



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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

Second Grade



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Ensuring a bright *future* for every child

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

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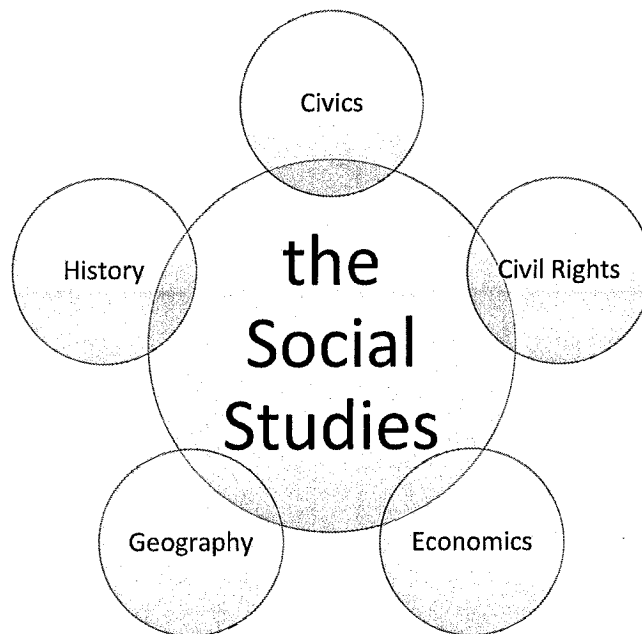
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STRANDS

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 shapes 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

<p>Grade Level or Course →</p> <p>Theme or Description →</p> <p>Standards →</p> <p>Strand →</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #333; color: white;"> <th colspan="2" style="text-align: center;">KINDERGARTEN</th> </tr> <tr style="background-color: #333; color: white;"> <th colspan="2" style="text-align: center;">THEME: CITIZENSHIP AT HOME AND SCHOOL</th> </tr> <tr style="background-color: #ccc;"> <th colspan="2" style="text-align: left;">CIVICS</th> </tr> <tr style="background-color: #ccc;"> <th style="text-align: left;">STANDARD</th> <th style="text-align: left;">OBJECTIVE(S)</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;"> CI.K.1 Examine how individuals play different roles and exercise good citizenship. </td> <td> 1. Identify characteristics of a good citizen. 2. Propose ways on how to be a good citizen at home and in the classroom. </td> </tr> <tr> <td style="font-size: small;"> CI.K.2 Demonstrate knowledge of how to be a good citizen. </td> <td> 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. </td> </tr> <tr> <td style="font-size: small;"> CI.K.3 Describe the role and responsibilities of authority figures. </td> <td> 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. </td> </tr> <tr style="background-color: #ccc;"> <th colspan="2" style="text-align: left;">ECONOMICS</th> </tr> <tr style="background-color: #ccc;"> <th style="text-align: left;">STANDARD</th> <th style="text-align: left;">OBJECTIVE(S)</th> </tr> </tbody> </table>	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)
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SECOND GRADE

THEME: CITIZENSHIP AT SCHOOL AND IN THE COMMUNITY

CIVICS

STANDARD

OBJECTIVE(S)

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

1. Identify different community members and the roles they play.
2. Distinguish behaviors of different individuals in the community that exhibit good citizenship.

CI.2.2
Demonstrate knowledge of how to be a good citizen in the local community.

1. Identify rights and responsibilities of citizens in the community.
2. Compare and contrast rights and responsibilities of community members.
3. Recognize significant values such as common good, liberty, justice, equality, and individual dignity.

CI.2.3
Demonstrate a knowledge of authority figures in the local community.

1. Identify authority figures in the community.
2. Compare the rights and responsibilities of individuals and authority figures in the community.
3. Investigate the difference between rules and laws.
4. Compare the role of consequences when rules and laws are not followed.

ECONOMICS

STANDARD

OBJECTIVE(S)

E.2.1
Explain how individual wants and needs impact the production of goods and service.

1. Identify consumers and producers.
2. Explain how individual's choices determine what goods and services are produced.

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E.2.2 Explain the effects of supply and demand on the price of goods and services.	<ol style="list-style-type: none">1. Define scarcity and how it relates to goods and services.2. Evaluate the impact of resources availability on the price of goods.
E.2.3 Differentiate between needs and wants of individuals.	<ol style="list-style-type: none">1. Define and identify needs and wants.2. Classify items as wants or needs.
E.2.3 Identify the role of financial institutions within the community.	<ol style="list-style-type: none">1. Identify various types of financial institutions and their role in the community.2. Identify services provided by the various financial institutions in the community.
CIVIL RIGHTS	
STANDARD	OBJECTIVE(S)
CR.2.1 Illustrate the role of unity and diversity within the community.	<ol style="list-style-type: none">1. Define unity and diversity.2. Describe the role that unity and diversity play within the community.
CR.2.2 Describe and explain how traditions and customs contribute to unity and diversity.	<ol style="list-style-type: none">1. Evaluate the qualities that build unity among diverse populations.2. Recognize the cultural contributions of various groups within our community.
CR.2.3 Explain the role of cooperation and compromise within the community.	<ol style="list-style-type: none">1. Define tolerance.2. Explain the role of tolerance in problem-solving within the community.3. Identify cultural diversity within the community.

GEOGRAPHY

STANDARD

OBJECTIVE(S)

- | | |
|---|---|
| <p>G.2.1
Differentiate between different types of maps.</p> | <ol style="list-style-type: none"> 1. Utilize vocabulary related to map skills. 2. Recognize characteristics of a local region including natural resources. |
| <p>G.2.2
Investigate physical features of the local region.</p> | <ol style="list-style-type: none"> 1. Examine how physical features affect human settlement. 2. Distinguish between urban, rural, suburban, etc. 3. Investigate different types of landforms and their characteristics. |
| <p>G.2.3
Recognize maps, graphs, and other representations of the earth.</p> | <ol style="list-style-type: none"> 1. Identify representations of the earth using technology, maps, and globes. 2. Identify cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west). 3. Locate the Mississippi and the United States using maps and globes. |

HISTORY

STANDARD

OBJECTIVE(S)

- | | |
|---|--|
| <p>H.2.1
Evaluate how people and events have shaped the local community, state and nation through primary sources.</p> | <ol style="list-style-type: none"> 1. Identify various primary sources. 2. Use various primary sources to investigate significant people and events of the past. 3. Identify vocabulary to express measurements of time. 4. Compare and contrast historical perspectives of primary sources. |
| <p>H.2.2
Utilize oral traditions that contributed to the cultural diversity of the community, state and nation.</p> | <ol style="list-style-type: none"> 1. Explore stories, songs, and other expressions of oral traditions. 2. Interpret how oral traditions helped to express important cultural and historical characteristics. |