



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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

First Grade



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Ensuring a bright *future* for every child

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

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

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

Jean Massey, Executive Director, Office of Secondary Education

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

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

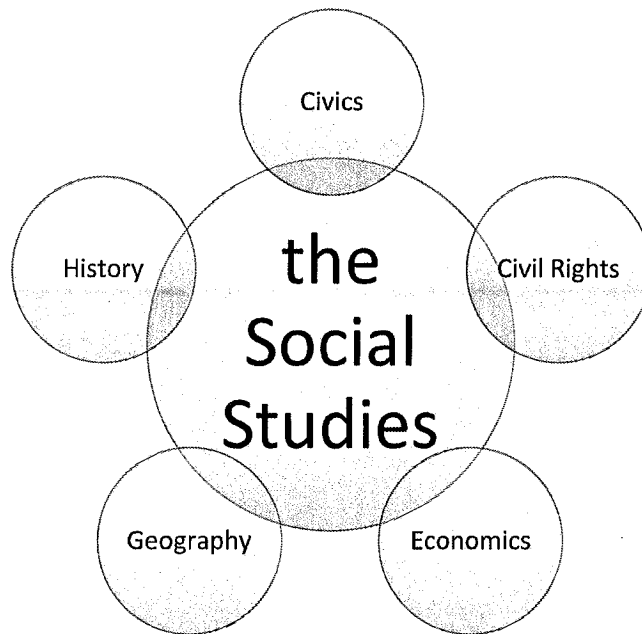
Office of Elementary Education and Reading
Office of Secondary Education
601-359-2586
601-359-3461
www.mdek12.org/ESE

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Mississippi Department of Education
359 North West Street
Jackson, Mississippi 39201
(601) 359 - 3511

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 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.

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.

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.

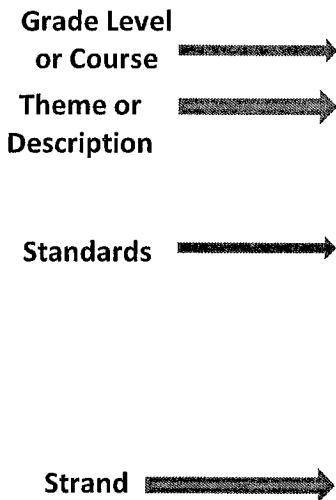
History Strand

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.

Sequencing

Kindergarten	Citizenship at Home and School
First Grade	Citizenship at School
Second Grade	School and the Community
Third Grade	Local Government
Fourth Grade	Mississippi Studies and Regions
Fifth Grade	United States History from Pre-Columbian Era to American Revolution
Sixth Grade	Civics and the World
Seventh Grade	Early World History or Compacted
Eighth Grade	United States History from Exploration to 1877

Organization of Document



KINDERGARTEN	
THEME: CITIZENSHIP AT HOME AND SCHOOL	
CIVICS	
STANDARD	OBJECTIVE(S)
CI.K.1 Examine how individuals play different roles and exercise good citizenship.	1. Identify characteristics of a good citizen. 2. Propose ways on how to be a good citizen at home and in the classroom.
CI.K.2 Demonstrate knowledge of how to be a good citizen.	1. Define citizen, citizenship, rights, and responsibilities. 2. Name rights and responsibilities of individuals. 3. Distinguish the difference between rights and responsibilities. 4. Identify the role of rules. 5. Explain the role of consequences when rules are not followed.
CI.K.3 Describe the role and responsibilities of authority figures.	1. Identify authority figures. 2. Explain the role of an authority figure. 3. Determine the responsibilities of authority figures. 4. Explain how all people can play important roles in a community.
ECONOMICS	
STANDARD	OBJECTIVE(S)

FIRST GRADE

THEME: CITIZENSHIP AT SCHOOL

CIVICS

STANDARD

OBJECTIVE(S)

CI.1.1
Examine how individuals play different roles and exercise good citizenship.

1. Identify different family members – both nuclear and extended.
2. Distinguish the difference in responsible behaviors of different individuals within the home, extended family and school that exhibit good citizenship.

CI.1.2
Demonstrate knowledge of how to be a good citizen at home and school.

1. Distinguish characteristics of good citizenship at home and school.
2. Describe individuals who have exemplified good citizenship at home and school.

CI.1.3
Demonstrate a knowledge of authority figures at home and school.

1. Identify authority figures at home and school.
2. Determine why rules are necessary and the consequences of failing to obey them at home and school.

ECONOMICS

STANDARD

OBJECTIVE(S)

E.1.1
Differentiate between needs and wants of individuals at home and school.

1. Describe the differences between needs and wants.
2. Compare and contrast an individual's needs and wants to those of their family.
3. Compare and contrast an individual's needs and want to those of their school and community.

E.1.2
Evaluate how families use goods and services.

1. Identify the types of goods and services used by families.
2. Name the types of goods and services schools may use.
3. Compare and contrast the types of goods and services a family may use to those of a school.

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- E.1.3**
Analyze the role of money within a home.
1. Explain the concept of exchange and the use of money to purchase goods and services.
 2. Illustrate how work provides income to purchase goods and services for a family.

CIVIL RIGHTS

STANDARD

OBJECTIVE(S)

CR.1.1

Explore the similarities and differences of families and schools.

1. Define customs and traditions.
2. Describe customs and traditions that play roles within families.
3. Compare customs and traditions within the school and community.

CR.1.2

Describe and explain traditions and contributions of various cultures.

1. Describe celebrations held by members of the class and their families.
2. Determine the origins of customs, holidays, and celebrations within the school community.

CR.1.3

Explain the role of cooperation and compromise within families and school communities.

1. Define cooperation and compromise.
2. Identify examples of cooperation and compromise within the home and school community.
3. Discuss the benefits of cooperation and compromise among different groups.

GEOGRAPHY

STANDARD

OBJECTIVE(S)

G.1.1

Identify a sense of place relative to an individual, home and school.

1. Demonstrate terms related to location, direction, size and distance.
2. Explain how seasons, weather and climate and other environmental characteristics of a place effect people and their actions.
3. Describe how the human characteristics of a place such as shelter, clothing, food, activities are based upon geographic location.

G.1.2

Describe physical features of the environment.

1. Define physical features of the environment.
2. Distinguish between landforms such as mountain, hills, lakes, oceans, rivers, etc.
3. Explain how physical features affect how humans use the environment.

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- G.1.3**
Recognize maps, graphs, and other representations of the earth.
1. Construct a map from student's home to school applying cardinal and intermediate directions.
 2. Identify on a map or globe the local community, the state of Mississippi, the United States, the continents, and the oceans.

HISTORY

STANDARD

H.1.1
Evaluate how people and events have shaped the local community, state, and nation.

OBJECTIVE(S)

1. Identify contributions of historical figures, such as the Founding Fathers, etc., who have influenced the nation.
2. Name the contributions of historical events, such as the American Revolution, etc., who have influenced the nation.

H.1.2
Compare the ways individuals and groups in the local community and state lived in the past to how we live today.

1. Describe how forms of communication have changed over time.
2. Explain how types of technology and work have changed over time.