problems that emerged in the 1780s they were meant to address.</li> <li>4. Analyze the use of the separation of powers as a mechanism for federal accountability and limited powers.</li> </ol>
<p><b>PAD.2</b> Describe the patterns of conflict and cooperation between the emerging United States and Native Americans from colonial times through the antebellum period.</p>	<ol style="list-style-type: none"> <li>1. Trace the major interactions between early American settlers and indigenous tribes during the colonial period that impacted the relationships between the U.S. and native groups following the revolution.</li> <li>2. Explain the various treaties between the United States and native groups under the Articles of Confederation and the U.S. Constitution and the political and practical limitations to their enforcement.</li> <li>3. Identify and describe major events and turning points in the relationship between the United States and Native Americans in the early nineteenth century.</li> <li>4. Assess the impact of westward expansion on Native American populations.</li> </ol>

Standard	Objectives
<p><b>PAD.3</b> Trace the historical factors and institutions that gave rise to the current financial policies, practices, and systems of the U.S. government.</p>	<ol style="list-style-type: none"> <li>1. Compare the arguments of Alexander Hamilton, James Madison, and Thomas Jefferson in the debate over the establish of the Bank of the United States in 1791.</li> <li>2. Outline the key economic processes and events that shaped the emerging banking systems in the United States in the early 1800s including the Second Bank of the United States and the Panic of 1837.</li> <li>3. Analyze the economic factors that led to the Panic of 1907 and the Federal Reserve Act of 1913.</li> <li>4. Describe the economic conditions that led to the Great Depression and the federal interventions and safety net programs that developed as a result.</li> <li>5. Compare and contrast the mechanisms of governance and response of the Federal Reserve to periods of financial instability in the late 1900s and early 2000s.</li> </ol>
<p><b>PAD.4</b> Assess the development of a system of public education in the United States and its role in facilitating civic, political, and economic engagement.</p>	<ol style="list-style-type: none"> <li>1. Describe the origins and development of early public education in New England from the Colonial Period to the mid-1800s.</li> <li>2. Explain the conditions and prevailing perspectives in New York State leading up to the passage of the Free Schools Law in 1849.</li> <li>3. Trace the spread and development of public education throughout the U.S. through the late 1800s and 1900s.</li> <li>4. Examine the impact of contemporary policies on public education in the U.S., including the No Child Left Behind Act and the emergence of charter schools.</li> </ol>

Standard	Objectives
<p><b>PAD.5</b> Examine the political, economic, and cultural conditions that led to the U.S. Civil War.</p>	<ol style="list-style-type: none"> <li>1. Describe the economic characteristics of the North and South in the early-to-mid-nineteenth century that contributed to sectional political conflict.</li> <li>2. Trace measures taken during the early 1800s to maintain the balance of power between free and slave states including policies related to the admittance of states into the Union and the management of the western territories.</li> <li>3. Assess the response of the U.S. government to the secession of southern states following the election of Abraham Lincoln as president.</li> </ol>
<p><b>PAD.6</b> Analyze the effectiveness of Reconstruction policies in the United States following the Civil War.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the efforts to rebuild the Union and restore southern states during Reconstruction.</li> <li>2. Identify and describe the significance of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the U.S. Constitution.</li> <li>3. Assess efforts by former Confederate states to disenfranchise black voters during the late 1800s including the use of poll taxes and literacy tests.</li> <li>4. Assess economic and cultural conditions in the North that impacted Reconstruction policies.</li> </ol>
<p><b>PAD.7</b> Evaluate the impact of industrialization of the living conditions of U.S. citizens.</p>	<ol style="list-style-type: none"> <li>1. Explain the geographic and social changes that resulted from industrialization in the U.S. in the late 1800s and early 1900s.</li> <li>2. Assess challenges faced by workers, especially immigrants, in factories during the early twentieth century.</li> <li>3. Define muckraker and describe the role of journalism in bringing awareness to concerns and abuses related to industrialization.</li> <li>4. Identify and explain federal policies created in the early 1900s and then again in the mid-twentieth century to regulate domestic food and drug safety.</li> </ol>

Standard	Objectives
<p><b>PAD.8</b> Examine how and under what circumstances state governments and the federal government have expanded or constrained the civil and political rights of African-Americans and other groups since the Civil War.</p>	<ol style="list-style-type: none"> <li>1. Trace accomplishments and setbacks related to the enfranchisement of African-Americans during Reconstruction.</li> <li>2. Describe the social, economic, and political disenfranchisement of African-Americans under the Jim Crow laws.</li> <li>3. Examine the rise of the Civil Rights Movement in the 1950s and the goals, strategies, and accomplishments of the movement.</li> </ol>
<p><b>PAD.9</b> Describe the major events in U.S. history related to the rights and status of women.</p>	<ol style="list-style-type: none"> <li>1. Survey the rights of women in the United States during the Revolutionary Period and the role of women in the war effort.</li> <li>2. Trace the major accomplishments of the Women’s Rights Movement in the mid-nineteenth century and identify the contributions of the movement’s leaders including Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, and Sojourner Truth.</li> <li>3. Trace the events and conditions that led to the ratification of the 19<sup>th</sup> amendment to the Constitution in 1920 and the efforts of the Women’s Rights Movement to address other social and economic inequalities in the years that followed.</li> <li>4. Describe the rationale for the Equal Rights Amendment (ERA) and trace the efforts to pass the ERA throughout the 1900s.</li> </ol>

Standard	Objectives
<p><b>PAD.10</b> Examine contemporary challenges faced by American democracy as a result of political, economic, and technological changes.</p>	<ol style="list-style-type: none"> <li>1. Analyze how developments in communication technologies including radio, television, and the internet offer challenges in American democracy and how American society and government have responded to those challenges.</li> <li>2. Trace the development of campaign finance laws from 1907 to present and explain the significance of the Citizens United decision in 2010.</li> <li>3. Survey problems in American society related to socioeconomic stratification, immigration, and ethnic and religious strife, and evaluate competing perspectives on those problems.</li> <li>4. Assess the historic impact of journalism and the media on the development of American democracy and describe the role of citizens in determining the reliability and utility of various forms of journalism in civil discourse.</li> </ol>



# Psychology

## ½ Carnegie Unit

Page 133-139

Standard	Objectives
<p><b>PSY.1</b> Describe the historical traditions, perspectives, career opportunities, and modern empirical nature of psychological inquiry.</p>	<ol style="list-style-type: none"> <li>1. Identify the major historical traditions in psychology including structuralism, functionalism, behaviorism, Gestalt psychology, psychodynamics, and humanistic psychology.</li> <li>2. Explain the influence of various perspectives, including: biological, social, behavioral, cognitive, etc. on approaches to empirical investigation in psychology.</li> <li>3. Distinguish modern psychological science from historical perspectives on the mind and contemporary and historical examples of pseudo psychology.</li> </ol>
<p><b>PSY.2</b> Distinguish the various methods and tools employed by researchers to explain human mental and behavioral processes.</p>	<ol style="list-style-type: none"> <li>1. Explain the scientific method and the role of experimental research in determining cause and effect relationships.</li> <li>2. Describe and distinguish experimental and non-experimental methods of inquiry in psychological research including controlled experiments, surveys, naturalistic observations, correlational studies, longitudinal studies, and case studies.</li> </ol>
<p><b>PSY.3</b> Appraise the biological structures and processes that give rise to and influence human behavior and cognitive experiences.</p>	<ol style="list-style-type: none"> <li>1. Illustrate the structures of a neuron and the process of neural transmission.</li> <li>2. Identify the role of neurotransmitters on human behavior and cognitive experiences.</li> <li>3. Sketch the major structures of the brain including the cerebellum, brain stem, limbic system, and cortex, and describe their functions.</li> </ol>

Standard	Objectives
<p><b>PSY.4</b> Explain the ways in which human sensory and perceptual systems translate and interpret information from the environment.</p>	<ol style="list-style-type: none"> <li>1. Explain the concept of transduction and outline the ways in which stimuli in the environment are translated into sensory experiences.</li> <li>2. Demonstrate absolute and difference thresholds as they relate to vision, hearing, smell, taste, and touch.</li> <li>3. Differentiate between sensation and perception.</li> <li>4. Examine the factors that influence perception including top-down and bottom-up processing, priming forces, expectancy bias, environmental factors, perceptual sets, and change blindness.</li> </ol>
<p><b>PSY.5</b> Describe the various states of consciousness including sleeping and dreaming and the impact on consciousness of both internal and external factors.</p>	<ol style="list-style-type: none"> <li>1. Diagram the stages of the sleep cycle and the characteristics and brain wave patterns of each.</li> <li>2. Examine the major disorders associated with sleep including insomnia, night terrors, sleep apnea, and narcolepsy.</li> <li>3. Distinguish the impacts of various drugs, including: depressants, stimulants, opiates, and hallucinogens, on consciousness and mental and physical health.</li> </ol>
<p><b>PSY.6</b> Describe the processes through which humans learn, including behavioral and cognitive learning processes.</p>	<ol style="list-style-type: none"> <li>1. Interpret the major elements of classical conditioning including conditioned and unconditioned stimuli, conditioned and unconditioned responses, neutral stimuli, acquisition, and stimulus generalization.</li> <li>2. Explain the development of operant conditioning and evaluate the usefulness of reward versus punishment as it relates to learning.</li> <li>3. Examine cognitive and observational learning processes.</li> </ol>

Standard	Objectives
<p><b>PSY.7</b> Combine the elements of memory and concept formation to examine how those cognitive processes contribute to perception and judgment.</p>	<ol style="list-style-type: none"> <li>1. Diagram the stages of memory formation including the processes of sensory memory, working memory, and long-term memory.</li> <li>2. Distinguish between concepts, concept hierarchies, schemas, and prototypes.</li> </ol>
<p><b>PSY.8</b> Distinguish the elements that give rise to emotional experience, explain the various theories of emotion, and summarize the significance of emotional intelligence on mental wellness.</p>	<ol style="list-style-type: none"> <li>1. Explain the universal nature of emotions and emotional expression including the work of Paul Ekman and Robert Plutchik and the concept of display rules.</li> <li>2. Compare and contrast theories of emotion, including: James-Lange, Cannon-Bard, Shachter-Singer (Two Factor), Cognitive Appraisal, and Opponent Process theories.</li> <li>3. Discuss emotional intelligence and its impact on mental wellness and interpersonal relationships.</li> </ol>
<p><b>PSY.9</b> Discuss the role of biological drives and motivations on human behavior and cognitive processes.</p>	<ol style="list-style-type: none"> <li>1. Distinguish between intrinsic and extrinsic sources of motivation.</li> <li>2. Describe the concept of need for achievement and its significance in understanding motivational differences among people.</li> <li>3. Employ Maslow's Hierarchy of Needs to understand human behavioral priorities.</li> </ol>

Standard	Objectives
<p><b>PSY.10</b> Breakdown the various theories of human cognitive and social development.</p>	<ol style="list-style-type: none"> <li>1. Recall biological concepts related to human development including genetic structure, prenatal development, and infancy.</li> <li>2. Trace the physical development and the development of motor skills through early childhood.</li> <li>3. Diagram Piaget’s Stages of Cognitive Development and describe the characteristics of each stage.</li> <li>4. Compare and contrast cognitive and social perspectives of an individual through Erikson’s Psychosocial Stages of Development.</li> <li>5. Examine theories of moral development including Kohlberg’s Stages of Moral Reasoning.</li> </ol>
<p><b>PSY.11</b> Outline the major personality theories, assessments, and practices of type and trait theorists and justify the practical applications of their work.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast Freudian and Neo-Freudian perspectives on personality, including: the Freudian model of the mind, the unconscious mind, psychosexual development, archetypes, neuroticism, basic anxiety, and the inferiority complex.</li> <li>2. Explain behavioral, social-cognitive, and humanistic concepts related to personality including reciprocal determinism, locus of control, unconditional positive regard, and the fully functioning person.</li> <li>3. Describe the five-factor model of personality.</li> <li>4. Explain methods used by researchers to assess personality, including: projective tests and personality inventories.</li> </ol>

Standard	Objectives
<p><b>PSY.12</b> Outline the historical progression of intelligence research and explain the major theories of intelligence including the work of Charles Spearman, Robert Sternberg, and Howard Gardner.</p>	<ol style="list-style-type: none"> <li>1. Appraise theories of intelligence including Spearman’s g factor, Sternberg’s triarchic theory, and Gardner’s theory of multiple intelligences.</li> <li>2. Describe historical and contemporary tools for measuring intelligence, including: the intelligence quotient and the roles they play in categorizing intellectual ability (normal range, intellectual disability, giftedness).</li> <li>3. Examine the history of cultural bias in intelligence measures and the sociocultural underpinnings of those processes.</li> </ol>
<p><b>PSY.13</b> Formulate the conditions that lead to mental wellness, including a positive self-concept, healthy cognitive processes, and edifying interpersonal relationships.</p>	<ol style="list-style-type: none"> <li>1. Examine the role of the stress response and its contribution to physical and psychological health.</li> <li>2. Describe the field of positive psychology and its application of psychological concepts to improve mental well-being.</li> <li>3. Appraise the role of sleep, self-concept, need for achievement, and interpersonal relationships in establishing healthy cognitive and emotional processes.</li> </ol>
<p><b>PSY.14</b> Describe major psychological disorders, their symptoms, and classifications.</p>	<ol style="list-style-type: none"> <li>1. Differentiate the different types of mental illness including mood disorders, dissociative disorders, personality disorders, anxiety disorders, somatoform disorders, and schizophrenia.</li> <li>2. Employ the DSM-V as a tool for diagnosing mental disorders as illustrated in case studies.</li> </ol>

Standard	Objectives
<p><b>PSY.15</b> Explain the methods used by mental health professionals to treat people living with mental illness.</p>	<ol style="list-style-type: none"> <li>1. Distinguish between the work of a psychiatrist and psychologist in treating mental illness.</li> <li>2. Examine the role of stigma in preventing people from accessing adequate mental healthcare.</li> <li>3. Compare and contrast psychodynamic, humanistic, and behavioral therapies in the treatment of mental disorders.</li> <li>4. Describe the usefulness of cognitive therapy, cognitive-behavioral therapy, and group therapies in the treatment of mental disorders.</li> </ol>
<p><b>PSY.16</b> Describe the influence of social factors on individual cognition and behavior including conformity, obedience, the bystander effect, bias, and polarization.</p>	<ol style="list-style-type: none"> <li>1. Describe the concept of social role and conformity as illustrated in the Stanford Prison Experiment and other studies.</li> <li>2. Explain the findings of research into obedience and conformity as illustrated in the work of Stanley Milgram and Solomon Asch.</li> <li>3. Examine the concepts of bias, polarization, and the bystander effect.</li> <li>4. Identify the major elements of behavioral economics as evidenced by the research of Amos Tversky, Daniel Kahneman, and Dan Ariely.</li> </ol>



# Sociology

## ½ Carnegie Unit

Page 140-144

# Sociology

½ Carnegie Unit

Standard	Objectives
<p><b>SOC.1</b> Explain the development of sociology as a scientific field of study and the methods used by sociologists to study human social systems.</p>	<ol style="list-style-type: none"><li>1. Explore the sociological perspective and the methods used by sociologists to explore that perspective.</li><li>2. Identify patterns related to social structures and interactions and the role of the individual in participating in those structures.</li><li>3. Trace the growth of sociology from Weber to modern day sociology and explain how theoretical perspectives changed over time.</li><li>4. Collect and display various tools used by sociologists to examine aspects of social systems and explain their usefulness in offering insights into social institutions.</li></ol>
<p><b>SOC.2</b> Evaluate the role of culture throughout the world.</p>	<ol style="list-style-type: none"><li>1. Define culture.</li><li>2. Distinguish the components of symbolic culture.</li><li>3. Differentiate between subcultures and countercultures.</li><li>4. Identify elements that are culturally universal.</li><li>5. Describe the impact of modern technology on cultures throughout the world.</li></ol>

Standard	Objectives
<p><b>SOC.3</b> Apply theories on life cycle development to explain differences in social interactions and relationships at different points in the life cycle of a human being based on cultural socialization in response to those developmental changes.</p>	<ol style="list-style-type: none"> <li>1. Define human nature.</li> <li>2. Identify major patterns of life cycle change, including: Erikson’s Stages of Psychosocial Development, Piaget’s Stages of Cognitive Development, and Kohlberg’s Stages of Moral Reasoning.</li> <li>3. Compare the life cycle patterns to human interactions that are common among various social groups composed of diverse demographic patterns.</li> <li>4. Differentiate the role of women in a variety of cultural and historical contexts, specifically noting the impact of those roles on the greater culture and the historical movements to reduce gender inequality.</li> <li>5. Explain the various types of family units, the roles of each family member, and the impact of cultural and economic factors on family functioning.</li> <li>6. Describe societal institutions including schools, churches, non-profit, media, and government organizations, and their impacts on communities and families.</li> <li>7. Interpret the ways in which cultural and social forces impact an individual’s values, behaviors, self-concept, and temperament.</li> <li>8. Compare how various cultures deal with death and dying.</li> </ol>
<p><b>SOC.4</b> Examine human behaviors that deviate from social norms including antisocial behavior, violence, criminal activity, and rehabilitative strategies, and their effectiveness.</p>	<ol style="list-style-type: none"> <li>1. Define deviance and conformity.</li> <li>2. Compare various perspectives on deviance including Symbolic Interactionist, Functionalist, and Conflict Perspectives.</li> <li>3. Examine society’s reaction to deviance.</li> </ol>

Standard	Objectives
<p><b>SOC.5</b> Appraise the role of group dynamics on the behavior of an individual and the impact of group dynamics on the effectiveness and efficiency of work groups in commercial, governmental, and non-profit organizations.</p>	<ol style="list-style-type: none"> <li>1. Define bureaucracy.</li> <li>2. Compare the views of Marx and Weber on bureaucracies.</li> <li>3. Identify the characteristics of a bureaucracy.</li> <li>4. Explore the problems that exist within bureaucracies that are universal.</li> </ol>
<p><b>SOC.6</b> Describe theories and processes related to human social networks.</p>	<ol style="list-style-type: none"> <li>1. Trace the development of various types of social groups from hunter-gathering cultures to modern day.</li> <li>2. Identify various groups within society and their functions including family, secondary groups, reference groups, and social networks.</li> <li>3. Explain the various dynamics that exist within a group.</li> </ol>
<p><b>SOC.7</b> Breakdown the economic and social factors that play a role in socioeconomic stratification.</p>	<ol style="list-style-type: none"> <li>1. Explore the levels of socioeconomic stratification that exist within the United States and globally and compare.</li> <li>2. Explain how the institutions of society perpetuate social status and hinder social mobility.</li> <li>3. Identify the consequences of social class on social mobility and access to healthcare, education, and other resources.</li> </ol>
<p><b>SOC.8</b> Describe the methods by which individuals and groups establish and maintain a sense of identity and their impacts.</p>	<ol style="list-style-type: none"> <li>1. Examine the role of race in creating an individual's sense of identity.</li> <li>2. Distinguish between race and ethnicity as defining characteristics.</li> <li>3. Compare the role of age in various cultures as a measurement of social value.</li> </ol>

Standard	Objectives
<p><b>SOC.9</b> Describe the roles of various social institutions on maintaining societal norms.</p>	<ol style="list-style-type: none"> <li>1. Explore the role of the economic systems in various cultures.</li> <li>2. Explain the role of education systems in perpetuating societal norms or promoting social mobility.</li> <li>3. Explain the role of marital and family structures as the basic units of culture.</li> <li>4. Explore the types and roles of religious institutions and beliefs in various cultures.</li> <li>5. Distinguish the challenges faced by modern society in providing access to quality healthcare.</li> </ol>
<p><b>SOC.10</b> Analyze the impacts of various forms of significant social change on society.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast significant social movements, their methods, and their impacts.</li> <li>2. Explain the historical and modern development of urban spaces and the challenges posed by those spaces including environmental concerns, crime, poverty, and social justice issues.</li> <li>3. Formulate and explain the values associated with global citizenship regarding environmental, civic, social, economic, and political action.</li> </ol>



# Law Related Education

## ½ Carnegie Unit

Page 145-149

Standard	Objectives
<p><b>LRE.1</b> Assess the changes in the legal system and recognize the dynamic natures of the law in the United States over time.</p>	<ol style="list-style-type: none"> <li>1. Define justice and law and trace its development in the United States.</li> <li>2. Discuss the functions of the law, including lawmaking, advocacy, and settling disputes.</li> <li>3. Describe how court decisions have dynamically altered the American political landscape.</li> </ol>
<p><b>LRE.2</b> Identify the characteristics of the civil and criminal justice systems; analyze their operations and assess their effectiveness.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast criminal law and civil law.</li> <li>2. Describe the various types of criminal law, including crimes against the person, crimes against property, and defenses.</li> <li>3. Illustrate the Criminal Justice Process: the investigation, proceedings before trial, the trial and sentencing and corrections.</li> <li>4. Identify juvenile justice concerns and differences in the due process procedures.</li> <li>5. Define civil law and the procedure for a civil case.</li> <li>6. Identify the differences of various types of civil cases, including: civil wrongs, intentional torts, negligence, strict liability, torts and public policy.</li> <li>7. Summarize issues and problems confronting the civil and criminal justice systems and assess the effectiveness of each system in resolving these problems.</li> </ol>

Standard	Objectives
<p><b>LRE.3</b> Compare and contrast the state and federal judicial systems and analyze the relationships between them.</p>	<ol style="list-style-type: none"> <li>1. Illustrate the court system on the federal level.</li> <li>2. Describe the Mississippi judicial system.</li> <li>3. Contrast the various functions of lawyers in both systems.</li> <li>4. Compare and contrast the two systems and the role of the citizen and lawyer in each. Analyze the state's right position (e.g. 10<sup>th</sup> amendment) v. the federal position (e.g. Elastic Clause, etc.).</li> </ol>
<p><b>LRE.4</b> Describe the roles and responsibilities of local, state and federal law enforcement agencies.</p>	<ol style="list-style-type: none"> <li>1. Understand the traditional democratic assumptions as they apply to law and law enforcement.</li> <li>2. Compare and contrast the functions, responsibilities, and jurisdiction of local, state and federal law enforcement agencies.</li> <li>3. Describe the obligations of the law enforcement communities and the courts in the pre-trial process, including: booking and initial appearance, bail and pretrial release, preliminary hearing, grand jury, felony arraignment and pleas, pretrial motions, and plea bargaining.</li> <li>4. Describe the obligations of the law enforcement communities and the courts in the trial phase of a case.</li> </ol>

Standard	Objectives
<p><b>LRE.5</b> Assess the effectiveness of correctional systems in deterring criminal behavior.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of sentencing and corrections on the state and federal level.</li> <li>2. Describe the sentencing options available to the courts.</li> <li>3. Compare and contrast punishment and rehabilitation as functions of the correctional system.</li> <li>4. Evaluate the function of parole.</li> <li>5. Discuss the arguments for and against capital punishment.</li> <li>6. Evaluate data on recidivism to determine the effectiveness of the correctional system on deterring criminal behaviors.</li> </ol>
<p><b>LRE.6</b> Explain the various ways that the legal system insures civil rights and liberties.</p>	<ol style="list-style-type: none"> <li>1. Distinguish between statutory and Constitutional law.</li> <li>2. Explain the ways that the state and federal courts have protected freedom of speech, freedom of the press, freedom of religion, due process, the right to privacy, discrimination, responsibilities in the workplace, and immigration law.</li> <li>3. Identify major Supreme Court cases that protected the following rights: freedom of speech, freedom of the press, freedom of religion, due process, the right to privacy, discrimination, responsibilities in the workplace, and immigration law.</li> </ol>

Standard	Objectives
<p><b>LRE.7</b> Summarize and evaluate the conflicts resulting from competing interests, conflicting laws and conflicting interpretations of the Constitution.</p>	<ol style="list-style-type: none"> <li>1. Investigate conflicts that arose because of differing opinions on civil rights.</li> <li>2. Trace conflicts that arose because of differing opinions on property rights.</li> <li>3. Debate conflicts that arose because of differing opinions on issues of liberty v. order such as Red Scare, Patriot Act, rights of labor unions to strike.</li> <li>4. Evaluate conflicts that arose because of differing opinions on family values, housing and business v. consumer rights.</li> </ol>



# Minority Studies

## ½ Carnegie Unit

Page 150-154

Standard	Objectives
<p><b>MIN.1</b> Evaluate the characteristics that define a minority group.</p>	<ol style="list-style-type: none"> <li>1. Investigate minority groups and determine the underlying factors that result in their marginalization.</li> <li>2. Compare and contrast the plight of women and the plight of ethnic minorities at various points in history.</li> <li>3. Identify and describe prominent groups associated with protecting and broadening protections for minority groups including the National Association for the Advancement of Colored People, Southern Poverty Law Center and the American Civil Liberties Union.</li> <li>4. Examine social and political factors and events that have impacted attitudes and discrimination towards American Muslims and Hispanic Americans in the early twenty-first century.</li> <li>5. Appraise the concept of minority group as it relates to ethnic minorities, religious minorities, and women.</li> </ol>
<p><b>MIN.2</b> Trace the group dynamics that play a role in the marginalization of minority groups.</p>	<ol style="list-style-type: none"> <li>1. Describe the various causes of prejudice including social distance, economic competition, scapegoating, conflicting social and religious norms, and stereotypes.</li> <li>2. Describe political and cultural factors that may serve to maintain inequalities experienced by minority groups.</li> </ol>

Standard	Objectives
<p><b>MIN.3</b> Examine the experiences of Native American populations from the age of exploration to present day.</p>	<ol style="list-style-type: none"> <li>1. Trace the historical perspectives on Native American populations by European settlers from the age of exploration to the period of westward expansion.</li> <li>2. Describe the status of Native Americans during the early history of the United States, westward expansion, and through the twentieth century.</li> <li>3. Analyze the lasting impact of the historical treatment of Native American populations on their cultures.</li> </ol>
<p><b>MIN.4</b> Examine the Women’s Rights Movement from 1848 to present day.</p>	<ol style="list-style-type: none"> <li>1. Identify and describe the origins and early leaders of the Women’s Rights Movement in the mid-nineteenth century.</li> <li>2. Trace the major events, achievements, and leaders of the women’s suffrage movement leading to the 19<sup>th</sup> amendment in 1920.</li> <li>3. Survey the accomplishments of women in the United States during the twentieth century who took on roles and offices that had been traditionally held by men.</li> <li>4. Analyze the current status of women in the United States with respect to political representation, economic opportunities, healthcare, and shifting social norms.</li> </ol>
<p><b>MIN.5</b> Describe discrimination faced by Asian-Americans in the late nineteenth and mid-twentieth century.</p>	<ol style="list-style-type: none"> <li>1. Trace the migration of ethnic Chinese to the United States in the 19<sup>th</sup> century and the economic, social, legal, and political factors that contributed to discrimination against them.</li> <li>2. Investigate the internment of Japanese-Americans during World War II.</li> </ol>

Standard	Objectives
<p><b>MIN.6</b> Examine the major events, methods, and leaders of the Civil Rights Movement.</p>	<ol style="list-style-type: none"> <li>1. Describe the conditions during the mid-twentieth century that led to the Civil Rights Movement including Jim Crow laws and systemic inequality throughout the United States.</li> <li>2. Evaluate the prominent methods, leaders, and events of the Civil Rights movements culminating in the Civil Rights Act of 1964.</li> <li>3. Analyze the impact of the Civil Rights Movement on the status of African-Americans and on the American social and political culture in the late twentieth and early twenty-first centuries.</li> </ol>
<p><b>MIN.7</b> Compare and contrast historically significant events and cultural characteristics related to the plight of minority groups outside of the United States.</p>	<ol style="list-style-type: none"> <li>1. Illustrate the major events, minority groups, and people associated with the Holocaust and its global impact.</li> <li>2. Trace the historical context and major events and people associated with the rise and fall of Apartheid in South Africa.</li> <li>3. Explain the caste system in India and trace the changes that have occurred in attitudes towards various castes through much of the twentieth century.</li> </ol>

Standard	Objectives
<p><b>MIN.8</b> Examine contemporary issues related to the treatment of minority groups.</p>	<ol style="list-style-type: none"> <li>1. Assess the lasting impact of slavery and historic discrimination on economic opportunities and social conditions of African-Americans in the United States in the twenty-first century.</li> <li>2. Examine contemporary concepts related to the treatment of minority groups including microaggressions and concerns about cultural appropriation.</li> <li>3. Explain significant events during the early twenty-first century that have resulted in rising tensions between minority populations and law enforcement in some areas of the United States and the significance of technology in the impact of those events.</li> </ol>
<p><b>MIN.9</b> Assess modern movements to broaden protections for minority groups.</p>	<ol style="list-style-type: none"> <li>1. Examine social and political factors and events that have impacted attitudes and discrimination towards American Muslims and Hispanic Americans in the early twenty-first century.</li> <li>2. Describe significant events of the early twenty-first century related to the expansion and protection of civil liberties for members of the LGBTQ community.</li> </ol>



# Humanities

## ½ Carnegie Unit

Page 155-158

Standard	Objectives
<p><b>HUM.1</b> Examine the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China.</p>	<ol style="list-style-type: none"> <li>1. Trace the development of social, political, citizen responsibility, and economic patterns of early Mesopotamia, Egypt, China and Indus River Valley in their emergence of power.</li> <li>2. Explain the development of language, writing, technology, and arts of early civilizations, including: Neolithic pottery, Epic of Gilgamesh, Book of Songs, etc.</li> <li>3. Explain the role of religious traditions, origin of beliefs and customs of early civilizations such as cave art and the Zuni emergence tale.</li> </ol>
<p><b>HUM.2</b> Examine the location of Greece, its political structure, arts and religious traditions that influenced Greek society.</p>	<ol style="list-style-type: none"> <li>1. Locate and recognize the importance of climate and geography on the emergence of civilization in Greece.</li> <li>2. Trace the development and legacy of social, political, citizen responsibility, and economic patterns of Greece while examining the rise of city-states.</li> <li>3. Explain the development of language, writing, technology, and arts of Greece through the work of Homer, philosophers, poetry of Sappho, Athenian pottery, Hellenistic culture, and Greek architectural traditions.</li> <li>4. Explain the role of religious traditions of the Greek gods, origin of mythology, and customs of Greece through the Golden Age.</li> </ol>

Standard	Objectives
<p><b>HUM.3</b> Analyze ancient Rome by assessing the influence of geography, mythology and development of the Roman Republic.</p>	<ol style="list-style-type: none"> <li>1. Locate and recognize the importance of climate and geography on the emergence of civilization in Rome.</li> <li>2. Trace the development and legacy of social, political, and citizen responsibility of Roman citizens while analyzing Roman Republic, Roman imperialism, Cicero and the politics of rhetoric.</li> <li>3. Explain the development of language, writing, and arts of Greece through Virgil, Horace and Ovid while observing various Roman architecture and sculptures during that time period.</li> <li>4. Explain the role of religious traditions of the Roman gods, origin of mythology, and spread of Roman Culture.</li> </ol>
<p><b>HUM.4</b> Students will analyze the social, economic, military conquest and cultural achievements during the medieval time period.</p>	<ol style="list-style-type: none"> <li>1. Locate and describe the evolution of nation-states England, France, Spain, and Russia.</li> <li>2. Discuss the political and social impact of the Crusades, the Mongo conquests, and the fall of Constantinople.</li> <li>3. Identify the role of Greek, Roman, and Arabic philosophy, medicine, and science during the medieval time period.</li> <li>4. Trace the emergence of pagan and Christian traditions through the discussion of medieval monastery.</li> </ol>

Standard	Objectives
<p><b>HUM.5</b> Students will analyze the social, economic, and political changes and cultural achievements during the Renaissance in Europe.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the economic infrastructure of the Italian Renaissance.</li> <li>2. Trace the events related to the rise and political development city-states while examining the Humanistic movement impact on society.</li> <li>3. Contrast the arts, literary, architecture, and philosophical ideologies with the medieval time period including Shakespeare, Leonardo da Vinci, Michelangelo and Petrich.</li> <li>4. Identify the Roman Catholic role on society and summarize religious reforms associated with Martin Luther, John Calvin, Henry VII, and their impact on the Reformation.</li> </ol>
<p><b>HUM.6</b> Students will understand the impact of the Age of Discovery and exploration into Africa, Asia and the Americas.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the economic infrastructure of the Italian Renaissance.</li> <li>2. Trace the events related to the rise and political development city-states while examining the Humanistic movement impact on society.</li> <li>3. Contrast the arts, literary, architecture, and philosophical ideologies with the medieval time period including Shakespeare, Leonardo da Vinci, Michelangelo and Petrich.</li> <li>4. Identify the Roman Catholic role on society and summarize religious reforms associated with Martin Luther, John Calvin, Henry VII, and their impact on the Reformation.</li> </ol>
<p><b>HUM.7</b> Students will examine the impact of global trade on various civilizations of the world.</p>	<ol style="list-style-type: none"> <li>1. Locate and explain the development of the Ottoman Empire.</li> <li>2. Identify the development of social, political, and economic impact on Africa, India, and growth of European nations.</li> </ol>



*2021*

*MS CCRS for  
Social Studies*

*Mississippi Department of Education*

*December 2021 | SBE Review*

**Revision Key:**

~~Strikethrough~~: Text has been removed.

Underline: Text has been added.

Some objectives have been reorganized to scaffold learning. These have the notation (becomes X). If more than two objectives in a standard have been moved, the updated/reorganized list of objectives is listed below the original text.



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

~~2018~~ 2021

***Mississippi  
College- and  
Career-  
Readiness  
Standards for  
the Social  
Studies***



# ~~2018~~ 2021 Mississippi College- and Career-Readiness Standards for the Social Studies

Carey M. Wright, Ed.D., State Superintendent of Education

Kim S. Benton, Ed.D., Interim Chief Academic Officer

~~Jean Massey, Executive Director, Office of Secondary Education~~

~~Nathan Oakley, Ph.D., Executive Director, Office of Elementary Education and Reading~~

Wendy Clemons

Executive Director, Office of Secondary Education and Professional Development

Tenette Smith, Ed.D.

Executive Director, Office of Elementary Education and Reading

Lea Johnson, Ph. D.

Bureau Director, Office of Professional Development and Innovative Programs

Tammy Crosetti

Bureau Director, Office of Secondary Education

Jen Cornett

Director of Social Studies, Office of Professional Development and Innovative Programs

Mississippi Department of Education  
Post Office Box 771  
Jackson, Mississippi  
39205-0771

Office of Elementary Education and Reading  
Office of Secondary Education  
601-359-2586  
601-359-3461  
[www.mdek12.org/ESE](http://www.mdek12.org/ESE)

~~The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the nondiscrimination policies of the above-mentioned entities:~~

~~Director, Office of Human Resources  
Mississippi Department of Education  
359 North West Street  
Jackson, Mississippi 39201  
(601) 359-3511~~

Note: Per the Office of Communications, the above text is no longer required in publications by the MDE.

## TABLE OF CONTENTS

Acknowledgements.....	6
Introduction.....	9
Overview of MS CCRS.....	11
Kindergarten.....	17
First Grade.....	21
Second Grade.....	25
Third Grade.....	30
Fourth Grade.....	37
Fifth Grade.....	47
Sixth Grade.....	57
Seventh Grade.....	63
Seventh Grade Compacted.....	66
Eighth Grade.....	74
Mississippi Studies.....	78
Introduction to Geography.....	81
World History.....	85
United States History.....	92
United States Government.....	110
Economics.....	103
Advanced World Geography.....	123
Problems of American Democracy.....	120
History of the Ancient Middle East.....	127
African American Studies.....	129
Psychology.....	132
Sociology.....	137
Law Related Education.....	140
Minority Studies.....	143
Humanities.....	146
Support Documents and Resources.....	119

## ACKNOWLEDGEMENTS

### SOCIAL STUDIES 2021 STANDARDS COMMITTEE

The Office of Secondary Education through the Mississippi Department of Education deeply appreciates the time and expertise given by the following individuals to the revision of the Mississippi College- and Career-Readiness Standards for the Social Studies 2021.

<u>Megan Alvarez</u>	<u>Jackson County School District</u>
<u>Kenneth Anthony</u>	<u>Mississippi State University</u>
<u>Amber Armstrong</u>	<u>Rankin County School District</u>
<u>Ben Austin</u>	<u>Petal School District</u>
<u>Caroline Bartlett</u>	<u>Long Beach School District</u>
<u>Catherine Beasley</u>	<u>Rankin County School District</u>
<u>Brandon Bolen</u>	<u>Mississippi College</u>
<u>Terry Boler</u>	<u>DeSoto County School District</u>
<u>Laura Boughton</u>	<u>Oxford School District</u>
<u>Kathryn Daniels</u>	<u>Petal School District</u>
<u>Melanie Easom</u>	<u>Lamar County School District</u>
<u>Doug Ferguson</u>	<u>DeSoto County School District</u>
<u>Billie Jean Fulton</u>	<u>Louisville Municipal School District</u>
<u>Laura Guidry</u>	<u>Madison County School District</u>
<u>Mariamama Harris</u>	<u>MS Department of Archives and History</u>
<u>Gale Hartling</u>	<u>MS Schools for The Deaf and The Blind</u>
<u>Jay Howell</u>	<u>University of Southern Mississippi</u>
<u>Glenda Hull</u>	<u>Wilkinson County School District</u>
<u>Stephanie King</u>	<u>MS Department of Archives and History</u>
<u>Masha Laney</u>	<u>Amory School District</u>
<u>Lauren Leggett</u>	<u>Wayne County School District</u>
<u>Jennifer Lewis</u>	<u>Jackson Public School District</u>
<u>Joshua Lindsey</u>	<u>Gulfport School District</u>
<u>Clay Mangrum</u>	<u>DeSoto County School District</u>
<u>Ouida McDaniel</u>	<u>George County School District</u>
<u>Charlotte McNeese</u>	<u>Madison County School District</u>
<u>Lynsey McQueen</u>	<u>Jackson Public School District</u>
<u>Nicole Miller</u>	<u>Mississippi State University</u>
<u>Bruce Mize</u>	<u>West Point Consolidated School District</u>
<u>Skye Morgan</u>	<u>Petal School District</u>
<u>Shira Muroff</u>	<u>MS Department of Archives and History</u>
<u>Kyle Nichols</u>	<u>Clinton Public Schools</u>
<u>John Paola</u>	<u>Hattiesburg Public School District</u>
<u>Althea Stewart</u>	<u>Natchez-Adams School District</u>
<u>Caitlin Thomas</u>	<u>Lafayette County School District</u>
<u>Jennifer Toth</u>	<u>Rankin County School District</u>
<u>Christy Walker</u>	<u>Madison County School District</u>
<u>Makeda Watkins</u>	<u>DeSoto County School District</u>
<u>Cassie Weaver</u>	<u>Rankin County School District</u>
<u>Sugi Wiltcher</u>	<u>Oxford School District</u>
<u>Alan Wheat MS</u>	<u>Department of Archives and History</u>

## Acknowledgements

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the *Mississippi College- and Career- Readiness Standards for the Social Studies* and the supporting documents.

### SOCIAL STUDIES STANDARDS COMMITTEE MEMBERS (2016-2017)

Dr. Kenny Anthony	Mississippi State University
Lien Beale	Gulfport School District
Catherine Beasley	Rankin County School District
Dr. Paul Binford	Mississippi State University
Daniel Cody Brooks	Jones County School District
Cathey Curtis	Research and Curriculum Unit, Mississippi State University
Freda Dedeaux	Pass Christian School District
Chevonne Dixon	DeSoto County School District
Ellen Douglas	Oxford Public School District
Alicia Ervin-Rawls	Greenville Public School District
Chad Franks	Oxford Public School District
Megan Hawkins	Jackson County School District
Marlo Hendrix	Tupelo Public School District
Dr. Fred Hickman	Choctaw Tribal Schools
Helen Anna Holmes	Pontotoc City School District
David Houston	Pearl Public School District
Masha Laney	Amory School District
Lauren Ward Leggett	Wayne County School District
Jean Massey	Mississippi Department of Education
Brett Mayfield	Madison County Schools
Cindy Ming	Research and Curriculum Unit, Mississippi State University
Jennifer Nance	Mississippi Department of Education
Zach Osborn	Clinton Public School District
Dr. Otis Pickett	Mississippi College
Sally Quong	Lafayette County Schools
Dr. David Rutherford	University of Mississippi
Angela Sanders	Ocean Springs School District
DeAndrei Sanders	Claiborne County School District
Verlance Smith	Hinds County School District
Elizabeth Sistrunk	Rankin County School District
Si Thompson	Petal Public School District
Brenda Whitworth	Pontotoc City School District
Adrine Williams	Jackson Public School District
Meredith Willis	DeSoto County School District
Chuck Yarborough	MS School for Math and Science

Because this update is a clarifying revision of the MS CCRS 2018, this acknowledgement page is included in the MS CCRS for Social Studies 2021 to honor the work of these educators.

Various sets of standards and standards-related documents were used in the development of the Mississippi College- and Career-Readiness Standards for the Social Studies, including:

- National Council for the Social Studies: ***College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History***
- National Assessment of Educational Progress (NAEP) Framework for [Civics](#), [Economics](#), [Geography](#), and [U.S. History](#)
- ACT College- and Career-Readiness (CCR) Benchmarks
- *National Standards for History Education*
- *National Standards for the Social Studies*
- *National Standards for Economic Education*
- *National Standards for Civics and Government*, and
- *National Standards for Geography*

## Introduction

### Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in the social studies, equipping citizens to solve complex problems, and establishing fluent communication skills, while preparing students for college, career, and civic life. The Mississippi College- and Career-Readiness Standards (CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and allowing students to compete in the global economy.

### Purpose

This document is designed to provide districts and K-12 social studies teachers with a basis for curriculum development. In order to prepare students for careers and college, it outlines what knowledge students should obtain, and the types of skills students must master upon successful completion of each grade level. The ~~2018~~ 2021 *MS CCRS for the Social Studies* reflect national expectations while focusing on postsecondary success, but they are unique to Mississippi in addressing the needs of our students and teachers. The standards' content centers around three practices: conceptual understanding, fostering inquiry, collaboration and action, and integration of content skills. Instruction in these areas is designed for a greater balance between content and process. Teachers are encouraged to transfer more ownership of the learning process to students, who can then direct their own learning and develop a deeper understanding of the social studies and the problem-solving process. Doing so will produce students that will become more capable, independent, and literate adults.

### Implementation

The ~~2018~~ 2021 *MS CCRS for the Social Studies* will be ~~piloted during the 2018-2019 school year and implemented during the 2019-2020~~ 2022 – 2023 school year.

## THE REVISION PROCESS FOR THE MS CCR STANDARDS FOR THE SOCIAL STUDIES

~~The Social Studies Curriculum Revision Team was selected in June 2016 from nominations by school district superintendents and administrators. The purpose of the team was to revise the 2011 Mississippi Social Studies Framework. The team was composed of teachers, administrators, and university professors throughout Mississippi.~~  
The MS CCRS for Social Studies 2018 along with the following documents were used as foundational references to the MS CCRS for Social Studies 2021.

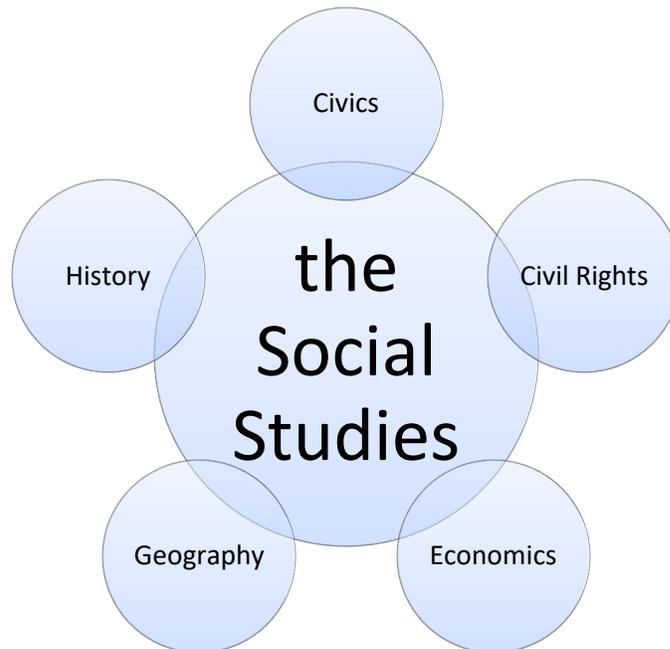
In order to gain a sufficient understanding of the direction of social studies education, the curriculum revision team reviewed the following:

- National Council for the Social Studies: ***College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History***
- National Assessment of Educational Progress (NAEP) Framework for [Civics](#), [Economics](#), [Geography](#), and [U.S. History](#)
- ACT College- and Career-Readiness (CCR) Benchmarks
- *National Standards for History Education*
- *National Standards for the Social Studies*
- *National Standards for Economic Education*
- *National Standards for Civics and Government*
- *National Standards for Geography*
- Standards for Advanced Placement programs
- Social Studies standards from other states
- Current literature and research regarding the Social Studies

These resources served as a foundation for the development of the *2018 MS CCRS for the Social Studies*.

## STRANDS

The different content strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and present and help them acquire critical thinking skills to make informed decisions in the future. The **2018 2021 Mississippi College- and Career-Readiness Standards for the Social Studies** is 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 American 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.

The civics strand provides students with a basic understanding of civic life, politics, and government. It allows them to comprehend the workings of their own and other political systems, as well as the relationship of United States politics and government to world affairs. Civics instruction is vital to students' understanding of the rights and responsibilities of citizens in the United States constitutional democracy and creates a foundation for competent and responsible participation. The civics strand should be expanded through instruction by related learning experiences in the school and community that enable students to learn how to participate in their own governance.

### **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: demonstrations, resistance, organizing, and collective action/unity. The content was incorporated as a content strand throughout the entire K-12 framework at the recommendation of the Mississippi Civil Rights Commission.

### **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.~~

The economic strand allows students to grasp economic concepts, as well as an understanding of markets, the U.S. economy in a global setting, and financial literacy to make informed financial decisions throughout their lives. The strand emphasizes economic reasoning through integration into each grade level and course.

### **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 with regard to self, other people, other species, and Earth's diverse cultures and natural environments.~~

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

### 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 2 sources: primary and secondary sources. The strand looks into how the past shape does the present, how have people and events changed society, and how have influences of other, more powerful countries, affected countries today.~~

The history strand asks students to examine historical events that significantly changed the way humans live through the study of primary and secondary sources. To gain an in-depth historical understanding, students investigate how the past shapes the present, how people and events have changed society through time, and how localized changes can impact the world power structure.

## Sequencing

Kindergarten	Citizenship at Home and School
First Grade	Citizenship at School
Second Grade	School and the Community
Third Grade	Local Government <u>and Democracy</u>
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 or Compacted
Eighth Grade	United States History from Exploration to 1877

## Organization of 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>								
		<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left; border-bottom: 1px solid black; padding: 5px;"><b>STANDARD</b></th> <th style="width: 50%; text-align: left; border-bottom: 1px solid black; padding: 5px;"><b>OBJECTIVE(S)</b></th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px solid black; padding: 5px;"><b>CI.K.1</b> Examine how individuals play different roles and exercise good citizenship.</td> <td style="border-bottom: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> <li>1. Identify characteristics of a good citizen.</li> <li>2. Propose ways on how to be a good citizen at home and in the classroom.</li> </ol> </td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 5px;"><b>CI.K.2</b> Demonstrate knowledge of how to be a good citizen.</td> <td style="border-bottom: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> <li>1. Define citizen, citizenship, rights, and responsibilities.</li> <li>2. Name rights and responsibilities of individuals.</li> <li>3. Distinguish the difference between rights and responsibilities.</li> <li>4. Identify the role of rules.</li> <li>5. Explain the role of consequences when rules are not followed.</li> </ol> </td> </tr> <tr> <td style="padding: 5px;"><b>CI.K.3</b> Describe the role and responsibilities of authority figures.</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> <li>1. Identify authority figures.</li> <li>2. Explain the role of an authority figure.</li> <li>3. Determine the responsibilities of authority figures.</li> <li>4. Explain how all people can play important roles in a community.</li> </ol> </td> </tr> </tbody> </table>	<b>STANDARD</b>	<b>OBJECTIVE(S)</b>	<b>CI.K.1</b> Examine how individuals play different roles and exercise good citizenship.	<ol style="list-style-type: none"> <li>1. Identify characteristics of a good citizen.</li> <li>2. Propose ways on how to be a good citizen at home and in the classroom.</li> </ol>	<b>CI.K.2</b> Demonstrate knowledge of how to be a good citizen.	<ol style="list-style-type: none"> <li>1. Define citizen, citizenship, rights, and responsibilities.</li> <li>2. Name rights and responsibilities of individuals.</li> <li>3. Distinguish the difference between rights and responsibilities.</li> <li>4. Identify the role of rules.</li> <li>5. Explain the role of consequences when rules are not followed.</li> </ol>	<b>CI.K.3</b> Describe the role and responsibilities of authority figures.	<ol style="list-style-type: none"> <li>1. Identify authority figures.</li> <li>2. Explain the role of an authority figure.</li> <li>3. Determine the responsibilities of authority figures.</li> <li>4. Explain how all people can play important roles in a community.</li> </ol>
<b>STANDARD</b>	<b>OBJECTIVE(S)</b>									
<b>CI.K.1</b> Examine how individuals play different roles and exercise good citizenship.	<ol style="list-style-type: none"> <li>1. Identify characteristics of a good citizen.</li> <li>2. Propose ways on how to be a good citizen at home and in the classroom.</li> </ol>									
<b>CI.K.2</b> Demonstrate knowledge of how to be a good citizen.	<ol style="list-style-type: none"> <li>1. Define citizen, citizenship, rights, and responsibilities.</li> <li>2. Name rights and responsibilities of individuals.</li> <li>3. Distinguish the difference between rights and responsibilities.</li> <li>4. Identify the role of rules.</li> <li>5. Explain the role of consequences when rules are not followed.</li> </ol>									
<b>CI.K.3</b> Describe the role and responsibilities of authority figures.	<ol style="list-style-type: none"> <li>1. Identify authority figures.</li> <li>2. Explain the role of an authority figure.</li> <li>3. Determine the responsibilities of authority figures.</li> <li>4. Explain how all people can play important roles in a community.</li> </ol>									
<b>Standards</b>	→									
		<b>ECONOMICS</b>								
<b>Strand</b>	→	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left; border-bottom: 1px solid black; padding: 5px;"><b>STANDARD</b></th> <th style="width: 50%; text-align: left; border-bottom: 1px solid black; padding: 5px;"><b>OBJECTIVE(S)</b></th> </tr> </thead> <tbody> </tbody> </table>	<b>STANDARD</b>	<b>OBJECTIVE(S)</b>						
<b>STANDARD</b>	<b>OBJECTIVE(S)</b>									

7th

8th

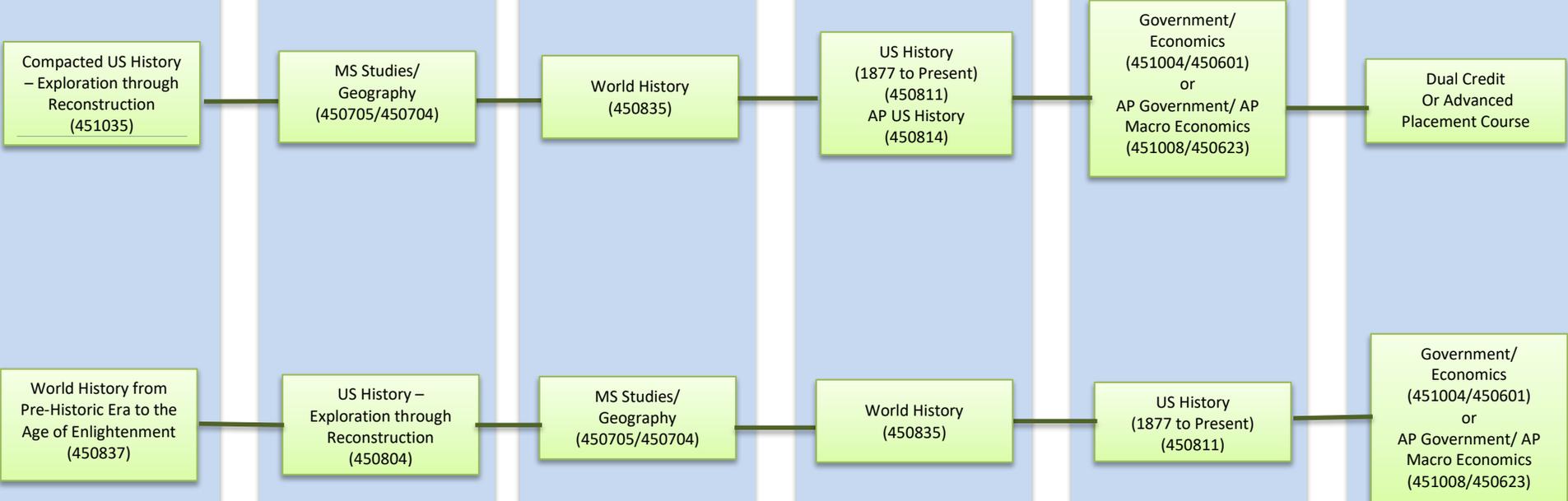
9th

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.



**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

**Suggested Course Sequence Secondary Options for ~~6<sup>th</sup>~~ 7<sup>th</sup> – 9<sup>th</sup> Social Studies**

The course codes follow the course names in parentheses. For other options for social studies classes, please refer to the Approved Secondary Course Codes Report. These are the most commonly used courses for secondary level students. Beginning with school year 2015-2016, the following options are available for Social Studies course sequence for middle school:

<b>Grade Level</b>	<b>OPTION 1 (Course Code)</b>	<b>OPTION 2 (Course Code)</b>	<b>OPTION 3 (Course Code)</b>
<b>6</b>	<del>Civics and the World</del>	<del>World History from Pre-Historic Era to Age of Enlightenment (450837)</del>	<del>Civics and the World</del>
<b>7</b>	World History from Pre-Historic Era to Age of Enlightenment (450837)	*Compacted 7 <sup>th</sup> Grade U.S. <u>Early World History</u> and History from Exploration to Reconstruction and <del>Citizenship</del>	World History from Pre-Historic Era to Age of Enlightenment (450837)
<b>8</b>	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) <b>and/or</b> World Geography (One semester .5 Carnegie Unit)
<b>9</b>	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)

\*NOTE: For Option 2, the standards for the World Geography and Citizenship course must be integrated into the U.S. History and the Introduction to World Geography courses taught in the 7<sup>th</sup> and 8<sup>th</sup> grades, as outlined in the attached documents.

~~\*\*NOTE: For Option 3, U.S. History from Exploration to Reconstruction must be taught in the 8<sup>th</sup> grade. MS Studies and Geography are taught in addition to the U.S. History course as separate courses.~~ \*NOTE: For Option 3, U.S. History from Exploration to Reconstruction must be taught in Grade 8. MS Studies and/or Geography are taught in addition to the U.S. History course as separate courses.

## KINDERGARTEN

### THEME: CITIZENSHIP AT HOME AND SCHOOL

#### CIVICS

STANDARD	OBJECTIVE(S)
<p><b>CI.K.1</b>  <del>Examine how individuals play different roles and exercise good citizenship.</del></p>	<ol style="list-style-type: none"> <li><del>1. Identify characteristics of a good citizen.</del></li> <li><del>2. Propose ways on how to be a good citizen at home and in the classroom.</del></li> </ol>
<p><del>CI.K.2</del> <b>K.CI.1</b>            Demonstrate knowledge of how to be a good citizen.</p>	<ol style="list-style-type: none"> <li>1. Define citizen and citizenship, rights, and responsibilities.</li> <li><del>2. Name rights and responsibilities of individuals.</del></li> <li><del>3. Distinguish the difference between rights and responsibilities.</del></li> <li>4. Identify the role <u>purpose</u> of rules <u>and explain why rules should be followed.</u></li> <li>5. Explain the role of consequences when rules are not followed.</li> </ol>
<p><b>K.CI.2</b>            Examine the <u>purpose of rules and consequences.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Identify the purpose of rules and explain why rules should be followed.</u></li> <li>2. <u>Recognize that leaders and authority figures establish rules to provide order, security, and safety.</u></li> <li>3. <u>Differentiate natural consequences from logical consequences.</u></li> </ol>
<p><del>CI.K.3</del> <b>K.CI.3</b>            Describe <u>Differentiate</u> the role and responsibilities of authority figures.</p>	<ol style="list-style-type: none"> <li>1. <del>Identify</del> <u>Relate</u> leaders to authority figures.</li> <li><del>2. Explain the role of an authority figure.</del></li> <li>3. <del>Determine</del> <u>Describe</u> the responsibilities of authority figures <u>and leaders.</u></li> <li>4. <del>Explain how all people can play important roles in a community.</del>  <u>Identify authority figures and leaders at home, school, and in the community.</u></li> </ol>

ECONOMICS	
STANDARD	OBJECTIVE(S)
<p><b><del>E.K.1</del> <u>K.E.1</u></b>                      Identify and explain the function of money.                      Analyze how money is earned and used.</p>	<ol style="list-style-type: none"> <li>1. <u>Identify different types of jobs and describe their work.</u></li> <li>2. <u>Explain that money is earned through work.</u></li> <li>3. Recognize monetary units.</li> <li>4. Distinguish between spending and saving.</li> <li>5. Illustrate how money is used in daily life.</li> </ol>
<p><b><del>E.K.2</del> <u>K.E.2</u></b>                      Distinguish between goods and from services.</p>	<ol style="list-style-type: none"> <li>1. Define goods and services.</li> <li>2. <del>Describe examples of the</del> <u>Identify and classify</u> goods and services.</li> <li>3. Explain how <del>people obtain</del> goods and services are obtained.</li> <li>4. <del>Examine the cost of goods and services provided by the community.</del></li> </ol>
<p><b><del>E.K.3</del> <u>K.E.3</u></b>                      Differentiate between needs and from wants of individuals.</p>	<ol style="list-style-type: none"> <li>1. Define and identify needs and wants.</li> <li>2. Classify items as needs or wants.</li> <li>3. <u>Compare and contrast needs and wants.</u></li> </ol>
CIVIL RIGHTS	
STANDARD	OBJECTIVE(S)
<p><b><del>CR.K.1</del> <u>K.CR.1</u></b>                      Explore the similarities and differences of individuals and families.</p>	<ol style="list-style-type: none"> <li>1. Define similarities and differences.</li> <li>2. <u>Identify and classify</u> examples of similarities and differences.</li> <li>3. <del>Examine the benefits</del> <u>Explain the importance of both</u> similarities and differences <del>in</del> <u>to</u> individuals, <del>and</del> families, <u>and communities.</u></li> </ol>
<p><b><del>CR.K.3</del> <u>K.CR.2</u></b>                      Examine <del>explain</del> cultural diversity in the classroom.</p>	<ol style="list-style-type: none"> <li>1. Define culture <u>unity and diversity.</u></li> <li>2. <del>Recognize ways people celebrate their diverse cultural heritage (literature, language, games, songs, dances, holidays, etc.).</del> <u>Identify types of diversity in the classroom.</u></li> <li>3. <del>Analyze ways people celebrate their diverse cultural heritage.</del> <u>Propose different ways to encourage unity and appreciate diversity at home and within the classroom.</u></li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

**CR.K.3 K.CR.3**

Explain the cultural diversity in the classroom.  
Identify the cultural origins and explore the customs, traditions, and celebrations of families and schools.

1. Describe celebrations held by members of the class and their families.
2. Identify family customs, traditions, and celebrations of individuals in the classroom.
3. Identify school customs, traditions, and celebrations and their cultural origins.
4. Describe the role that customs, traditions, and celebrations play at home and school.
5. Compare and contrast school customs, traditions, and celebrations with those of home and family.

**GEOGRAPHY**

**STANDARD**

**OBJECTIVE(S)**

**G.K.1**

Identify a sense of place relative to an individual.

**K.G.1**

Establish an individual sense of place.

1. Create a map to identify locations of familiar places. Illustrate and label a map of familiar places.
2. Identify elements of a physical address.
3. Explain a place using terms related to location, direction, size, and distance.
4. Examine routes and modes of transportation between home and school.

**G.K.2 K.G.2**

Describe Investigate physical features of the environment.

1. Differentiate between land forms and bodies of water.
2. Identify how physical features impact communities.
3. Describe different ways physical environments may change over time (erosion, hurricanes, etc.).

**G.K.3 K.G.3**

Recognize maps, graphs, and other representations of the earth.

1. Explain representations of the earth using technology, maps, and globes. Discuss various representations of the Earth.
2. Explain that maps and globes help identify location and physical features of the Earth.
3. Compare and contrast maps and globes.
4. Identify cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west).
5. Locate the local community, Mississippi and the United States using maps and globes.

HISTORY	
STANDARD	OBJECTIVE(S)
<p><b><del>H.K.1</del> <u>K.H.1</u></b>                      Recognize symbols, customs, and celebrations <del>representative of our community</del> <u>of local communities</u>, Mississippi and the United States.</p>	<ol style="list-style-type: none"> <li>1. Define symbols and customs.</li> <li>2. Identify school, community, state and national symbols (<del>e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.</del>).</li> <li><del>3. State the pledge of allegiance and patriotic songs as expressions of patriotism.</del></li> <li>4. Explain historically significant events that shaped America.</li> </ol>
<p><b><del>H.K.2</del> <u>K.H.2</u></b>                      Describe the impact of significant historical figures and events. <u>Analyze the role of oral traditions in various cultures.</u></p>	<ol style="list-style-type: none"> <li><del>1. Identify historical figures that are used as symbols of American culture (currency, monuments, and place names, etc.).</del></li> <li><del>2. Examine historical events that are significant to American culture (4th of July, Thanksgiving, Presidents Day, etc.).</del></li> <li>1. <u>Explore stories, songs, and other expressions of oral traditions.</u></li> <li>2. <u>Interpret how oral traditions helped express important cultural and historical beliefs.</u></li> </ol>

## FIRST GRADE

### THEME: CITIZENSHIP AT SCHOOL

#### CIVICS

STANDARD	OBJECTIVE(S)
<p><b><del>CI.1.1</del> 1.CI.1</b>            Examine how individuals play different roles and exercise good citizenship. <u>Differentiate the rights and responsibilities citizens have in varying roles.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Identify different family members— both nuclear and extended.</del> <u>Define rights and responsibilities.</u></li> <li>2. <del>Distinguish the difference in responsible behaviors of different individuals within the home, extended family and school that exhibit good citizenship.</del> <u>Compare and contrast children’s rights and responsibilities at home, school, and in the community.</u></li> <li>3. <u>Identify the various ways that citizens participate in their communities such as voting and volunteering.</u></li> </ol>
<p><b><del>CI.1.2</del> 1.CI.2</b>            Demonstrate knowledge of how to be a good citizen at home and school. <u>Distinguish rules from laws.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Distinguish characteristics of good citizenship at home and school.</del> <u>Compare and contrast rules and laws.</u></li> <li>2. <del>Describe individuals who have exemplified good citizenship at home and school.</del> <u>Differentiate the consequences of breaking rules versus breaking laws.</u></li> <li>3. <u>Recognize that the governments establish laws to create peace and provide order.</u></li> </ol>
<p><b><del>CI.1.3</del> 1.CI.3</b>            Demonstrate a knowledge of authority figures at home and school. <u>Discuss patriotism and how it is demonstrated by citizens.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Identify authority figures at home and school.</del> <u>Define patriotism.</u></li> <li>2. <del>Determine why rules are necessary and the consequences of failing to obey them at home and school.</del> <u>Discuss how citizens show patriotism and respect for their communities and country.</u></li> <li>3. <u>Identify patriotic symbols of the local community, Mississippi, and the United States</u></li> <li>4. <u>Explain the importance of the Pledge of Allegiance and National Anthem.</u></li> </ol>

**ECONOMICS**

STANDARD	OBJECTIVE(S)
<p><b><del>E.1.1</del> 1.E.1</b>                      Differentiate between needs and wants of individuals at home and school. <u>Justify why people work to earn money.</u></p>	<ol style="list-style-type: none"> <li>1. Describe the differences between needs and wants. <u>Define employment, income, salary, and wages.</u></li> <li>2. <del>Compare and contrast an individual’s needs and wants to those of their family.</del> <u>Describe what it means to be employed.</u></li> <li>3. <del>Compare and contrast an individual’s needs and want to those of their school and community.</del> <u>Explain that people earn income through work.</u></li> <li>4. <u>Illustrate the exchange of money for goods and services to meet needs and wants.</u></li> </ol>
<p><b><del>E.1.2</del> 1.E.2</b>                      Evaluate how families use goods and services <u>Determine how people meet their basic needs.-</u></p>	<ol style="list-style-type: none"> <li>1. Identify the types of goods and services used by families. <u>Identify basic needs.</u></li> <li>2. Name the types of goods and services schools may use. <u>Explain how basic needs are met.</u></li> <li>3. <del>Compare and contrast the types of goods and services a family may use to those of a school.</del> <u>Classify items or services as basic needs, needs, or wants.</u></li> <li>4. <u>Examine how people prioritize spending and saving to meet their needs.</u></li> </ol>
<p><b><del>E.1.3</del></b>                      Analyze the role of money within a home.</p>	<ol style="list-style-type: none"> <li>1. <del>Explain the concept of exchange and the use of money to purchase goods and services.-</del></li> <li>2. <del>Illustrate how work provides income to purchase goods and services for a family.-</del></li> </ol>

**CIVIL RIGHTS**

STANDARD	OBJECTIVE(S)
<p><b><del>CR.1.1</del></b>                      Explore the similarities and differences of families and schools.</p>	<ol style="list-style-type: none"> <li>1. <del>Define customs and traditions.-</del></li> <li>2. <del>Describe customs and traditions that play roles within families.-</del></li> <li>3. <del>Compare customs and traditions within the school and community.-</del></li> </ol>
<p><b><del>CR.1.2</del></b>                      Describe and explain traditions and contributions of various cultures.</p>	<ol style="list-style-type: none"> <li>1. <del>Describe celebrations held by members of the class and their families.-</del></li> <li>2. <del>Determine the origins of customs, holidays, and celebrations within the school community.-</del></li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><del>CR.1.3</del> <b>1.CR.1</b>  <u>Explain Evaluate the role of cooperation and compromise within and across families and school communities. various groups.</u></p>	<ol style="list-style-type: none"> <li>1. Define cooperation and compromise.</li> <li>2. Identify examples of cooperation and compromise <del>within the</del> at home and school community.</li> <li>3. <del>Discuss the benefits of</del> <u>Analyze how</u> cooperation and compromise <u>supports problem solving in and among</u> different groups.</li> </ol>
<p><b>1.CR.2</b>  <u>Examine the diverse cultures found at school and in the local community.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Define culture.</u></li> <li>2. <u>Identify various cultures at school and in the local community.</u></li> <li>3. <u>Recognize ways people celebrate their diverse cultural heritage.</u></li> <li>4. <u>Compare and contrast ways people celebrate their diverse cultural heritage.</u></li> </ol>
<p><b>GEOGRAPHY</b></p>	
<p><b>STANDARD</b></p>	<p><b>OBJECTIVE(S)</b></p>
<p><del>G.1.1</del> <b>1.G.1</b>  <u>Identify a sense of place relative to an individual, home and school. Demonstrate a global sense of place.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Demonstrate terms related to location, direction, size and distance.</del> <u>Identify continents, oceans, major landforms, and bodies of water of the Earth on a map.</u></li> <li>2. <del>Explain how seasons, weather and climate and other environmental characteristics of a place affect people and their actions.</del> <u>Describe places in relation to one another.</u></li> <li>3. <del>Describe how the human characteristics of a place such as shelter, clothing, food, activities are based upon geographic location.</del> <u>Trace the location of a place from community to county, state, nation, and continent.</u></li> </ol>
<p><del>G.1.2</del> <b>1.G.2</b>  <u>Describe physical features of the environment. Examine the relationship between location, climate, physical features, and how people live.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Define physical features of the environment.</del> <u>Recognize characteristics of the local region.</u></li> <li>2. <del>Distinguish between landforms such as mountain, hills, lakes, oceans, rivers, etc.</del> <u>Compare and contrast the climate, weather, and seasons of the regions of the United States.</u></li> <li>3. <del>Explain how physical features affect how humans use the environment.</del> <u>Describe how location impacts daily life for residents in various communities.</u></li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

**~~G.1.3~~ 1.G.3**

~~Recognize maps, graphs, and other representations of the earth. Interpret maps using directions.~~

1. ~~Construct a map from student’s home to school applying cardinal and intermediate directions. Demonstrate map skills through vocabulary.~~
2. ~~Identify on a map or globe the local community, the state of Mississippi, the United States, the continents, and the oceans. Identify cardinal and intermediate directions.~~
3. ~~Construct maps using cardinal and intermediate directions, a compass rose, map symbols and a map key.~~

**HISTORY**

**STANDARD**

**OBJECTIVE(S)**

**H.1.1 1.H.1**

~~Evaluate how people and events have shaped the local community, state, and nation. Analyze the influence of significant historical figures and events from the history of the United States.~~

1. ~~Identify contributions of historical figures, such as the Founding Fathers, etc., who have influenced the nation. Identify historical figures who are used as symbols in United States culture.~~
2. ~~Name the contributions of historical events, such as the American Revolution, etc., who have influenced the nation. Examine the significant contributions of historical figures to the history of the United States.~~
3. ~~Examine how the United States commemorates historical events through the celebration of national holidays.~~

**H.1.2 1.H.2**

~~Compare the ways individuals and groups in the local community and state lived in the past to how we live today. Analyze various aspects of historic and modern life in the United States.~~

1. ~~Describe how forms of communication have changed over time. Describe how forms of communication have changed over time.~~
2. ~~Explain how types of technology and work have changed over time. Identify forms of technology and illustrate changes in how it was made and used from its conception to the present.~~
3. ~~Evaluate how apparel has changed through history, including how and why items are chosen and purchased.~~
4. ~~Compare and contrast Americans’ use of free time in the past and present day.~~

## SECOND GRADE

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

#### CIVICS

STANDARD	OBJECTIVE(S)
<p><b>CI.2.1 2.CI.1</b>                      Examine how individuals play different roles and exercise good citizenship in the local community. <u>Differentiate civic virtues from civic responsibilities then evaluate their role in communities.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Identify different community members and the roles they play.</del> <u>Identify civic virtues and civic responsibilities.</u></li> <li>2. <del>Distinguish behaviors of different individuals in the community that exhibit good citizenship.</del> <u>Discuss how common civic virtues among citizens help create peaceful and orderly communities.</u></li> <li>3. <u>Compare civic responsibilities to responsibilities of home and school.</u></li> </ol>
<p><b>CI.2.2</b>                      Demonstrate knowledge of how to be a good citizen in the local community.</p>	<ol style="list-style-type: none"> <li>1. <del>Identify rights and responsibilities of citizens in the community.</del></li> <li>2. <del>Compare and contrast rights and responsibilities of community members.</del></li> <li>3. <del>Recognize significant values such as common good, liberty, justice, equality, and individual dignity.</del></li> </ol>
<p><b>CI.2.3 2.CI.2</b>                      Demonstrate a knowledge of authority figures in the local community. <u>Assess how rules and laws are created to provide equal and fair service and protection to all citizens</u></p>	<ol style="list-style-type: none"> <li>1. <del>Identify authority figures in the community.</del> <u>Discuss importance of fair rules and laws applied to all citizens.</u></li> <li>2. <del>Compare the rights and responsibilities of individuals and authority figures in the community.</del> <u>Analyze the fairness of rules and laws.</u></li> <li>3. <del>Investigate the difference between rules and laws.</del> <u>Identify who is responsible for creating and enforcing rules and laws.</u></li> <li>4. <del>Compare the role of consequences when rules and laws are not followed.</del> <u>Discuss how laws are fairly created and fairly enforced to protect all the citizens of a community.</u></li> </ol>

<b>ECONOMICS</b>	
<b>STANDARD</b>	<b>OBJECTIVE(S)</b>
<p><b><del>E.2.1</del> <u>2.E.1</u></b>                      Explain how individual wants and needs impact the production of goods and service. <u>Evaluate how the availability of resources impacts the local economy.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Identify consumers and producers.</del> <u>Define resource.</u></li> <li>2. <del>Explain how individuals' choices determine what goods and services are produced.</del> <u>Categorize resources as natural, renewable, and non-renewable.</u></li> <li>3. <u>Explain people as a resource in the local community.</u></li> <li>4. <u>Examine the relationship between resources and jobs in the local community.</u></li> </ol>
<p><b><del>E.2.2</del> <u>2.E.2</u></b>                      Explain the effects of supply and demand on the price of goods and services. <u>Assess the relationship between consumers and producers in obtaining goods and services to meet needs.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Define scarcity and how it relates to goods and services.</del> <u>Define consumers and producers.</u></li> <li>2. <del>Evaluate the impact of resources availability on the price of goods.</del> <u>Differentiate consumers from producers.</u></li> <li>3. <u>Examine the interdependence of consumers and producers.</u></li> <li>4. <u>Discuss the connection between resources and producers in the local community.</u></li> <li>5. <u>Compare and contrast the barter and monetary systems of trade to meet needs.</u></li> </ol>
<p><b><del>E.2.3</del> <u>2.E.3</u></b>                      Differentiate between needs and wants of individuals. <u>Recognize factors that affect the price and availability of goods and services.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Define and identify needs and wants.</del> <u>Define supply and demand.</u></li> <li>2. <del>Classify items as wants or needs.</del> <u>Evaluate how the availability of resources impacts the price of goods and services.</u></li> <li>3. <u>Examine how budgets help individuals and families choose how to spend and save money.</u></li> </ol>
<p><b><del>E.2.3</del></b>                      Identify the role of financial institutions within the community.</p>	<ol style="list-style-type: none"> <li>1. <del>Identify various types of financial institutions and their role in the community.</del></li> <li>2. <del>Identify services provided by the various financial institutions in the community.</del></li> </ol>

**CIVIL RIGHTS**

STANDARD	OBJECTIVE(S)
<p><del>CR.2.1</del> <b>2.CR.1</b>                      Illustrate the role of unity and diversity within the community. <u>Determine how traditions and customs create unity and celebrate diversity within and across various groups.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Define unity and diversity.</del> <u>Recognize the cultural contributions of various groups within our community.</u></li> <li>2. <del>Describe the role that unity and diversity play within the community.</del> <u>Examine how cultures, and their traditions and customs, have changed over time.</u></li> <li>3. <u>Evaluate the qualities that build unity among diverse populations.</u></li> </ol>
<p><b>CR.2.2</b>  <del>Describe and explain</del> <u>Determine how traditions and customs contribute to create unity and celebrate diversity within and across various groups.</u></p>	<ol style="list-style-type: none"> <li>1. Evaluate the qualities that build unity among diverse populations. <u>(becomes 3)</u></li> <li>2. Recognize the cultural contributions of various groups within our community. <u>(becomes 1)</u></li> </ol> <p><b>Reordered/Updated Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize the cultural contributions of various groups within our community.</li> <li>2. <u>Examine how cultures, and their traditions and customs, have changed over time.</u></li> <li>3. Evaluate the qualities that build unity among diverse populations.</li> </ol>
<p><b>CR.2.3</b>  <del>Explain the role of cooperation and compromise within the community.</del></p>	<ol style="list-style-type: none"> <li>1. <del>Define tolerance.</del></li> <li>2. <del>Explain the role of tolerance in problem solving within the community.</del></li> <li>3. <del>Identify cultural diversity within the community.</del></li> </ol>

**GEOGRAPHY**

STANDARD	OBJECTIVE(S)
<p><del>G.2.1</del> <b>2.G.1</b>  <del>Differentiate between different</del> <u>Analyze various types of maps.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Utilize vocabulary related to map skills.</del> <u>Categorize map types by representation and usage.</u></li> <li>2. <del>Recognize characteristics of a local region including natural resources.</del> <u>Identify political and physical borders in the United States and across the globe.</u></li> <li>3. <u>Define urban, suburban, and rural.</u></li> <li>4. <u>Locate urban, suburban, and rural areas of Mississippi and United States.</u></li> </ol>

MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018

<p><b><del>G.2.2</del> 2.G.2</b> <u>Investigate physical features of the local region. Examine the connection between physical features of the Earth and where people choose to live.</u></p>	<ol style="list-style-type: none"><li>1. <u>Examine how physical features affect human settlement. Define human settlements and population distribution.</u></li><li>2. <u>Distinguish between urban, rural, suburban, etc. Evaluate human settlements and population distribution around physical features of the Earth.</u></li><li>3. <u>Investigate different types of landforms and their characteristics. Determine reasons for human settlement near physical features of the Earth.</u></li></ol>
<p><b><del>G.2.3</del> 2.G.3</b> <u>Recognize maps, graphs, and other representations of the earth. Interpret maps using latitude and longitude.</u></p>	<ol style="list-style-type: none"><li>1. <u>Identify representations of the earth using technology, maps, and globes. Define latitude and longitude.</u></li><li>2. <u>Identify cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west). Locate major lines of latitude and longitude of the Earth.</u></li><li>3. <u>Locate the Mississippi and the United States using maps and globes. Identify then compare hemispheres of the Earth.</u></li></ol>
<p><b>2.G.4</b> <u>Analyze human modifications to the Earth.</u></p>	<ol style="list-style-type: none"><li>1. <u>Identify human modifications to the Earth.</u></li><li>2. <u>Compare and contrast the positive and negative impacts of human modifications on the Earth.</u></li></ol>

HISTORY	
STANDARD	OBJECTIVE(S)
<p><del>H.2.1</del> <b>2.H.1</b> Evaluate how people and events have shaped the local community, state and nation through primary sources.</p>	<ol style="list-style-type: none"> <li>1. Identify various primary sources.</li> <li>2. Use various primary sources to investigate significant people and events of the past.</li> <li>3. <u>Examine historical events from multiple perspectives by utilizing primary sources.</u></li> <li><del>4. Identify vocabulary to express measurements of time.</del></li> <li>5. <del>Compare and contrast historical perspectives of primary sources.</del></li> </ol>
<p><del>H.2.2</del> <b>2.H.2</b> <del>Utilize oral traditions that contributed to the cultural diversity of the community, state and nation.</del> <u>Examine the relationship between history and time.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Explore stories, songs, and other expressions of oral traditions.</del> <u>Identify vocabulary to express periods of time.</u></li> <li>2. <del>Interpret how oral traditions helped to express important cultural and historical characteristics.</del> <u>Illustrate events chronologically on a timeline.</u></li> <li>3. <u>Compare and contrast the eras of United States history.</u></li> </ol>

## THIRD GRADE

### THEME: CITIZENSHIP IN LOCAL GOVERNMENT

#### CIVICS

STANDARD	OBJECTIVE(S)
<p><del>CI.3.1</del> <b>3.CI.1</b>                      Explain how an individual exercises rights and responsibilities within community and local government. <u>Examine the influence of democratic values on the lives of citizens.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Identify core and civic virtues.</del> <u>Define democracy.</u></li> <li>2. <del>Compare and contrast figures of authority and their positions pertaining to upholding civic responsibilities.</del> <u>Recognize fundamental democratic values.</u></li> <li>3. <u>Discuss the evidence of democratic values at home and in school and local organizations</u></li> </ol>
<p><del>CI.3.2</del> <b>3.CI.2</b>                      Demonstrate knowledge of community and local government. <u>Demonstrate knowledge of the three branches of government at the federal, state, and local levels.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Identify the three branches of government at local level.</del> <u>and the purpose of each branch.</u></li> <li>2. <del>Demonstrate how and why the local government creates and enforces laws.</del> <u>Discuss the roles of leaders in each branch of government at the federal, state, and local levels, including both municipal and county governments.</u></li> <li>3. <del>Analyze why laws are important to a community.</del> <u>Recognize locations where government is practiced at the national, state, and local levels.</u></li> <li>4. <del>Categorize</del> <u>Compare and contrast services provided by the local community and government.</u> <u>to communities and citizens by the federal, state, and local governments.</u></li> </ol>
<p><del>CI.3.3</del> <b>3.CI.3</b>                      Compare and contrast how all people, not just official leaders, play important roles in local government and portray good citizenship. <u>Examine the requirements civic leadership.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Categorize the way Americans feel about their rights and responsibilities, e.g. individual rights and freedoms, the common good, and respecting the law.</del> <u>Identify the qualifications for candidacy at the federal, state, and local levels.</u></li> <li>2. <del>Argue the characteristics of a responsible citizen.</del> <u>Analyze the common character traits and civic virtues of national, state, and local leaders.</u></li> <li>3. <u>Contrast the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.</u></li> </ol>

<b>ECONOMICS</b>	
<b>STANDARD</b>	<b>OBJECTIVE(S)</b>
<p><b>E.3.1</b> Analyze the role of money within a community and local government.</p>	<ol style="list-style-type: none"> <li>1. Define tax and the purpose of paying taxes.</li> <li>2. Identify taxable goods and services within the local community.</li> <li>3. Interpret job sources and availability.</li> </ol>
<p><del>E.3.2</del> <del>Evaluate the role of trade within a community and local government.</del></p> <p><b>3.E.2</b> <u>Evaluate how individuals and communities use resources and trade to meet needs.</u></p>	<ol style="list-style-type: none"> <li>1. Define trade, <u>import, and export.</u></li> <li>2. <del>Distinguish between</del> <u>Contrast</u> imports and exports.</li> <li>3. Identify local <del>products and resources</del> <u>resources and products involved in trade with exported from</u> the local community <u>and state.</u></li> <li>4. <del>Investigate</del> <u>Trace</u> the origin of local products for sale in the local community.</li> <li>5. <u>Compare and contrast producing and buying goods to meet needs.</u></li> <li>6. <u>Explain why some producers choose to advertise.</u></li> </ol>
<p><del>E.3.3</del> <b>3.E.3</b> <del>Explain how people earn income.</del> <u>Analyze the factors of population distribution.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Describe the skills and knowledge required to produce certain goods and services.</del></li> <li>2. Evaluate the impact of <del>skills and knowledge</del> <u>knowledge and skills</u> on an individual's income. (becomes 3)</li> <li>3. <del>Explain how economic development determines where people can choose to live.</del></li> </ol> <p><b>Reordered/Updated Objectives:</b></p> <ol style="list-style-type: none"> <li>1. <u>Define economic development.</u></li> <li>2. <u>Examine the relationship between economic development, employment opportunities, and where people choose to live.</u></li> <li>3. <u>Evaluate the impact of an individual's knowledge and skills on their opportunities for employment and income.</u></li> <li>4. <u>Explain how the availability of resources influences where people live.</u></li> </ol>

**CIVIL RIGHTS**

STANDARD	OBJECTIVE(S)
<p><b>CR.3.3 3.CR.1</b> Examine Declaration of Independence, Constitution, and Bill of Rights in order to recognize basic principles of democracy and civil liberties.</p>	<ol style="list-style-type: none"> <li>1. Identify civil liberties within the First Amendment. <u>(becomes 2)</u></li> <li>2. Cite examples of how civil liberties are exercised in the local community. <u>(becomes 4)</u></li> </ol> <p><b>Reordered/Updated Objectives:</b></p> <ol style="list-style-type: none"> <li>1. <u>Identify principals of democracy within the Declaration of Independence.</u></li> <li>2. Identify civil liberties within the First Amendment.</li> <li>3. <u>Compare and contrast principles of democracy and civil liberties.</u></li> <li>4. <u>Explain how individuals exercise principles of democracy and civil liberties in daily life.</u></li> </ol>
<p><b>CR.3.1 3.CR.2</b> <del>Explain how a democracy relies on people's responsible participation.</del> <u>Assess the reliance of democracy on citizen participation.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Define democracy.</del> <u>Define voting, suffrage, and franchise.</u></li> <li>2. Explain the voting process.</li> <li>3. <u>Illustrate the expansion of voting rights in America.</u></li> <li>4. <u>Identify how citizens participate in democracy apart from exercising the right to vote.</u></li> </ol>
<p><b>CR.3.2</b> <del>Examine how cultural diversity strengthens the community.</del></p>	<ol style="list-style-type: none"> <li>1. <del>Analyze cultural artifacts and the representations of the community.</del></li> <li>2. <del>Debate how historical figures respond to cultural changes, needs and concerns of people.</del></li> </ol>

**GEOGRAPHY**

STANDARD	OBJECTIVE(S)
<p><del>G-3.1</del> <b>3.G.1</b>                      Identify ways <u>Analyze how</u> humans have altered the <u>physical environment Earth to meet their needs.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Explain how various industries, such as farming, fishing, timber, etc., have altered the physical environment. Define residential, commercial, industrial, and agricultural.</del></li> <li>2. <del>Utilize vocabulary associated with human influence on the environment. Describe the residential, commercial, industrial, and agricultural areas of the local community.</del></li> <li>3. <del>Explain how humans have altered the physical environment for shelter, work, and recreation.</del></li> <li>4. <del>Discuss how human modifications have affected the environment.</del></li> </ol>
<p><del>G-3.2</del> <b>3.G.2</b>                      Identify ways <u>Investigate</u> natural disasters affect the <u>physical environment. effect on the Earth.</u></p>	<ol style="list-style-type: none"> <li>1. Identify characteristics of a natural disaster. (becomes 2)</li> <li>2. Explain how local, state, and national governments cooperate to manage natural disasters. (becomes 3)</li> <li>3. Evaluate <del>how natural disasters can alter settlement patterns after a natural disaster.</del> (becomes 4)</li> </ol> <p><b>Reordered/Updated Objectives:</b></p> <ol style="list-style-type: none"> <li>1. <u>Define natural disaster.</u></li> <li>2. Identify characteristics of a natural disaster.</li> <li>3. Explain how local, state, and national governments cooperate to manage natural disasters.</li> <li>4. Evaluate settlement patterns after a natural disaster.</li> </ol>
<p><del>G-3.3</del> <b>3.G.3</b>                      Explain how technological advancements have influenced the environment. <u>Assess energy sources of the Earth.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Evaluate how different energy sources have impacted the environment. Define renewable and nonrenewable resources.</del></li> <li>2. <del>Explain how communication and technological innovations have altered the environment. Identify sources of energy.</del></li> <li>3. <del>Recognize the geographic impact of using oil and various energy sources in the twenty-first century. Ex. Oil, petroleum, nuclear power, and solar power. Categorize energy sources as renewable and nonrenewable.</del></li> <li>4. <u>Examine the impact that human use of resources has on the Earth.</u></li> </ol>

MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018

<p><b>G.3.4</b> Recognize maps, graphs, and other representations of the earth.</p>	<p>1. Evaluate patterns of population distributions.</p>
<p><b>G.3.5</b> Describe the relationship between locations of resources and patterns of population distribution.</p> <p><u>Combined with Standard 3</u></p>	<p>1. Define renewable and nonrenewable resources. 2. Categorize types of energy resources as renewable and nonrenewable.</p>

**HISTORY**

STANDARD	OBJECTIVE(S)
<p><b>H.3.1 3.H.2</b> <del>Identify and describe</del> <u>Analyze</u> the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.</p>	<p>1. Explain who held power in each type of government. 2. Compare and contrast the different types of government related to source of authority, <u>how leaders are chosen</u>, limits on power, and <del>examples of each</del> <u>the role of citizens.</u> <u>(becomes 3)</u> 3. Cite an example of each type of government from history. <u>(becomes 2)</u></p> <p><b>Reordered/Updated Objectives:</b></p> <p>1. Explain who held power in each type of government. 2. Cite an example of each type of government from history. 3. Compare and contrast the different types of government related to source of authority, <u>how leaders are chosen</u>, limits on power, and <del>examples of each</del> <u>the role of citizens.</u></p>

MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018

**H.3.2 3.H.2**

Explain the role of Representative Democracy in framing the American government.  
Examine the framework of the United States government.

1. Explain the roles of the three branches of government. Define representative democracy.
2. Compare and contrast separation of powers and check and balances. Discuss why the United States was established as a representative democracy.
3. Explain the role of popular sovereignty in maintaining a democracy. Evaluate the importance of checks and balances to a representative democracy.

**H.3.3**

Trace the history of voting rights in America.

1. Define voting, suffrage and franchise.
2. Illustrate the expansion of voting rights in America.

Note: Per the recommendation of the Fordham Report, grade 5 (US History: Pre-Columbian Era to American Revolution) was reorganized from a strand based course to a chronological course. Upon review, it was determined that grade 4 (Mississippi History) should be similarly organized. Following each 2018 course, please find the updated, chronological course of the 2021 MS CCRS for Social Studies revision.

## FOURTH GRADE

### THEME: MISSISSIPPI STUDIES AND REGIONS

#### CIVICS

STANDARD	OBJECTIVE(S)
<p><b>CI.4.1</b> becomes <b>4.MS.5</b> Describe Mississippi’s entry into statehood.</p>	<ol style="list-style-type: none"> <li>1. Describe the process by which the Mississippi territory was admitted to the United States. <u>Trace Mississippi’s progression from territory to statehood.</u></li> <li>1. Define political and geographic reasons for changes in location of Mississippi’s state capitol.</li> <li>2. <del>Examine the structure of local government and its relationship to state government.</del></li> </ol>
<p><b>CI.4.2</b> Identify people in positions of power and how they can influence people’s rights and freedom.</p>	<ol style="list-style-type: none"> <li><del>1. Identify elected leaders of the community and state.</del></li> <li><del>2. Examine the rights and freedoms guaranteed to citizens.</del></li> </ol>
<p><b>CI.4.3</b> Identify rights and responsibilities as a citizen of your community and state.</p>	<ol style="list-style-type: none"> <li><del>1. Examine responsibilities as citizens, such as obeying rules and laws.</del></li> <li><del>2. Discuss active citizenship and adults’ responsibility to vote, to understand important issues, to serve on a jury.</del></li> </ol>

**ECONOMICS**

STANDARD	OBJECTIVE(S)
<p><b>E.4.1 4.MS.7</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. <u>Analyze Mississippi’s role in the Civil War.</u></p>	<ol style="list-style-type: none"> <li>1. <del>Name</del> <u>Identify</u> military leaders of the Civil War who were from Mississippi. <u>(becomes 2)</u></li> <li>2. <del>Describe the development of slavery and opposition to slavery in Mississippi.</del></li> <li>3. Trace the events that led to the secession of Mississippi from the Union in 1861 and subsequently entering the Civil War. <u>(becomes 1)</u></li> <li>4. <del>Determine</del> <u>Discuss</u> roles of women on the home front and battlefield during and after the Civil War.</li> </ol> <p><b>Reordered/Updated Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Trace the events that led Mississippi to secede from the Union in 1861 and subsequently enter the Civil War.</li> <li>2. Identify leaders of the Civil War who were from Mississippi.</li> <li>3. <u>Describe how Mississippi supported the Civil War through economic and military efforts.</u></li> <li>4. <u>Discuss</u> the roles of women on the home front and battlefield during and after the Civil War.</li> </ol>
<p><b>E.4.2 becomes 4.MS.11</b>                      Evaluate how geographic and economic factors influence life and work in Mississippi.</p>	<ol style="list-style-type: none"> <li>1. <del>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).</del></li> <li>1. Describe the division of labor within Mississippi <del>(e.g., government, industry, and agriculture).</del></li> <li>2. <del>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.).</del> <u>Determine how land use impacts Mississippi’s economy.</u></li> <li>3. Explain the benefits and challenges of global trade for Mississippi.</li> <li>4. Examine the connections between Mississippi and other states <del>(e.g., economic and political borders such as the Natchez Trace, the Mississippi River, Gulf of Mexico, etc.).</del></li> <li>5. Describe the economic impact of natural disasters <del>(e.g., hurricanes, tornadoes, earthquakes, etc.).</del></li> <li>6. <u>Examine how life and work in Mississippi have evolved from the Pre-Columbian Era to modern day.</u></li> </ol>

**E.4.3** becomes **4.MS.8**

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. Evaluate the impact of the Civil War and Reconstruction on Mississippi.

1. ~~Trace the negative impact of the Civil War and Reconstruction on Mississippi.~~
2. Explain the use rise of sharecroppers sharecropping as a response to ~~at~~ the end of slavery. the Civil War. (becomes 3)
3. Explore the role of Jim Crow in disenfranchising African Americans in Mississippi. (becomes 4)

**Reordered/Updated Objectives:**

1. Discuss the effects of the Civil War on the population, economy, and infrastructure, and of Mississippi.
2. Contrast life in Mississippi after the Civil War from the Antebellum period.
3. Explain the rise of sharecropping at the end of the Civil War.
4. Explore the role of Jim Crow in disenfranchising African Americans in Mississippi.

**CIVIL RIGHTS**

STANDARD	OBJECTIVE(S)
<p><b>CR.4.1</b> becomes <b>4.MS.9</b>                      Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Name important people of the modern Civil Rights Movement, including <u>Mississippians- Martin Luther King, Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc.</u> (becomes 2)</li> <li>2. Identify and explain events of the modern Civil Rights Movement, including the Brown decision of 1954, Jim Crow laws, <u>the Freedom Riders (Goodman, Chaney, Schwerner), the Ole Miss Riots (James Meredith) Freedom Summer, and James Meredith’s admission to the University of Mississippi.</u> (becomes 3)</li> <li>3. Describe the <u>benefits importance</u> of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and <u>the Brown v. Board of Education Supreme Court case of 1954.</u> (becomes 4)</li> <li>4. Define vocabulary associated with the modern Civil Rights Movement including discrimination, prejudice, segregation, integration, suffrage, and rights. (becomes 1)</li> </ol> <p><b>Reordered/Updated Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define discrimination, prejudice, segregation, integration, suffrage, and rights.</li> <li>2. Identify important figures of the modern Civil Rights Movement including Mississippians.</li> <li>3. Identify and explain events of the modern Civil Rights Movement, including <u>Brown v. Board of Education (1954), Jim Crow laws, Freedom Summer, and James Meredith’s admission to the University of Mississippi.</u></li> <li>4. Describe the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.</li> </ol>
<p><b>CR.4.2</b>                      Examine how culture influences the way people modify and adapt to their environment.</p>	<ol style="list-style-type: none"> <li>1. Define culture in Mississippi.</li> <li>2. Recognize ways people celebrate their diverse cultural heritage (literature, language, games, songs, dances, holidays, etc.).</li> <li>3. Analyze ways people celebrate their diverse cultural heritage.</li> </ol>

**GEOGRAPHY**

STANDARD	OBJECTIVE(S)
<p><b>G.4.1</b> becomes <b>4.MS.1</b> Describe the physical geography of Mississippi.</p>	<ol style="list-style-type: none"> <li>1. <del>Compare and contrast the</del> <u>Identify and categorize</u> the ten geographical regions of Mississippi <del>in terms of soil, landforms, etc.</del></li> <li>2. <del>Illustrate major natural resources and deposits throughout Mississippi on a map, ex. Oil, agricultural, etc.</del></li> <li>2. <u>Map major deposits of natural resources throughout Mississippi.</u></li> <li>3. <u>Compare and contrast the resources of Mississippi’s regions.</u></li> </ol>
<p><b>G.4.2</b> becomes <b>4.MS.11</b> Understand how geographic and environmental factors influence life and work in <u>Mississippi</u>.</p>	<ol style="list-style-type: none"> <li>1. <del>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).</del></li> <li>1. Describe the division of labor within Mississippi. <del>(e.g., government, industry, and agriculture).</del></li> <li>2. <del>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.).</del> <u>Determine how land use impacts Mississippi’s economy.</u></li> <li>3. Explain the benefits and challenges of global trade for Mississippi.</li> <li>4. Examine the connections between Mississippi and other states <del>(e.g., economic and political borders such as the Natchez Trace, the Mississippi River, Gulf of Mexico, etc.).</del></li> <li>5. Describe the economic impact of natural disasters <del>(e.g., hurricanes, tornadoes, earthquakes, etc.).</del></li> <li>6. <u>Examine how life and work in Mississippi have evolved from the Pre-Columbian Era to modern day.</u></li> </ol>

**G.4.3**

Recognize maps, graphs, and other representations of Mississippi.

1. Identify representations of Mississippi using technology, maps, and globes.
2. Distinguish between cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west).
3. Locate Mississippi and the United States using maps and globes.

**HISTORY**

**STANDARD**

**OBJECTIVE(S)**

**H.4.1**

Recognize symbols, customs, and celebrations representative of our community, Mississippi and the United States.

1. Define symbols and customs.
2. Identify school, community, state and national symbols (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.).
3. Identify the Pledge of Allegiance and other patriotic songs as expressions of patriotism.
4. Explain historically significant events that shaped America.

**H.4.2** becomes **4.MS.2**

Distinguish reasons for European exploration and settlement in Mississippi and the impact of European explorers on trade, health, and land expansion in Mississippi. Examine the exploration and settlement the Mississippi Territory.

1. Label on maps European Map and describe the settlements in early of the Mississippi territory. including Fort de Maurepas.
2. Outline on maps and globes, Trace the routes of early explorers to the New World. and discuss the impact on settlements in the Mississippi Territory.
3. Describe reasons for conflicts between Europeans and Native Americans in Mississippi, including Explain how differing beliefs regarding land ownership, religion, and culture led to conflicts between Europeans and Native Americans in the Mississippi Territory.

**H.4.3** becomes **4.MS.6**

Describe Mississippi Antebellum Society.

1. Explain the rise of Mississippi cotton culture.
2. Link cotton culture to the rise of slavery.
3. Identify leaders of the abolition movement and discuss its importance to the end of slavery in the south.

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>H.4.4</b> becomes <b>4.MS.10</b> Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.</p>	<ol style="list-style-type: none"> <li>1. Identify Mississippians known for their artwork, music, architecture, and literature.</li> <li>2. Describe how literature, the arts, architecture, and music affect tourism within the state.</li> </ol>
<p><del><b>H.4.5</b> Describe the impact of significant historical figures and events in Mississippi.</del></p>	<ol style="list-style-type: none"> <li><del>1. Identify historical figures that are used as symbols of Mississippi culture (monuments, place names, etc.).</del></li> <li><del>2. Examine historical events that are significant to Mississippi culture.</del></li> </ol>
<p><b>H.4.6</b> becomes <b>4.MS.3</b> <del>Compare and contrast between the different Mississippi Native American cultures: Choctaw, Chickasaw, and Natchez. Investigate the Native American tribes of historic Mississippi.</del></p>	<ol style="list-style-type: none"> <li>1. Identify the location of major tribes within Mississippi: <u>Choctaw, Chickasaw, and Natchez.</u></li> <li>2. <u>Compare and contrast the cultures and lives of the Choctaw, Chickasaw, and Natchez tribes of historic Mississippi.</u></li> <li><del>2. (3) Describe the reason for Native American removal in Mississippi and the impact of the removal of Native Americans. Discuss the removal of Native Americans from Mississippi.</del></li> <li><del>3. Examine how Native American tribes lived, including their homes, roles, beliefs, clothes, games, traditions, and food.</del></li> </ol>

<b>Fourth Grade (2021)</b>	
<b>Theme: Mississippi Studies and Regions</b>	
<b>Strands: Civics, Economics, Civil Rights, Geography, and History</b>	
<b>Standard</b>	<b>Objectives</b>
<p><b><u>4.MS.1</u></b>  <u>Describe the physical geography of Mississippi.</u></p>	<ol style="list-style-type: none"> <li><u>1. Identify and categorize the ten geographical regions of Mississippi.</u></li> <li><u>2. Map major deposits of natural resources throughout Mississippi.</u></li> <li><u>3. Compare and contrast the resources of Mississippi's regions.</u></li> </ol>
<p><b><u>4.MS.2</u></b>  <u>Examine the exploration and settlement the Mississippi Territory.</u></p>	<ol style="list-style-type: none"> <li><u>1. Trace the routes of explorers and discuss the impact on settlements in the Mississippi Territory.</u></li> <li><u>2. Map and describe the settlements of the Mississippi Territory.</u></li> <li><u>3. Explain how differing beliefs regarding land ownership, religion, and culture led to conflicts between Europeans and Native Americans in the Mississippi Territory.</u></li> </ol>
<p><b><u>4.MS.3</u></b>  <u>Investigate the Native American tribes of historic Mississippi.</u></p>	<ol style="list-style-type: none"> <li><u>1. Identify the location of major tribes within Mississippi: Choctaw, Chickasaw, and Natchez.</u></li> <li><u>2. Compare and contrast the cultures and lives of the Choctaw, Chickasaw, and Natchez tribes of historic Mississippi.</u></li> <li><u>3. Discuss the removal of Native Americans from Mississippi.</u></li> </ol>
<p><b><u>4.MS.4</u></b>  <u>Describe the impact of significant historical figures and events in Mississippi.</u></p>	<ol style="list-style-type: none"> <li><u>1. Identify symbols of Mississippi.</u></li> <li><u>2. Identify historical figures that are used as symbols of Mississippi culture.</u></li> <li><u>3. Examine historical events that are significant to Mississippi culture.</u></li> </ol>
<p><b><u>4.MS.5</u></b>  <u>Describe Mississippi's entry into statehood.</u></p>	<ol style="list-style-type: none"> <li><u>1. Trace Mississippi's progression from territory to statehood.</u></li> <li><u>2. Define political and geographic reasons for changes in location of Mississippi's state capitol.</u></li> </ol>

MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018

Standard	Objectives
<p><b>4.MS.6</b>  <u>Describe Mississippi Antebellum Society.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Explain the rise of Mississippi cotton culture.</u></li> <li>2. <u>Link cotton culture to the rise of slavery.</u></li> <li>3. <u>Identify leaders of the abolition movement and discuss its importance to the end of slavery in the south.</u></li> </ol>
<p><b>4.MS.7</b>  <u>Analyze Mississippi's role in the Civil War.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Trace the events that led Mississippi to secede from the Union in 1861 and subsequently enter the Civil War.</u></li> <li>2. <u>Identify leaders of the Civil War who were from Mississippi.</u></li> <li>3. <u>Describe how Mississippi supported the Civil War through economic and military efforts.</u></li> <li>4. <u>Discuss the roles of women on the home front and battlefield during and after the Civil War.</u></li> </ol>
<p><b>4.MS.8</b>  <u>Evaluate the impact of the Civil War and Reconstruction on Mississippi.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Discuss the effects of the Civil War on the population, economy, and infrastructure, and of Mississippi.</u></li> <li>2. <u>Contrast life in Mississippi after the Civil War from the Antebellum period.</u></li> <li>3. <u>Explain the rise of sharecropping at the end of the Civil War.</u></li> <li>4. <u>Explore the role of Jim Crow in disenfranchising African Americans in Mississippi.</u></li> </ol>
<p><b>4.MS.9</b>  <u>Analyze the Civil Rights Movement to determine the social and political impact on Mississippi.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Define discrimination, prejudice, segregation, integration, suffrage, and rights.</u></li> <li>2. <u>Identify important figures of the modern Civil Rights Movement including Mississippians.</u></li> <li>3. <u>Identify and explain events of the modern Civil Rights Movement, including <i>Brown v. Board of Education (1954)</i>, Jim Crow laws, Freedom Summer, and James Meredith's admission to the University of Mississippi.</u></li> <li>4. <u>Describe the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.</u></li> </ol>

MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018

Standard	Objectives
<p><b><u>4.MS.10</u></b>  <u>Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Identify Mississippians known for their artwork, music, architecture, and literature.</u></li> <li>2. <u>Describe how literature, the arts, architecture, and music affect tourism within the state.</u></li> </ol>
<p><b><u>4.MS.11</u></b>  <u>Evaluate how geographic and economic factors influence life and work in Mississippi.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Describe the division of labor within Mississippi.</u></li> <li>2. <u>Determine how land use impacts Mississippi's economy.</u></li> <li>3. <u>Explain the benefits and challenges of global trade for Mississippi.</u></li> <li>4. <u>Examine the connections between Mississippi and neighboring states.</u></li> <li>5. <u>Describe the economic impact of natural disasters.</u></li> <li>6. <u>Examine how life and work in Mississippi have evolved from the Pre-Columbian Era to modern day.</u></li> </ol>

## FIFTH GRADE

### US HISTORY: PRE-COLUMBIAN TO AMERICAN REVOLUTION

#### CIVICS

STANDARD	OBJECTIVE(S)
<p><b>CI.5.1 becomes 5.6</b>                      Explain how weaknesses of the Articles of Confederation led to the Constitution.                      Examine the development of the Constitution of the United States.</p>	<ol style="list-style-type: none"> <li><del>List the problems</del> <u>Analyze the shortcomings</u> of the Articles of Confederation such as lack of executive branch, no taxation power, and weak central government.</li> <li><del>Identify the contributions of</del> <u>Explain how the</u> NorthWest Ordinance <u>influenced framers of the Constitution.</u></li> <li><u>Identify significant attendees of the Constitutional Convention.</u></li> <li><del>Identify</del> <u>Contrast</u> the ideology of Federalists from that of the Anti-Federalists facts.</li> <li>Describe the plans and compromises that contributed to the creation of the Constitution.</li> <li>Explain the features of the Bill of Rights.</li> <li><u>Contrast the rights held by the Constitution with the lives and treatment of African Americans, Native Americans, and women at the time.</u></li> </ol>
<p><b>CI.5.2</b>                      Demonstrate respect for the rights of others in discussion and classroom debates.</p>	<ol style="list-style-type: none"> <li><del>Participate in negotiating and compromising in the resolution of differences and conflict.</del></li> </ol>

#### ECONOMICS

STANDARD	OBJECTIVE(S)
<p><b>E.5.1</b>                      Examine the various types of resources required to provide goods and services.</p>	<ol style="list-style-type: none"> <li><del>Identify the major resources of the U.S. to determine the major industries of those countries in relation to available resources.</del></li> <li><del>Examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, costs, and markets.</del></li> </ol>

**E.5.2**

Explain how currency makes exchange easier by comparing a bartering economy to a currency-based economy.

1. Explore the characteristics of a traditional economy.
2. Examine products that are imported into markets within the US based on demand for these products, noting how this affects the US economy.
3. Distinguish products that are exported from the US to other markets in the Western Hemisphere, noting how this affects the US economy.
4. Examine the meaning of unemployment, inflation, income, and economic growth in the economy.

**CIVIL RIGHTS**

**STANDARD**

**OBJECTIVE(S)**

**CR.5.1**

Identify ways that people in roles of power can influence people's rights and freedom.

1. Examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled for equality and civil rights.

**CR.5.2**

Describe and explain traditions and contributions of various cultures.

1. Define culture.
2. Recognize ways people celebrate their diverse cultural heritage (literature, language, games, songs, dances, holidays, etc.).
3. Analyze ways people celebrate their diverse cultural heritage.

**GEOGRAPHY**

**STANDARD**

**OBJECTIVE(S)**

**G.5.1**

Locate on a map the physical features of America prior to Exploration.

**Note:** Included in 5.1

1. Identify major landforms and bodies of water.
2. Locate on a map of North and South America pre-Columbian civilizations according to geography.

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>G.5.2</b> Describe physical features of the environment.</p>	<ol style="list-style-type: none"> <li>1. Differentiate between landforms and bodies of water. <u>(Included in 5.1)</u></li> <li><del>2. Identify how physical features impact communities.</del></li> <li>3. Describe different ways physical environments may change over time (erosion, hurricanes, etc.).</li> </ol>
<p><b>G.5.3</b> Recognize maps, graphs, and other representations of the earth.</p>	<ol style="list-style-type: none"> <li><del>1. Create representations of the earth using technology, maps, and globes.</del></li> <li><del>2. Identify cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west).</del></li> <li>3. Locate the Mississippi and the United States using maps and globes.</li> </ol>
<p><b>HISTORY</b></p>	
<p><b>STANDARD</b></p>	<p><b>OBJECTIVE(S)</b></p>
<p><b>H.5.1</b> Recognize symbols, customs, and celebrations representative of the United States.</p>	<ol style="list-style-type: none"> <li><del>1. Define symbols and customs.</del></li> <li><del>2. Identify school, community, state and national symbols (e.g., United States flag, American eagle, etc.).</del></li> <li><del>3. Compare and contrast the Pledge of Allegiance and other patriotic songs as expressions of patriotism.</del></li> <li>4. Explain historically significant events that shaped America.</li> </ol>

**H.5.2 becomes 5.2**

Examine the reasons and impact for exploration of the New World. Analyze the motivations and consequences of the exploration and settlement of North America.

1. ~~Locate and label on a world map the “Old World” and the “New World” along with European countries of Spain, Great Britain or England, France, etc. Map the European countries of Spain, Portugal, Great Britain, and France and their initial settlements in North America and Caribbean Basin.~~
1. Identify significant European explorers and their routes to and through North America and the Caribbean Basin.
2. ~~Determine economic~~ Identify motivations for European exploration and settlement in the Americas North America.
3. ~~Locate and label on maps of North and South America land claimed by Spain, France, England, and Portugal. (combined with 1)~~
2. Explain the development and impact of the Columbian Exchange. Give examples of items from the Columbian Exchange
4. ~~Analyze-~~ Examine the relationship between early European settlers in America and the Native Americans they encountered.

**H.5.3 becomes 5.3**

Describe reasons for colonization of North America.

1. Identify influential leaders and groups responsible for founding colonial settlements becomes 2 (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
2. Trace the development of democratic ideas and discuss the structure of colonial governments that influenced the early colonies (e.g., Magna Carta, Mayflower Compact, representative government, town meetings, rule of law, legislative bodies).
3. Demonstrate an understanding of colonial economic life and labor systems in the Americas (Triangular Trade, indentured servitude, enslaved and free Africans).

**Reordered/Updated Objectives:**

1. Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.
2. Identify the influential leaders and groups responsible for founding colonial settlements.
3. Compare and contrast colonial life in the Northeast, Mid-Atlantic, and Southeast regions of North America.
4. Identify resources available to the colonists.
5. Trace the development of democratic ideas and development of colonial governments.
6. Contrast the views of land use and ownership by Native Americans and colonists.

MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018

<p><b>H.5.4</b> becomes <b>5.5</b>          Explain major events of the American Revolution and their outcomes.</p>	<ol style="list-style-type: none"> <li>1. <del>Outline</del> <u>Analyze</u> the principles contained in of the Declaration of Independence.</li> <li>2. Identify key battles of the American Revolution <u>and their outcomes.</u> (e.g., Lexington and Concord, Bunker Hill, Saratoga, Cowpens, and Yorktown).</li> <li>3. Describe the <del>roles and</del> contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, <u>and</u> Haym Solomon, <del>and supporters from other countries to the American cause.</del></li> <li>4. Discuss the contributions of ordinary citizens, including African Americans and women, to the American Revolution.</li> <li>5. Examine efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, <del>boycotts,</del> and the Second Continental Congress.</li> <li>6. <del>Cite reasons for</del> <u>Explain the</u> colonial victory in the American Revolution.</li> <li>7. Summarize the effect of the Treaty of Paris of 1783 on the development of the United States.</li> </ol>
<p><b>H.5.5</b> becomes <b>5.4</b>  <del>Chart the causes and events leading to the American Revolution. Cite the reasons for the establishment of early colonies in North America. Trace the development of the revolutionary movement in North America.</del></p>	<ol style="list-style-type: none"> <li>1. <del>Explain the impact of</del> <u>Examine the causes of</u> the French and Indian War.</li> <li>2. <del>Describe the colonial reaction to the British Stamp Act, Intolerable Acts, Boston Massacre, and Tea Act. Identify actions taken by the British and colonists and explain how each led to the Revolutionary War.</del></li> </ol>

MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018

<p><b>H.5.6</b> becomes <b>5.1</b>  <del>Differentiate among pre-Columbian civilizations. Investigate the people and ways of life of North America and the Caribbean Basin prior to the Columbian Era.</del></p>	<ol style="list-style-type: none"> <li>1. <del>Name and describe the different pre-Columbian civilizations. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era. (becomes 2)</del></li> <li>2. <del>Compare and contrast the social systems of pre-Columbian civilizations. Differentiate the lives and cultures of Native American tribes by region or territory.</del></li> </ol> <p><b>Reordered/Updated Objectives:</b></p> <ol style="list-style-type: none"> <li>1. <u>Identify the mountain ranges, rivers, and other bodies of water of North America and the Caribbean Basin.</u></li> <li>2. <u>Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</u></li> <li>3. <u>Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</u></li> <li>4. <u>Determine how tribes in different regions used their environment to obtain, food, clothing, and shelter.</u></li> <li>5. <u>Differentiate the lives and cultures of Native American tribes by region or territory.</u></li> </ol>
<p><b>H.5.7</b>  <del>Describe the impact of significant historical figures and events.</del></p>	<ol style="list-style-type: none"> <li>1. <del>Identify historical figures that are used as symbols of American culture (currency, monuments, and place names, etc.).</del></li> <li>2. <del>Examine historical events that are significant to American culture (July 4<sup>th</sup>, Thanksgiving, Presidents Day, etc.).</del></li> </ol>

<b>Fifth Grade</b> US History: Pre-Columbian Era to American Revolution	
Strands: Civics, Economics, Civil Rights, Geography, and History	
Standards	Objectives
<p><b><u>5.1</u></b>  <u>Investigate the people and ways of life of North America and the Caribbean Basin prior to the Columbian Era.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Identify the mountain ranges, rivers, and other bodies of water of North America and the Caribbean Basin.</u></li> <li>2. <u>Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</u></li> <li>3. <u>Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</u></li> <li>4. <u>Determine how tribes in different regions used their environment to obtain, food, clothing, and shelter.</u></li> <li>5. <u>Differentiate the lives and cultures of Native American tribes by region or territory.</u></li> </ol>
<p><b><u>5.2</u></b>  <u>Analyze the motivations and consequences of the exploration and settlement of North America.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Map the European countries of Spain, Portugal, Great Britain, and France and their initial settlements in North America and Caribbean Basin.</u></li> <li>2. <u>Identify significant European explorers and their routes to and through North America and the Caribbean Basin.</u></li> <li>3. <u>Identify motivations for European exploration and settlement in North America.</u></li> <li>4. <u>Give examples of items from the Columbian Exchange</u></li> <li>5. <u>Examine the relationship between early European settlers in North America and the Native Americans they encountered.</u></li> </ol>

Strands: Civics, Economics, Civil Rights, Geography, and History	
Standards	Objectives
<p><b><u>5.3</u></b>  <u>Describe reasons for colonization of North America.</u></p>	<p>7. <u>Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.</u></p> <p>8. <u>Identify the influential leaders and groups responsible for founding colonial settlements.</u></p> <p>9. <u>Compare and contrast colonial life in the Northeast, Mid-Atlantic, and Southeast regions of North America.</u></p> <p>10. <u>Identify resources available to the colonists.</u></p> <p>11. <u>Trace the development of democratic ideas and development of colonial governments.</u></p> <p>12. <u>Contrast the views of land use and ownership by Native Americans and colonists.</u></p>
<p><b><u>5.4</u></b>  <u>Trace the development of the revolutionary movement in North America.</u></p>	<p>1. <u>Examine the causes and consequences of the French and Indian War.</u></p> <p>2. <u>Identify actions taken by the British and colonists and explain how each led to the Revolutionary War.</u></p>

Strands: Civics, Economics, Civil Rights, Geography, and History	
Standards	Objectives
<p><b><u>5.5</u></b>  <u>Explain major events of the American Revolution.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Analyze the principles of the Declaration of Independence.</u></li> <li>2. <u>Identify key battles of the American Revolution and their outcomes.</u></li> <li>3. <u>Describe the roles and contributions of: Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, and Haym Solomon.</u></li> <li>4. <u>Discuss the contributions of ordinary citizens, including African Americans and women, to the American Revolution.</u></li> <li>5. <u>Examine efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, and the Second Continental Congress.</u></li> <li>6. <u>Explain the colonial victory of the American Revolution.</u></li> <li>7. <u>Summarize the effect of the Treaty of Paris of 1783 on the development of the United States.</u></li> </ol>

Strands: Civics, Economics, Civil Rights, Geography, and History	
Standards	Objectives
<p><b>5.6</b>  <u>Examine the development of the Constitution of the United States.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Analyze the shortcomings of the Articles of Confederation.</u></li> <li>2. <u>Explain how the Northwest Ordinance influenced framers of the Constitution.</u></li> <li>3. <u>Identify significant attendees of the Constitutional Convention.</u></li> <li>4. <u>Contrast the ideology of Federalists from that of the Anti-Federalists.</u></li> <li>5. <u>Describe the plans and compromises that contributed to the creation of the Constitution.</u></li> <li>6. <u>Evaluate the features of the Bill of Rights.</u></li> <li>7. <u>Contrast the rights held by the Constitution with the lives and treatment of African Americans, Native Americans, and women at the time.</u></li> </ol>

## SIXTH GRADE

### CIVICS AND THE WORLD

#### CIVICS

STANDARD	OBJECTIVE(S)
<p><b>6.CI.1 6.CI.1</b>                      Understand Analyze 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><del>1. Determine how citizenship roles vary within different political structures including but not limited to democratic, totalitarian, and monarchical systems.</del></p> <p>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. (becomes 3)</p> <p>3. <del>Compare and contrast the many forms of citizenship including, but not limited to:</del> <u>Justify the responsibilities of citizens to their countries, including responsible financial activity, active and passive participation in government, being aware of important issues and challenges, and the responsible use of resources.</u> (becomes 4)</p> <p>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. (becomes 5)</p> <p><b>Reordered/Updated Objectives:</b></p> <p>1. <u>Identify and categorize the major types of governing structures throughout the world.</u></p> <p>2. <u>Categorize unitary, federal, and confederate systems of government, then contrast the role of citizens in each.</u></p> <p>3. Explore how citizenship roles vary based on the population, size, and geographic position of a state.</p> <p>4. <u>Justify the responsibilities of citizens to their countries, including responsible financial activity, active and passive participation in government, being aware of important issues and challenges, and the responsible use of resources.</u></p> <p>5. 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.</p>

**6.CI.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.~~ (becomes 3)
2. ~~Evaluate~~ Discuss how globalization has changed the rights and responsibilities of citizens in relation to economic disparity and equity. (becomes 5)
3. Assess how growing concerns about security have impacted civil liberty protections. (becomes 6)

**Reordered/Updated Objectives:**

1. Define civic engagement.
2. Compare and contrast the rights and responsibilities of citizens.
3. Compare the positive and negative impacts of changing technologies on expanding the role of citizens throughout the world
4. Describe how new media resources challenge citizens when obtaining reliable information for informed decision making.
5. Discuss how globalization has changed the rights and responsibilities of citizens in relation to economic disparity and equity.
6. Assess how growing concerns about security have impacted civil liberty protections.

**ECONOMICS**

**STANDARD**

**OBJECTIVE(S)**

**E.6.1 6.E.1**

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

1. ~~Explain the difference between a “substance” that occurs in the natural environment and a “resource” that has value.~~ Differentiate substances found in the natural world from natural resources.
2. ~~Identify and explain the characteristics of~~ Characterize and differentiate renewable and non-renewable resources.
3. ~~Identify the locations and uses of important resources in the contemporary world and~~ their usage.
4. Locate major deposits of important resources across the globe.

**E.6.2 6.E.2**

Explain the geographic patterns of economic interactions.

1. Identify primary, secondary, and tertiary economic activities in the U.S. and other countries.
2. Distinguish between subsistence and commercial livelihoods.
3. ~~Examine ways that economic interaction and globalization occur in the contemporary world and in the past. Contrast modern economic interactions with those from the past.~~
4. Analyze the impact of globalization on modern economic interactions.

**CIVIL RIGHTS**

**STANDARD**

**OBJECTIVE(S)**

**~~CR.6.1~~ 6.CR.1**

~~Identify physical and political factors that contribute to cooperation and conflict among people. Examine how boundaries allow for the management of Earth's surface.~~

1. Locate and describe different types of territorial divisions.
2. Identify political boundaries that are based on physical and human factors.
3. Investigate how countries cooperate in managing and using Earth's surface.
4. ~~Describe how conflict occurs at the local level because of disagreements over the division, control, and management of Earth's surface. Describe how the division, control, and management of Earth's surface creates conflict~~

**CR.6.2**

Formulate an understanding of citizenship roles in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East and North Africa and Sub-Saharan Africa and how they are influenced by a variety of factors.

**6.CR.2 (Rewritten)**

Formulate an understanding of citizenship roles in the cultural regions of the world.

- Western Europe
- Eastern Europe
- North America
- Latin America
- South Asia
- East Asia
- Middle East
- North Africa
- Sub-Saharan Africa
- Oceania

1. Draw maps that reflect the physical environment of ~~Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa,~~ and evaluate how that environment impacts local culture. (becomes 2)
2. Draw a map that reflects the current political structure of ~~Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa,~~ including countries, major population centers, significant natural features, and capital cities. (becomes 1)
3. ~~Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and identify the cultural and historical factors (ex. First Nations, colonization, war and conquest, and religion) that have shaped the civic identity of those cultures and the expectations they have for civic participation.~~
4. ~~Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and examine the participation of those countries in an increasingly globalized world and compare them to other nations in terms of metrics including GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, and Literacy Rates.~~
5. Compare human rights and liberties found in ~~Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa~~ in other cultural regions of the world to core American civil values.

**Reordered/Updated Objectives:**

1. Identify the current political structure of the world by cultural region by labeling countries, capital and major cities, and significant physical features.
2. Evaluate how the physical environment impacts the culture of a region.
3. Describe the historical factors that have shaped the civic identity and expectation of civic participation in various cultural regions/countries of the world.
4. Compare and contrast the globalization metrics of various countries of the world.
  - a. GDP per capita
  - b. Human Misery Index
  - c. Gross National Happiness
  - d. Infant and Child Mortality Rates
  - e. Life Expectancy
  - f. Literacy Rates

5. Compare human rights and liberties found in other cultural regions of the world to the core civil values of the United States.

## GEOGRAPHY

### STANDARD

### OBJECTIVE(S)

**~~G.6.1~~ 6.G.1**

Describe the world using the tools of geography including maps, globes, and technological representations.

1. ~~Explain~~ Demonstrate the use of map essentials.
2. ~~Use maps and geospatial technologies to acquire and process information from~~ Interpret global connections by using maps to form a geographic spatial perspective.
3. ~~Discuss~~ Explain how experiences and cultures influence perceptions and help people create mental maps.

**~~G.6.2~~ 6.G.2**

Explain the concept of place and the factors that give meaning to particular places. Evaluate how places gain meaning.

1. Describe the distinguishing physical and human characteristics of ~~different places within the U.S. and around the world~~ other countries.
2. Investigate how people ~~create places as they live in a location and make~~ bring meaning to places when they live in a location. ~~and build memories there that are unique.~~
3. Describe how places impact personal, community, or national identities ~~are based, in large part, on places.~~
4. Explain how place-based identities can ~~sometimes result in~~ create stereotypes of people from specific place.

**~~G.6.3~~ 6.G.3**

Identify geographic patterns in the environment that result from the processes of Earth's physical systems.

1. ~~Distinguish between~~ Define atmosphere, biosphere, lithosphere, and hydrosphere.
2. Describe how Earth-Sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth.
3. Explain major processes that shape the physical environment.
4. Investigate how natural phenomenon shaped the physical environment.

**~~G.6.4~~ 6.G.4**

~~Determine~~ Analyze how regions are used to describe the organization of the Earth's surface.

1. Define formal, functional, and perceptual regions ~~and identify physical and human features used as the criteria for establishing them.~~
2. ~~Recognize major world regions as formal regions and describe the main characteristics that distinguish them as different from one another.~~ Identify physical and human features used as the criteria for establishing each type of region.
3. Identify the formal world regions.
4. Differentiate the formal world regions by their main characteristics.

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b><del>G.6.5</del> <u>6.G.5</u></b> Describe the characteristics and causes of human population changes and migration.</p>	<ol style="list-style-type: none"> <li>1. Identify the spatial patterns of human population in terms of distribution and density.</li> <li>2. Explain how physical and human factors impact the <del>migration and population characteristics</del> of a place.</li> <li>3. Identify major migration patterns in the U.S. and the world <del>and the push/pull factors that drive them.</del></li> <li>4. Examine the push/pull factors that drive the major migration patterns of the United States and the world.</li> </ol>
<p><b><del>G.6.6</del> <u>6.G.6</u></b> Describe the patterns of human settlements and the factors that contribute to their formation.</p>	<ol style="list-style-type: none"> <li>1. Classify spatial patterns of settlement, including types, sizes, and models <del>of settlement.</del></li> <li>2. Explain why some locations are better for settlement than others.</li> <li>3. Describe settlement patterns in association with the location of resources.</li> </ol>
<p><b><del>G.6.7</del> <u>6.G.7</u></b> <del>Compare and contrast ways that</del> <u>Examine how</u> humans and the physical environment are impacted by the extraction of resources.</p>	<ol style="list-style-type: none"> <li>1. Identify and describe ways in which humans modify the physical environment.</li> <li>2. Explain ways in which people use technology to access resources <del>from the physical environment.</del></li> <li>3. <del>Describe examples of how the physical environment provides</del> <u>Assess</u> the opportunities and constraints for human activities <u>created by the physical environment.</u></li> <li>4. <del>Identify and describe the locations of</del> <u>Locate</u> environmental hazards <u>and the proximity of</u> human populations to them, <del>and how people respond to natural hazards.</del></li> <li>5. <u>Describe how people respond to natural hazards.</u></li> </ol>

**HISTORY**

<b>STANDARD</b>	<b>OBJECTIVE(S)</b>
<p><b><del>H.6.1</del> <u>6.H.1</u></b> Explain the characteristics and development of culture.</p>	<ol style="list-style-type: none"> <li>1. Describe the major aspects of culture (<del>religion/belief systems, language, ethnicity, institutions, technology, art, architecture, dress, foods, traditions, etc.</del>).</li> <li>2. Explain how culture changes as it is passed from one generation to the next.</li> <li>3. Identify <u>then contrast the major culture regions.</u> <del>major culture regions of the world and explain how the characteristics of each set it apart from the others.</del></li> </ol>

## SEVENTH GRADE

### EARLY WORLD HISTORY

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

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

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>7.4</b> Analyze the development of civilizations in ancient Greece. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Assess the influence of geographical features on the development of the civilizations of ancient Greece.</li> <li>2. Explain how the polytheistic belief system of the ancient Greeks influenced their daily lives.</li> <li>3. Describe various aspects of Greek culture to include the development of language, art, architecture, social class, and philosophy.</li> <li>4. <del>Debate</del> Contrast the various forms of government to develop in ancient Greece from monarchy, to oligarchy, to democracy from ancient Greece.</li> <li>5. Compare and contrast the civilizations of Athens and Sparta.</li> <li>6. Trace the influence of trade on the development of Greece.</li> </ol>
<p><b>7.5</b> <del>Inspect</del> <u>Examine the development</u> <del>Uistory of</del> <u>ancient Rome.</u> Roman Civilization. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Explain how the geographical features of the Italian Peninsula influenced the development of Ancient Rome.</li> <li>2. <del>Compare and contrast</del> <u>Analyze</u> how religion affected the daily lives of the Romans.</li> <li>3. <u>Describe various aspects of Roman culture, including art, language, social class, and recreation.</u></li> <li>4. <del>Compare</del> <u>Contrast</u> the government structure of Rome in the Monarchy, Republic and the Empire <u>of Rome.</u></li> <li>5. Trace the influence of trade on the development of Rome.</li> </ol>
<p><b>7.6</b> <del>Explore and</del> Evaluate the development of sub-Saharan civilizations in East, South and West Africa. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Explain how the geographical features of sub-Saharan Africa influenced the development of civilization.</li> <li>2. <del>Inspect</del> the origins and foundational beliefs of traditional African religions. <del>as well as the influence of Islam on the civilizations of sub-Saharan Africa.</del></li> <li>3. <u>Analyze the influence of Islam on the civilizations of sub-Saharan Africa.</u></li> <li>4. Describe various aspects of culture, including art, architecture, and class structure in the civilizations that developed south of the Sahara.</li> <li>5. Explain how the civilizations of sub-Saharan Africa were governed.</li> <li>6. Trace the influence of trade on the development of sub-Saharan Africa.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>7.7</b>  <del>Compare and contrast</del> <u>Examine</u> the developments of early world religions and philosophies. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast animism, monotheism, and polytheism.</li> <li>2. Explain the origins and foundational beliefs of the spread of Christianity, Islam, <del>and</del> Judaism, <u>Buddhism, and Hinduism.</u></li> <li>3. <del>Inspect the origins and foundational beliefs of the spread of Buddhism and Hinduism.</del> <u>Trace the spread of Christianity, Islam, Judaism, Buddhism, and Hinduism across the globe.</u></li> </ol>
<p><b>7.8</b>            Assess the Middle Ages and the emergence of nation-states in Europe. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Explain the system of feudalism and its relationship to the development of European monarchies and nation-states, <del>including feudal relationships, the daily life of peasants and serfs, and the manor economy.</del></li> <li>2. <del>Debate</del> <u>Analyze</u> the effects of the Magna Carta on the feudal system <del>and how it leads to the development of a representative government in England.</del></li> <li>3. <u>Describe how the Magna Carta led to the development of a representative government in England.</u></li> <li>4. <u>Summarize</u> <del>Describe</del> the events of the Crusades <del>and explain their lasting effects on Europe.</del></li> <li>5. <del>Explain the role and influence of the Roman Catholic Church in medieval Europe.</del> <u>Evaluate the Crusades’ lasting effects on Europe.</u></li> <li>6. <u>Examine the role and influence of the Roman Catholic Church in medieval Europe.</u></li> <li>7. Analyze the economic, political and social effects of the plague on Europe.</li> </ol>
<p><b>7.9</b>            Investigate the impact of the Renaissance and the Reformation on Europe. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Explain the influence of the idea of humanism on the development of the Renaissance.</li> <li>2. Identify key figures of the Renaissance <del>throughout Europe to include</del> <u>including</u> their accomplishments in the arts, music, literature, and architecture.</li> <li>3. Explain the causes, events and points of contention of both the Reformation and the Counter Reformation.</li> <li>4. <del>Trace</del> <u>Evaluate</u> how the Renaissance <del>encouraged</del> <u>influenced</u> the development of trade.</li> </ol>

**\*\*\*SEVENTH GRADE COMPACTED\*\*\***

**EARLY WORLD HISTORY  
US HISTORY FROM EXPLORATION TO RECONSTRUCTION/  
~~CIVICS AND THE WORLD~~**

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

STANDARD	OBJECTIVE(S)
<p><b>7C.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. (Strands: Civics, Civil Rights, Geography, History, Economics)</p> <p><b>7C.1   Early World History</b> <u>Examine the development of ancient civilizations.</u></p> <ul style="list-style-type: none"> <li>• <u>Egypt</u></li> <li>• <u>Imperial China</u></li> <li>• <u>India</u></li> <li>• <u>Greece</u></li> <li>• <u>Rome</u></li> <li>• <u>Sub-Saharan Africa</u></li> </ul>	<ol style="list-style-type: none"> <li>1. Compare and contrast how citizenship roles vary within different political structures including but not limited to democratic, totalitarian, and monarchical systems.</li> <li>2. Investigate 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.</li> <li>3. Determine that citizenship takes many forms 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.</li> <li>4. Develop understanding of 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.</li> </ol> <p><b>Reordered/Updated Objectives:</b></p> <ol style="list-style-type: none"> <li>1. <u>Evaluate how geographic features of each region impacted the development of each civilization.</u></li> <li>2. <u>Analyze the influence of religion on each civilization.</u></li> <li>3. <u>Describe the cultures of each civilization.</u></li> <li>4. <u>Explain the governing power structure of each civilization.</u></li> <li>5. <u>Trace the influence of trade on the development of each civilization.</u></li> <li>6. <u>Explore the significance of each ancient civilization to modern life in the same region and across the globe.</u></li> </ol>

**7C.2**

Examine the challenges of civic engagement in the contemporary world. (Strands: Civics, Civil Rights, History)

- ~~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.~~

**7C.2 | Early World History**

Assess the Middle Ages and the emergence of nation-states in Europe.

**Reordered/Updated Objectives:**

1. Explain the system of feudalism and its relationship to the development of European monarchies and nation-states.
2. Analyze the effects of the Magna Carta on the feudal system.
3. Examine the role and influence of the Roman Catholic Church in medieval Europe including the Crusades.
4. Analyze the economic, political, and social effects of the plague on Europe.

**7C.3**

Formulate an understanding of citizenship roles in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East and North Africa and Sub-Saharan Africa and how they are influenced by a variety of factors. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. Construct maps that reflect the physical environment of Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa and evaluate how that environment impacts local culture.
2. Create a map that reflects the current political structure of Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa including countries, major population centers, significant natural features, and capital cities.
3. Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and identify the cultural and historical factors (ex. First Nations, colonization, war and conquest, and religion) that have shaped the civic identity of those cultures and the expectations they have for civic participation.
4. Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and examine the participation of those countries in an increasingly globalized world and compare them to other nations in terms of metrics including GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, and Literacy Rates.
5. Compare human rights and liberties found in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa to core American civil values.

**7C.3 | Early World History**

Investigate the impact of the Renaissance and the Reformation on Europe.

**Reordered/Updated Objectives:**

1. Identify key figures of the Renaissance including their accomplishments in the arts, music, literature, and architecture.
2. Explain the causes, events, and points of contention of both the Reformation and the Counter Reformation.
3. Evaluate how the Renaissance influenced the development of trade.

**7C.4**

Interpret how regions are used to describe the organization of Earth's surface. (Strands: Civil Rights, Geography)

1. Contrast formal, functional, and perceptual regions and identify physical and human features used as the criteria for establishing them.
2. Recognize major world regions as formal regions and describe the main characteristics that distinguish them as different from one another.

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>7C.5</b> Describe the characteristics and causes of human population changes and migration. (Strands: Geography, History, Economics)</p>	<p><del>3. Distinguish between the spatial patterns of human population in terms of distribution and density.</del>  <del>4. Explain how physical and human factors impact the migration and population characteristics of a place.</del>  <del>5. Trace major migration patterns in the U.S. and the world and the push/pull factors that drive them.</del></p>
<p><b>7C.6 7C.4   U.S. History</b> Differentiate major aspects of the development of the United States from Exploration to 1754. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p>1. <del>Create</del> Trace explorers' routes to the New World.          2. <del>Formulate items involved in</del> Explain the development and impact of the Columbian Exchange.          3. <u>Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.</u>          4. Examine the diversity that emerged with the establishment of colonial America. (becomes 5)          5. <del>Contrast</del> <u>Describe</u> how the English Bill of Rights, The Mayflower Compact, and The Virginia House of Burgesses led to the English Colonial idea of self-government. (becomes 4)          6. Describe the social structures that formed in the various colonies.          7. Describe the relationships between the various Native American and colonial groups.</p>
<p><b>7C.7 7C.5   U.S. History</b> Evaluate the key people, factors and events which led to the American Revolution and establishment of United States government. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<p>1. Analyze the causes and consequences of the the French and Indian War.          2. Recognize and trace the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774 (<del>Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.</del>)          3. Identify key figures in the early Revolutionary Era and their contributions (<del>George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.</del>)          4. <u>Compare and contrast the decisions of the first and second Continental Congresses.</u>          5. <u>Explain the historical and present-day significance of the Declaration of Independence.</u>          6. <u>Examine the immediate events that led to the first shot of the Revolutionary War.</u>          7. <u>Examine the significance of the major battles in the Revolutionary War.</u>          8. <u>Evaluate the terms of the Treaty of Paris, 1783.</u></p>

**~~7C.8~~ 7C.6 | U.S. History**

~~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. Examine the development of the Constitution of the United States of America.~~  
(Strands: Civics, History)

1. Describe the powers given to the Continental Congress by the Articles of Confederation.
2. Analyze the weaknesses of the Articles of Confederation that led to a call for a new constitution.
3. ~~Contrast~~ Identify the major compromises at the Constitutional Convention.
4. Describe the framework of the United States Constitution, including powers of the Legislative, Executive, and Judicial branches.
5. Trace the process of a bill becoming a law.
6. ~~Debate~~ Describe the compromises between Federalists and Anti-Federalists that led to the creation of the Bill of Rights.

**~~7C.9~~ 7C.7 | U.S. History**

Analyze the challenges and central ideas involved in creating the new nation.  
(Strands: Civics, History)

1. Evaluate the differences in political opinions of the new federal government that led to the formation of political parties.
2. ~~Assess the importance~~ Examine the lasting influence of George Washington's ~~Presidency and his Farewell Address on the American presidency.~~ as the first President of the United States.
3. Analyze the impact of President George Washington's Farewell Address on the presidency of the United States.
4. Analyze the significance of early Supreme Court cases and explain impacts on the United States (e.g., Marbury v. Madison, McCulloch v. Maryland, Dartmouth College v. Woodward, Worcester v. Georgia):
  - Marbury v. Madison (1803)
  - McCulloch v. Maryland (1819)
  - Dartmouth College v. Woodward (1819)
  - Worcester v. Georgia (1832)
5. Assess the development and impact of early foreign policy decisions on the United States.

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b><del>7C.10</del> <b>7C.8</b>   U.S. History</b></p> <p>Interpret the geographical, social, and political causes, challenges, and effects of westward expansion. (<del>Strands: Civics, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li><del>1. Identify the reasons that the United States purchased Louisiana from France. Evaluate the reasoning behind the Louisiana Purchase.</del></li> <li><del>2. Evaluate Discuss the significance of the Lewis and Clark Expedition.</del></li> <li><del>3. Analyze Describe the purpose and challenges, political, racial, religious and economic incentives associated with the concept of Manifest Destiny.</del></li> <li><del>4. Analyze the political, religious, and economic incentives of Manifest Destiny.</del></li> <li><del>5. Summarize Andrew Jackson’s role in the growing United States.</del></li> <li><del>6. Examine the motivations and consequences of the Indian Removal Act.</del></li> </ol>
<p><b><del>7C.11</del> <b>7C.9</b>   U.S. History</b></p> <p>Interpret the causes, challenges, and effects of the Industrial Revolution. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li><del>1. Summarize how the beginning of the Industrial Revolution began in the United States.</del></li> <li><del>2. Identify key people and their contributions in the Industrial Revolution.</del></li> <li><del>3. Trace the development of transportation and communication systems during the Industrial Revolution.</del></li> <li><del>4. Compare and contrast the cultural, religious, and social impact of the Industrial Revolution on American.</del></li> <li><del>5. Assess how geography influenced the location of factories.</del></li> </ol>
<p><b><del>7C.12</del> <b>7C.10</b>   U.S. History</b></p> <p>Evaluate the impact of the American social and political reforms on developing American society during the first half of the nineteenth century. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li><del>1. Summarize the works of formerly enslaved African Americans who worked to lead others to freedom.</del></li> <li><del>2. Evaluate Examine abolitionists’ roles in bringing the reality of slavery to the nation (e.g., Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc.). (becomes 1)</del></li> <li><del>3. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments (e.g., phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”). (becomes 2)</del></li> <li><del>3. Examine leaders of the Women’s Suffrage Movement.</del></li> </ol> <p><b>Reordered/Updated Objectives:</b></p> <ol style="list-style-type: none"> <li><u>1. Examine abolitionists’ roles in bringing the reality of slavery to the nation</u></li> <li><u>2. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments</u></li> <li><u>3. Examine leaders of the Women’s Suffrage Movement.</u></li> </ol>

**7C.13 7C.11 | U.S. History**

Examine Assess the social and economic conflicts between the North and South that would eventually led to the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. Synthesize prior knowledge of the geography of the Northern states and the Industrial Revolution to explain why slavery did not grow in the North. Trace the origins and development of slavery in the United States.
2. Trace the origins and development of slavery and its impact on the nation’s political, social, religious, economic, and cultural development. Describe the impact of the Industrial Revolution in northern states.
3. Analyze the impact of the cotton gin on all social classes and the importance of agriculture in antebellum Mississippi. Evaluate the importance of agriculture in southern states.
4. Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife, including: Missouri Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Bleeding Kansas, Dred Scott Decision, Underground Railroad, Quakers’ influence, etc. Analyze the impact of the cotton gin on all social classes.
5. Examine impact of slavery on the nation’s political, social, religious, economic, and cultural development.

**7C.14 7C.12 | U.S. History**

Identify and evaluate the key events and people involved in the American Civil War. Identify key people and evaluate the significant events of the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. Analyze the reasons that the North and the South waged war against one another, for the Civil War including: slavery and states’ rights.
2. Examine key early battles and plans which shaped decisions in the North and South, including: First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc.
3. Identify key Northern and Southern political and military leaders. Identify significant political and military leaders from the North and the South and examine their contributions.
4. Evaluate the contributions of women, African Americans and other minority groups to the war effort, including: Clara Barton, 54th Massachusetts Regiment, Native Americans.
5. Trace the events Analyze the factors that led to northern victory in the Civil War, including: total war, industrial, population, resources, and technological advantages.
6. Analyze key government documents and actions (North and South) during of the Civil War, including: Emancipation Proclamation, Gettysburg Address, draft laws, income tax.

**~~7C.15~~ 7C.13 | U.S. History**

Analyze the Reconstruction efforts in post-Civil War America. (~~Strands: Civics, Civil Rights, Geography, History, Economics~~)

1. Compare congressional and presidential reconstruction plans.
1. ~~Trace the economic changes in the post-Civil War South, including: Lincoln’s Plan, Wade-Davis Bill, Johnson’s Plan, Radical Reconstruction.~~ Trace the economic changes in the post- Civil War South. (becomes 3)
2. ~~Distinguish~~ Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans. (becomes 4)
3. ~~Examine the Southern resistance to Reconstruction reforms, including: Black Codes, Jim-Crow Laws, Ku Klux Klan, etc.~~ Analyze southern resistance to Reconstruction reforms.(Becomes 2)

**Reordered/Updated Objectives:**

1. Compare congressional and presidential reconstruction plans.
2. Analyze southern resistance to Reconstruction reforms.
3. Trace the economic changes in the post- Civil War South.
4. ~~Distinguish~~ Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans.

## EIGHTH GRADE

### US HISTORY: EXPLORATION TO 1877

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

STANDARD	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>	<ol style="list-style-type: none"> <li>1. <del>Create</del> Trace explorers' routes to the New World.</li> <li>2. <del>Formulate items involved in</del> Explain the development and impact of the Columbian Exchange.</li> <li>3. <u>Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.</u></li> <li>4. Examine the diversity that emerged with the establishment of colonial America. <u>(becomes 5)</u></li> <li>5. <del>Contrast</del> <u>Describe</u> how the English Bill of Rights, The Mayflower Compact, and The Virginia House of Burgesses led to the English Colonial idea of self-government. <u>(becomes 4)</u></li> <li>6. Describe the social structures that formed in the various colonies.</li> <li>7. Describe the relationships between the various Native American and colonial groups.</li> </ol>
<p><b>8.2</b> Evaluate the key people, factors and events which led to the American Revolution and establishment of United States government. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Analyze the causes and consequences of the the French and Indian War.</li> <li>2. Recognize and trace the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774 <del>(Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.)</del></li> <li>3. Identify key figures in the early Revolutionary Era and their contributions <del>(George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.)</del></li> <li>4. <u>Compare and contrast the decisions of the first and second Continental Congresses.</u></li> <li>5. <u>Explain the historical and present-day significance of the Declaration of Independence.</u></li> <li>6. <u>Examine the immediate events that led to the first shot of the Revolutionary War.</u></li> <li>7. <u>Examine the significance of the major battles in the Revolutionary War.</u></li> <li>8. <u>Evaluate the terms of the Treaty of Paris, 1783.</u></li> </ol>

MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018

<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. <u>Examine the development of the Constitution of the United States of America.</u> (Strands: Civics, Civil Rights, History)</p>	<ol style="list-style-type: none"> <li>1. Describe the powers given to the Continental Congress by the Articles of Confederation.</li> <li>2. Analyze the weaknesses of the Articles of Confederation that led to a call for a new constitution.</li> <li>3. <del>Contrast</del> <u>Identify</u> the major compromises at the Constitutional Convention.</li> <li>4. Describe the framework of the United States Constitution, including powers of the Legislative, Executive, and Judicial branches.</li> <li>5. Trace the process of a bill becoming a law.</li> <li>6. <del>Debate</del> Describe the compromises between Federalists and Anti-Federalists that led to the <u>creation of the</u> Bill of Rights.</li> </ol>
<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>	<ol style="list-style-type: none"> <li>1. Evaluate the differences in political opinions of the new federal government that led to the formation of political parties.</li> <li>2. <del>Assess the importance</del> <u>Examine the lasting influence</u> of George Washington’s <del>Presidency and his Farewell Address on the American presidency.</del> <u>as the first President of the United States.</u></li> <li>3. <u>Analyze the impact of President George Washington’s Farewell Address on the presidency of the United States.</u></li> <li>4. Analyze the significance of early Supreme Court cases and explain impacts on the United States (e.g., <u>Marbury v. Madison</u>, <u>McCulloch v. Maryland</u>, <u>Dartmouth College v. Woodward</u>, <u>Worcester v. Georgia</u>).             <ol style="list-style-type: none"> <li>a. <u>Marbury v. Madison (1803)</u></li> <li>b. <u>McCulloch v. Maryland (1819)</u></li> <li>c. <u>Dartmouth College v. Woodward (1819)</u></li> <li>d. <u>Worcester v. Georgia (1832)</u></li> </ol> </li> <li>5. <u>Assess the development and impact of early foreign policy decisions on the United States.</u></li> </ol>
<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>	<ol style="list-style-type: none"> <li>1. Summarize <del>how</del> <u>the beginning of the</u> Industrial Revolution <del>began</del> in the United States.</li> <li>2. Identify key people and their contributions in the Industrial Revolution.</li> <li>3. Trace the development of transportation and communication systems during the Industrial Revolution.</li> <li>4. <u>Compare and contrast the cultural, religious, and social impact of the Industrial Revolution on American.</u></li> <li>5. <u>Assess how geography influenced the location of factories.</u></li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>8.6</b> Interpret the causes, challenges, and effects of the Industrial Revolution. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Summarize <del>how the beginning of the</del> Industrial Revolution <del>began</del> in the United States.</li> <li>2. Identify key people and their contributions in the Industrial Revolution.</li> <li>3. Trace the development of transportation and communication systems during the Industrial Revolution.</li> <li>4. <u>Compare and contrast the cultural, religious, and social impact of the Industrial Revolution on American.</u></li> <li>5. <u>Assess how geography influenced the location of factories.</u></li> </ol>
<p><b>8.7</b> Evaluate the impact of the American social and political reforms on developing American society <del>during the first half of the nineteenth century.</del> (<del>Strands: Civics, Civil Rights, History</del>)</p>	<ol style="list-style-type: none"> <li><del>1. Summarize the works of formerly enslaved African Americans who worked to lead others to freedom.</del></li> <li>1. <del>Evaluate</del> <u>Examine</u> abolitionists’ roles in bringing the reality of slavery to the nation (<del>e.g., Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc.</del>).</li> <li>2. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments (<del>e.g., phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”</del>).</li> <li>3. <u>Examine leaders of the Women’s Suffrage Movement.</u></li> </ol>
<p><b>8.8</b> Interpret <u>Assess</u> the social and economic conflicts between the North and South that <del>would eventually</del> led to the American Civil War. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li><del>1. Synthesize prior knowledge of the geography of the Northern states and the Industrial Revolution to explain why slavery did not grow in the North.</del></li> <li>1. Trace the origins and development of slavery <del>and its impact on the nation’s political, social, religious, economic, and cultural development</del> <u>in the United States.</u></li> <li>2. <u>Describe the impact of the Industrial Revolution in northern states.</u></li> <li>3. <u>Evaluate the importance of agriculture in southern states.</u></li> <li>4. <del>Analyze the impact of the cotton gin on all social classes and the importance of agriculture in antebellum Mississippi.</del> <u>Analyze the impact of the cotton gin on all social classes.</u></li> <li>5. <del>Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife, including: Missouri Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Bleeding Kansas, Dred Scott Decision, Underground Railroad, Quakers’ influence, etc.</del> <u>Examine impact of slavery on the nation’s political, social, religious, economic, and cultural development.</u></li> </ol>

<p><b>8.9</b>  <u>Identify key people</u> and evaluate the <u>key significant events and people involved in of the American Civil War.</u>                  (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Analyze the reasons <del>that the North and the South waged war against one another, for the Civil War</del> including: slavery <u>and</u> states’ rights.</li> <li>2. Examine key early battles and plans which shaped decisions in the North <del>and South, including: First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc.</del></li> <li>3. <del>Identify key Northern and Southern political and military leaders.</del> <u>Identify significant political and military leaders from the North and the South and examine their contributions.</u></li> <li>4. Evaluate the contributions of women, African Americans and other minority groups to the war effort, <del>including: Clara Barton, 54th Massachusetts Regiment, Native Americans.</del></li> <li>5. <del>Trace the events</del> <u>Analyze the factors that led to northern victory in the Civil War, including: total war, industrial, population, resources, and technological advantages.</u></li> <li>6. Analyze key <u>government</u> documents and actions (<del>North and South</del>) <u>during of the Civil War, including: Emancipation Proclamation, Gettysburg Address, draft laws, income tax.</u></li> </ol>
<p><b>8.10</b>                  Analyze the Reconstruction efforts in post-Civil War America. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Compare congressional and presidential reconstruction plans.</li> <li>2. <del>Trace the economic changes in the post-Civil War South, including: Lincoln’s Plan, Wade-Davis Bill, Johnson’s Plan, Radical Reconstruction.</del> <u>Trace the economic changes in the post- Civil War South. (becomes 3)</u></li> <li>3. <del>Distinguish</del> <u>Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans. (becomes 4)</u></li> <li>4. <del>Examine the Southern resistance to Reconstruction reforms, including: Black Codes, Jim-Crow Laws, Ku Klux Klan, etc.</del> <u>Analyze southern resistance to Reconstruction reforms.(Becomes 2)</u></li> </ol> <p><b>Reordered/Updated Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Compare congressional and presidential reconstruction plans.</li> <li>2. <u>Analyze southern resistance to Reconstruction reforms.</u></li> <li>3. <u>Trace the economic changes in the post- Civil War South.</u></li> <li>4. <u>Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans.</u></li> </ol>

# MISSISSIPPI STUDIES

½ CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>MS.1</b> Examine the geographic features of Mississippi. (<del>Strands: Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Identify the physical features of Mississippi, including landforms, and soil regions.</li> <li>2. Differentiate between various geographic regions.</li> <li>3. Identify and assess the geographic and physical features that set Mississippi apart from other states.</li> <li>4. Explain how the features of Mississippi contribute to the social and economic development of the state.</li> <li>5. Evaluate the effects of geographic features (<del>Mississippi River, Gulf Coast</del>) on technological and economic development in Mississippi.</li> <li>6. <del>Assess</del> <u>Examine</u> the political, economic, and social effects of geographic processes (<del>Great Flood of 1927, Hurricanes Camille and Katrina</del>) on technological and economic development in Mississippi.</li> </ol>
<p><b>MS.2</b> Compare and contrast the indigenous cultures in Mississippi and assess their lasting impact on its history and traditions. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Explain the impact of Mississippi’s geography on the cultural development of its <del>First Nations</del> <u>indigenous people</u>.</li> <li>2. Trace the relationships between the various indigenous groups in Mississippi, including their alliances with the Europeans who settled in what would become the Mississippi Territory.</li> <li>3. Evaluate the impact of native cultures on Mississippi, past and present.</li> </ol>
<p><b>MS.3</b> Examine the motivations and the effects of European settlement in Mississippi. (<del>Strands: Civics, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast the <del>first</del> French, Spanish and English settlements in Mississippi.</li> <li>2. <del>Assess the results of European exploration and settlement on the cultural development of Mississippi (e.g. Code Noir).</del> <u>Examine the impact of European exploration on the cultural development of Mississippi.</u></li> <li>3. <del>Evaluate the impact of European cultures on modern Mississippi.</del></li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>MS.4</b> Explain the development of the Mississippi Territory and its evolution to statehood. (Strands: Civics, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Investigate <u>life and work in</u> Mississippi <del>in</del> <u>during</u> the colonial and revolutionary periods.</li> <li>2. Examine the conflicts, treaties, and subsequent removal of indigenous Mississippians.</li> <li>3. Trace the events and legislative processes necessary for Mississippi to gain statehood.</li> <li>4. Analyze government and political influences throughout the state of Mississippi.</li> <li>5. Analyze the constitutions of Mississippi and make comparisons to the United States Constitution.</li> </ol>
<p><b>MS.5</b> Analyze the characteristics of antebellum Mississippi, with an emphasis on the plantation system and the evolution of slavery. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Trace the evolution of slavery in Mississippi.</li> <li>2. Discuss the conditions that drove the plantation economy in antebellum Mississippi.</li> <li>3. <del>Contrast</del> <u>Examine</u> the culture and social structure that developed in Mississippi during the antebellum period.</li> </ol>
<p><b>MS.6</b> <del>Recognize</del> <u>Analyze</u> the role of Mississippi during the Civil War and evaluate the effects of Reconstruction within the state. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <u>Trace the events that led to secession of Mississippi from the Union in 1861 and subsequently entering the Civil War.</u></li> <li>2. Examine the roles and contributions of women and minorities in the Civil War. (<u>becomes 3</u>)</li> <li>3. Analyze the military actions that took place in Mississippi during the Civil War. (<u>becomes 2</u>)</li> <li>4. Detail the effects of the Civil War on Mississippi’s economy.</li> <li>5. <del>Trace</del> <u>Analyze</u> the various attempts at reconstruction in Mississippi and the responses to them.</li> <li>6. Examine the lasting cultural effects of the Civil War and Reconstruction on Mississippi.</li> </ol>
<p><b>MS.7</b> Examine the economic, political, and social changes in post Reconstruction Mississippi. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Evaluate the impact of Reconstruction on Mississippi’s social structure.</li> <li>2. Trace the changes in Mississippi’s economy and technology in the decades following Reconstruction.</li> <li>3. Analyze Reconstruction reforms that contributed to the social and economic <u>changes after the Civil War.</u> <del>realities for African Americans during the Jim Crow Era in Mississippi.</del></li> <li>4. Examine the changes of the Mississippi Constitution from Reconstruction to 1890.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>MS.8</b> Evaluate the role of Mississippi in the Civil Rights Movement. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Analyze the significant figures, groups, events, and strategies of the Civil Rights Movement in Mississippi.</li> <li>2. <u>Discuss the significant strategies used within the Civil Rights Movement.</u></li> <li>3. Examine the conflict between the Federal and State governments during the Civil Rights Era.</li> <li>4. Evaluate the lasting impact of the Civil Rights movement on Mississippi.</li> </ol>
<p><b>MS.9</b> <u>Evaluate</u> <u>Analyze</u> the economic characteristics of modern Mississippi. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Describe Mississippi’s modern economy.</li> <li>2. Analyze the economic development of major industries in Mississippi.</li> <li>3. Trace Mississippi’s global economic relationships.</li> <li>4. Analyze the current trends <del>and historic record</del> of poverty <del>and wealth distribution in Mississippi.</del></li> </ol>
<p><b>MS.10</b> Analyze the structure and function of local and state government in Mississippi. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Evaluate the rights and responsibilities of Mississippi citizenship.</li> <li>2. <del>Identify and describe the duties of three branches of state government.</del> <u>Analyze the role of the judicial, legislative, and executive branches within the government of Mississippi.</u></li> <li>3. Examine the various forms of local governments and evaluate how they meet the needs of local communities.</li> <li>4. Compare types of services offered by local and state government to meet the needs of Mississippians.</li> </ol>
<p><b>MS.11</b> Examine the <del>cultural</del> impact of Mississippi artists, musicians, and writers on the state, nation, and world. (<del>Strands: Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. <u>Identify and</u> describe the accomplishments of important Mississippi artists, <u>musicians, and writers.</u></li> <li>2. Analyze how Mississippi’s history has impacted artists, musicians, and writers.</li> <li>3. Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi.</li> <li>4. Analyze the impact of religious traditions on artistic expressions of Mississippians.</li> <li>5. Identify locations in Mississippi that have artistic significance.</li> </ol>
<p><b>MS.12</b> Examine the contributions of various ethnic groups in Mississippi. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Identify the various ethnic groups in Mississippi.</li> <li>2. Cite evidence of the growing ethnic diversity of Mississippi’s populations.</li> <li>3. Analyze the push and pull factors of migrating to Mississippi.</li> <li>4. Describe the contributions of various ethnic groups to Mississippi.</li> </ol>

## INTRODUCTION TO GEOGRAPHY

½ CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>ITG.1</b> Investigate the world using spatial terms, concepts, and thinking and employing maps and other geographic representations, tools, and technologies. (Strands: Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Evaluate the advantages and disadvantages of <u>the tools used to analyze spatial distributions and patterns on Earth. using different maps and geospatial technologies for analyzing spatial distributions and patterns on Earth.</u></li> <li>2. Utilize maps and geospatial technologies to explain relationships among peoples, places, and environments.</li> <li>3. Categorize the geographic organization of people, places, and environments using spatial models.</li> </ol>
<p><b>ITG.2</b> Assess the nature, genesis, evolution, and meaning of places. (Strands: Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <del>Distinguish</del> <u>Determine</u> how the physical and human characteristics of different places contribute to different personal, community, and national identities.</li> <li>2. Contrast the ways that places change as a result of physical and human processes.</li> <li>3. Investigate how culture and experience influence <del>people's</del> <u>the</u> perceptions of places.</li> </ol>
<p><b>ITG.3</b> <del>Contrast</del> <u>Examine</u> how regions are used to describe the organization of Earth's surface. (Strands: Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <del>Utilize formal, functional, and perceptual delineations of regions to highlight the different understandings they produce.</del> <u>Analyze regions using formal, functional, and perceptual delineations to recognize the different understandings each delineation produces.</u></li> <li>2. Interpret processes and reasons for regional change.</li> <li>3. Analyze interactions among regions to show transnational relationships, including the flow of commodities and internet connectivity.</li> <li>4. <del>Trace how globalization processes produce variable impact on peoples, places, and environments in different regions of the world.</del> <u>Interpret the variable impact of globalization processes on the regions of the world.</u></li> <li>5. <del>Contrast</del> <u>Examine</u> how perceptions of places <u>are created and changed</u> through <del>and</del> <u>regions are based on</u> direct and indirect experiences <del>and that those perceptions can change.</del></li> </ol>

<p><b>ITG.4</b>  <del>Compare and contrast</del> Analyze geographic patterns in the environment that result from the processes of Earth’s physical systems (atmosphere, biosphere, lithosphere, and hydrosphere). (Strands: Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <del>Formulate</del> Explain how the Inter Tropical Convergence Zone migrates seasonally because of Earth-Sun relationships and the effects produced by this on places around the Earth.</li> <li>2. <del>Illustrate how processes that shape the physical environment produce different conditions in different places on Earth.</del> <u>Illustrate the different effects of the processes that shape the physical environment across the Earth.</u></li> <li>3. Compare how ecosystems vary from place to place and over time as a result of physical processes.</li> </ol>
<p><b>ITG.5</b>  <del>Identify and describe the characteristics and processes of human population and migration on Earth.</del> <u>Analyze the implications of varying demographic structures within human populations on Earth.</u> (Strands: Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <del>Analyze the demographic structure of human populations on Earth and the implications of different demographic structures.</del></li> <li>2. Trace the changes in human populations that result from changes in the rate of natural increase. (becomes 3)</li> <li>3. <del>Create</del> <u>Investigate the current and historic major migration streams in on the U.S. United States and the world at present and in the past in terms of time, distance, and cause.</u> (becomes 1)</li> <li>4. Contrast the consequences of migration for <u>on people as well as on the and their origins and destinations</u> places. (becomes 2)</li> </ol> <p><b>Reordered/Updated Objectives:</b></p> <ol style="list-style-type: none"> <li>1. <u>Investigate current and historic major migration streams of the United States and the world in terms of time, distance, and cause.</u></li> <li>2. <u>Contrast the consequences of migration on people and their origins and destinations.</u></li> <li>3. <u>Trace the changes to human populations from the rate of natural increase.</u></li> </ol>
<p><b>ITG.6</b>  Apply the complex, multifaceted concept of culture to places on Earth. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Evaluate contact between differing cultures.</li> <li>2. <del>Compose</del> <u>Evaluate how</u> the diffusion of ideas and technologies that causes change in the characteristics and distributions of cultures.</li> <li>3. <del>Justify how cultural landscapes exist and vary across space and time.</del> <u>Explain the existence of cultural landscapes.</u></li> <li>4. <u>Describe how cultural landscapes vary across space and time.</u></li> </ol>

MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018

<p><b>ITG.7</b> Trace <del>Examine</del> the patterns and networks of economic interdependence on Earth’s surface. (Strands: Civics, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Investigate <del>how and why</del> the ratio of primary, secondary, and tertiary livelihoods <u>and how it differs from country to country across around the world and has changed over time.</u></li> <li>2. <del>Compare and contrast the advantages and disadvantages of subsistence and commercial livelihoods and how people move from one to the other and what the changes have been over time.</del> <u>Analyze the changes to subsistence and commercial livelihoods over time.</u></li> <li>3. <del>Analyze the impact of economic interdependence and globalization on places and their populations and environments.</del></li> <li>4. Illustrate how integrated transportation and communication networks provide the infrastructure essential to economic interdependence at local to global scales.</li> </ol>
<p><b>ITG.8</b> <del>Analyze boundaries the relationships and territorially delimited entities and the cooperation and conflicts that occur between boundaries and territorially delaminated entities among them.</del> (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <del>Analyze how different types of territories manage and control Earth’s surface in different ways.</del></li> <li>1. <u>Identify different types of territories.</u></li> <li>2. <u>Analyze how territories manage and control Earth’s surface.</u></li> <li>3. Compare the advantages and disadvantages of political and other boundaries that are based on physical and human factors.</li> <li>4. <del>Debate how countries and organizations make agreements to cooperate in managing and using Earth’s surface.</del></li> <li>5. <del>Estimate how conflict occurs at the international level because of disagreements over the division, control, and management of Earth’s surface.</del> <u>Examine why international conflict that occurs between boundaries. (becomes 4)</u></li> </ol>
<p><b>ITG.9</b> Interpret how human actions modify the physical environment. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Interpret how human-induced changes in one place can affect the physical environment in other places.</li> <li>2. <del>Measure</del> <u>Analyze</u> how <del>the use of</del> technology has changed the scale at which people can modify the physical environment.</li> <li>3. <del>Debate</del> <u>Illustrate</u> how the physical environment can accommodate and be endangered by human activities.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>ITG.10</b>  <del>Analyze the patterns of human settlements and explain their processes of development and operation. Explain the patterns, processes of development, and operation of human settlements. (Strands: Civics, Civil Rights, Geography, History, Economics)</del></p>	<ol style="list-style-type: none"> <li>1. <del>Diagram</del> <u>Differentiate</u> the different types of urban land uses and analyze how they are systematically arranged.</li> <li>2. <del>Compare how human activities have contributed to the development of settlements at particular locations. Describe how human activities in certain locations have contributed to the development of settlements.</del></li> <li>3. Contrast how the number and types of services differ for settlements of various sizes (small to large).</li> </ol>
<p><b>ITG.11</b>          Illustrate how human systems develop in response to physical environment conditions. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <del>Compare</del> <u>Justify</u> how characteristics of the physical environment can be both opportunities and constraints depending on people’s knowledge, technology, and choices.</li> <li>2. Explain the processes that produce various environmental hazards.</li> <li>3. <del>Formulate</del> <u>Contrast</u> how people perceive, prepare, and cope with environmental hazards in different ways, <del>or</del> from fail to do so.</li> </ol>
<p><b>ITG.12</b>          Examine the cultural concept of natural resources and the changes in the spatial distribution, quantity, and quality of resources through time and by location. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <del>Categorize how cultures differ in their definition and use of resources. Differentiate how cultures define and use resources.</del></li> <li>1. Analyze the current use of renewable, nonrenewable, and flow resources with respect to suitability, viability, and sustainability.</li> <li>2. Inspect the processes by which the main resources needed <del>in</del> by the contemporary world are formed, extracted, refined, and transported.</li> </ol>

## WORLD HISTORY: AGE OF ENLIGHTENMENT TO PRESENT

1 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>WH.1</b> Investigate the important ideas and achievements of scientists and philosophers in the Scientific Revolution and the Age of Enlightenment. (<del>Strands: Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Identify the <del>new</del> theories of cosmology as described by Nicolaus Copernicus, Galileo Galilei, and Sir Isaac Newton.</li> <li>2. Compare and contrast the new methods of reasoning as demonstrated by Francis Bacon (<del>inductive reasoning and the scientific method</del>) and Rene Descartes (<del>deductive reasoning</del>).</li> <li>3. <del>Contrast</del> <u>Evaluate</u> the <del>opposing</del> views of the Thomas Hobbes and John Locke concerning the domination of absolute governments.</li> <li>4. <del>Differentiate</del> <u>Examine</u> the influences of <del>developing democratic ideals as perceived by</del> Charles de Montesquieu, Voltaire, and Jean-Jacques Rousseau.</li> </ol>
<p><b>WH.2</b> Analyze the causes of the French Revolution and its impact on Europe. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Examine various opinions concerning the development of democratic ideals amidst the economic troubles of the French social classes.</li> <li>2. Explain the impact of the <del>successful</del> American Revolution on the French call for social equality as expressed in the “Declaration of the Rights of Man and the Citizen” (1789).</li> <li>3. <del>Examine the geographic and political influence of Napoleon on the concepts of liberalism and nationalism that spread across Europe.</del> <u>Examine Napoleon’s geographic and political influence on Europe through the spread of liberalism and nationalism.</u></li> <li>4. Analyze the impact of the revolutionary period on the abolition of the Atlantic slave trade, the emancipation of Spanish America, and the issuance of the Monroe Doctrine by the United States.</li> <li>5. Evaluate the <del>attempt to return Europe to the rule of absolutism as prescribed by the</del> <u>significant outcomes of the Congress of Vienna and the creation of the Concert of Europe.</u></li> </ol>

MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018

**WH.3**

Examine the origins, impact, and spread of the Agricultural and Industrial Revolutions. (Strands: Civics, Geography, History, Economics)

1. ~~Contrast the important factors that contributed to the beginnings of the Industrial Revolution in England, including a supportive government, inventive people, access to raw materials, and investment wealth. Analyze the factors that led to the Industrial Revolution in England.~~
2. ~~Examine important concepts and inventors during~~ Discuss the significance of the Agricultural Revolution including Charles Townshend (crop rotation), John Deere (steel plow), Cyrus McCormick (mechanical reaper), and the Enclosure Movement, and the Industrial Revolution and their impact on society.
3. ~~Evaluate important concepts and inventors during the Industrial Revolution including James Hargreaves (spinning jenny), Eli Whitney (cotton gin), and James Watt (steam engine), Thomas Edison (electrical innovations), and the Bessemer Process.~~
4. ~~Contrast factors that enhanced or impeded~~ Trace the spread of Industrial Revolution into Eastern Europe and the Far East.

**WH.4**

Analyze capitalism as the economic philosophy that developed as a result of the Industrial Revolution and compare economic reactions to capitalism including socialism and ~~Marxism~~ communism. (Strands: Civics, Geography, History, Economics)

1. ~~Compare and contrast the principles of capitalism as developed by economists Adam Smith, Thomas Malthus, and David Ricardo. Examine the principles of capitalism as~~ developed by classical economist Adam Smith.
2. ~~Examine socialist responses to the Industrial Revolution and the dominance of capitalism including the ideas of Henri Saint Simon, Charles Fourier, Robert Owen, and the influence of unionism. Compare and contrast the rise of the following economic theories as a result of the industrial revolution: capitalism, socialism, communism.~~
3. ~~Compare the development of “scientific socialism” by Karl Marx and Frederick Engels to utopian socialism and capitalism. Appraise government reactions to social problems including Britain’s and Germany’s passage of labor laws, early welfare, and insurance programs.~~
4. Investigate major social problems and solutions caused by urban overcrowding and lack of environmental control, including the contributions of Baron Haussmann, Edwin Chadwick, Louis Pasteur, and Joseph Lister.
5. Analyze the intellectual movements and contributions that had international impact, including the ideas Charles Darwin, Emmeline Pankhurs, Marie Curie, Sigmund Freud, and Albert Einstein.

MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018

<p><b>WH.5</b> Analyze the emergence of nationalism and its role in the nineteenth century revolutions, unification movements, and the emergence of multinational empires. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <del>Debate the failure of European monarchs to reestablish absolutism in the wake of the French Revolution during of the revolutionary period of 1848.</del></li> <li>2. Examine the shift in the European balance of power that emerged due to unification in both Italy's unification, led by Count Camillo Cavour, and Germany's unification, led by Otto von Bismarck.</li> <li>3. Analyze the characteristics that defined Russia, Austria-Hungary, and the Ottoman Empire as multinational empires.</li> <li>4. Illustrate events in Russian history that propelled it into the twentieth century including the reign of the Romanov dynasty, Russian expansionism, and emancipation of the serfs.</li> <li>5. Examine the creation of the dual-monarchy of Austria-Hungary and the ethnic complexity of the Ottoman Empire in Asia and the European Balkan Peninsula.</li> <li>6. Compare the impact of modern societal changes that improved urban development during the nineteenth century.</li> </ol>
<p><b>WH.6</b> Investigate the mass movement of rural to urban migration as a result of industrialization. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <del>Appraise government reactions to social problems including Britain's and Germany's passage of labor laws, early welfare, and insurance programs.</del></li> <li>2. <del>Investigate major social problems and solutions caused by urban overcrowding and lack of environmental control, including the contributions of Baron Haussmann (city redesign), Edwin Chadwick (sanitary conditions), Louis Pasteur, and Joseph Lister (germ theory).</del></li> <li>3. <del>Inspect modern intellectual movements and contributions that had international impact, including the ideas Charles Darwin (natural selection), Emmeline Pankhurst (women's suffrage), Marie Curie (radium), Sigmund Freud (psychoanalysis), and Albert Einstein (Atomic Theory of Relativity).</del></li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b><u>WH.7 WH.6</u></b>          Evaluate western imperialism as a force of global change, emphasizing its positive and negative impact on colonized peoples and lands. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <del>Appraise</del> <u>Examine</u> various social and economic factors justifications for the spread of imperialism including the spread of Christianity, democratic ideals, education, and medical advances.</li> <li>2. <del>Formulate various economics factors for imperialism including raw material / markets, employment for governing countries, and the concept of Social Darwinism as a justification for subjugation over imperial claims.—</del></li> <li>3. Trace important events in Asian imperialism including the establishment of Chinese spheres of influence by western powers, British colonization of India, Opium War, Hawaiian annexation by the United States, U.S.-Filipino War, Boxer Rebellion, U. S. Open Door Policy, and Russo-Japanese War.</li> <li>4. Compare important events in the partition of Africa by European powers such as the French occupation of Algeria, Belgium’s claim to the Congo, construction of the Suez Canal, defeat of Italy by Ethiopia, Anglo-Boer Wars, and development of “apartheid” in South Africa.</li> <li>5. <del>Inspect</del> <u>Analyze</u> important events in Latin American imperialism by the United States including the Spanish-American War, issuance of the Roosevelt Corollary, and construction of the Panama Canal.</li> </ol>
<p><b><u>WH.8 WH.7</u></b>          Examine the causes, effects, and significant events of World War I. (Strands: Civics, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <del>Contrast</del> <u>Assess</u> the primary causes of World War I. <del>including the rise of militarism, alliance systems, nationalism, imperialism, and assassination of Archduke Franz Ferdinand.</del></li> <li>2. <u>Describe how trench warfare and advances in military technology affected the course and outcome of World War I.</u></li> <li>3. Examine the role of propaganda as a means to mobilize civilian populations during World War I, <del>particularly evaluating the effect of prolonged trench warfare (of attrition).</del></li> <li>4. <del>Analyze the major geopolitical shift of United States’ foreign policy during World War I in order to “make the world safe for democracy,” marking the transition from a policy of isolation to an increased role in international affairs.—</del> <u>Analyze the United States foreign policy shift from isolationism to an increased role in global affairs. (becomes 5)</u></li> <li>5. Investigate the issues created by the Treaty of Versailles (1919), <del>including its punitive stance toward Germany, the creation of the League of Nations, the mandate system, and the geopolitical changes that occurred following World War I. (becomes 6)</del></li> <li>6. Evaluate the physical and economic destruction caused by World War I. <u>(becomes 4)</u></li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b><u>WH.9 WH.8</u></b>          Contrast <u>Analyze</u> the challenges of the interwar period, emphasizing the rise of totalitarian states. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Analyze the Treaty of Versailles as an agent for unrest.</li> <li>2. <del>Identify how the economic crisis of the Great Depression led to the rise of totalitarian dictators in Italy, Germany, and the U.S.S.R.</del> <u>Examine the global impact of the Great Depression.</u></li> <li>3. <del>Justify how the effects of the Great Depression impacted the relationships between the United States and foreign nations, including: the Dawes Plan in Germany and soured relations in Latin America.</del></li> <li>4. Evaluate the world-wide decolonization movement, addressing nationalism, democracy, and religious influences pertaining to international conflicts, including: the independence movements within the British Empire, the French Algerian War, and Arab-Israeli conflicts.</li> <li>5. Examine how civil wars in Russia and China led to the growth and spread of Communism, including: the rise of Vladimir Lenin and the Bolsheviks in Russia and Mao Zedong in China.</li> <li>6. Analyze Japanese militarism and territorial expansion, including: Manchuria and the Rape of Nanjing.</li> </ol>
<p><b><u>WH.10 WH.9</u></b>          Compare and contrast the causes, effects, and significant events of World War II. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Analyze totalitarian aggression by Germany, Italy, Japan, and the Soviet Union, and examine how the administrations of Hitler, Mussolini, Hirohito, and Stalin prompted the outbreak of war.</li> <li>2. <u>Examine how anti-Semitism in the 19<sup>th</sup> century and Nazi ideas about race and nation led to the dehumanization of Jews and the Holocaust.</u></li> <li>3. <del>Illustrate</del> <u>Analyze</u> the major turning points of World War II in both the European and Pacific theatres, including: <del>the German invasion of Poland, North African Campaign, Battle of Midway, Battle of Stalingrad, D-Day Invasion, and Battle of the Bulge.</del></li> <li>4. Trace the geopolitical shifts following World War II, including the bi-polarization and <u>decolonization of Europe, the creation of Israel, and anti-Semitic responses.</u></li> <li>5. Explain how ongoing political and geographic disputes necessitated the creation of the United Nations to successfully maintain global order during periods of international unrest, including: the Atomic Era and the prevention of war crimes and “crimes against humanity.”</li> <li>6. <u>Explain the origins and significance of the United Nation’s establishment of the modern state of Israel and the reactions by surrounding countries.</u></li> </ol>

**WH.11 WH.10**

Analyze the period of post-World War II recovery and realignment, emphasizing the social, economic, and political effects of the Cold War. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. Investigate the international development of the post-World War II world by analyzing various economic, political, and military shifts of the Cold War era, including: effects of the Truman Doctrine and the Marshall Plan in Europe and Southeast Asia, nationalism in Africa and the Middle East, détente in China, and the fall of Communism in the Soviet Union.
2. Formulate the development of the United States and the Soviet Union as the two Cold War superpowers. ~~the United States and the Soviet Union; trace the origin of the Cold War through the Yalta and Potsdam Conferences, Marshall Plan, Truman Doctrine, "Iron Curtain," NATO (North Atlantic Treaty Organization), and Warsaw Pact.~~
3. Analyze how American democracy and Soviet communism differed in their methods of ideological expansion, including: expansionist efforts of the Soviet Union versus America's policy of containment in ~~Greece and Turkey, Eastern Europe, Germany, South Korea, Vietnam, etc.~~
4. Trace the political movements of various nationalist groups and their leaders in Latin America, the Middle East, French-Indochina, and Africa, including: ~~Fidel Castro in Cuba, Ho Chi Minh in Vietnam, Gamal Abdel Nasser in Egypt, etc.~~
5. Illustrate the collapse of the Soviet Union; identify Russia's struggle for democracy, including the impact of liberalism, perestroika (free markets), glasnost (openness), and economic recovery brought on by Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin.

**WH.12 WH.11**

Debate the changing role of globalization in the contemporary world. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. Examine issues that helped advance civil and human rights, including the role of Nelson Mandela in South Africa and Martin Luther King Jr. in the United States; ~~also address the impact of humanitarian military engagements such as the Balkan Wars in Kosovo and Bosnia.~~
2. Examine OPEC's dominance over the world's oil market and its influence in determining the foreign policies of Middle Eastern nations, including: oil embargos, the Iranian Hostage Crisis, and the Gulf Wars.
3. Analyze the aspects of modern domestic and global terrorism including the September 11<sup>th</sup> attack, the War in Afghanistan, and the rise of ISIS.
4. Assess the impact of global reactions to immigration, national deficits, and anti-austerity movements, ~~including the Arab Spring, British Brexit Movement, and the election of Donald Trump as President of the United States.~~
5. ~~Debate the impact of modern technology as a prompter of immediate reactions to government policies and discuss the influence of social media on various facets of society and culture.~~

## US HISTORY: 1877 TO PRESENT

1 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>US.1</b>  <b>Westward Expansion and the New South</b>                      Trace how economic developments and the westward movement impacted regional differences and democracy in the post Reconstruction era. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Illustrate the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including: mining, the cattle industry, and the transcontinental railroad.</li> <li>2. Compare the changing role of the American farmer, including: establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues.</li> <li>3. Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians.</li> <li>4. Explain the impact of the Populist movement on the role of the federal government in American society.</li> </ol>

**US.2**

**Industrialization**

Analyze industrialization and its impact on the United States in the late 19<sup>th</sup> and early 20<sup>th</sup> century. (~~Strands: Civics, Civil Rights, Geography, History, Economics~~)

1. Interpret the impact of change from workshop to factory on workers' lives, including: The New Industrial Age from 1870 to 1900, ~~the American Federation of Labor of Labor-Congress of Industrial Organizations (AFL-CIO)~~, the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, ~~A. Philip Randolph~~, and Thomas Alva Edison.
2. Compare population percentages, motives, and settlement patterns of immigrants from Asia, Europe, and including: Chinese Exclusion Act regarding immigration quotas.
3. Interpret the impact of the New Industrial Age on life in urban areas, including: working and living conditions, the Labor Union movement, "New Immigrants," Knights of Labor, American Federation of Labor, ~~and the Industrial Workers of the World~~, the Pullman Strike and the Haymarket Square Riot, Samuel Gompers, Eugene V. Debs, Jane Addams and the Social Gospel.
4. Analyze the effects of laissez-faire economics on business practices in the United States and their effects, including: John D. Rockefeller, Andrew Carnegie, JP Morgan, and Bessemer Process, horizontal and vertical integration, Sherman Anti-trust Act.
5. Trace the evolution from the power of the political machines to Civil Service reform, including: Spoils/patronage system, Tweed Ring, Thomas Nast, and Pendleton Civil Service Act.

**US.3**

**Progressive Movement**

Evaluate causes, goals and outcomes of the Progressive Movement. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. Assess the impact of media on public opinion during the Progressive Movement, including muckrackers Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell, ~~women’s suffrage and Temperance Movement.~~
2. Trace the development of political, social, and cultural movements and subsequent reforms, including: ~~Jim Crow laws, Plessy vs. Ferguson, women’s suffrage, temperance movement, Niagara movement, public education, the National Association for the Advancement of Colored People (NAACP), and Marcus Garvey, including women’s suffrage, Temperance Movement, public education, Jim Crow Laws, Plessy v. Ferguson (1896), Niagara Movement, the National Association for the Advancement of Colored People (NAACP), and Ida B. Wells, Booker T. Washington, and W.E.B. Du Bois.~~
3. Compare and contrast presidential domestic policies, including: Theodore Roosevelt, William Taft, and Woodrow Wilson; Trustbusting, Pure Food and Drug Act, Meat Inspection Act, ~~Federal Reserve, Conservation, the Hepburn Act, conservation, the Hepburn Act, Federal Reserve~~ and the Federal Trade Commission.
4. Trace national legislation and constitutional amendments (16 – 19) resulting from and affecting the Progressive Movement, including: the Sherman Antitrust Act and the Clayton Antitrust Act.

**US.4**

**Imperialism and WWI**

Assess the domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.

(Strands: Civics, Civil Rights, Geography, History, Economics)

1. ~~Investigate~~ Assess causes of the Spanish-American War, including: yellow journalism, the sinking of the Battleship *USS Maine*, and economic interest in Cuba.
2. ~~Evaluate~~ Explain the role of the Rough Riders on the iconic status of President Theodore Roosevelt.
3. Analyze consequences of the Spanish-American War, including territorial expansion in the Pacific and the Caribbean (Treaty of Paris 1898), ~~The Treaty of Paris of 1898,~~ insurgency in the Philippines, and establishment of the Anti-Imperialist League. ~~and territorial expansion in the Pacific and the Caribbean.~~
4. Trace the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests.
5. Evaluate the role of the Open-Door policy and the Roosevelt Corollary on America's expanded economic and geographic interests.
6. Compare the executive leadership represented by William Howard Taft's Dollar Diplomacy, Theodore Roosevelt's Big Stick Diplomacy, and Woodrow Wilson's Moral Diplomacy.
7. Evaluate the factors that led to US involvement in World War I including the Lusitania, Zimmerman Telegram, and unrestricted submarine warfare.
8. Investigate controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen points, and the League of Nations.
9. Evaluate the domestic impact of World War I, including the war mobilization effort, changes in the workforce, the origins of the Great Migration, *Schenck v. United States (1919)*.

**US.5**

**1920s – 1930s**

~~Debate~~ Evaluate the impact of social changes and the conflict between traditionalism and modernism in the 1920s. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. ~~Debate radio, cinema, and print media for their impact on the creation of mass culture.~~  
Analyze the impact of radio, cinema, and print media on the creation of mass culture.
2. Analyze works of major American artists and writers, including: F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H.L. Mecken, to characterize the era of the 1920s.
3. Determine the relationship between technological innovations and the creation of increased leisure time.
4. Assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis.
5. Compare and contrast the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression.
6. Analyze the impact of the changes in the 1920s on the economy, society, and culture, including: mass production, the role of credit, the effect of radio in creating a mass culture, and the cultural changes exemplified by the Harlem Renaissance.
7. Debate the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including: the role of women, the Red Scare, immigration quotas, Prohibition, and the Scopes trial.
8. Examine notable authors of the 1920s, including: John Steinbeck, William Faulkner, and Zora Neale Hurston.
9. Analyze the Great Depression for its impact on the American family, including: Bonus Army, Hoovervilles, Dust Bowl, Dorothea Lange.
10. Investigate conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression.

**US.6**

**Great Depression and New Deal**

Analyze the causes and effects of the Great Depression and New Deal. (~~Strands: Civics, Civil Rights, Geography, History, Economics~~)

1. Compare the causes of the Great Depression, including: the uneven distribution of wealth; rampant stock market speculation; the collapse of the farm economy; policies of the federal government and the Federal Reserve System; overproduction of industry; and the impact of the Smoot-Hawley Tariff Act.
2. Investigate ~~how~~ President Hoover's initial conservative response to the Great Depression ~~failed~~. including the Reconstruction Finance Corporation, the Bonus Army, rugged individualism, and trickle-down economics.
3. Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including: Keynesian economics, the effectiveness of New Deal programs in relieving suffering, achieving economic recovery, ~~and~~ promoting organized labor, and incorporating reforms.
4. Evaluate the impact of Franklin D. Roosevelt on the presidency and the New Deal's impact on the expansion of federal powers.

**US.7**

**WWII at Home**

Examine the nation’s role in World War II and the impacts on domestic affairs.

(Strands: Civics, Civil Rights, Geography, History, Economics)

1. Explain the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in United States’ foreign policy.
2. Examine roles of significant World War II leaders, including: Franklin D. Roosevelt, Harry S Truman, Dwight D. Eisenhower, and George S Patton.
3. Describe military strategies of World War II, including: blitzkrieg, island-hopping, and amphibious landings.
4. Analyze war crimes committed during World War II, ~~including: The Holocaust, the Bataan Death March, the Nuremberg Trials, including: the post-war Universal Declaration of Human Rights, and the Genocide Convention.~~ including The Holocaust, the Bataan Death March, the Nuremberg Trials, and the postwar Universal Declaration of Human Rights.
5. Analyze the reasons for and results of dropping atomic bombs on Japan.
6. Describe the mobilization of various industries to meet war needs.
7. Explain how the US expanded the US military through the use of selective service and the contributions of Native Americans and African Americans.
8. Trace the way in which the US government took control of the economy through rationing, price controls, limitations on labor unions, the sale of bonds and wage controls.
9. ~~Identify ways in which the roles of women and minorities changed during the war.~~ Discuss the impact and challenges faced by women and minorities during the war including A. Phillip Randolph, Bracero Program, the Zoot Suit Riots, Double V Campaign, and Rosie the Riveter.
10. Summarize the discrimination the Japanese Americans faced during WWII. Include the *Korematsu v. US (1994)* ~~supreme court case.~~

**US.8**

**Post WWII to 1960s**

Assess changes in the United States including the domestic impact the evolving role of the U.S. in global affairs and the domestic impact on national security, individual freedoms, and changing culture. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. Distinguish between cold war and a conventional war.
2. Locate areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China.
3. Analyze the breakdown of relations between the US and USSR after WWII.
4. Identify and explain the steps the US took to contain communism during the Truman and Eisenhower administration.
5. Describe how the Truman doctrine and the Marshall plan deepened the tensions between the US and USSR.
6. Identify the importance of the following on cold war tensions, including: Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, and Iron Curtain.
7. Evaluate the role, function, and purpose of the United Nations (UN).
8. Examine United States reaction to Communist takeover in China.
9. Summarize the Korean War and its impact on the Cold War.
10. Describe US government efforts to control the spread of communism within the United States and its impact on individual freedoms.
11. Discuss the role of the space race in the cold war taking into account Sputnik, the U-2 incident, and NASA.
12. Explain the social and cultural changes in post war America including the G.I. Bill, Interstate Highway Act, the Baby Boom, and the impact of television.

<p><b>US.9 Kennedy, Johnson, Nixon</b> Demonstrate an understanding of domestic and international issues each administration. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Analyze the domestic policies and events during the presidencies of Presidents Kennedy, Johnson, and Nixon, including: The New Frontier, Great Society, “the silent majority,” the anti-war and counter-cultural movements, the Watergate scandal, including the Supreme Court case, U.S. v. Nixon.</li> <li>2. Debate the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.</li> <li>3. Cite and analyze the impact of other minority groups to those of the Civil Rights Movement led predominantly by African Americans, including: AIM, UFW, <del>American Disabilities Act</del> <u>the Disability Rights Movement</u>.</li> <li>4. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure, including Equal Pay Act and <u>the modern women’s movement</u>.</li> <li>5. Analyze the impact of the environmental movement and the development of environmental protection laws.</li> <li>6. Explain how the federal, state, and local governments have responded to demographic and social changes, including: population shifts to the suburbs, racial concentrations in the cities, Rustbelt-to-Sunbelt migration, international migration, <del>decline of family farms, increases in out-of-wedlock births,</del> and drug abuse.</li> <li>7. <u>Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.</u></li> </ol>
<p><b>US.10 Carter, Reagan, and H.W. Bush</b> Explain the reaction to Carter’s Administration and the emergence of the Conservative movement and its impact on domestic and international issues from 1974 to 1992. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <del>Appraise the influence of</del> <u>Evaluate</u> the conservative movement on social, economic and environmental issues from 1974 to 1992, including: Moral Majority, Roe vs. Wade, Bakke Case, <del>Love Canal,</del> Three Mile Island, and Reaganomics, <del>PACTO, etc.</del></li> <li>2. Analyze Reagan’s and Bush’s pro-active international policies, <del>including: Invasion of Granada, Iran Contra, SDI, End of the Cold War, Invasion of Panama, and Persian Gulf War.</del> <u>including the Strategic Defense Initiative, Reagan Doctrine, Iran-Contra, SDI, End of the Cold War, and Persian Gulf War.</u></li> <li>3. <u>Analyze the response of the Carter administration to environmental issues, the Cold War, and conflicts in the Middle East.</u></li> </ol>

**US.11**

**Civil Rights Movement**

Evaluate the impact of the Civil Rights Movement on social and political change in the United States. (~~Strands: Civics, Civil Rights, Geography, History, Economics~~)

1. Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.
2. Trace the federal government’s involvement in the modern Civil Rights Movement, including: the abolition of the poll tax, the nationalization of state militias, *Brown versus Board of Education* in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.
3. Explain contributions of individuals and groups to the modern Civil Rights Movement, including: Martin Luther King, Jr., James Meredith, Medgar Evers, Thurgood Marshall, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), the National Association for the Advancement of Colored People (NAACP), ~~and the civil rights foot soldiers.~~ the grassroots efforts of the Civil Rights movement (civil rights foot soldiers).
4. Describe the development of a Black Power movement, including: the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther movement.
5. Describe the significance of Martin Luther King, Jr.’s *Letter from a Birmingham Jail* and his *I Have a Dream* speech.
6. Describe the accomplishments of the modern civil rights movement, including: the growth of the African American middle class, increased political power, and declining rates of African American poverty.
7. Evaluate the effectiveness of major non-violent demonstrations and events on the Civil Rights Movement including Montgomery Bus Boycott, sit-ins, Freedom Rides, the March on Washington, and Selma March.

**US.12**

**1992 to Present**

Explain key domestic issues as well as America’s role in the changing world from 1992 to present. ~~(Strands: Civics, Civil Rights, Geography, History, Economics)~~

1. Examine the Contract with America, Impeachment Trial of William “Bill” Clinton, Eminent Domain issues, No Child Left Behind, Hurricane Katrina, and Affordable Care Act of 2010.
2. Describe global trade agreements, terrorist attack of September 11, 2001, Operation Iraqi Freedom and the War in Afghanistan, and the Patriot Act, global terrorism, global climate concerns, immigration, national debt and technological trends.
- ~~3. Discuss the Election and 2008 and Barack Obama as the first African-American President and the unconventional Election of 2016 and the advent of Donald Trump. Discuss the Presidential Elections of 2000, 2008, and 2016.~~
4. Describe global trade agreements, Contract with America, impeachment trial of William “Bill” Clinton, terrorist attack of September 11, 2001, Operation Iraqi Freedom, war in Afghanistan, Patriot Act, election of the first African-American President Barack Obama, Affordable Care Act of 2010, domestic and global terrorism, global climate concerns, immigration, election of Donald Trump, national debt and technological trends.

## US Government

1/2 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>USG.1</b>  <del>Compare and contrast knowledge and application of</del> <u>Examine</u> the basic concepts of democracy. (Strands: Civics, Civil Rights, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Evaluate the fundamental worth and dignity of the individual.</li> <li>2. Examine the equality of all citizens under the law.</li> <li>3. Compare and contrast majority rule and minority rights.</li> <li>4. <del>Debate</del> <u>Evaluate</u> the necessity of compromise.</li> <li>5. <del>Contrast the meaning of the</del> <u>Define</u> freedom of the individual.</li> <li>6. Compare and contrast the difference between private and civic life.</li> <li>7. Evaluate the relationship between politics and government.</li> </ol>

**USG.2**

Evaluate the foundational American political principles and the historical events, documents and philosophical ideas that shaped the formation of the United States.  
(Strands: Civics, Civil Rights, History, Economics)

1. Trace the development of Athenian democracy and the Roman republic.
2. Compare and contrast ~~the influence of~~ the Magna Carta, the English Petition of Right, and the English Bill of Rights and their significance on the foundational documents of the United States.
3. ~~Compare~~ Examine the writings of Hobbes, Locke, and Montesquieu.
4. Describe the guarantee of the “rights of Englishmen” that had been violated by the British government through statutory regulation.
5. Analyze the natural rights philosophies expressed in the Declaration of Independence. (becomes 6)
6. Evaluate the Articles of Confederation as a ruling document. (becomes 5)
7. Examine the importance of Shay’s Rebellion in the formation of the Constitution.
8. Compare the backgrounds of the Founding Fathers at the Constitutional Convention.
9. ~~Debate~~ Analyze how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights ~~and discuss how the basic premises of liberal-constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”~~
10. Discuss how liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”
11. ~~Trace~~ Describe 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 as articulated in the Federalist Papers.
12. ~~Investigate the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.~~
13. ~~Contrast that~~ Analyze the creation of the Bill of Rights limits and the powers it gives to of the federal government and state governments state governments and the Federal government.
14. Critique James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress and its evolution from that time.
15. ~~Debate~~ Assess how the different philosophies and power structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and

	<p>constitutional liberal democracies influence determine economic policies, social welfare policies, and human rights practices.</p> <p>16. Compare the various ways in which <u>how</u> power is distributed, shared, and limited in systems of shared powers and in parliamentary systems.</p> <p>17. Compare the advantages and disadvantages of federal, confederal, and unitary systems of government <u>to determine the advantages and disadvantages of each.</u></p>
<p><b>USG.3</b> Differentiate the basic organization of the US government and explain the function of each branch of the US United States government. (Strands: Civics, Civil Rights, History, Economics)</p>	<p>1. Differentiate the functions of the legislative, executive, and judicial branches. <u>Examine the functions and relationships among the three branches of government.</u></p> <p>2. Analyze the relationships among the three branches in a system of checks and balances.</p> <p>3. Investigate different perspectives on the role of government.</p> <p>4. Examine how the national government influences the public agenda and shapes public policy, including the setting of the public agenda and implementation of it through regulations and executive orders.</p> <p>5. Debate how public policy is formed: compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.</p> <p>6. Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them.</p> <p>7. Assess the scope of presidential power and decision making through examination of <u>legislation and military action</u> case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.</p> <p>8. Trace the process by which policy is implemented by the bureaucracy at each level.</p> <p>9. Contrast the organization, jurisdiction, and proceedings of federal courts.</p> <p>10. Evaluate how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in <i>Marbury v. Madison</i>.</p> <p>11. Analyze how the Supreme Court decides cases by comparing <u>Compare</u> the philosophies of judicial activism and judicial restraint <u>and explain their role in Supreme Court decision making.</u></p> <p>12. Evaluate how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.</p>

MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018

<p><b>USG.4</b>  <u>Analyze the creation and implementation of public policy in the United States.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Examine how the national government influences the public agenda and shapes public policy.</u></li> <li>2. <u>Describe the process by which public policy is formed and implemented by the national, state, and local government.</u></li> <li>3. <u>Compare the processes of lawmaking by national, state, and local governments.</u></li> <li>4. <u>Analyze how individuals, interest groups, lobbyists, and the media influence public policy.</u></li> <li>5. <u>Evaluate how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.</u></li> </ol>
<p><b>USG.4 USG.5</b>            Analyze the role of federalism in addressing the distribution of power between the national, state and local governments.            (Strands: Civics, Civil Rights, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Explain the relationship of the state governments to the national government.</li> <li>2. Trace the extent to which power is shared <u>by all levels of government.</u></li> <li>3. <del>Identify</del> <u>Examine the powers denied to state governments and national government.</u></li> <li>4. Evaluate <del>the ongoing debate that focuses on</del> the balance of power between state <u>governments</u> and national <u>government</u>, especially in terms of <u>related to</u> funding.</li> <li>5. Investigate how the amendment process protects both the national <u>government</u> and state <u>governments.</u></li> <li>6. Explain how conflicts between levels of government and branches of government are resolved.</li> <li>7. <del>Compare</del> <u>Identify</u> the major responsibilities and sources of revenue for state and local governments.</li> <li>8. <del>Contrast reserved powers and concurrent powers of state governments.</del></li> <li>9. <del>Compare and contrast the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.</del> <u>Analyze the various interpretations and extent of the federal government's power provided by the Ninth and Tenth Amendments.</u></li> </ol>

**USG.5 USG.6**

Compare and contrast civil rights and civil liberties and explain how each have been interpreted and amended throughout American history. Differentiate civil rights from civil liberties and describe how each have been interpreted and amended throughout United States' history. (Strands: Civics, Civil Rights, History, Economics).

1. Investigate the Bill of Rights, with emphasis on First Amendment freedoms. Examine the civil liberties and rights guaranteed in the Bill of Rights.
2. Analyze the concept of Explain due process of law as expressed in the 5<sup>th</sup> Fifth and 14<sup>th</sup> Fourteenth Amendments.
3. ~~Trace selective incorporation of the Bill of Rights.~~
4. ~~Evaluate the balance between individual liberties and the public interest of order.~~
5. ~~Assess the statement "It is every citizen's right to be treated equally under the law."~~
6. Trace the changing interpretations of the Bill of Rights over time, particularly the First and Fourteenth Amendments. ~~including interpretations of the basic freedoms, including: religion, speech, press, petition, and assembly, articulated in the First Amendment and the due process and equal protection of the law clauses of the Fourteenth Amendment.~~
7. Analyze judicial activism and judicial restraint ~~and as well as~~ the effects of each policy over the decades, ~~including: the Warren and Rehnquist courts.~~
8. Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison (1803)*, *McCulloch v. Maryland (1819)*, and *United States v. Nixon (1974)*. ~~with emphasis on the arguments espoused by each side in these cases.~~
9. Investigate the controversies that have resulted over changing interpretations of civil rights, including: *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña*, and *United States v. Virginia (VMI)*.

**USG.6 USG.7**

Describe the role and function of linkage institutions such as the media, interest groups, political parties, and political action committees, on the citizens and federal government. (Strands: Civics, Civil Rights, History, Economics)

1. ~~Compare and contrast the role and function of the media, interest groups, political parties, political action committees in a democracy.~~
2. ~~Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.~~
3. ~~Trace the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.~~
4. ~~Evaluate the roles of polls, campaign advertising, and~~ Describe the controversies over campaign funding.
5. Examine how linkage groups impact primary and general elections, and citizen involvement in campaigns.
6. Identify major interest groups and their major agenda messages., including: AARP, NRA, ACLU, American Bar Association, American Medical Association, National Chamber of Commerce, and Sierra Club, in terms of their major agenda messages.
7. Evaluate the responsibility of the citizens to thoughtfully evaluate evidence presented by media and interest groups in order to form their political opinions.
8. ~~Evaluate~~ Identify the role of journalism ~~including internet vs. traditional media on~~ in the political process and trace its development over time.
9. ~~Debate the history and~~ Examine the role and history of Political Action Committees and interest groups on the electoral process.
10. Evaluate the decision *Citizens United v. Federal Election Commission (2010)* on campaign financing. (becomes 2)

**~~USG.7~~ USG.8**

Describe and evaluate the role, rights, and responsibility of a citizen in the American democracy. (Strands: Civics, Civil Rights, History, Economics)

1. Evaluate the effectiveness of citizen efforts to influence decisions of state and local governments by examining ~~historical or contemporary~~ events.
- ~~2. Analyze how individuals, interest groups, and the media influence public policy.~~
3. Compare the means that citizens use to participate in the political process, including: voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office.
- ~~4. Develop and practice a course of action to address local and/or state issues.~~
5. Analyze trends in voter turnout, ~~the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities, and the function of the Electoral College.~~
6. Investigate the causes and effects of reapportionment and redistricting, including spatial districting and the rights of minorities.
7. Examine the function of the Electoral College.
8. ~~Contrast the meaning and~~ Identify the importance of each of the rights guaranteed under the Bill of Rights and how each is secured, ~~including specifically~~ freedom of religion, speech, press, assembly, petition, privacy.
9. ~~Debate how~~ Identify the importance of economic rights and how they are secured ~~and their importance to the individual and to society, including: the right to acquire, use, transfer, and dispose of property, the right to choose one's work, the right to join or not join labor unions, copyright and patent.~~
10. Discuss the ~~individual's~~ legal obligations to obey the law, serve as a juror, and pay taxes.
11. ~~Trace~~ Justify 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.
12. ~~Describe the~~ Explain reciprocity between rights and obligations, ~~that is, why enjoyment of one's rights entails respect for the rights of others.~~
13. Explain ~~Describe~~ how one becomes a citizen of the United States, ~~including the process of naturalization, including: literacy, language, and other requirements.~~

## Economics

1/2 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>E.1</b>                      Explain the concepts of scarcity, choice, decision making, and opportunity cost.                      (Strands: Civics, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. <del>Identify that scarcity is the condition of not being able to have all of the goods and services that one wants. It exists because human wants for goods and services exceed the quantity of goods and services that can be produced using all available resources.</del></li> <li>2. Explain that scarcity is experienced by individuals, governments, and societies.</li> <li>3. <del>Illustrate</del> <u>Explain</u> that making good choices should involve trading off the expected value of one opportunity against the expected value of its best alternative.</li> <li>4. <del>Explain</del> <u>Discuss how</u> the choices people make have both present and future consequences and differ across individuals and societies.</li> <li>5. <del>Identify that</del> <u>Explain how</u> choices made by individuals, firms, or government officials are constrained by the <u>available</u> resources to which they have access.</li> <li>6. Discuss ways that decisions made by individuals, firms, or government officials often have long run unintended consequences that can, partially or entirely, offset or supplement the initial effects of the decision.</li> <li>7. <del>Explain the concept of</del> <u>Relate</u> marginal benefit and marginal cost in relationship to choice.</li> <li>8. Evaluate the role that risk takes in decision making and that risk can be reduced by diversification.</li> </ol>

**E.2**

~~Describe~~ Evaluate different economic systems and how people work individually or collectively to allocate goods and services. (Strands: Civics, History, Economics)

1. Explain that scarcity requires the use of some distribution method to allocate goods, services, and resources, whether the method is selected explicitly or not.
2. ~~Describe the differences between a market economy, in which allocations result from individuals making decisions as buyers and sellers, and a command economy, in which resources are allocated according to central authority.~~ Contrast a market economy from a command economy.
3. ~~Identify~~ Analyze the three major economic questions: What goods and services will be produced? How will these goods and services be produced? Who will consume them?
4. ~~Compare and contrast~~ Describe how various economics system vary in the extent to which they rely on government directives (central planning) and signals (prices) from private markets to allocate scarce goods, services, and productive resources.
5. Compare the benefits and costs of different allocation methods ~~in order to choose the method that is most appropriate for some specific problem which can result in more effective allocations and a more effective overall allocation system.~~

**E.3**

~~Illustrate~~ Examine how voluntary exchanges and trade are reflections of negative and positive incentives ~~resulting in gain for both parties and that specialization in trade can lead to lower costs of production and increased production and consumption.~~  
(Strands: Civics, History, Economics)

1. Describe how consumers, producers, workers, savers, investors, and citizens respond to incentives in order to allocate their scarce resources in ways that provide them the highest possible net benefits.
2. Explain how free trade increases worldwide material standards of living.
3. ~~Evaluate-~~ Identify gains from free trade and recognize that they are not distributed equally, and some individuals or groups may lose more than they gain when trade barriers are reduced.
4. Explain why ~~even though there are mutual benefits from trade among people in different countries,~~ many nations employ trade barriers to restrict free trade for national defense reasons, to protect key industries, or because some companies and workers are hurt by free trade.
5. ~~Explain why import restrictions by public policies result in higher prices and decreased job opportunities and profits. in consumers paying higher prices and job opportunities and profits in exporting firms may decrease.~~
6. ~~Explain that~~ Define labor productivity is ~~output per worker.~~
7. Evaluate how ~~growing~~ international economic interdependence causes economic conditions and policies in one nation to be ~~increasingly~~ affected by economic conditions and policies in other nations.
8. Describe ~~the how individuals and nations have a comparative advantage in the production of goods or services if they can~~ when a product is produced a product at a lower opportunity cost than other individuals or nations.
9. Demonstrate that international trade stems mainly from factors that confer comparative advantage, including international differences in the availability of productive resources and differences in relative prices.
10. ~~Explain that transaction costs are costs (not to be confused with the price of the good or service) that are associated with the purchase of a good or service, such as the cost of locating buyers or sellers, negotiating the terms of an exchange, and ensuring that the exchange occurs on the agreed upon terms. When transaction costs decrease, trade increases.~~ Define transaction cost and explain why trade increases with transition cost decreases.
11. Illustrate ~~that an individual, region, or nation~~ goods can be produced at lowest opportunity cost depending on many factors ~~(which may vary over time),~~ including available resources, technology, and political and economic institutions.

**E.4**

Analyze the role of price on the market, the buyer, and the seller. (Strands: Civics, History, Economics)

1. Demonstrate that market prices are determined through the buying and selling decisions made by buyers and sellers.
2. Explain that the term 'relative price' refers to the price of one good or service compared to the prices of other goods and services. Relative prices are the basic measures of the relative scarcity of products when prices are set by market forces (supply and demand).
3. Demonstrate that the market clearing or equilibrium price for a good or service is the price at which quantity supplied equals quantity demanded.
4. Explain that if a price is above the market clearing price, it will eventually fall, causing sellers to produce less and buyers to purchase more; if it is below the market clearing price, it will eventually rise, causing sellers to produce more and buyers to purchase less.
5. Explain that market outcomes depend on the resources available to buyers and sellers, and on government policies.
6. Demonstrate that a shortage occurs when buyers want to purchase more than producers want to sell at the prevailing price and that a surplus occurs when producers want to sell more than buyers want to purchase at the prevailing price.
7. Explain that shortages of a product usually result in price increases in a market economy; surpluses usually result in price decreases.
8. Relate the concept of market price to exchange rates which are set in the foreign-exchange market. When the exchange rate between two currencies changes, the relative prices of the goods and services traded among countries using those currencies change; as a result, some groups gain, and others lose.
9. Recognize that demand for a product changes when there is a change in consumers' incomes, preferences, the prices of related products, or in the number of consumers in a market.
10. Recognize that the supply of a product changes when there are changes in either the prices of the productive resources used to make the product, the technology used to make the product, the profit opportunities available to producers from selling other products, or the number of sellers in a market.
11. Illustrate that changes in supply or demand cause relative prices to change; in turn, buyers and sellers adjust their purchase and sales decisions.
12. Illustrate how government-enforced price ceilings set below the market-clearing price and government-enforced price floors set above the market-clearing price distort price signals and incentives to producers and consumers. Price ceilings can cause persistent shortages, while price floors can cause persistent surpluses.

**E.4**

Analyze the role of price on the market, the buyer, and the seller. (Strands: Civics, History, Economics)

**Reordered/Updated Objectives**

1. Define relative price, market clearing/equilibrium price, shortage, and surplus.
2. Investigate the relationship between market clearing price and supply and demand.
3. Explain that market outcomes depend on available resources and government policies.
4. Relate shortages and surpluses to changes in price.
5. Discuss the concept of market price and exchange rates.
6. Examine how changes in supply or demand cause relative prices to change.
7. Relate government enforced price ceilings and floors to persistent shortages or surpluses.

**E.5**

Analyze and evaluate the impact the market structures ~~on the entrepreneurship and institutions have on the~~ market economy, competition and income. (Strands: Civics, History, Economics)

1. Describe how pursuit of self-interest in competitive markets usually leads to choices and behavior that also promote the national level of well-being.
2. Evaluate how the level of competition in an industry is affected by the ease with which new producers can enter the industry, and by consumers' information about the availability, price and quantity of substitute goods and services.
3. Evaluate how market structures which are dominated by large firms, often competing against only a few other firms, cause prices to be higher than they would be in more competitive markets.
4. Explain ~~how the effects of~~ collusion among buyers or sellers ~~reduces the level of competition in a market and that collusion is more difficult in markets with large numbers of buyers and sellers.~~
5. ~~Identify~~ Examine the household as a major institution in which consumption and production take place. ~~Recognize that banks and other financial institutions channel funds from savers to borrowers and investors.~~
6. Describe the role of banks and other financial institutions channel funds from savers to borrowers and investors.
7. ~~Describe how~~ Explain the purpose of labor unions and how they have influenced laws created in market economies and, through the process of collective bargaining with employers, labor unions represent some workers in negotiations involving wages, fringe benefits, and work rules.
8. Identify the role that not-for-profit organizations have and that they are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes.
9. Evaluate the factors that ~~roles that~~ property rights, contract enforcement, standards for weights and measures, incorporation and liability rules that affect incentives for people to produce and exchange goods and services have in regulating regulate price and market security.
10. ~~Discuss how entrepreneurs organize resources to produce goods and services because they expect to earn profits.~~
11. ~~Demonstrate that entrepreneurs (as well as other sellers) earn profits when the revenues they receive from selling the products they sell are greater than the costs of production.~~

	<p><del>12. Demonstrate that entrepreneurs (as well as other sellers) incur losses when the revenues they receive from selling the products they sell do not cover the costs of production.</del></p> <p><del>13. Compare and contrast positive and negative aspects of entrepreneurship.</del></p> <p><del>13. Evaluate how entrepreneurial decisions are influenced by tax, regulatory, education, and research support policies.</del></p> <p><del>14. Explain and define the different forms of getting income: labor, capital, natural resources, and entrepreneurial talents.</del></p> <p><del>15. Analyze how peoples' incomes, in part, reflect choices they have made about education, training, skill development, and careers.</del></p> <p><del>16. Demonstrate how changes in the structure of the economy, including technology, government policies, the extent of collective bargaining and discrimination, can influence personal income.</del></p> <p><del>17. Illustrate how in a labor market, in the absence of other changes, a higher wage increases the reward for work and reduces the willingness of employers to hire workers.</del></p>
<p><b>E.6</b> <u>Assess entrepreneurship.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Discuss how entrepreneurs organize resources to produce goods and services because they expect to earn profits.</u></li> <li>2. <u>Describe how entrepreneurs earn profits and incur losses.</u></li> <li>3. <u>Compare and contrast positive and negative aspects of entrepreneurship.</u></li> <li>4. <u>Evaluate how entrepreneurial decisions are influenced by tax, regulatory, education, and research support policies.</u></li> </ol>
<p><b>E.7</b> <u>Examine the factors that influence personal income.</u></p>	<ol style="list-style-type: none"> <li>1. <u>Define and explain the different forms of earning income: labor, capital, natural resources, and entrepreneurial talents.</u></li> <li>2. <u>Relate income to choices made for education, training, skill development, and careers.</u></li> <li>3. <u>Demonstrate how changes in the structure of the economy can influence personal income.</u></li> <li>4. <u>Describe how a higher wage increases the reward for work and reduces the willingness of employers to hire workers in a labor market.</u></li> </ol>

**E.6 E.8**

Evaluate the role of money and its relationship to inflation, unemployment and interest rates in the market economy.  
(Strands: Civics, History, Economics)

1. Define and explain the purpose of CPI, annual inflation rate, and interest rate.
2. Describe the three functions of money: a store of value, a unit of account, and a medium of exchange.
- ~~3. Explain how money encourages specialization by decreasing the costs of exchange.~~
4. Identify Explain inflation and its impact on the value of money.
5. Compare and contrast M-1 and M-2 money in the United States.
- ~~6. Explain why deposits in checking accounts are considered money but assets such as stocks and bonds are not. Explain why a credit card should not be considered money.~~  
Explain what is and is not considered money.
- ~~7. Given a chart, the student will determine in which years inflation occurred given the prices of a market basket of goods and services for three different years.~~
- ~~8. The consumer price index (CPI) is the most commonly used measure of price level changes. It can be used to compare the price level in one year with price levels in earlier or later periods.~~
- ~~9. The annual inflation rate is the percentage change in the average prices of goods and services over a twelve-month period.~~
- ~~10. Explain how in the long-run, inflation results from increases in a nation's money supply that exceed increases in its output of goods and services.~~
- ~~11. Define an interest rate as the price of money that is borrowed or saved which are determined by the forces of supply and demand.~~
- ~~12. Distinguish between~~ Evaluate real and nominal interest rates and discuss their impact on consumers.
13. Evaluate the impact of higher real interest rates on business investment spending and consumer spending on housing, cars, and other major purchases.
- ~~14. Describe how expectations of increased inflation may lead to higher interest rates.~~
15. Examine the types of unemployment its effects on society.
- ~~16. Evaluate why unemployment statistics are imperfect methods of measuring unemployment.~~
- ~~17. Compare and contrast~~ Describe how unexpected inflation imposes costs on many people and benefits others.

**E.7 E.9**

Describe economic growth and evaluate the cause and effects of economic fluctuations. (Strands: Civics, History, Economics)

1. Describe the characteristics of economic growth in the long and short term. ~~Trace and illustrate how economic growth has been a vehicle for alleviating poverty and raising standards of living.~~
2. Explain Justify the importance of investing in new physical or human capital on future productivity and consumption, but such investments require the sacrifice of current consumption and entail economic risks.
3. Investigate how lower interest rates encourage investment.
4. Trace how the rate of productivity increase in an economy is strongly affected by the incentives that reward successful innovation and investments ~~(in research and development, and in physical and human capital).~~
5. Define and explain GDP, its components, and how it can be calculated.
6. Compare and contrast GDP and GDP per capita.
7. Compare and contrast real and nominal GDP.
8. Evaluate the business cycle in terms of fluctuations in real GDP around its potential level.

**E.8 E.10**

Evaluate the role of the government in correcting market failures. (Strands: Civics, History, Economics)

1. Describe the reasons for a market failure.
2. Explain Discuss the role for government in the economy is to define, establish, and enforce property rights.
3. Compare and contrast positive and negative externalities on the market.
4. Identify methods the United States government can use to help correct for insufficient output of a positive and excess production of negative externalities, ~~including: such as subsidies, laws, government ownership, income redistribution through tax laws, and price controls.~~
5. ~~Evaluate the pros and cons of market intervention by the government to correct market failures.~~ Evaluate the benefits and costs of market intervention by government, identifying the constraints on government preventing it from perfectly correcting market failures (government failures).

**E.9 E.11**

Compare and contrast fiscal and monetary policy in the United States economy.

(Strands: Civics, History, Economics)

1. Discuss how fiscal policies are decisions to change spending and taxation levels by the federal government to influence national levels of output, employment, and prices.
2. Describe the short-term and long-term benefits and costs of fiscal policy.
3. Discuss how monetary policy by the Federal Reserve Bank influences the overall levels of employment, output, and prices.
4. ~~Distinguish between a~~ Differentiate budget deficit from budget surplus and a balanced budget.
5. ~~Describe~~ Explain why a government debt is created.
6. Evaluate how monetary policies lead to changes in the supply of money, short term interest rates, and the availability of credit.
7. Describe the Federal Reserve System's three major monetary policy tools.
8. Distinguish between the federal funds rate, the discount rate, and the prime rate.
9. Describe the reasons the Federal Reserve would increase interest rate targets.

## Advanced World Geography

1 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>AWG.1</b> Describe and explain the world using spatial terms, concepts, and thinking and employing maps and other geographic representations, tools, and technologies. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Trace the development of geographic tools from early representations of the earth to modern geospatial technologies.</li> <li>2. Evaluate how different types of geographic tools express the relationships among people, places, and environments.</li> <li>3. Utilize spatial models to explain the geographic organization of people, places, and environments.</li> </ol>
<p><b>AWG.2</b> Appraise the nature, origins, evolution, and meaning of places. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Determine how the physical and human characteristics of a place contribute to personal, community, and national identities.</li> <li>2. Examine the ways that places change as a result of physical and human processes.</li> <li>3. Distinguish the relative impact of culture and experience in influencing people's perceptions of places.</li> </ol>
<p><b>AWG.3</b> Determine how regions are used to describe the organization of the Earth's surface. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Distinguish formal, functional, and perceptual designations of regions.</li> <li>2. Explain the factors that impact the characteristics of a region.</li> <li>3. Examine the characteristics and role of globalization on regions of the world in terms of economics, culture, and technology.</li> <li>4. Explain how perceptions of regions and the cultures that inhabit them change as a result of direct and indirect experiences.</li> </ol>
<p><b>AWG.4</b> Compare and contrast geographic patterns in the environment that result from the processes of Earth's physical systems. (<del>Strands: Civics, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Explain how processes that shape the physical environment produce different conditions in different places on Earth.</li> <li>2. Distinguish the impact of physical processes on different types of ecosystems over time.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>AWG.5</b> Evaluate the characteristics and processes of human population and migration on Earth. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Utilize concepts including the crude birth rate, crude death rate, infant mortality rate, fertility rate, natural increase rate, and demographic transition model to explain the characteristics of a population over time.</li> <li>2. Explain the relationship between the status of women and population patterns in a society.</li> <li>3. Trace the major migration patterns in the United States and the world in terms of distance, origin, cause, and time.</li> <li>4. Examine the various ways that nations manage intraregional, interregional, and international population flows.</li> <li>5. Assess the conditions which produce refugees, asylum seekers, and internally displaced persons and the processes countries utilize to meet their needs.</li> </ol>
<p><b>AWG.6</b> Examine the characteristics and development of culture. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Describe the characteristics that come to define a culture over time.</li> <li>2. Explain the impact of religion on the development and values of a culture.</li> <li>3. Distinguish characteristics of folk culture and pop culture and examine the role of each in societies.</li> <li>4. Examine the economic and political factors that affect how and where cultures spread.</li> </ol>
<p><b>AWG.7</b> Explain the patterns and networks of economic interdependence on Earth’s surface. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Categorize economic activities as primary, secondary, or tertiary.</li> <li>2. Distinguish subsistence and commercial livelihoods and trace how people groups move from one to the other over time.</li> <li>3. Identify economic globalization and explain its impact on places, populations, and environments.</li> <li>4. Examine the role of technologies including communications, transportation, and infrastructure in the emergence of global economic interdependence.</li> </ol>
<p><b>AWG.8</b> Analyze the patterns of human settlements and explain their development and operation. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Explain how human activities have contributed to the development of settlements at particular locations.</li> <li>2. Distinguish the various types of settlements and explain differences in the number and types of services they provide.</li> <li>3. Examine patterns of urban land use and development including organizational models and drivers of expansion, decline, and rejuvenation.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>AWG.9</b> Describe and analyze boundaries and political entities and the cooperation and conflicts that occur among them. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Analyze the advantages and disadvantages of political and other boundaries that are based on physical and human factors.</li> <li>2. Explain how countries and organizations make agreements to cooperate in managing natural resources.</li> <li>3. Describe how conflict occurs at the international level because of disagreements over the division, control, and management of natural resources.</li> </ol>
<p><b>AWG.10</b> Explain how human actions modify the physical environment. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Describe how human-induced changes in one place can affect the physical environment in other places.</li> <li>2. Explain how the use of technology has changed the scale at which people can modify the physical environment.</li> <li>3. Describe how the physical environment can accommodate and be endangered by human activities.</li> </ol>
<p><b>AWG.11</b> Explain how human systems develop in response to physical environmental conditions. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Explain how characteristics of the physical environment can both hinder and advance development.</li> <li>2. Explain how processes carried out by humans threaten environmental sustainability.</li> <li>3. Describe how people perceive, prepare, and cope with environmental hazards and disasters</li> </ol>
<p><b>AWG.12</b> Evaluate the concept of natural resources and the changes in the spatial distribution, quantity, and quality of resources through time and location. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Describe the role of culture in perceptions and uses of resources.</li> <li>2. Distinguish and analyze renewable and nonrenewable resources with respect to suitability, viability, and sustainability.</li> <li>3. Assess how the most common resources of the contemporary world are extracted, refined, and transported.</li> </ol>

## Problems in American Democracy

1 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>PAD.1</b> Examine the historical, economic, and political factors that played a role in the shaping of the U.S. Constitution. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast the concepts of state and national sovereignty as illustrated in the Articles of Confederation and the Constitution.</li> <li>2. Describe the monetary and trade practices of U.S. states in the 1780s and their consequences.</li> <li>3. Connect the enumerated powers given to the federal government under the Constitution to the national problems that emerged in the 1780s they were meant to address.</li> <li>4. Analyze the use of the separation of powers as a mechanism for federal accountability and limited powers.</li> </ol>
<p><b>PAD.2</b> Describe the patterns of conflict and cooperation between the emerging United States and Native Americans from colonial times through the antebellum period. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Trace the major interactions between early American settlers and indigenous tribes during the colonial period that impacted the relationships between the U.S. and native groups following the revolution.</li> <li>2. Explain the various treaties between the United States and native groups under the Articles of Confederation and the U.S. Constitution and the political and practical limitations to their enforcement.</li> <li>3. Identify and describe major events and turning points in the relationship between the United States and Native Americans in the early nineteenth century.</li> <li>4. Assess the impact of westward expansion on Native American populations.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>PAD.3</b> Trace the historical factors and institutions that gave rise to the current financial policies, practices, and systems of the U.S. government. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Compare the arguments of Alexander Hamilton, James Madison, and Thomas Jefferson in the debate over the establish of the Bank of the United States in 1791.</li> <li>2. Outline the key economic processes and events that shaped the emerging banking systems in the United States in the early 1800s including the Second Bank of the United States and the Panic of 1837.</li> <li>3. Analyze the economic factors that led to the Panic of 1907 and the Federal Reserve Act of 1913.</li> <li>4. Describe the economic conditions that led to the Great Depression and the federal interventions and safety net programs that developed as a result.</li> <li>5. Compare and contrast the mechanisms of governance and response of the Federal Reserve to periods of financial instability in the late 1900s and early 2000s.</li> </ol>
<p><b>PAD.4</b> Assess the development of a system of public education in the United States and its role in facilitating civic, political, and economic engagement. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Describe the origins and development of early public education in New England from the Colonial Period to the mid-1800s.</li> <li>2. Explain the conditions and prevailing perspectives in New York State leading up to the passage of the Free Schools Law in 1849.</li> <li>3. Trace the spread and development of public education throughout the U.S. through the late 1800s and 1900s.</li> <li>4. Examine the impact of contemporary policies on public education in the U.S., including the No Child Left Behind Act and the emergence of charter schools.</li> </ol>
<p><b>PAD.5</b> Examine the political, economic, and cultural conditions that led to the U.S. Civil War. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Describe the economic characteristics of the North and South in the early-to-mid-nineteenth century that contributed to sectional political conflict.</li> <li>2. Trace measures taken during the early 1800s to maintain the balance of power between free and slave states including policies related to the admittance of states into the Union and the management of the western territories.</li> <li>3. Assess the response of the U.S. government to the secession of southern states following the election of Abraham Lincoln as president.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>PAD.6</b> Analyze the effectiveness of Reconstruction policies in the United States following the Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Evaluate the efforts to rebuild the Union and restore southern states during Reconstruction.</li> <li>2. Identify and describe the significance of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the U.S. Constitution.</li> <li>3. Assess efforts by former Confederate states to disenfranchise black voters during the late 1800s including the use of poll taxes and literacy tests.</li> <li>4. Assess economic and cultural conditions in the North that impacted Reconstruction policies.</li> </ol>
<p><b>PAD.7</b> Evaluate the impact of industrialization of the living conditions of U.S. citizens. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Explain the geographic and social changes that resulted from industrialization in the U.S. in the late 1800s and early 1900s.</li> <li>2. Assess challenges faced by workers, especially immigrants, in factories during the early twentieth century.</li> <li>3. Define muckraker and describe the role of journalism in bringing awareness to concerns and abuses related to industrialization.</li> <li>4. Identify and explain federal policies created in the early 1900s and then again in the mid-twentieth century to regulate domestic food and drug safety.</li> </ol>
<p><b>PAD.8</b> Examine how and under what circumstances state governments and the federal government have expanded or constrained the civil and political rights of African-Americans and other groups since the Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Trace accomplishments and setbacks related to the enfranchisement of African-Americans during Reconstruction.</li> <li>2. Describe the social, economic, and political disenfranchisement of African-Americans under the Jim Crow laws.</li> <li>3. Examine the rise of the Civil Rights Movement in the 1950s and the goals, strategies, and accomplishments of the movement.</li> </ol>

**PAD.9**

Describe the major events in U.S. history related to the rights and status of women.  
(Strands: Civics, Civil Rights, Geography, History, Economics)

1. Survey the rights of women in the United States during the Revolutionary Period and the role of women in the war effort.
2. Trace the major accomplishments of the Women’s Rights Movement in the mid-nineteenth century and identify the contributions of the movement’s leaders including Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, and Sojourner Truth.
3. Trace the events and conditions that led to the ratification of the 19<sup>th</sup> amendment to the Constitution in 1920 and the efforts of the Women’s Rights Movement to address other social and economic inequalities in the years that followed.
4. Describe the rationale for the Equal Rights Amendment (ERA) and trace the efforts to pass the ERA throughout the 1900s.

**PAD.10**

Examine contemporary challenges faced by American democracy as a result of political, economic, and technological changes.  
(Strands: Civics, Civil Rights, Geography, History, Economics)

1. Analyze how developments in communication technologies including radio, television, and the internet offer challenges in American democracy and how American society and government have responded to those challenges.
2. Trace the development of campaign finance laws from 1907 to present and explain the significance of the Citizens United decision in 2010.
3. Survey problems in American society related to socioeconomic stratification, immigration, and ethnic and religious strife, and evaluate competing perspectives on those problems.
4. Assess the historic impact of journalism and the media on the development of American democracy and describe the role of citizens in determining the reliability and utility of various forms of journalism in civil discourse.

## HISTORY OF THE ANCIENT MIDDLE EAST, 2000 B.C. TO 1000 A.D.

1 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>HAME.1</b>                      Contrast how geography, economics, and politics have influenced the development of the ancient Middle East. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Examine the advantages of living in a river valley or coastal region as compared to inland areas of the Middle East.</li> <li>2. Describe major events in the development and decline of regional empires, including: Egyptian, Assyrian, Babylonian, Medo-Persian, Greek and Roman.</li> <li>3. Examine the development of Israel as a civilization.</li> </ol>
<p><b>HAME.2</b>                      Trace the relationship of people, places, and environments throughout time. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Analyze the accomplishments and failures of key people of the Middle East from 2000 B.C. to 100 A.D.</li> <li>2. Critique the conflicts over the land of Palestine from 2000 B.C. to 100 A.D.</li> <li>3. Analyze the movements and interactions of various groups of people in the ancient Middle East.</li> <li>4. Discuss the impact of war and conflict on different groups from 2000 B.C. to 100 A.D.</li> </ol>
<p><b>HAME.3</b>                      Examine the contributions made by archaeological work in the Middle East. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Define the science of archaeology.</li> <li>2. Review archaeological finds in the Middle East.</li> <li>3. Critique the impact of archaeology related to various documents, including: Hammurabi’s Code, the Bible, Dead Sea scrolls, etc.</li> </ol>
<p><b>HAME.4</b>                      Describe the impact of science and technology on the historical development of the Middle East. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Explain how technological development transformed agriculture and customs of the ancient Middle East.</li> <li>2. Describe the transition from the barter system to monetary system, including: coinage, etc.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>HAME.5</b>          Demonstrate the ability to apply and interpret social studies tools, including: timelines, maps, globes, graphs, compass, technology, political cartoons, primary and secondary documents, charts, etc. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Locate and label selected physical features of the Middle East.</li> <li>2. Compare and contrast ancient political boundaries with those of modern independent nations.</li> </ol>
<p><b>HAME.6</b>          Debate the similarities and differences of ancient Middle Eastern cultures. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast the religious practices, rituals, and traditions of ancient Middle Eastern cultures.</li> <li>2. Analyze examples of cultural contributions made by various ancient civilizations of the Middle East.</li> <li>3. Examine the roles, status, and interaction of diverse groups of people, including: parents, children, men, women, slaves, etc. within various ancient Middle Eastern societies.</li> <li>4. Analyze selected examples of ancient Middle Eastern literature, including: legends, poetry, prophecy, and wisdom literature, etc.</li> </ol>
<p><b>HAME.7</b>          Analyze the development of social and political systems in the ancient Middle East. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Compare/contrast political systems of the ancient Middle East.</li> <li>2. Discuss major political movements from 2000 B.C. to 100 A.D.</li> <li>3. Describe the warfare, weaponry, and resolution of conflicts in the ancient Middle East.</li> <li>4. Analyze the development and expansion of various legal systems, including: Hebrew, Roman, Sumerian, Egyptian, etc.</li> <li>5. Show the impact of various empires on developing social structures of the ancient Middle East.</li> <li>6. Summarize the effects of early religious teachings on ancient and modern social structures, including: Hebrew, Christian, Roman, Persian, and Egyptian.</li> </ol>

## African American Studies

1 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>AAS.1</b> Examine the influence of geography on the economic, political, and social development of slavery in the United States. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Analyze the economic, political, and social reasons for focusing the slave trade on Africa, including the role of Africans, Europeans, and colonists.</li> <li>2. Assess the role of geography on the growth and development of slavery.</li> <li>3. Analyze the impact of the slave trade on Africa and the colonies.</li> <li>4. Identify and explain the Middle Passage as one of the largest forced migrations in human history.</li> </ol>
<p><b>AAS.2</b> Analyze the justifications and ramifications of slavery between 1619 and 1860. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Analyze the economic, social, religious, and legal justifications for the establishment and continuation of slavery.</li> <li>2. Identify and evaluate the various ways Africans in America resisted slavery.</li> <li>3. Analyze the role slavery played in the development of nationalism and sectionalism.</li> <li>4. Assess the development of the abolitionist movement and its impact on slavery and the nation.</li> </ol>
<p><b>AAS.3</b> Differentiate between African American life and cultural contributions through 1860. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast African American urban and rural communities in the North and the South.</li> <li>2. Analyze the African American family in antebellum America.</li> <li>3. Trace the development of African American institutions, including: religion, education, and benevolent organizations.</li> <li>4. Identify and explain the contributions of African Americans in science and the arts.</li> </ol>
<p><b>AAS.4</b> Evaluate the roles of African Americans during the Civil War and Reconstruction. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Analyze President Lincoln's views on slavery and the status of freed slaves in the United States.</li> <li>2. Identify and explain the roles of African American soldiers, spies, and slaves to the war effort in both the North and the South, including the 13th U.S. Colored Troops.</li> <li>3. Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen.</li> <li>4. Assess the successes and failures of Reconstruction as they relate to African Americans.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>AAS.5</b> Analyze the rise of Jim Crow and its effects on the life experiences of African Americans in the late nineteenth and early twentieth centuries. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Assess the economic and social impact of Jim Crow laws on African Americans.</li> <li>2. Analyze the legal ramifications of segregation laws and court decisions on American society.</li> <li>3. Compare and contrast the political movements that developed in response to Jim Crow laws, including the Niagara Movement, the NAACP, the Urban League, The Atlanta Compromise, The Farmers’ Union Movement, Brotherhood of Sleeping Car Porters, and the Anti-Lynching Crusade.</li> <li>4. Compare and contrast the African American political and legal personalities of the time period and their impact on American society, including Samuel McElwee, Robert Church Sr., Ida B. Wells, Randolph Miller, and James Napier.</li> <li>5. Describe the development of African American institutions such as religion, education, and benevolent organizations.</li> <li>6. Evaluate the economic, cultural, political, and social impact of African American migration within and from the South, including the Exodusters, Benjamin Pap Singleton, and 2nd Great Migration.</li> <li>7. Describe the impact of African American regiments on the western campaigns, the Spanish American War, and World War I, including Buffalo Soldiers and George Jordan.</li> </ol>
<p><b>AAS.6</b> Trace the cultural contributions made by African Americans during the Harlem Renaissance. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Assess the literary contributions made by African Americans.</li> <li>2. Describe the contributions of African Americans to the performing arts, including Fisk Jubilee Singers, W.C. Handy, John Work III, and DeFord Bailey.</li> <li>3. Describe the contributions of African Americans to the visual arts, including Edmondson Williams.</li> <li>4. Evaluate the impact of the African American media on American life.</li> <li>5. Analyze reactions of Americans to the Harlem Renaissance.</li> </ol>
<p><b>AAS.7</b> Analyze the conditions and contributions of African Americans during the Great Depression and World War II. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Analyze the impact of the Great Depression and the New Deal on the lives of African Americans.</li> <li>2. Evaluate the continued quest for civil rights in America.</li> <li>3. Describe the effects of African American "pop" culture of the 1930s and 1940s.</li> <li>4. Analyze the impact of racism in America during World War II.</li> <li>5. Evaluate the contributions of African Americans during World War II.</li> <li>6. Explain how World War II laid the groundwork for the modern Civil Rights Movement.</li> </ol>

<p><b>AAS.8</b> Analyze the successes and failures of the Civil Rights Movement in the United States. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Explain how legal victories prior to 1954 inspired and propelled the Civil Rights Movement.</li> <li>2. Describe the impact of Brown v. Board of Education of Topeka, Kansas and evaluate the resistance and reaction to it.</li> <li>3. Define various methods used to obtain civil rights.</li> <li>4. Identify various organizations and their role in the Civil Rights Movement, including the Highlander Folk School.</li> <li>5. Assess the extent to which the Civil Rights Movement transformed American politics and society.</li> <li>6. Determine the impact of the Vietnam War on the Civil Rights Movement.</li> </ol>
<p><b>AAS.9</b> Debate the issues confronting contemporary African Americans in the continuing struggle for equality. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Identify and analyze how the changing political environment has impacted civil rights.</li> <li>2. Describe how African Americans have responded to or engaged in political conservatism.</li> <li>3. Compare and contrast the responses of African Americans to the economic, social, and political challenges of contemporary America.</li> <li>4. Identify and evaluate major contemporary African American issues confronting society, including affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime.</li> <li>5. Analyze the impact of immigration and migration on the lives of African Americans in contemporary America.</li> <li>6. Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society in general, including Wilma Rudolph, Tina Turner, and Oprah Winfrey.</li> </ol>

# Psychology

1/2 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>PSY.1</b> Describe the historical traditions, perspectives, career opportunities, and modern empirical nature of psychological inquiry. (Strands: Civics, Civil Rights, History)</p>	<ol style="list-style-type: none"> <li>1. Identify the major historical traditions in psychology including structuralism, functionalism, behaviorism, Gestalt psychology, psychodynamics, and humanistic psychology.</li> <li>2. Explain the influence of various perspectives, including: biological, social, behavioral, cognitive, etc. on approaches to empirical investigation in psychology.</li> <li>3. Distinguish modern psychological science from historical perspectives on the mind and contemporary and historical examples of pseudo psychology.</li> </ol>
<p><b>PSY.2</b> Distinguish the various methods and tools employed by researchers to explain human mental and behavioral processes. (Strands: Civics, Civil Rights, History)</p>	<ol style="list-style-type: none"> <li>1. Explain the scientific method and the role of experimental research in determining cause and effect relationships.</li> <li>2. Describe and distinguish experimental and non-experimental methods of inquiry in psychological research including controlled experiments, surveys, naturalistic observations, correlational studies, longitudinal studies, and case studies.</li> </ol>
<p><b>PSY.3</b> Appraise the biological structures and processes that give rise to and influence human behavior and cognitive experiences. (Strands: Civics, Civil Rights, History)</p>	<ol style="list-style-type: none"> <li>1. Illustrate the structures of a neuron and the process of neural transmission.</li> <li>2. Identify the role of neurotransmitters on human behavior and cognitive experiences.</li> <li>3. Sketch the major structures of the brain including the cerebellum, brain stem, limbic system, and cortex, and describe their functions.</li> </ol>
<p><b>PSY.4</b> Explain the ways in which human sensory and perceptual systems translate and interpret information from the environment. (Strands: Civics, Civil Rights, History)</p>	<ol style="list-style-type: none"> <li>1. Explain the concept of transduction and outline the ways in which stimuli in the environment are translated into sensory experiences.</li> <li>2. Demonstrate absolute and difference thresholds as they relate to vision, hearing, smell, taste, and touch.</li> <li>3. Differentiate between sensation and perception.</li> <li>4. Examine the factors that influence perception including top-down and bottom-up processing, priming forces, expectancy bias, environmental factors, perceptual sets, and change blindness.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>PSY.5</b> Describe the various states of consciousness including sleeping and dreaming and the impact on consciousness of both internal and external factors. <del>(Strands: Civics, Civil Rights, History)</del></p>	<ol style="list-style-type: none"> <li>1. Diagram the stages of the sleep cycle and the characteristics and brain wave patterns of each.</li> <li>2. Examine the major disorders associated with sleep including insomnia, night terrors, sleep apnea, and narcolepsy.</li> <li>3. Distinguish the impacts of various drugs, including: depressants, stimulants, opiates, and hallucinogens, on consciousness and mental and physical health.</li> </ol>
<p><b>PSY.6</b> Describe the processes through which humans learn, including behavioral and cognitive learning processes. <del>(Strands: Civics, Civil Rights, History)</del></p>	<ol style="list-style-type: none"> <li>1. Interpret the major elements of classical conditioning including conditioned and unconditioned stimuli, conditioned and unconditioned responses, neutral stimuli, acquisition, and stimulus generalization.</li> <li>2. Explain the development of operant conditioning and evaluate the usefulness of reward versus punishment as it relates to learning.</li> <li>3. Examine cognitive and observational learning processes.</li> </ol>
<p><b>PSY.7</b> Combine the elements of memory and concept formation to examine how those cognitive processes contribute to perception and judgment. <del>(Strands: Civics, Civil Rights, History)</del></p>	<ol style="list-style-type: none"> <li>1. Diagram the stages of memory formation including the processes of sensory memory, working memory, and long-term memory.</li> <li>2. Distinguish between concepts, concept hierarchies, schemas, and prototypes.</li> </ol>
<p><b>PSY.8</b> Distinguish the elements that give rise to emotional experience, explain the various theories of emotion, and summarize the significance of emotional intelligence on mental wellness. <del>(Strands: Civics, Civil Rights, History)</del></p>	<ol style="list-style-type: none"> <li>1. Explain the universal nature of emotions and emotional expression including the work of Paul Ekman and Robert Plutchik and the concept of display rules.</li> <li>2. Compare and contrast theories of emotion, including: James-Lange, Canon-Bard, Shachter-Singer (Two Factor), Cognitive Appraisal, and Opponent Process theories.</li> <li>3. Discuss emotional intelligence and its impact on mental wellness and interpersonal relationships.</li> </ol>
<p><b>PSY.9</b> Discuss the role of biological drives and motivations on human behavior and cognitive processes. <del>(Strands: Civics, Civil Rights, History)</del></p>	<ol style="list-style-type: none"> <li>1. Distinguish between intrinsic and extrinsic sources of motivation.</li> <li>2. Describe the concept of need for achievement and its significance in understanding motivational differences among people.</li> <li>3. Employ Maslow’s Hierarchy of Needs to understand human behavioral priorities.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>PSY.10</b> Breakdown the various theories of human cognitive and social development. (Strands: Civics, Civil Rights, History)</p>	<ol style="list-style-type: none"> <li>1. Recall biological concepts related to human development including genetic structure, prenatal development, and infancy.</li> <li>2. Trace the physical development and the development of motor skills through early childhood.</li> <li>3. Diagram Piaget’s Stages of Cognitive Development and describe the characteristics of each stage.</li> <li>4. Compare and contrast cognitive and social perspectives of an individual through Erikson’s Psychosocial Stages of Development.</li> <li>5. Examine theories of moral development including Kohlberg’s Stages of Moral Reasoning.</li> </ol>
<p><b>PSY.11</b> Outline the major personality theories, assessments, and practices of type and trait theorists and justify the practical applications of their work. (Strands: Civics, Civil Rights, History)</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast Freudian and Neo-Freudian perspectives on personality, including: the Freudian model of the mind, the unconscious mind, psychosexual development, archetypes, neuroticism, basic anxiety, and the inferiority complex.</li> <li>2. Explain behavioral, social-cognitive, and humanistic concepts related to personality including reciprocal determinism, locus of control, unconditional positive regard, and the fully functioning person.</li> <li>3. Describe the five-factor model of personality.</li> <li>4. Explain methods used by researchers to assess personality, including: projective tests and personality inventories.</li> </ol>
<p><b>PSY.12</b> Outline the historical progression of intelligence research and explain the major theories of intelligence including the work of Charles Spearman, Robert Sternberg, and Howard Gardner. (Strands: Civics, Civil Rights, History)</p>	<ol style="list-style-type: none"> <li>1. Appraise theories of intelligence including Spearman’s g factor, Sternberg’s triarchic theory, and Gardner’s theory of multiple intelligences.</li> <li>2. Describe historical and contemporary tools for measuring intelligence, including: the intelligence quotient and the roles they play in categorizing intellectual ability (normal range, intellectual disability, giftedness).</li> <li>3. Examine the history of cultural bias in intelligence measures and the sociocultural underpinnings of those processes.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>PSY.13</b> Formulate the conditions that lead to mental wellness, including a positive self-concept, healthy cognitive processes, and edifying interpersonal relationships. (<del>Strands: Civics, Civil Rights, History</del>)</p>	<ol style="list-style-type: none"> <li>1. Examine the role of the stress response and its contribution to physical and psychological health.</li> <li>2. Describe the field of positive psychology and its application of psychological concepts to improve mental well-being.</li> <li>3. Appraise the role of sleep, self-concept, need for achievement, and interpersonal relationships in establishing healthy cognitive and emotional processes.</li> </ol>
<p><b>PSY.14</b> Describe major psychological disorders, their symptoms, and classifications. (<del>Strands: Civics, Civil Rights, History</del>)</p>	<ol style="list-style-type: none"> <li>1. Differentiate the different types of mental illness including mood disorders, dissociative disorders, personality disorders, anxiety disorders, somatoform disorders, and schizophrenia.</li> <li>2. Employ the DSM-V as a tool for diagnosing mental disorders as illustrated in case studies.</li> </ol>
<p><b>PSY.15</b> Explain the methods used by mental health professionals to treat people living with mental illness. (<del>Strands: Civics, Civil Rights, History</del>)</p>	<ol style="list-style-type: none"> <li>1. Distinguish between the work of a psychiatrist and psychologist in treating mental illness.</li> <li>2. Examine the role of stigma in preventing people from accessing adequate mental healthcare.</li> <li>3. Compare and contrast psychodynamic, humanistic, and behavioral therapies in the treatment of mental disorders.</li> <li>4. Describe the usefulness of cognitive therapy, cognitive-behavioral therapy, and group therapies in the treatment of mental disorders.</li> </ol>

**PSY.16**

Describe the influence of social factors on individual cognition and behavior including conformity, obedience, the bystander effect, bias, and polarization. (~~Strands: Civics, Civil Rights, History~~)

1. Describe the concept of social role and conformity as illustrated in the Stanford Prison Experiment and other studies.
2. Explain the findings of research into obedience and conformity as illustrated in the work of Stanley Milgram and Solomon Asch.
3. Examine the concepts of bias, polarization, and the bystander effect.
4. Identify the major elements of behavioral economics as evidenced by the research of Amos Tversky, Daniel Kahneman, and Dan Ariely.

## SOCIOLOGY

1/2 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>SOC.1</b>                      Explain the development of sociology as a scientific field of study and the methods used by sociologists to study human social systems. (Strands: Civics, Civil Rights, History)</p>	<ol style="list-style-type: none"> <li>1. Explore the sociological perspective and the methods used by sociologists to explore that perspective.</li> <li>2. Identify patterns related to social structures and interactions and the role of the individual in participating in those structures.</li> <li>3. Trace the growth of sociology from Weber to modern day sociology and explain how theoretical perspectives changed over time.</li> <li>4. Collect and display various tools used by sociologists to examine aspects of social systems and explain their usefulness in offering insights into social institutions.</li> </ol>
<p><b>SOC.2</b>                      Evaluate the role of culture throughout the world. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Define culture.</li> <li>2. Distinguish the components of symbolic culture.</li> <li>3. Differentiate between subcultures and countercultures.</li> <li>4. Identify elements that are culturally universal.</li> <li>5. Describe the impact of modern technology on cultures throughout the world.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>SOC.3</b> Apply theories on life cycle development to explain differences in social interactions and relationships at different points in the life cycle of a human being based on cultural socialization in response to those developmental changes. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Define human nature.</li> <li>2. Identify major patterns of life cycle change, including: Erikson’s Stages of Psychosocial Development, Piaget’s Stages of Cognitive Development, and Kohlberg’s Stages of Moral Reasoning.</li> <li>3. Compare the life cycle patterns to human interactions that are common among various social groups composed of diverse demographic patterns.</li> <li>4. Differentiate the role of women in a variety of cultural and historical contexts, specifically noting the impact of those roles on the greater culture and the historical movements to reduce gender inequality.</li> <li>5. Explain the various types of family units, the roles of each family member, and the impact of cultural and economic factors on family functioning.</li> <li>6. Describe societal institutions including schools, churches, non-profit, media, and government organizations, and their impacts on communities and families.</li> <li>7. Interpret the ways in which cultural and social forces impact an individual’s values, behaviors, self-concept, and temperament.</li> <li>8. Compare how various cultures deal with death and dying.</li> </ol>
<p><b>SOC.4</b> Examine human behaviors that deviate from social norms including antisocial behavior, violence, criminal activity, and rehabilitative strategies, and their effectiveness. (<del>Strands: Civics, Civil Rights, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>1. Define deviance and conformity.</li> <li>2. Compare various perspectives on deviance including Symbolic Interactionist, Functionalist, and Conflict Perspectives.</li> <li>3. Examine society’s reaction to deviance.</li> </ol>
<p><b>SOC.5</b> Appraise the role of group dynamics on the behavior of an individual and the impact of group dynamics on the effectiveness and efficiency of work groups in commercial, governmental, and non-profit organizations. (<del>Strands: Civics, Civil Rights, History</del>)</p>	<ol style="list-style-type: none"> <li>1. Define bureaucracy.</li> <li>2. Compare the views of Marx and Weber on bureaucracies.</li> <li>3. Identify the characteristics of a bureaucracy.</li> <li>4. Explore the problems that exist within bureaucracies that are universal.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>SOC.6</b> Describe theories and processes related to human social networks. (<del>Strands: Civics, Civil Rights, History</del>)</p>	<ol style="list-style-type: none"> <li>Trace the development of various types of social groups from hunter-gathering cultures to modern day.</li> <li>Identify various groups within society and their functions including family, secondary groups, reference groups, and social networks.</li> <li>Explain the various dynamics that exist within a group.</li> </ol>
<p><b>SOC.7</b> Breakdown the economic and social factors that play a role in socioeconomic stratification. (<del>Strands: Civics, Civil Rights, History</del>)</p>	<ol style="list-style-type: none"> <li>Explore the levels of socioeconomic stratification that exist within the United States and globally and compare.</li> <li>Explain how the institutions of society perpetuate social status and hinder social mobility.</li> <li>Identify the consequences of social class on social mobility and access to healthcare, education, and other resources.</li> </ol>
<p><b>SOC.8</b> Describe the methods by which individuals and groups establish and maintain a sense of identity and their impacts. (<del>Strands: Civics, Civil Rights, History</del>)</p>	<ol style="list-style-type: none"> <li>Examine the role of race in creating an individual’s sense of identity.</li> <li>Distinguish between race and ethnicity as defining characteristics.</li> <li>Compare the role of age in various cultures as a measurement of social value.</li> </ol>
<p><b>SOC.9</b> Describe the roles of various social institutions on maintaining societal norms. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>Explore the role of the economic systems in various cultures.</li> <li>Explain the role of education systems in perpetuating societal norms or promoting social mobility.</li> <li>Explain the role of marital and family structures as the basic units of culture.</li> <li>Explore the types and roles of religious institutions and beliefs in various cultures.</li> <li>Distinguish the challenges faced by modern society in providing access to quality healthcare.</li> </ol>
<p><b>SOC.10</b> Analyze the impacts of various forms of significant social change on society. (<del>Strands: Civics, Civil Rights, Geography, History, Economics</del>)</p>	<ol style="list-style-type: none"> <li>Compare and contrast significant social movements, their methods, and their impacts.</li> <li>Explain the historical and modern development of urban spaces and the challenges posed by those spaces including environmental concerns, crime, poverty, and social justice issues.</li> <li>Formulate and explain the values associated with global citizenship in regard to environmental, civic, social, economic, and political action.</li> </ol>

## LAW RELATED EDUCATION

1/2 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>LRE.1</b> Assess the changes in the legal system and recognize the dynamic natures of the law in the United States over time. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Define justice and law and trace its development in the United States.</li> <li>2. Discuss the functions of the law, including lawmaking, advocacy, and settling disputes.</li> <li>3. Describe how court decisions have dynamically altered the American political landscape.</li> </ol>
<p><b>LRE.2</b> Identify the characteristics of the civil and criminal justice systems; analyze their operations and assess their effectiveness. (Strands: Civics, Civil Rights, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast criminal law and civil law.</li> <li>2. Describe the various types of criminal law, including crimes against the person, crimes against property, and defenses.</li> <li>3. Illustrate the Criminal Justice Process: the investigation, proceedings before trial, the trial and sentencing and corrections.</li> <li>4. Identify juvenile justice concerns and differences in the due process procedures.</li> <li>5. Define civil law and the procedure for a civil case.</li> <li>6. Identify the differences of various types of civil cases, including: civil wrongs, intentional torts, negligence, strict liability, torts and public policy.</li> <li>7. Summarize issues and problems confronting the civil and criminal justice systems and assess the effectiveness of each system in resolving these problems.</li> </ol>
<p><b>LRE.3</b> Compare and contrast the state and federal judicial systems and analyze the relationships between them. (Strands: Civics, Civil Rights, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Illustrate the court system on the federal level.</li> <li>2. Describe the Mississippi judicial system.</li> <li>3. Contrast the various functions of lawyers in both systems.</li> <li>4. Compare and contrast the two systems and the role of the citizen and lawyer in each. Analyze the state's right position (e.g. 10<sup>th</sup> amendment) v. the federal position (e.g. Elastic Clause, etc.).</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>LRE.4</b> Describe the roles and responsibilities of local, state and federal law enforcement agencies. (Strands: Civics, Civil Rights, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Understand the traditional democratic assumptions as they apply to law and law enforcement.</li> <li>2. Compare and contrast the functions, responsibilities, and jurisdiction of local, state and federal law enforcement agencies.</li> <li>3. Describe the obligations of the law enforcement communities and the courts in the pre-trial process, including: booking and initial appearance, bail and pretrial release, preliminary hearing, grand jury, felony arraignment and pleas, pretrial motions, and plea bargaining.</li> <li>4. Describe the obligations of the law enforcement communities and the courts in the trial phase of a case.</li> </ol>
<p><b>LRE.5</b> Assess the effectiveness of correctional systems in deterring criminal behavior. (Strands: Civics, Civil Rights, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of sentencing and corrections on the state and federal level.</li> <li>2. Describe the sentencing options available to the courts.</li> <li>3. Compare and contrast punishment and rehabilitation as functions of the correctional system.</li> <li>4. Evaluate the function of parole.</li> <li>5. Discuss the arguments for and against capital punishment.</li> <li>6. Evaluate data on recidivism to determine the effectiveness of the correctional system on deterring criminal behaviors.</li> </ol>
<p><b>LRE.6</b> Explain the various ways that the legal system insures civil rights and liberties. (Strands: Civics, Civil Rights, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Distinguish between statutory and Constitutional law.</li> <li>2. Explain the ways that the state and federal courts have protected freedom of speech, freedom of the press, freedom of religion, due process, the right to privacy, discrimination, responsibilities in the workplace, and immigration law.</li> <li>3. Identify major Supreme Court cases that protected the following rights: freedom of speech, freedom of the press, freedom of religion, due process, the right to privacy, discrimination, responsibilities in the workplace, and immigration law.</li> </ol>

**LRE.7**

Summarize and evaluate the conflicts resulting from competing interests, conflicting laws and conflicting interpretations of the Constitution. (~~Strands: Civics, Civil Rights, History, Economics~~)

1. Investigate conflicts that arose because of differing opinions on civil rights.
2. Trace conflicts that arose because of differing opinions on property rights.
3. Debate conflicts that arose because of differing opinions on issues of liberty v. order such as Red Scare, Patriot Act, rights of labor unions to strike.
4. Evaluate conflicts that arose because of differing opinions on family values, housing and business v. consumer rights.

## Minority Studies

1/2 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>MIN.1</b> Evaluate the characteristics that may come to define a minority group including distinguishing physical or cultural traits, unequal treatment, involuntary group membership, awareness of subordination, and a strong sense of group solidarity. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Investigate minority groups and determine the underlying factors that result in their marginalization.</li> <li>2. Compare and contrast the plight of women and the plight of ethnic minorities at various points in history.</li> <li>3. Identify and describe prominent groups associated with protecting and broadening protections for minority groups including the National Association for the Advancement of Colored People, Southern Poverty Law Center and the American Civil Liberties Union.</li> <li>4. Examine social and political factors and events that have impacted attitudes and discrimination towards American Muslims and Hispanic Americans in the early twenty-first century.</li> <li>5. Appraise the concept of minority group as it relates to ethnic minorities, religious minorities, and women.</li> </ol>
<p><b>MIN.2</b> Trace the group dynamics that play a role in the marginalization of minority groups. (Strands: Civics, Civil Rights, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Describe the various causes of prejudice including social distance, economic competition, scapegoating, conflicting social and religious norms, and stereotypes.</li> <li>2. Describe political and cultural factors that may serve to maintain inequalities experienced by minority groups.</li> </ol>
<p><b>MIN.3</b> Examine the experiences of Native American populations from the age of exploration to present day. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Trace the historical perspectives on Native American populations by European settlers from the age of exploration to the period of westward expansion.</li> <li>2. Describe the status of Native Americans during the early history of the United States, westward expansion, and through the twentieth century.</li> <li>3. Analyze the lasting impact of the historical treatment of Native American populations on their cultures.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>MIN.4</b> Examine the Women’s Rights Movement from 1848 to present day. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Identify and describe the origins and early leaders of the Women’s Rights Movement in the mid-nineteenth century.</li> <li>2. Trace the major events, achievements, and leaders of the women’s suffrage movement leading to the 19<sup>th</sup> amendment in 1920.</li> <li>3. Survey the accomplishments of women in the United States during the twentieth century who took on roles and offices that had been traditionally held by men.</li> <li>4. Analyze the current status of women in the United States with respect to political representation, economic opportunities, healthcare, and shifting social norms.</li> </ol>
<p><b>MIN.5</b> Describe discrimination faced by Asian-Americans in the late nineteenth and mid-twentieth century. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Trace the migration of ethnic Chinese to the United States in the 19<sup>th</sup> century and the economic, social, legal, and political factors that contributed to discrimination against them.</li> <li>2. Investigate the internment of Japanese-Americans during World War II.</li> </ol>
<p><b>MIN.6</b> Examine the major events, methods, and leaders of the Civil Rights Movement. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Describe the conditions during the mid-twentieth century that led to the Civil Rights Movement including Jim Crow laws and systemic inequality throughout the United States.</li> <li>2. Evaluate the prominent methods, leaders, and events of the Civil Rights movements culminating in the Civil Rights Act of 1964.</li> <li>3. Analyze the impact of the Civil Rights Movement on the status of African-Americans and on the American social and political culture in the late twentieth and early twenty-first centuries.</li> </ol>
<p><b>MIN.7</b> Compare and contrast historically significant events and cultural characteristics related to the plight of minority groups outside of the United States. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Illustrate the major events, minority groups, and people associated with the Holocaust and its global impact.</li> <li>2. Trace the historical context and major events and people associated with the rise and fall of Apartheid in South Africa.</li> <li>3. Explain the caste system in India and trace the changes that have occurred in attitudes towards various castes through much of the twentieth century.</li> </ol>

MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018

<p><b>MIN.8</b> Examine contemporary issues related to the treatment of minority groups. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"><li>1. Assess the lasting impact of slavery and historic discrimination on economic opportunities and social conditions of African-Americans in the United States in the twenty-first century.</li><li>2. Examine contemporary concepts related to the treatment of minority groups including microaggressions and concerns about cultural appropriation.</li><li>3. Explain significant events during the early twenty-first century that have resulted in rising tensions between minority populations and law enforcement in some areas of the United States and the significance of technology in the impact of those events.</li></ol>
<p><b>MIN.9</b> Assess modern movements to broaden protections for minority groups. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"><li>1. Examine social and political factors and events that have impacted attitudes and discrimination towards American Muslims and Hispanic Americans in the early twenty-first century.</li><li>2. Describe significant events of the early twenty-first century related to the expansion and protection of civil liberties for members of the LGBTQ community.</li></ol>

# HUMANITIES

1/2 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
<p><b>HUM.1</b> Examine the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>Trace the development of social, political, citizen responsibility, and economic patterns of early Mesopotamia, Egypt, China and Indus River Valley in their emergence of power.</li> <li>Explain the development of language, writing, technology, and arts of early civilizations, including: Neolithic pottery, Epic of Gilgamesh, Book of Songs, etc.</li> <li>Explain the role of religious traditions, origin of beliefs and customs of early civilizations such as cave art and the Zuni emergence tale.</li> </ol>
<p><b>HUM.2</b> Examine the location of Greece, its political structure, arts and religious traditions that influenced Greek society. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>Locate and recognize the importance of climate and geography on the emergence of civilization in Greece.</li> <li>Trace the development and legacy of social, political, citizen responsibility, and economic patterns of Greece while examining the rise of city-states.</li> <li>Explain the development of language, writing, technology, and arts of Greece through the work of Homer, philosophers, poetry of Sappho, Athenian pottery, Hellenistic culture, and Greek architectural traditions.</li> <li>Explain the role of religious traditions of the Greek gods, origin of mythology, and customs of Greece through the Golden Age.</li> </ol>
<p><b>HUM.3</b> Analyze ancient Rome by assessing the influence of geography, mythology and development of the Roman Republic. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>Locate and recognize the importance of climate and geography on the emergence of civilization in Rome.</li> <li>Trace the development and legacy of social, political, and citizen responsibility of Roman citizens while analyzing Roman Republic, Roman imperialism, Cicero and the politics of rhetoric.</li> <li>Explain the development of language, writing, and arts of Greece through Virgil, Horace and Ovid while observing various Roman architecture and sculptures during that time period.</li> <li>Explain the role of religious traditions of the Roman gods, origin of mythology, and spread of Roman Culture.</li> </ol>

**MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018**

<p><b>HUM.4</b> Students will analyze the social, economic, military conquest and cultural achievements during the medieval time period. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Locate and describe the evolution of nation-states England, France, Spain, and Russia.</li> <li>2. Discuss the political and social impact of the Crusades, the Mongo conquests, and the fall of Constantinople.</li> <li>3. Identify the role of Greek, Roman, and Arabic philosophy, medicine, and science during the medieval time period.</li> <li>4. Trace the emergence of pagan and Christian traditions through the discussion of medieval monastery.</li> </ol>
<p><b>HUM.5</b> Students will analyze the social, economic, and political changes and cultural achievements during the Renaissance in Europe. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Evaluate the economic infrastructure of the Italian Renaissance.</li> <li>2. Trace the events related to the rise and political development city-states while examining the Humanistic movement impact on society.</li> <li>3. Contrast the arts, literary, architecture, and philosophical ideologies with the medieval time period including Shakespeare, Leonardo da Vinci, Michelangelo and Petrich.</li> <li>4. Identify the Roman Catholic role on society and summarize religious reforms associated with Martin Luther, John Calvin, Henry VII, and their impact on the Reformation.</li> </ol>
<p><b>HUM.6</b> Students will understand the impact of the Age of Discovery and exploration into Africa, Asia and the Americas. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Locate the triangle trade, migration patterns, and cultural diffusion in colonized areas.</li> <li>2. Identify the development of social, political, and economic motivation of explorers and conquistadors while analyzing their impact on indigenous peoples.</li> <li>3. Describe the impact that religion had on the Age of Exploration and the effect that it had on colonized areas.</li> </ol>
<p><b>HUM.7</b> Students will examine the impact of global trade on various civilizations of the world. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> <li>1. Locate and explain the development of the Ottoman Empire.</li> <li>2. Identify the development of social, political, and economic impact on Africa, India, and growth of European nations.</li> </ol>

## Support Documents and Resources

The MDE will develop support documents for the MSCCRS for the Social Studies. Local districts, schools, and teachers may use these documents to construct standards-based social studies curriculum, allowing them to customize content to fit their students' 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 accord with teacher resources to help expand expertise in delivering student-centered lessons. For more information, please contact the Office of Secondary Education at 601-359-3461, or visit the MDE website at [www.mdek12.org](http://www.mdek12.org).