

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
August 15, 2019

OFFICE OF SPECIAL EDUCATION

- A. Approval to establish the Mississippi Alternate Academic Achievement Standards for High School Alternate History Elements and Alternate Social Studies Elements
(Has cleared the Administrative Procedures Act Process with public comment)

Executive Summary

The Mississippi Alternate Academic Achievement Standards (MS-AAAS) for students with significant cognitive disabilities are aligned with the Mississippi College- and Career-Readiness Standards (MS-CCRS) for World History, United States History, Economics, and United States Government. The MS-AAAS are developed to provide students with significant cognitive disabilities the skills, education, and experiences that prepare them for opportunities beyond high school.

These expectations for students with significant cognitive disabilities will provide the basis for lesson plan development, instructional delivery, and assessment development and revisions which must occur in 2019-2020.

Recommendation: Approval

Back-up material attached

**APA Comment Summary on Mississippi Alternate Academic Achievement Standards (MS AAAS) for
(1) Alternate Social Studies and (2) Alternate History.**

The Office of Special Education received the following APA comment about the Mississippi Alternate Academic Achievement Standards for (1) Alternate Social Studies and (2) Alternate History. Clarification will also be provided in extensive training sessions throughout the 2019-2020 school term.

Summary of Comment	MDE Response
These standards are totally inappropriate for the SCD population. These would be appropriate for our former MOD students.	The new alternate diploma standards must be aligned to the general education standards. This is a shift from the previous requirements. The MDE will design training and resources that assist teachers in understanding and delivering the MS-AAAS Social Studies and History standards to students.

From: Donna Akers <dakers@pontotoc.k12.ms.us>

Date: Monday, July 15, 2019 at 10:22 AM

To: SPED alternate standards comments <alternatestandardscomments@mdek12.org>

Subject: Alternate history standards

I just have a comment. These standards are totally inappropriate for the SCD population. These would be appropriate for our former MOD students.

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Donna Akers, EdD, NBCT

ALTERNATE HISTORY ELEMENTS

1 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
A.HI.1 Trace the transition of the United States from an agricultural society to an industrial society prior to WWI (<i>US.1, US.2, WH.3</i>)	<ol style="list-style-type: none">1. Differentiate between the Agricultural and Industrial Revolutions2. Tell how developments in American farming led to important inventions (e.g., iron and steel plows, windmills, barbed wire, sod houses, etc.)3. Describe how settling the West led to the development of the Transcontinental Railroad4. List the inventions that resulted from the Industrial Revolution (e.g., airplanes, lightbulbs, telephones, industrial machines, bridges, skyscrapers, typewriters, etc.)5. Describe important inventors from this period (e.g., John Deere, Eli Whitney, Charles Townsend, James Hargreaves, James Watt, Thomas Edison)6. Interpret charts and graphs that illustrate population growth
A.HI.2 Describe societal problems in America that influenced advancements during the Progressive Movement (<i>US.3</i>)	<ol style="list-style-type: none">1. Investigate how women won the right to vote2. Discuss the creation and outcomes of the Food and Drug Act (e.g., USDA, food recalls, ingredient labels, etc.)3. Discuss the importance of the implementation of a graduated income tax (i.e., Citizens' taxes are based on income instead of a flat rate.)4. Describe the progression of voting in America (e.g., secret ballot, primaries, elections)
A.HI.3 Recognize the primary causes and significant events of WWI (<i>US.4, WH.8</i>)	<ol style="list-style-type: none">1. Identify the main causes of WWI (e.g., assassination of Arch Duke Franz Ferdinand, alliances, militarism) and where they occurred2. Describe the destruction caused by WWI

<p>A.HI.4 Recall contributions to social change and culture throughout the 1920s and 1930s (US.5, US.6)</p>	<ol style="list-style-type: none"> 1. Discuss the establishment of credit in America (e.g., installment plans, putting merchandise on your “tab” at a local store, etc.) 2. List important inventions from the 1920s and 1930s (e.g., radio, cinema, print media, etc.) 3. Trace the change of culture in America during the 1920s and 1930s (e.g., the role of women, jazz music, outdoor athletic events, etc.) 4. Discuss the emergence of gangs and violence related to Prohibition 5. Describe how the Great Depression led to the development of Social Security benefits
<p>A.HI.5 Recognize the main causes, leaders, and lasting effects of WWII (US.7, WH.10)</p>	<ol style="list-style-type: none"> 1. Identify the main causes and significant events of WWII (e.g., Germany invades Poland, Pearl Harbor, Normandy, atomic bombs, the Holocaust, etc.) and where they occurred 2. Identify significant WWII leaders (e.g., Adolph Hitler, Mussolini, Joseph Stalin, Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George S. Patton, etc.) 3. Demonstrate an understanding of the lasting effects of WWII (e.g., space race, Cold War, arms race, etc.)
<p>A.HI.6 Recall issues that impacted society and the environment from the 1960s-1990s (US.9, US.10)</p>	<ol style="list-style-type: none"> 1. Tell how environmental issues such as pollution led to conservation efforts (e.g., Earth Day, recycling, Environmental Protection Agency, etc.) 2. Discuss how discrimination issues led to laws that protected individual rights (e.g., Title IX, The Americans with Disabilities Act, etc.) 3. Trace the development of the Great Society programs (e.g., Medicare, Medicaid, Head Start, WIC, etc.)
<p>A.HI.7 Recognize the impact of the Civil Rights Movement on social and political change in the United States (US.11)</p>	<ol style="list-style-type: none"> 1. Identify the people and events related to the Civil Rights Movement (e.g., segregation, Rosa Parks, Martin Luther King, Jr., Emmett Till, Freedom Summer, Freedom Riders, Bloody Sunday, Civil Rights Act, etc.)
<p>A.HI.8 Identify issues and events in America from the 1990s to present (US.12)</p>	<ol style="list-style-type: none"> 1. Identify important technological advancements during the 1990s and 2000s (e.g., Internet, personal computers, cell phones, etc.) 2. Discuss terrorism and its effects on the United States (e.g., Oklahoma City bombing, September 11, War in Afghanistan, Patriot Act, etc.) 3. Discuss the significance of the 2008 presidential election (e.g., first African American president elected, etc.)

2018 Mississippi College and Career Ready Standards for U.S. History and World History

US.1	Westward Expansion: Trace how economic developments and the westward movement impacted regional differences and democracy in the post-Reconstruction era (Strands: Civics, Civil Rights, Geography, History, Economics)
US.2	Industrialization: Analyze industrialization and its impact on the United States in the late 19th and early 20th century. (Strands: Civics, Civil Rights, Geography, History, Economics)
US.3	Progressive Movement: Evaluate causes, goals, and outcomes of the Progressive Movement (Strands: Civics, Civil Rights, Geography, History, Economics)
US.4	Imperialism/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)
US.5	1920s: Debate the impact of social changes and the conflict between traditionalism and modernism in the 1920s (Strands: Civics, Civil Rights, Geography, History, Economics)
US.6	Great Depression/New Deal: Analyze the causes and effects of the Great Depression and New Deal. (Strands: Civics, Civil Rights, Geography, History, Economics)
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)
US.8	Post WWII to 1960s: Assess changes in the United States including the domestic impact on national security, individual freedoms, and changing culture (Strands: Civics, Civil Rights, Geography, History, Economics)
US.9	Kennedy, Johnson, Nixon: Demonstrate an understanding of domestic and international issues under each administration (Strands: Civics, Civil Rights, Geography, History, Economics)
US.10	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)
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)
US.12	1992-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)
WH.1	Investigate the important ideas and achievements of scientists and philosophers in the Scientific Revolution and the Age of Enlightenment (Strands: Geography, History, Economics)
WH.2	Analyze the causes of the French Revolution and its impact on Europe (Strands: Civics, Civil Rights, Geography, History, Economics)
WH.3	Examine the origins, impact, and spread of the Agricultural and Industrial Revolutions (Strands: Civics, Geography, History, Economics)
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 (Strands: Civics, Geography, History, Economics)
WH.5	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)
WH.6	Investigate the mass movement of rural-to-urban migration as a result of industrialization (Strands: Civics, Civil Rights, Geography, History, Economics)
WH.7	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)
WH.8	Examine the causes, effects, and significant events of World War I (Strands: Civics, Geography, History, Economics)

WH.9	Contrast the challenges of the interwar period, emphasizing the rise of totalitarian states (Strands: Civics, Civil Rights, Geography, History, Economics)
WH.10	Compare and contrast the causes, effects, and significant events of World War II (Strands: Civics, Civil Rights, Geography, History, Economics)
WH.11	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)
WH.12	Debate the changing role of globalization in the contemporary world (Strands: Civics, Civil Rights, Geography, History, Economics)

ALTERNATE SOCIAL STUDIES ELEMENTS

1 CARNEGIE CREDIT

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

STANDARD	OBJECTIVE(S)
A.SS.1 Explain how the availability of resources impacts how they are valued and utilized (E.1)	<ol style="list-style-type: none">1. Describe scarcity as the limited availability of resources2. Describe how scarcity impacts the price of goods and services, and identify natural and human resources in your community and the role they play in the local economy (e.g., land for farming, lakes and bodies of water for fishing, fossil fuel for energy production, skilled and unskilled workers to fill jobs)3. Illustrate how the financial choices people make have both present and future consequences4. Describe the concept of opportunity cost (i.e., what individuals give up in order to achieve other priorities)5. Identify human labor as a resource and describe how skill development impacts the value of that resource (e.g., wage, employability)
A.SS.2 List and describe the major elements of the American economic system (E.2)	<ol style="list-style-type: none">1. Describe the skills and resources people use to make money (e.g., physical labor, organizational skills, job specific skills, social skills)2. Apply the three major economic questions to your local area (What goods and services will be produced? How will these goods and services be produced? Who will consume them?)3. Identify how the government limits the behavior of certain businesses to protect consumers (e.g., USDA, CDC, FDA, EPA, Department of Wildlife and Fisheries)
A.SS.3 Describe how different groups use resources to achieve their unique goals (E.3)	<ol style="list-style-type: none">1. Identify the different groups of people that are part of an economy and their roles (e.g., consumers, producers, workers, savers, investors, governmental bodies, etc.)2. Describe how these groups use resources in ways that provide them the highest possible net benefits (e.g., Consumers will buy fruits and vegetables that are in season because they are cheaper; savers will use coupons.)

<p>A.SS.4 Describe the role of money and credit in consumer behavior (<i>E.6</i>)</p>	<ol style="list-style-type: none"> 1. Illustrate how money enables us to meet our current needs and save for future needs 2. Describe how the use of credit can impact personal finances and employment 3. Describe tools used to store and utilize money (e.g., bank accounts, credit cards, money exchange apps, loans)
<p>A.SS.5 Describe the political principles, documents, and ideas that have shaped the United States (<i>USG.1</i>)</p>	<ol style="list-style-type: none"> 1. Explain the purpose of the Declaration of Independence and list and explain key elements of the U.S. Constitution (i.e., checks and balances, Bill of Rights, separation of powers) 2. List the differences between the two major political parties (Democratic and Republican parties)
<p>A.SS.6 Compare and contrast the branches of government (<i>USG.3</i>)</p>	<ol style="list-style-type: none"> 1. List the responsibilities of each branch of government 2. Explain how each branch of government supports and balances the others (e.g., checks and balances)
<p>A.SS.7 Describe how the United States divides power between the national and state government (<i>USG.4</i>)</p>	<ol style="list-style-type: none"> 1. Differentiate between national and state government 2. List the powers of the federal/national government 3. List the powers of the state government
<p>A.SS.8 Examine the roles, rights, and responsibilities of American citizens (<i>USG.7</i>)</p>	<ol style="list-style-type: none"> 1. Discuss the legal responsibilities of a citizen including obeying the laws and paying taxes 2. List the civic responsibilities of a citizen including voting, serving in the military, and volunteering for public service 3. Summarize the rights guaranteed under the Bill of Rights including the freedoms of religion, speech, press, and privacy 4. Discuss how individuals, interest groups, and media (e.g., print journalism, television, Internet, social media) influence public opinion 5. Compare the pathways to American citizenship (i.e., naturalization vs. citizen by birth)

2018 Mississippi College and Career Ready Standards for Economics and U.S. Government

E.1	Explain the concepts of scarcity, choice, decision making, and opportunity cost (Strands: Civics, History, Economics)
E.2	Describe different economic systems and how people work individually or collectively to allocate goods and services (Strands: Civics, History, Economics)
E.3	Illustrate how voluntary exchanges and trade are reflections of negative and positive incentives resulting in a 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)
E.4	Analyze the role of price on the market, the buyer, and the seller (Strands: Civics, History, Economics)
E.5	Analyze and evaluate the impact the market structures, entrepreneurship, and institutions have on the market economy, competition, and income (Strands: Civics, History, Economics)
E.6	Evaluate the role of money and its relationship to inflation, unemployment, and interest rates in the market economy (Strands: Civics, History, Economics)
E.7	Describe economic growth and the causes and effects of economic fluctuations (Strands: Civics, History, Economics)
E.8	Evaluate the role of the government in correcting market failures (Strands: Civics, History, Economics)
E.9	Compare and contrast fiscal and monetary policy (Strands: Civics, History, Economics)
USG.1	Compare and contrast knowledge and application of the basic concepts of democracy (Strands: Civics, Civil Rights, History, Economics)
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)
USG.3	Differentiate the basic organization of the U.S. government and explain the function of each branch of the U.S. government (Strands: Civics, Civil Rights, History, Economics)
USG.4	Analyze the role of federalism in addressing the distribution of power between national, state, and local government (Strands: Civics, Civil Rights, History, Economics)
USG.5	Compare and contrast civil rights and civil liberties and explain how each have been interpreted and amended throughout American history (Strands: Civics, Civil Rights, History, Economics).
USG.6	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)
USG.7	Describe and evaluate the role, rights, and responsibility of a citizen in the American democracy (Strands: Civics, Civil Rights, History, Economics)