



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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

Fourth Grade



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

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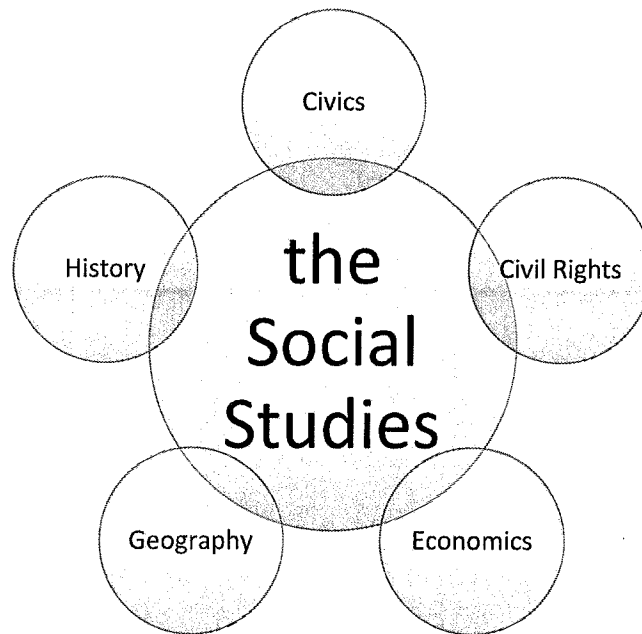
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STRANDS

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 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

Grade Level or Course	→	KINDERGARTEN						
Theme or Description	→	THEME: CITIZENSHIP AT HOME AND SCHOOL						
		GIVICS						
		STANDARD						
		OBJECTIVE(S)						
Standards	→	<table border="1"> <tr> <td> 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> 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> 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> </table>	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.
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Strand	→	ECONOMICS						
		STANDARD						
		OBJECTIVE(S)						

FOURTH GRADE

THEME: MISSISSIPPI STUDIES AND REGIONS

CIVICS

STANDARD

OBJECTIVE(S)

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| <p>CI.4.1
Describe Mississippi's entry into statehood.</p> | <ol style="list-style-type: none"> 1. Describe the process by which the Mississippi territory was admitted to the United States. 2. Define political and geographic reasons for changes in location of Mississippi's state capitol. 3. Examine the structure of local government and its relationship to state government. |
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CI.4.2

Identify people in positions of power and how they can influence people's rights and freedom.

1. Identify elected leaders of the community and state.
2. Examine the rights and freedoms guaranteed to citizens.

CI.4.3

Identify rights and responsibilities as a citizen of your community and state.

1. Examine responsibilities as citizens, such as obeying rules and laws.
2. Discuss active citizenship and adults' responsibility to vote, to understand important issues to serve on a jury.

ECONOMICS

STANDARD

OBJECTIVE(S)

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| <p>E.4.1
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.</p> | <ol style="list-style-type: none"> 1. Name military leaders from Mississippi during the Civil War. 2. Describe the development of slavery and opposition to slavery in Mississippi. 3. Trace the events that led to the secession of Mississippi from the Union in 1861 and subsequently entering the Civil War. 4. Determine roles of women on the home front and battle front during and after the Civil War. |
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E.4.2

Evaluate how geographic and economic factors influence life and work in Mississippi.

1. 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).
2. Describe the division of labor within Mississippi (e.g., government, industry, and agriculture).
3. Identify 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.).
4. Explain the benefits and challenges of global trade for Mississippi.
5. Examine the connections between Mississippi and other states (e.g., economic and political borders such as the Natchez Trace, the Mississippi River, Gulf of Mexico, etc.).
6. Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.).

E.4.3

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.

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

CIVIL RIGHTS	
STANDARD	OBJECTIVE(S)
<p>CR.4.1 Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.</p>	<ol style="list-style-type: none"> 1. Name important people of the modern Civil Rights Movement, including Martin Luther King, Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc. 2. Identify and explain events of the modern Civil Rights Movement, including the Brown decision of 1954, Jim Crow laws, the Freedom Riders (Goodman, Chaney, Schwerner), the Ole Miss Riots (James Meredith). 3. Describe the benefits of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Brown v. Board of Education Supreme Court Case of 1954. 4. Define vocabulary associated with the modern Civil Rights Movement including discrimination, prejudice, segregation, integration, suffrage, and rights.
<p>CR.4.2 Examine how culture influences the way people modify and adapt to their environment.</p>	<ol style="list-style-type: none"> 1. Define culture in Mississippi. 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)
<p>G.4.1 Describe the physical geography of Mississippi.</p>	<ol style="list-style-type: none"> 1. Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc. 2. Illustrate major natural resources and deposits throughout on a map. Ex. Oil, agricultural, etc.

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<p>G.4.2. Understand how geographic and environmental factors influence life and work.</p>	<ol style="list-style-type: none"> 1. 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). 2. Describe the division of labor within Mississippi (e.g., government, industry, and agriculture). 3. 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.). 4. Explain the benefits and challenges of global trade for Mississippi. 5. Examine the connections between Mississippi and other states (e.g., economic and political borders such as the Natchez Trace, the Mississippi River, Gulf of Mexico, etc.). 6. Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.).
<p>G.4.3 Recognize maps, graphs, and other representations of Mississippi.</p>	<ol style="list-style-type: none"> 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.
<p>HISTORY</p>	
<p>STANDARD</p>	
<p>H.4.1 Recognize symbols, customs, and celebrations representative of our community, Mississippi and the United States.</p>	<p align="center">OBJECTIVE(S)</p> <ol style="list-style-type: none"> 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.
<p>H.4.2 Distinguish reasons for European exploration and settlement in Mississippi and the impact of European explorers on trade, health, and land expansion in Mississippi.</p>	<ol style="list-style-type: none"> 1. Label on maps European settlements in early Mississippi, including Fort de Maurepas. 2. Outline on maps and globes, the routes of early explorers to the New World. 3. Describe reasons for conflicts between Europeans and Native Americans in Mississippi, including differing beliefs regarding land ownership, religion, and culture.

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H.4.3 Describe Mississippi Antebellum Society.	<ol style="list-style-type: none">1. Explain the rise of Mississippi cotton culture.2. Link cotton culture to the rise of slavery.
H.4.4 Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.	<ol style="list-style-type: none">1. Identify Mississippians known for their artwork, music, architecture, and literature.2. Describe how literature, the arts, architecture, and music affect tourism within the state.
H.4.5 Describe the impact of significant historical figures and events in Mississippi.	<ol style="list-style-type: none">1. Identify historical figures that are used as symbols of Mississippi culture (monuments, place names, etc.).2. Examine historical events that are significant to Mississippi culture.
H.4.6 Compare and contrast between the different Mississippi Native American cultures: Choctaw, Chickasaw, and Natchez.	<ol style="list-style-type: none">1. Identify the location of major tribes within Mississippi.2. Describe the reason for Native American removal in Mississippi and the impact of the removal of Native Americans.3. Examine how Native American tribes lived, including their homes, roles, beliefs, clothes, games, traditions, and food.