

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
September 29, 2022

OFFICE OF SECONDARY EDUCATION

01. Action: Begin the Administrative Procedures Act process: To revise the 2022 Mississippi College- and Career-Readiness Standards for Social Studies [Goals 1 and 2 – MDE Strategic Plan]

Executive Summary

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.

The Mississippi College- and Career- Readiness Standards for Social Studies 2021 draft was submitted for APA in December 2021. Based on public response, the Mississippi Department of Education spent several months revising the standards based upon feedback from stakeholders across Mississippi, including an extensive review by 241 educators representing each of the state's four congressional districts, seven university professors, and 26 MDE personnel.

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 2022 create a framework for curriculum development for K-12 teachers, outlining what students should know and be able to do by the end of each grade level and course.

This item references Goals 1 and 2 of the *Mississippi Board of Education 2018-2022 Strategic Plan*.

Recommendation: Approval

Back-up material attached



EXECUTIVE SUMMARY

2022 Mississippi College and Career Readiness Standards (MCCRS) for the Social Studies

REVIEW PROCESS AND PUBLIC COMMENT MATRIX
September 29, 2022



INTRODUCTION

Background

In 2020, the Mississippi Department of Education (MDE) convened a group of Mississippi Social Studies educators to revise the 2018 Mississippi College and Career Readiness Standards (MCCRS) for the Social Studies. Once the group completed the revisions, the Mississippi Department of Education (MDE) sought public feedback about the 2021 draft MCCRS for the Social Studies. Approximately 349 members of the public submitted written comments from Dec. 17, 2021, through Feb. 4, 2022, and 43 people provided feedback during a public hearing on Jan. 28, 2022.

The MDE convened a group of 62 social studies educators from all four of Mississippi's congressional districts, seven postsecondary faculty and 10 MDE content experts to review all public input and determine whether further revisions were needed. The social studies teachers consulted with an additional 181 educators within their school districts as part of their review and revision work. From June through August 2022, the educator review committee worked to review, evaluate, and respond to all public comments. The educator review committee examined whether the suggested changes aligned to critical content that students should know and be able to do, whether the standard needed clarity or rewording to promote understanding, and whether each standard was in the appropriate sequence.

Public Comment Matrix

The following pages include the Public Comment Matrix summarizing the educator review committee's responses to public comments. The matrix includes only 2021 draft standards for which the MDE received a public comment, a summary of each public comment about a standard, the educator review committee's response to each public comment, and the final version of the standard that was updated for the 2022 MCCRS for Social Studies.

Based on public input and the educator review committee's work, the 2022 MCCRS for Social Studies includes 158 revisions to the 2021 draft version. The primary revisions include the restoration of content examples initially identified to be moved to an instructional planning guide, the reordering of standards, and rewording and clarifications to promote understanding.

Just like existing social studies standards, the 2022 standards focus on the mastery of ***the five social studies strands: civics, economics, geography, civil rights, and history. The five social studies strands remain integrated throughout each of the K-12 social studies courses.*** All learning objectives remain centered on conceptual understanding, fostering inquiry, collaboration and action, and integration of content skills. Academic standards outline the skills and knowledge expected of students in each grade and subject. How the standards are taught – the curriculum or methods and materials used – is decided at the local school district level. The complete version of the proposed 2022 Mississippi College and Career Readiness Standards (MCCRS) for Social Studies is posted with the Sept. 29, 2022, Mississippi State Board of Education agenda item: <https://www.mdek12.org/MBE/Agenda2022>





MISSISSIPPI
DEPARTMENT OF
EDUCATION

KINDERGARTEN

Citizenship at Home and School

Public Comment with response from Educator Review Committee

Kindergarten-Educator Review Committee Response to Public Comment

Citizenship at Home and School

CIVICS

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
K.CI.1 Demonstrate how to be a good citizen. 1. Define citizen and citizenship. 2. Describe character traits of good citizens. 3. List examples of good citizenship at home	*CI Citizenship should not be taught obedience to authority. (10)	* No change needed. Content is relevant to the standard.	K.CI.1 Demonstrate how to be a productive citizen. 1. Define authority figures and leaders. 2. Define a productive citizen and citizenship. 3. Describe character traits of productive citizens. 4. List examples of productive citizenship at home and school.

CIVICS

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>K.CI.2 Examine the purpose of rules and consequences.</p> <ol style="list-style-type: none"> 1. Identify the purpose of rules and explain why rules should be followed. 2. Recognize that leaders and authority figures establish rules to provide order, security, and safety. 3. Differentiate natural consequences from logical consequences. 	<p>*CI.2. Include role of parents in objective about authority figures. (2)</p> <p>*CI.2.2 and CI 2.3 These two objectives are too advanced for kindergarteners (1)</p>	<p>*No change needed. Content is relevant to standard</p> <p>*No change needed. Content is relevant to standard.</p>	<p>K.CI.2 Examine the purpose of rules and consequences.</p> <ol style="list-style-type: none"> 1. Identify the purpose of rules and explain why rules should be followed. 2. Recognize that leaders and authority figures establish rules to provide order, security, and safety. 3. Differentiate between positive and negative consequences.

CIVIL RIGHTS

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
K.CR.1 Explore the similarities and differences of individuals and families. 1. Define similarities and differences. 2. Identify and classify examples of similarities and differences. 3. Explain the importance of both similarities and differences to individuals, families, and communities.	*What value does it bring to Kindergartens to “identify types of diversity in the classroom?” *Remove all three Civil Rights Standards so as not to teach CRT.	*No change needed. Content is relevant to standard. *No change needed. Standard does not support Critical Race Theory.	K.CR.1 Explore the similarities and differences of individuals and families. 1. Define similarity and difference. 2. Identify examples of similarities and differences. 3. Explain the importance of both similarities and differences to individuals, families, and communities.

CIVIL RIGHTS

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
K.CR.2 Examine the cultural diversity in the classroom. 1. Define unity and diversity. 2. Identify types of diversity in the classroom. 3. Propose different ways to encourage unity and appreciate diversity at home and within the classroom.	*This is indoctrination from adults who want students to see the differences in people (1)	*Remove word cultural.	K.CR.2 Examine diversity in the classroom. 1. Define unity and diversity. 2. Identify types of diversity in the classroom. 3. Propose different ways to encourage unity and appreciate diversity at home and within the classroom.

CIVIL RIGHTS

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>K.CR.3 Identify the cultural origins and explore the customs, traditions, and celebrations of families and schools.</p> <ol style="list-style-type: none"> 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. 	<p>*CR.3. 2 Holidays need to be listed (4) *Return the holidays and significant events to American culture. (4)</p>	<p>*Restore holidays and significant events in K.H.2</p>	<p>K.CR.3 Identify the cultural origins and explore the customs, traditions, and celebration of families and schools.</p> <ol style="list-style-type: none"> 1. Describe family customs, traditions, and celebrations held by members of the class and their families. (e.g., literature, language, games, songs, dances, etc.) 2. Describe the role that customs, traditions, and celebrations play at school. 3. Compare and contrast school customs, traditions, and celebrations with those of home and family.

GEOGRAPHY			
2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
K.G.1 Establish an individual sense of place. <ol style="list-style-type: none"> 1. 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. 			K.G.1 Establish an individual sense of place. <ol style="list-style-type: none"> 1. 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. (e.g., up, down, left, right, far, near, etc.) 4. Examine routes and modes of transportation between home and school.

HISTORY

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
K.H.1 Recognize symbols, customs, and celebrations of local communities, Mississippi, and the United States. 1. Define symbols and customs. 2. Identify school, community, state, and national symbols.	*Return the patriotic songs. (4) *Restore the "Pledge". (5)	* Restore patriotic songs. *Restore the Pledge of Allegiance.	K.H.1 Recognize symbols, customs, and celebrations of local communities, Mississippi, and the United States. 1. Define symbols and customs. (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.) 2. Identify school, community, state, and national symbols. 3. State the Pledge of Allegiance and patriotic songs as expressions of patriotism.



Grade 1

Citizenship at School

Public Comment with response from Educator Review Committee

First Grade Citizenship at School

CIVICS

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
1.CI.1 Differentiate the rights and responsibilities citizens have in varying roles. <ol style="list-style-type: none"> 1. Define rights and responsibilities. 2. Compare and contrast children's rights and responsibilities at home, school, and in the community. 3. Identify the various ways that citizens participate in their communities such as voting and volunteering. 	*Quality Control/Rewording- First graders don't have rights in the community. Need to remove or reword. (1)	*No change needed. Wording is relevant to standard.	1.CI.1 Differentiate the rights and responsibilities citizens have in varying roles. <ol style="list-style-type: none"> 1. Define and identify rights and responsibilities. 2. Compare and contrast children's rights and responsibilities at home, school, and in the community. 3. Identify the various ways that citizens participate in their communities such as voting and volunteering.

CIVIL RIGHTS

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
1.CR.2 Examine the diverse cultures found at school and in the local community. <ol style="list-style-type: none"> 1. Define culture. 2. Identify various cultures at school and in the local community. 3. Recognize ways people celebrate their diverse cultural heritage. 4. Compare and contrast ways people celebrate their diverse cultural heritage. 	*Use “explore” instead of “Compare and Contrast”	*No change needed. Wording is relevant to standard.	1.CR.2 Examine the diverse cultures found at school and in the local community. <ol style="list-style-type: none"> 1. Define culture. 2. Identify various cultures at school and in the local community. 3. Recognize ways people celebrate their diverse cultural heritage. 4. Compare and contrast ways people celebrate their diverse cultural heritage.



Grade 2

Citizenship in School and Community

Public Comment with response from Educator Review Committee

Second Grade

Citizenship in School and Community

CIVICS			
2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>2.CI.2 Assess how rules and laws are created to provide equal and fair service and protection to all citizens.</p> <p>1. Discuss importance of fair rules and laws applied to all citizens.</p> <p>2. Analyze the fairness of rules and laws.</p> <p>3. Identify who is responsible for creating and enforcing rules and laws.</p> <p>4. Discuss how laws are fairly created and fairly enforced to protect all the citizens of a community.</p>	<p>*Quality Control/Rewording “Laws are not fairly enforced to protect all citizens.” (1)</p>	<p>*No change needed. Wording is relevant for standard.</p>	<p>2.CI.2 Assess how rules and laws are created to provide equal and fair service and protection to all citizens.</p> <p>1. Discuss importance of fair rules and laws applied to all citizens.</p> <p>2. Analyze the fairness of rules and laws.</p> <p>3. Identify who is responsible for creating and enforcing rules and laws.</p> <p>4. Discuss how laws are fairly created and fairly enforced to protect all the citizens of a community.</p>



Grade 3

Citizenship in Local Government

Public Comment with response from Educator Review Committee

Third Grade Citizenship in Local Government

CIVICS			
2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
3.CI.1 Examine the influence of democratic values on the lives of citizens. <ol style="list-style-type: none"> 1. Define democracy. 2. Recognize fundamental democratic values. 3. Discuss the evidence of democratic values at home, school, and local organizations. 	*Teach that America is a constitutional republic, not a democracy. (1) *This change from 2018 to 2022 seems to emphasize the authority of elected officials and diminish the value of citizen's rights (1) *Add Disability Rights (1)	*No change needed. Content is relevant for standard. *No change needed. Content is relevant to the standard *No change needed. Topic is relevant to standard.	3.CI.1 Examine the influence of democratic values on the lives of citizens. <ol style="list-style-type: none"> 1. Define democracy. 2. Recognize fundamental democratic values. 3. Discuss the evidence of democratic values at home, school, and local organizations.
3.CI.3 Examine the requirements of civic leadership. <ol style="list-style-type: none"> 1. Identify the qualifications for candidacy at the federal, state, and local levels. 	* Quality control/reword "Analyze the common character. Should take out the 'civic virtues' (that would make up an effective national state and local leaders). (1)	*No change needed. Wording is relevant to standard.	3.CI.3 Examine the requirements of civic leadership. <ol style="list-style-type: none"> 1. Identify the qualifications for candidacy at the federal, state, and local levels.

CIVICS

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>2. Analyze the common character traits and civic virtues of national, state, and local leaders.</p> <p>3. Contrast the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.</p>	<p>*Restore standards: explore feelings about rights and responsibilities (1)</p> <p>*Restore 3.3.1 (1)</p>	<p>*No change needed. Course includes relevant standards.</p> <p>*No change needed. Content is relevant to standard.</p>	<p>2. Analyze the common character traits and civic virtues of national, state, and local leaders.</p> <p>3. Contrast the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.</p>

CIVIL RIGHTS

2021 Draft	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>3.CR.1 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"> 1. Identify principals of democracy within the Declaration of Independence. 2. Identify civil liberties within the First Amendment. <p>3.Compare and contrast principles of democracy and civil liberties.</p> <p>4. Explain how individuals exercise principles of democracy and civil liberties in daily life.</p>	<p>*Add context/clarity (1)</p> <p>*Must represent all the cultures and traditions within the community and society not just in the classroom. (1)</p>	<p>*Add "Define" to 3.CR.1.2</p> <p>*No change needed. Content is relevant to standard.</p>	<p>3.CR.1 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"> 1. Identify principals of democracy within the Declaration of Independence. 2. Define and identify civil liberties within the First Amendment. 3. Compare and contrast principles of democracy and civil liberties. 4. Explain how individuals exercise principles of democracy and civil liberties in daily life.

CIVIL RIGHTS

2021 Draft	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
3.CR.2 Assess the reliance of democracy on citizen participation. <ol style="list-style-type: none"> 1. Define voting, suffrage, and franchise. 2. Explain the voting process. 3. Illustrate the expansion of voting rights in America. 4. Identify how citizens participate in democracy apart from exercising the right to vote. 	*Put back in Cultural diversity strengthens the community. (1)	*No change needed. Wording is relevant to standard.	3.CR.2 Assess the reliance of democracy on citizen participation. <ol style="list-style-type: none"> 1. Define voting, suffrage, and franchise. 2. Explain the voting process. 3. Illustrate the expansion of voting rights in America. 4. Identify how citizens participate in democracy apart from exercising the right to vote.



Grade 4

Theme: Mississippi Studies and Regions

Public Comment with response from Educator Review Committee

Fourth Grade 2021

Theme: Mississippi Studies and Regions

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
4.MS.1 Describe the physical geography of Mississippi. <ol style="list-style-type: none"> 1. Identify and categorize the ten geographical regions of Mississippi. 2. Map major deposits of natural resources throughout Mississippi. 3. Compare and contrast the resources of Mississippi's regions. 	*History should be taught in sequential order so as not to confuse children. (1)	*No change needed. Content is relevant to standard.	4.MS.1 Describe the physical geography and natural resources of the 10 regions of MS (list the regions) <ol style="list-style-type: none"> 1. Identify on a map the ten geographical regions of Mississippi. 2. Describe features of each region. 3. Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc. 4. Compare and contrast major natural resources on a map throughout Mississippi, ex. Oil, agriculture, etc.
4.MS.7 Analyze Mississippi's role in the Civil War. <ol style="list-style-type: none"> 1. Trace the events that led Mississippi to secede 	*The Civil War should be taught prior to 4 th grade. *Absence of the word "slavery" is noticeable. (2)	*No change needed. Civil War is addressed in 5 th grade. * "Slavery" included in 4.MS.6.2.	(NOTE: 4.MS.4 was moved to 4.MS.10 for sequential purposes, therefore the draft 4.MS.7 became 4.MS.6) 4.MS.6

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>from the Union in 1861 and subsequently enter the Civil War.</p> <ol style="list-style-type: none"> Identify leaders of the Civil War who were from Mississippi. Describe how Mississippi supported the Civil War through economic and military efforts. Discuss the roles of women on the home front and battlefield during and after the Civil War. 			<p>Analyze Mississippi's role in the Civil War.</p> <ol style="list-style-type: none"> Identify the Mississippi leaders of the secession and the Civil War. Outline the cause and effects of slavery that led Mississippi to secede from the Union in 1861 and subsequently enter the Civil War. Investigate how Mississippi supported the Civil War through economic and military efforts. Compare and contrast the societal roles on the homefront and battlefield during and after the Civil War.
<p>4.MS.8 Evaluate the impact of the Civil War and Reconstruction on Mississippi.</p> <ol style="list-style-type: none"> Discuss the effects of the Civil War on the population, economy, 	*Post-Reconstruction (1)	*Add Post-Reconstruction to 4.MS.7.	<p><i>(NOTE: 4.MS.4 was moved to 4.MS.10 for sequential purposes, therefore the draft 4.MS.8 became 4.MS.7)</i></p> <p>4.MS.7 Evaluate the impact of Reconstruction and Post-Reconstruction on Mississippi.</p>

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>and infrastructure, of Mississippi.</p> <ol style="list-style-type: none"> Contrast life in Mississippi after the Civil War from the Antebellum period. Explain the rise of sharecropping at the end of the Civil War. Explore the role of Jim Crow in disenfranchising African Americans in Mississippi. 	<p>*The role of Jim Crow laws may be too advanced for this level. (1)</p>	<p>*No change needed. Content is relevant to standard.</p>	<ol style="list-style-type: none"> Contrast life from the Antebellum period to post Civil War. (e.g., population, economy, government, infrastructure, etc.) Explain the use of sharecroppers as a response to the end of slavery. Describe how the Jim Crow laws disenfranchised African Americans in Mississippi.
<p>4.MS.9 Analyze the Civil Rights Movement to determine the social and political impact on Mississippi.</p> <ol style="list-style-type: none"> Define discrimination, prejudice, segregation, integration, suffrage, and rights. Identify important figures of the modern Civil Rights 	<p>*Restore the Leaders Names (10)</p> <p>*Martin Luther King, Jr., Fannie Lou Hamer, lynching (1)</p> <p>*Add language such as citizenship rights movement or human rights movement.</p>	<p>*Restore leader names content examples.</p> <p>*Restore leader names content examples.</p> <p>*No change needed. Wording is relevant in the standard.</p>	<p><i>(NOTE: 4.MS.4 was moved to 4.MS.10 for sequential purposes, therefore the draft 4.MS.9 became 4.MS.8)</i></p> <p>4.MS.8 Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.</p>

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>Movement including Mississippians.</p> <p>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.</p> <p>4. Describe the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.</p>	<p>*Keep the 2018 wording. (1)</p> <p>*Add Back CR4.2 Examine how culture influences the way people modify and adapt to their environment.</p>	<p>*No change needed. Wording is relevant in the standard.</p> <p>*No change needed. Course includes relevant standards.</p>	<p>1. Define discrimination, prejudice, segregation, integration, suffrage, and civil rights.</p> <p>2. Identify important figures of the modern Civil Rights Movement including Mississippians. (e.g., Martin Luther King Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc.)</p> <p>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.</p> <p>4. Analyze the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 as it relates to Mississippians.</p>



Grade 5

US History: Pre-Columbian Era to American Revolution

Public Comment with response from Educator Review Committee

Fifth Grade -Educator Review Committee Response to Public Comment

US History: Pre-Columbian Era to American Revolution

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>5.1 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"> 1. Identify the mountain ranges, rivers, and other bodies of water of North America and the Caribbean Basin. 2. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era. 3. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era. 		<p>*Move standard 5.1 to 5.2. Add new standard 5.1 to address geography, including continents and oceans, for understanding of location.</p>	<p><i>(NOTE: Original standard 5.1 has been moved to 5.2)</i></p> <p>5.1 Identify major geographic areas of the world and specifically North America.</p> <ol style="list-style-type: none"> 1. Map the seven continents and five oceans. 2. Identify and locate the main mountain ranges, rivers, and other key bodies of water. 3. Locate on a map and discuss the pre-Columbian civilizations in North and South America.

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>4. Determine how tribes in different regions used their environment to obtain, food, clothing, and shelter.</p> <p>5. Differentiate the lives and cultures of Native American tribes by region or territory.</p>			
<p>5.2 Analyze the motivations and consequences of the exploration and settlement of North America.</p> <p>1. Map the European countries of Spain, Portugal, Great Britain, and France and their initial settlements in North America and Caribbean Basin.</p> <p>2. Identify significant European explorers and their routes to and through North America and the Caribbean Basin.</p>	<p>*Restore standard: Civics/Citizenship</p> <p>*Add context/clarity: explain v. give examples v. analyze</p> <p>*Add context/clarity: Explorers v. settlers</p>	<p>*No change needed. Course includes relevant standards.</p> <p>*Change “Analyze” to “Investigate”.</p> <p>*Add content examples to 5.3.2.</p>	<p><i>(NOTE: 5.2 was originally 5.1 in the 2021 draft)</i></p> <p>5.2 Investigate the people and ways of life of North America and the Caribbean Basin prior to the Columbian Era.</p> <p>1. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</p> <p>2. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</p>

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<ul style="list-style-type: none"> 3. Identify motivations for European exploration and settlement in North America. 4. Give examples of items from the Columbian Exchange. 5. Examine the relationship between early European settlers in North America and the Native Americans they encountered. 			<ul style="list-style-type: none"> 3. Determine how tribes in different regions used their environment to obtain, food, clothing, and shelter. 4. Differentiate the lives and cultures of Native American tribes by region or territory.
<p>5.3 Describe reasons for colonization of North America.</p> <ul style="list-style-type: none"> 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. 	<p>*5.3: Scope & Sequence: North American Colonization</p>	<p>*Move 5.3 to 5.4.3.</p>	<p><i>(NOTE: 5.3 was originally 5.2 in the 2021 draft)</i></p> <p>5.3 Analyze the motivations and consequences of the exploration of North America.</p> <ul style="list-style-type: none"> 1. Map the European countries of Spain, Portugal, Great Britain, and France and their initial settlements in North America and Caribbean Basin with respect to trade routes and mitigation. 2. Identify significant European explorers (e.g., Ferdinand Magellan, Hernando de Soto, Rene' Robert Cavelier Sieur de La Salle, Francis Drake, Walter Raleigh,

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<ul style="list-style-type: none"> 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. 			<p>John Cabot, Christopher Columbus, Samuel de Champlain, etc.), their motivation to and through North America and the Caribbean Basin.</p> <ul style="list-style-type: none"> 3. Explain the causes and effects of the Columbian Exchange.
<p>5.4 Trace the development of the revolutionary movement in North America.</p> <ul style="list-style-type: none"> 1. Examine the causes and consequences of the French and Indian War. 	<p>*E.5.2: Restore standard: Economics</p>	<p>*Add economics to 5.4.</p>	<p><i>(NOTE: 5.4 was originally 5.3 in the 2021 draft)</i></p> <p>5.4 Examine the economic, political, and religious reasons for the founding of colonial settlements.</p> <ul style="list-style-type: none"> 1. Identify the influential leaders (e.g., William Penn, John Smith, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, etc.)

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>2. Identify actions taken by the British and colonists and explain how each led to the Revolutionary War.</p>			<p>responsible for founding colonial settlements.</p> <p>2. Describe the role of indentured servitude and slavery in early settlements. (e.g., Triangular Trade, indentured servitude, enslaved and free Africans, etc.)</p> <p>3. Compare and contrast colonial life in the different regions (e.g., New England, Middle, Southern, etc.) including resources, way of life, economics, local government, etc.</p> <p>4. Contrast the views of land use and ownership by Native Americans and colonists.</p>
<p>5.5 Explain major events of the American Revolution</p> <p>1. Analyze the principles of the Declaration of Independence.</p> <p>2. Identify key battles of the American Revolution and their outcomes.</p>	<p>*CR.5.1: Restore standard: Civil Rights</p> <p>*5.5 Explain major events of the American Revolution</p>	<p>*CR.5.1 is addressed in standard 5.6.3.</p> <p>*Major events of the American Revolution are in 5.6.1 and 5.6.2.</p>	<p><i>(NOTE: 5.5 was originally 5.4 in the 2021 draft)</i></p> <p>5.5 Trace the development of the revolutionary movement in North America.</p> <p>1. Identify the causes and consequences of the French and Indian War.</p> <p>2. Explain the reasons for the American Revolution.</p>

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<ul style="list-style-type: none"> 3. Describe the roles and contributions of: Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, and Haym Solomon. 4. Discuss the contributions of ordinary citizens, including African Americans and women, to the American Revolution. 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. 6. Explain the colonial victory of the American Revolution. 7. Summarize the effect of the Treaty of Paris of 			<ul style="list-style-type: none"> 3. Examine the actions taken by the British and colonists and explain how each led to the Revolutionary War. (e.g., British Stamp Act, Intolerable Acts, Boston Massacre, Tea Act, etc.)

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
1783 on the development of the United States.			
<p>5.6 Examine the development of the Constitution of the United States.</p> <ol style="list-style-type: none"> 1. Analyze the shortcomings of the Articles of Confederation. 2. Explain how the Northwest Ordinance influenced framers of the Constitution. 3. Identify significant attendees of the Constitutional Convention. 4. Contrast the ideology of Federalists from that of the Anti-Federalists. 5. Describe the plans and compromises that contributed to the creation of the Constitution. 	<p>*5.6: Add context/clarity: US Constitution</p> <p>*Correction in spelling to Salomon (2)</p>	<p>*Add new standard 5.8 about U.S. Constitution.</p> <p>*Correct spelling of Salomon in 5.6.1.</p>	<p><i>(NOTE: 5.6 was originally 5.5 in the 2021 draft)</i></p> <p>5.6 Explain major events of the American Revolution.</p> <ol style="list-style-type: none"> 1. Describe the roles of major contributors. (e.g., Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Benjamin Franklin, Haym Salomon, etc.) 2. Identify key battles of the American Revolution and their outcomes. (e.g., Lexington and Concord, Bunker Hill, Saratoga, Cowpens, Yorktown, etc.) 3. Discuss the contributions of ordinary citizens, including African Americans and women, to the American Revolution. 4. Examine efforts to mobilize support for the American Revolution by the Minutemen, Committees of

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<ul style="list-style-type: none"> 6. Evaluate the features of the Bill of Rights. 7. Contrast the rights held by the Constitution with the lives and treatment of African Americans, Native Americans, and women at the time. 			<p>Correspondence, First Continental Congress, Sons of Liberty, and the Second Continental Congress.</p> <ul style="list-style-type: none"> 5. Explain the colonial victory of the American Revolution. 6. Summarize the effects of the Treaty of Paris of 1783 on the development of the United States.
			<p>5.8 Examine the development of the Constitution of the United States.</p> <ul style="list-style-type: none"> 1. Identify key political members of the Federalists and Anti-Federalists. 2. Contrast the ideology of Federalists from that of the Anti- Federalists. 3. Describe the plans and compromises that contributed to the creation of the Constitution. 4. Evaluate the features of the Bill of Rights. 5. Compare and contrast the treatment of African Americans, Native Americans,

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			<p>and women regarding the principles in the Bill of Rights.</p> <p>6. Compare and contrast the three branches of government.</p>
	<p>* H.5.1: Restore standard: Patriotism/Patriotic Icons</p>	<p>*Add standard 5.9.</p>	<p>5.9 Recognize symbols, customs, and celebrations representative of the United States.</p> <ol style="list-style-type: none"> 1. Define symbols and customs. 2. Identify school, community, state, and national symbols (e.g., United States flag, American eagle, etc.) 3. Compare and contrast the Pledge of Allegiance, Preamble, and patriotic songs as expressions of patriotism. 4. Explain historically significant people and events that shaped America. (e.g., our first president, etc.)



Grade 6

World Geography

Public Comment with response from Educator Review Committee

Sixth Grade -Educator Review Committee Response to Public Comment World Geography

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>6.CI.1 Analyze the various roles and expectations of citizens throughout the world.</p> <ol style="list-style-type: none"> 1. Identify and categorize the major types of governing structures throughout the world. 2. Categorize unitary, federal, and confederate systems of government, then contrast the role of citizens in each. 3. Explore how citizenship roles vary based on the population, size, and geographic position of a state. 4. Justify the responsibilities of citizens to their countries, including reasonable financial activity, active and passive participation in government, knowledge of important issues 	<p>*Standard re: Universal Declaration of Human Rights lessens the US founding documents.</p>	<p>*Add new standard 6.14.3</p>	<p>6.1 Describe the world using the tools of geography including maps, globes, and technological representations.</p> <ol style="list-style-type: none"> 1. Demonstrate the use of map essentials. (e.g., directions, latitude and longitude, globes, maps, etc.) 2. Interpret global connections by using maps to form a geographic spatial perspective. 3. Explain how experiences and cultures influence perceptions and help people create mental maps.

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<p>and current events, and the stewardship of resources.</p> <p>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.</p>			
<p>6.CR.1 Examine how boundaries allow for the management of Earth's surface.</p> <ol style="list-style-type: none"> 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 the division, control, and management of Earth's surface creates conflict. 	<p>*Need adequate examination of recent Mississippi Civil Rights history. (1)</p>	<p>*Add new standard 6.14</p>	<p>6.14 Describe how civil rights and citizenship roles vary based on the culture and government of various nation-states.</p> <ol style="list-style-type: none"> 1. Define civil and citizenship. 2. Formulate an understanding of citizenship roles in sovereign nation-states within cultural regions of the world. 3. Compare and contrast human rights and liberties of other sovereign nation-states to those in American founding documents. 4. Compare and contrast the Declaration of Independence, the Constitution, and the Amendments with the United

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			Nations' Universal Declaration of Human Rights.



Grade 7

Early World History

Public Comment with response from Educator Review Committee

Seventh Grade -Educator Review Committee Response to Public Comment Early World History

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>7.1 Investigate the development of civilization in the Nile River Valley.</p> <ol style="list-style-type: none"> 1. Evaluate how the physical features of Egypt influenced the development of civilization. 2. Analyze how religion affected the lives of the ancient Egyptians including architecture, the afterlife, and mummification. 3. Describe the unique features of ancient Egyptian culture and social class structure. 4. Explain the power structure of the ancient Egyptian government. 	<p>*Retain examine the development of ancient civilizations. (1)</p> <p>*Add information about Israel (1)</p> <p>*Weave civics standard from 2018 sixth grade standard within Exploration to 1877. (1)</p>	<p>*No change needed. Content relevant to the standard.</p> <p>*No change needed. Content relevant to the standard.</p> <p>*No change needed. Standard is relevant.</p>	<p>7.1 Investigate the development of civilization in the Nile River Valley.</p> <ol style="list-style-type: none"> 1. Evaluate how the physical features of Egypt influenced the development of civilization. 2. Analyze how religion affected the lives of the ancient Egyptians. (e.g., architecture, the afterlife, mummification, etc.) 3. Describe the unique features of ancient Egyptian culture and social class structure. 4. Explain the power structure of the ancient Egyptian government. 5. Evaluate the significance of the discovery of the Rosetta Stone. 6. Trace the influence of trade on the development of Egypt.

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<p>5. Determine the significance of the discovery of the Rosetta Stone.</p> <p>6. Trace the influence of trade on the development of Egypt.</p>			
<p>7.4 Analyze the development of civilizations in ancient Greece.</p> <ol style="list-style-type: none"> 1. Assess the influence of geographical features on the development of ancient Greece. 2. Explain how the polytheistic belief system of the ancient Greeks influenced their daily lives. 3. Describe various aspects of Greek culture including the 	<p>*Change supports Critical Race Theory ideology and/or a Marxist extreme point of view (1)</p>	<p>*No change needed. Standard does not support Critical Race Theory and/or Marxist point of view.</p>	<p>7.4 Analyze the development of civilizations in ancient Greece.</p> <ol style="list-style-type: none"> 1. Assess the influence of geographical features on the development of ancient Greece. 2. Explain how the polytheistic belief system of the ancient Greeks influenced their daily lives. 3. Describe various aspects of Greek culture including the development of language, art, architecture, social class, and philosophy. 4. Compare and contrast the monarchy, oligarchy, and democracy of ancient Greece.

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<p>development of language, art, architecture, social class, and philosophy.</p> <p>4. Contrast the monarchy, oligarchy, and democracy of ancient Greece.</p> <p>5. Compare and contrast Athens and Sparta.</p> <p>6. Trace the influence of trade on the development of Greece.</p>	<p>*Leave the word Debate on 7.4.4. (1)</p>	<p>*No change needed. Wording is relevant for 7.4.4.</p>	<p>5. Compare and contrast Athens and Sparta.</p> <p>6. Trace the influence of trade on the development of Greece.</p>
<p>7.7 Examine the developments of early world religions and philosophies.</p> <p>1. Compare and contrast animism, monotheism, and polytheism.</p> <p>2. Explain the origins and foundational beliefs of Christianity, Islam,</p>	<p>*An addition of Sikhism alongside other religions and to include Sikh and American perspective from other perspectives of other minority communities. -Add Sikhism behind Judaism. (3)</p> <p>*Reorder so that Judaism comes first in the order. * Retain and reorder, and Judaism first, when listing the</p>	<p>*No change needed. Content is relevant to time period.</p> <p>*Retain and reorder when listing Abrahamic religions.</p>	<p>7.7 Examine the developments of early world religions and philosophies.</p> <p>1. Compare and contrast animism, monotheism, and polytheism.</p> <p>2. Explain the origins and foundational beliefs of Hinduism, Judaism, Buddhism, Christianity, and Islam.</p>

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<p>Judaism, Buddhism, and Hinduism.</p> <p>3. Trace the spread of Christianity, Islam, Judaism, Buddhism, and Hinduism across the globe.</p>	<p>Abrahamic religions, it is customary to list them in order from oldest to newest. (4)</p>		<p>3. Trace the spread of Hinduism, Judaism, Buddhism, Christianity, and Islam across the globe.</p>



Grade 7 - Compacted

Early World History and US History: Exploration to 1877

Public Comment with response from Educator Review Committee

Seventh Grade Compacted-Educator Review Committee Response to Public Comment Early World History and US History: Exploration to 1877

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>7C.1 Early World History Examine the development of ancient civilizations.</p> <ul style="list-style-type: none"> • Egypt • Imperial China • India • Greece • Rome • Sub-Saharan Africa <p>1. Evaluate how geographic features of each region impacted the development of each civilization.</p> <p>2. Analyze the influence of religion on each civilization.</p> <p>3. Describe the cultures of each civilization.</p> <p>4. Explain the governing power structure of each civilization.</p>	<p>*Retain examine the development of ancient civilizations. (2)</p> <p>*Add information about Israel. (3)</p> <p>*The civilization in which Judaism arose should be included in 7C.1</p> <p>*Jewish Narrative is lacking. (1)</p> <p>*Weave civics standard from 2018 sixth grade standard within Exploration to 1877. (1)</p> <p>*Change supports Critical Race Theory ideology and/or a Marxist extreme point of view. (1)</p>	<p>*Comment supports standard.</p> <p>*No change needed. Topic is covered within the standard.</p> <p>*No change needed. Topic is covered within the standard.</p> <p>*No change needed. Topic is covered within the standard.</p> <p>*No change needed. Topic is covered within the standard.</p> <p>*No change needed. Standard does not support Critical Race Theory or a Marxist extreme point of view.</p>	<p>7C.1 Early World History Examine the development of ancient civilizations:</p> <ul style="list-style-type: none"> • Egypt • Imperial China • India • Greece • Rome • Sub-Saharan Africa <p>1. Evaluate how geographic features of each region impacted the development of each civilization.</p> <p>2. Analyze the influence of religion on each civilization.</p> <p>3. Describe the cultures of each civilization.</p> <p>4. Explain the governing power structure of each civilization.</p> <p>5. Trace the influence of trade on the development of each civilization.</p> <p>6. Explore the significance of each ancient civilization to modern life in the same region and across the globe.</p>

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<p>5. Trace the influence of trade on the development of each civilization.</p> <p>6. Explore the significance of each ancient civilization to modern life in the same region and across the globe.</p>	<p>*Previous standard was much more precise and offers a deeper dive for student insights for the values of citizenship in nation states. (1)</p> <p>*Adding early World History to middle schools US History will be difficult to teach in the time allotted. (1)</p> <p>*Combining ancient history with modern history will be difficult for students to understand. (2)</p>	<p>*No change needed. Topic covered within standard.</p> <p>*No change needed. Content is relevant to the standard.</p> <p>*No change needed. Content is relevant to the standard.</p>	
<p>7C.2 Early World History Assess the Middle Ages and the emergence of nation-states in Europe.</p> <p>1. Explain the system of feudalism and its relationship to the development of European monarchies and nation-states.</p>	<p>*Change supports Critical Race Theory ideology and/or a Marxist extreme point of view (1)</p> <p>*Previous standard was much more precise and offers a deeper dive for student insights for the values of</p>	<p>*No change needed. Standard does not support Critical Race Theory or a Marxist extreme point of view.</p> <p>*No change needed. Topic covered within standard.</p>	<p>7C.2 Early World History Assess the Middle Ages and the emergence of nation-states in Europe.</p> <p>1. Explain the system of feudalism and its relationship to the development of European monarchies and nation-states.</p> <p>2. Analyze the effects of the Magna Carta on the feudal system.</p> <p>3. Examine the role and influence of the Roman Catholic Church in</p>

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<p>2. Analyze the effects of the Magna Carta on the feudal system.</p> <p>3. Examine the role and influence of the Roman Catholic Church in medieval Europe including the Crusades.</p> <p>4. Analyze the economic, political, and social effects of the plague on Europe.</p>	<p>citizenship in nation states. (1)</p>		<p>medieval Europe including the Crusades.</p> <p>4. Analyze the economic, political, and social effects of the plague on Europe.</p>
<p>7C.3 Early World History Investigate the impact of the Renaissance and the Reformation on Europe.</p> <p>1. Identify key figures of the Renaissance including their accomplishments in the arts, music, literature, and architecture.</p> <p>2. Explain the causes, events, and points of contention of both the Reformation and the Counter Reformation.</p> <p>3. Evaluate how the Renaissance influenced the development of trade.</p>	<p>*Change supports Critical Race Theory ideology and/or a Marxist extreme point of view (1)</p> <p>*Previous standard was much more precise and offers a deeper dive for student insights for the values of citizenship in nation states. (2)</p> <p>*The new standards are narrower (time frame and more western civ), leaving out the broader, global world history. Loss of content is limiting, reducing perspective and rigor.</p>	<p>*No change needed. Standard does not support Critical Race Theory or a Marxist extreme point of view.</p> <p>*No change needed. Topic covered within standard.</p> <p>*No change needed. Topic covered within standard.</p>	<p>7C.3 Early World History Investigate the impact of the Renaissance and the Reformation on Europe.</p> <p>1. Identify key figures of the Renaissance including their accomplishments in the arts, music, literature, and architecture.</p> <p>2. Explain the causes, events, and points of contention of both the Reformation and the Counter Reformation.</p> <p>3. Evaluate how the Renaissance influenced the development of trade.</p>

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	*Jim Crow through Reconstruction reforms may be too advanced for this level. (1)	*No change needed. Content is relevant to the standard.	
7C.4 U.S. History Examine major aspects of the development of the United States from Exploration to 1754. <ol style="list-style-type: none"> Trace explorers' routes to the New World. Explain the development and impact of the Columbian Exchange. Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement. Describe how the English Bill of Rights, Mayflower Compact, and Virginia House of Burgesses led to the English Colonial idea of self-government. Examine the diversity that emerged from the 	*Change supports Critical Race Theory ideology and/or a Marxist extreme point of view (1) *Previous standard was much more precise and offers a deeper dive for student insights for the values of citizenship in nation states. (1)	*No change needed. Standard does not support Critical Race Theory or a Marxist extreme point of view. *No change needed. Topic covered within standard.	7C.4 U.S. History Examine major aspects of the development of the United States from Exploration to 1754. <ol style="list-style-type: none"> Trace explorers' routes to the New World. Explain the development and impact of the Columbian Exchange. Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement. Describe how the English Bill of Rights, Mayflower Compact, and Virginia House of Burgesses led to the English Colonial idea of self-government. Examine the diversity that emerged from the establishment of Colonial America. Describe the social structures that formed in the various colonies.

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<p>establishment of Colonial America.</p> <p>6. Describe the social structures that formed in the various colonies.</p> <p>7. Describe the relationships between the various Native American and colonial groups.</p>			<p>7. Describe the relationships between the various Native American and colonial groups.</p>
<p>7C.5 U.S. History Evaluate the key people, factors and events which led to the American Revolution and the establishment of United States government.</p> <p>1. Analyze the causes and consequences of the French and Indian War.</p> <p>2. Recognize and trace the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774.</p> <p>3. Identify key figures in the Revolutionary Era and their influence on the movement.</p> <p>4. Compare and contrast the decisions of the first and second Continental Congresses.</p>	<p>*Change supports Critical Race Theory ideology and/or a Marxist extreme point of view (1)</p> <p>*Previous standard was much more precise and offers a deeper dive for student insights for the values of citizenship in nation states. (1)</p>	<p>*No change needed. Standard does not support Critical Race Theory or a Marxist extreme point of view.</p> <p>*No change needed. Topic covered within standard.</p>	<p>7C.5 U.S. History Evaluate the key people, factors and events which led to the American Revolution and the establishment of United States government.</p> <p>1. Analyze the causes and consequences of the French and Indian War.</p> <p>2. Recognize the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774. (e.g., Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.)</p> <p>3. Identify key figures in the Revolutionary Era and their influence on the movement. (e.g., George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.)</p> <p>4. Compare and contrast the decisions of the first and second Continental Congresses.</p>

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Legislative, Executive, and Judicial branches. 5. Describe the compromises between Federalists and Anti-Federalists that led to the creation of the Bill of Rights.			led to the creation of the Bill of Rights.
7C.7 U.S. History Analyze the challenges and central ideas involved in creating the new nation. 1. Evaluate the differences in political opinions that led to the formation of political parties. 2. Examine the lasting influence of George Washington as the first President of the United States. 3. Analyze the impact of President George Washington's <i>Farewell Address</i> on the presidency of the United States. 4. Analyze the significance of early Supreme Court cases and explain their impacts on the United States. • <i>Marbury v. Madison</i> (1803) • <i>McCulloch v. Maryland</i> (1819)	*An addition of Sikhism alongside other religions and to include Sikh and American perspective from other perspectives of other minority communities. (1) *MS State Constitution, Davis Secession, James K. Vardaman, Sovereignty Commission, Brown, Plessy (1)	*No change needed. Content is relevant to the standard. *No change needed. Content covered in Mississippi Studies.	7C.7 U.S. History Analyze the challenges and central ideas involved in creating the new nation. 1. Evaluate the differences in political opinions that led to the formation of political parties. 2. Examine the lasting influence of George Washington as the first President of the United States. 3. Analyze the impact of President George Washington's <i>Farewell Address</i> on the presidency of the United States. 4. Analyze the significance of early Supreme Court cases and explain their impacts on the United States. (e.g., <i>Marbury v. Madison</i> (1803), <i>McCulloch v. Maryland</i> (1819), <i>Dartmouth College v. Woodward</i> (1819), <i>Worcester v. Georgia</i> (1832), etc.)

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<ul style="list-style-type: none"> • <i>Dartmouth College v. Woodward (1819)</i> • <i>Worcester v. Georgia (1832)</i> <p>5. Assess the development and impact of early foreign policy decisions on the United States.</p>			<p>5. Assess the development and impact of early foreign policy decisions on the United States.</p>
<p>7C.8 U.S. History Interpret the geographical, social, and political causes, effects, and challenges of westward expansion.</p> <ol style="list-style-type: none"> 1. Evaluate the reasoning behind the Louisiana Purchase. 2. Discuss the significance of the Lewis and Clark Expedition. 3. Describe the purpose and challenges of Manifest Destiny. 4. Analyze the political, religious, and economic incentives of Manifest Destiny. 5. Summarize Andrew Jackson's role in the growing United States. 6. Examine the motivations and consequences of the Indian Removal Act. 	<p>*Change supports Critical Race Theory ideology and/or a Marxist extreme point of view. (1)</p> <p>*Previous standard was much more precise and offers a deeper dive for student insights for the values of citizenship in nation states. (1)</p>	<p>*No change needed. Standard does not support Critical Race Theory or a Marxist extreme point of view.</p> <p>*No change needed. Topic covered within standard.</p>	<p>7C.8 U.S. History Interpret the geographical, social, and political causes, effects, and challenges of westward expansion.</p> <ol style="list-style-type: none"> 1. Evaluate the reasoning behind the Louisiana Purchase. 2. Discuss the significance of the Lewis and Clark Expedition. 3. Describe the purpose and challenges of Manifest Destiny. 4. Analyze the political, religious, and economic incentives of Manifest Destiny. 5. Summarize Andrew Jackson's role in the expansion of the United States. 6. Examine the motivations and consequences of the Indian Removal Act.

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<p>7C.9 U.S. History Interpret the causes, effects, and challenges of the Industrial Revolution.</p> <ol style="list-style-type: none"> 1. Summarize the beginning of the Industrial Revolution in the United States. 2. Identify key people and their contributions to the Industrial Revolution. 3. Trace the development of transportation and communication systems during the Industrial Revolution. 4. Compare and contrast the cultural, religious, and social impact of the Industrial Revolution on American. 5. Assess how geography influenced the location of factories. 	<p>*Mention AFL-CIO. (10)</p>	<p>*No change needed. Content is relevant to the standard.</p>	<p>7C.9 U.S. History Interpret the causes, effects, and challenges of the Industrial Revolution.</p> <ol style="list-style-type: none"> 1. Summarize the beginning of the Industrial Revolution in the United States. 2. Identify key people and their contributions to the Industrial Revolution. 3. Trace the development of transportation and communication systems during the Industrial Revolution. 4. Compare and contrast the cultural, religious, and social impact of the Industrial Revolution on American. 5. Assess how geography influenced the location of factories.
<p>7C.10 U.S. History Evaluate the impact of social and political reforms on the development of American society.</p>	<p>*Restore and add more content about abolitionists, Civil Rights leaders, Impact of Reconstruction on African Americans. (1)</p> <p>*19th Century topics including Dredd Scott, Civil War, etc. (1)</p>	<p>*Comment supports standard.</p> <p>*Add objective 7C.5 to include more specific people, strategies, and events.</p>	<p>7C.10 U.S. History Evaluate the impact of social and political reforms on the development of American society.</p> <ol style="list-style-type: none"> 1. Examine abolitionists' role in bringing attention to the impact of slavery on the nation. (e.g., Frederick Douglass,

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<ol style="list-style-type: none"> 1. Examine abolitionists' role in bringing the reality of slavery to the nation. 2. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments. 3. Examine leaders of the Women's Suffrage Movement. 	<p>*Women's Rights Movement, missing content is limiting, reducing perspective and rigor.</p> <p>*Read primary sources of formerly enslaved African Americans. (1)</p>	<p>*Restore the examples.</p> <p>*No change needed. Curriculum materials are not included in the standards.</p>	<p>William Lloyd Garrison, Harriet Beecher Stowe, etc.)</p> <ol style="list-style-type: none"> 2. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments. (e.g., "all men are created equal, that they are endowed by their Creator with certain unalienable Rights", etc.) 3. Examine the leaders of the Women's Suffrage Movement and their goals and strategies. (e.g., Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, etc.)
<p>7C.11 U.S. History 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"> 1. Trace the origins and development of slavery in the United States. 2. Describe the impact of the Industrial Revolution in northern states. 3. Evaluate the importance of agriculture in southern states. 	<p>*19th Century topics including Dredd Scott, Civil War, etc. (1)</p>	<p>*Add objective 7C.5 to include more specific people, strategies, and events.</p>	<p>7C.11 U.S. History 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"> 1. Trace the origins and development of slavery in the United States. 2. Describe the impact of the Industrial Revolution in northern states. 3. Evaluate the importance of agriculture in southern states.

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<p>4. Analyze the impact of the cotton gin on all social classes.</p> <p>5. Examine impact of slavery on the nation's political, social, religious, economic, and cultural development.</p>			<p>4. Analyze the impact of the cotton gin on all social classes.</p> <p>5. Examine the impact of slavery on the nation's political, social, religious, economic, and cultural development.</p> <p>6. Identify major legislation and Supreme Court decisions that sought to overturn and preserve slavery resulting in sectional strife. (e.g., Missouri Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Bleeding Kansas, Underground Railroad, etc.)</p>
<p>7C.12 U.S. History Identify key people and evaluate the significant events of the American Civil War.</p> <p>1. Analyze the reasons for the Civil War, including slavery and states' rights.</p> <p>2. Examine key early battles and plans which shaped decisions for the North.</p> <p>3. Identify significant political and military leaders from the North and the South and examine their contributions.</p>	<p>*19th Century topics including Dredd Scott, Civil War, etc. (1)</p> <p>*Reference to the South/Southern Side. (1)</p> <p>*MS State Constitution, Davis Secession, James K. Vardaman, Sovereignty Commission, Brown, Plessy. (1)</p>	<p>*Add objective 7C.5 to include more specific people, strategies, and events.</p> <p>*Edit 7C.12.2 and included reference to the South.</p> <p>*No change needed. Content covered in Mississippi Studies.</p>	<p>7C.12 U.S. History Identify key people and evaluate the significant events of the American Civil War.</p> <p>1. Analyze the reasons for the Civil War, including slavery and states' rights.</p> <p>2. Examine key battles and plans which shaped decisions for the North and the South. (e.g., Fort Hood, First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc.)</p> <p>3. Identify significant political and military leaders from the North and the South and examine their contributions.</p>

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<p>4. Evaluate the contributions of women, African Americans, and other minority groups to the war effort.</p> <p>5. Analyze the factors that led to the Northern victory of the Civil War.</p> <p>6. Analyze key government documents and actions of the Civil War.</p>	<p>*Add back the names of abolitionists. (1)</p>	<p>*Restore examples to the objectives.</p>	<p>4. Evaluate the contributions of women, African Americans, and other minority groups to the war effort. (e.g., Clara Barton, 54th Massachusetts Regiment, Native Americans, etc.)</p> <p>5. Analyze the factors that led to the Northern victory of the Civil War. (e.g., total war, industrial, population, resources, technological advantages, etc.)</p> <p>6. Analyze key government documents and actions of the Civil War. (e.g., Emancipation Proclamation, Gettysburg Address, draft laws, etc.)</p>
<p>7C.13 U.S. History Analyze the Reconstruction efforts in the post-Civil War United States.</p> <p>1. Compare congressional and presidential reconstruction plans.</p> <p>2. Analyze southern resistance to Reconstruction reforms.</p> <p>3. Trace the economic changes in the post- Civil War South.</p> <p>4. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans.</p>	<p>*MS State Constitution, Davis Secession, James K. Vardaman, Sovereignty Commission, Brown, Plessy. (1)</p>	<p>*No change needed. Content covered in Mississippi Studies.</p>	<p>7C.13 U.S. History Analyze the Reconstruction efforts in the post-Civil War United States.</p> <p>1. Compare congressional and presidential reconstruction plans.</p> <p>2. Analyze southern resistance to Reconstruction reforms. (e.g., Black Codes, Jim Crow Laws, Ku Klux Klan, etc.)</p> <p>3. Trace the economic changes in the post- Civil War South. (e.g., Lincoln's Plan, Wade-Davis Bill, Johnson's Plan, Radical Reconstruction, etc.)</p> <p>4. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans.</p>

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Grade 8

US History: Exploration to 1877

Public Comment with response from Educator Review Committee

Eighth Grade -Educator Review Committee Response to Public Comment

U.S. History: Exploration to 1877

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8.1 Examine major aspects of the development of the United States from Exploration to 1754. 1. Trace explorers' routes to the New World. 2. Explain the development and impact of the Columbian Exchange. 3. Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement. 4. Describe how the English Bill of Rights, Mayflower Compact, and Virginia House of Burgesses led to the English Colonial idea of self-government.	*Weave civics standard from 2018 sixth grade standard within Exploration to 1877. (1) *Change supports Critical Race Theory ideology and/or a Marxist extreme point of view. (1) *Previous standard was much more precise and offers a deeper dive for student insights for the values of citizenship in nation states. (1) *8.1.2 substantive change which increases the rigor. (1) *8.1.3 objective is now re-focused on the founding of the	*No change needed. Standards are less compact giving educators a more precise standard to follow. *No change needed. Standard does not support Critical Race Theory and/or Marxist point of view. *No change needed. Content is relevant standard. *Comment supports 8.1.2 with increase of rigor. *Comment supports 8.1.3 refocused on the founding of the Thirteen Colonies.	8.1 Examine major aspects of the development of the United States from Exploration to 1754. 1. Trace explorers' routes to the New World. 2. Explain the development and impact of the Columbian Exchange. 3. Identify the economic, political, and religious reasons for founding the Thirteen Colonies. 4. Describe how the English Bill of Rights, Mayflower Compact, and Virginia House of Burgesses led to the English Colonial idea of self-government. 5. Examine the diversity that emerged from the establishment of Colonial America. 6. Describe the social structures that formed in the various colonies including the role of indentured servitude and slavery.

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<p>5. Examine the diversity that emerged from the establishment of Colonial America.</p> <p>6. Describe the social structures that formed in the various colonies.</p> <p>7. Describe the relationships between the various Native American and colonial groups.</p>	<p>original thirteen colonies and the role of indentured servitude and slavery. However, this is identical to 5.3.1. Five of the seven objectives overlap with 5th grade. (1)</p> <p>*8.1.6 is vague as written. What is the significance of learning about social structures in this time period? (1)</p> <p>*Move indentured servitude and slavery to 8.1.6 (1)</p>	<p>* Reword standard 8.1.6 to include “indentured servitude.”</p> <p>* Reword standard 8.1.6 to include “indentured servitude.”</p>	<p>7. Describe the relationships between the various Native American and colonial groups.</p>
<p>8.2 Evaluate the key people, factors and events which led to the American Revolution and the establishment of the United States government.</p> <p>1. Analyze the causes and consequences on the French and Indian War.</p> <p>2. Recognize and trace the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774.</p>	<p>*Objectives have been reworded to require more critical thinking of students. New objective focuses on the Declaration of Independence. Examples have been removed from several objectives. Need to have a minimum list of these examples. (1)</p> <p>*Changes supports Critical Race Theory ideology and/or a Marxist extreme point of view. (2)</p>	<p>*Restore examples</p> <p>*No change needed. Standard does not support Critical Race Theory and/or Marxist point of view.</p>	<p>8.2 Evaluate the key people, factors and events which led to the American Revolution and the establishment of the United States government.</p> <p>1. Analyze the causes and consequences of the French and Indian War.</p> <p>2. Recognize the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774. (e.g., Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.)</p>

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<ul style="list-style-type: none"> 3. Identify key figures in the Revolutionary Era and their influence on the movement. 4. Compare and contrast the decisions of the first and second Continental Congresses. 5. Explain the historical and present-day significance of the Declaration of Independence. 6. Examine the immediate events that led to the first shot of the Revolutionary War. 7. Examine the significance of the major battles in the Revolutionary War. 8. Evaluate the terms of the Treaty of Paris, 1783. 			<ul style="list-style-type: none"> 3. Identify key figures in the Revolutionary Era and their influence on the movement. (e.g., George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.) 4. Compare and contrast the decisions of the first and second Continental Congresses. 5. Explain the historical and present-day significance of the Declaration of Independence. 6. Examine the immediate events that led to the first shot of the Revolutionary War. (e.g., Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, etc.) 7. Examine the significance of the major battles in the Revolutionary War. (e.g., Lexington and Concord, Bunker Hill, Quebec, Charleston, Valley Forge, Cowpens, etc.) 8. Evaluate the terms of the Treaty of Paris, 1783.
8.3			8.3

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<p>Examine the development of the Constitution of the United States of America.</p> <ol style="list-style-type: none"> 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. 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. Describe the process of a bill becoming a law. 6. Describe the compromises between Federalists and Anti-Federalists that led to the Bill of Rights. 	<p>*Standard has been reworded and removed 8.3.5 which was outside the scope of the standard and is typically taught in US Government. (1)</p> <p>*Add how a bill becomes a law. (1)</p> <p>*Changes supports Critical Race Theory ideology and/or a Marxist extreme point of view. (2)</p>	<p>*No change needed. Content is relevant to the standard.</p> <p>*Add how a bill becomes a law.</p> <p>*No change needed. Standard does not support Critical Race Theory and/or Marxist point of view.</p>	<p>Examine the development of the Constitution of the United States of America.</p> <ol style="list-style-type: none"> 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. 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. Describe the process of a bill becoming a law. 6. Describe the compromises between Federalists and Anti-Federalists that led to the creation of the Bill of Rights.

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5. Assess the development and impact of early foreign policy decisions on the United States.	*Change assess to examine or evaluate. (1)	*Change the word “assess” to “examine.”	6. Examine the development and impact of the Jacksonian Era. (e.g., Corrupt Bargain, Democratic Party Bank War, Nullification Crisis, etc.)
8.5 Interpret the geographical, social, and political causes, effects, and challenges of westward expansion. <ol style="list-style-type: none"> 1. Evaluate the reasoning behind the Louisiana Purchase. 2. Discuss the significance of the Lewis and Clark Expedition. 3. Describe the purpose and challenges of Manifest Destiny. 4. Analyze the political, religious, and economic incentives of Manifest Destiny. 5. Summarize Andrew Jackson’s roles in the growing United States. 6. Examine the motivations and consequences of the Indian Removal Act. 	*8.5.5 needs examples returned. (1) *8.5.6 needs to be returned as it weakens students’ understanding of a crucial part of events that led to the Civil War. (1)	*Restore examples. *No change needed. Content is relevant to the standard.	8.5 Interpret the geographical, social, and political causes, effects, and challenges of westward expansion. <ol style="list-style-type: none"> 1. Evaluate the reasoning behind the Louisiana Purchase. 2. Discuss the significance of the Lewis and Clark Expedition. 3. Describe the purpose and challenges of Manifest Destiny. 4. Analyze the political, religious, and economic incentives of Manifest Destiny. 5. Summarize Andrew Jackson’s role in the expansion of the United States. (e.g., Jacksonian Era, “Corrupt Bargain,” Democratic Party, Bank War, Nullification Crisis, Indian Removal, etc.) 6. Examine the motivations and consequences of the Indian Removal Act. (e.g., Cherokee “Trail of Tears,” etc.)

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<p>8.7 Evaluate the impact of social and political reforms on the development of American society.</p> <p>1. Examine abolitionists' role in bringing the reality of slavery to the nation.</p> <p>2. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments.</p> <p>3. Examine leaders of the Women's Suffrage Movement.</p>	<p>*The original 8.7.1 should remain as it provided students with an understanding of the lives of enslaved people in the US. (1)</p> <p>*The examples help to define the broad objectives and should be added back. (1)</p> <p>*More and better objectives should be added to this standard. (1)</p> <p>*Changes supports Critical Race Theory ideology and/or a Marxist extreme point of view. (2)</p> <p>*Put back in 8.7.3 from 2018 (2)</p>	<p>*No change needed. Content is relevant to the standard.</p> <p>*Restore examples.</p> <p>*Additional objectives are added.</p> <p>*No change needed. Standard does not support Critical Race Theory and/or Marxist point of view.</p> <p>*Add 8.7.3.</p>	<p>8.7 Evaluate the impact of social and political reforms on the development of American society.</p> <p>1. Examine abolitionists' role in bringing attention to the impact of slavery on the nation. (e.g., Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc.)</p> <p>2. Examine the actions of enslaved people to resist the institution of slavery. (e.g., Negro Spirituals, Harriet Tubman, Nat Turner rebellion, etc.)</p> <p>3. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments. (e.g., "all men are created equal, that they are endowed by their Creator with certain unalienable Rights," etc.)</p> <p>4. Examine leaders of the Women's Suffrage Movement and their goals and strategies. (e.g., Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, etc.)</p>
<p>8.8 Assess the social and economic conflicts</p>	<p>*The sole content revision is the deletion of former 8.8.4, which required students to</p>	<p>* Add back Legislation and Supreme Court decisions pertaining to slavery to the objective 8.8.6.</p>	<p>8.8 Assess the social and economic conflicts between the North and South that led to the American Civil War.</p>

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<p>between the North and South that led to the American Civil War.</p> <ol style="list-style-type: none"> Trace the origins and development of slavery in the United States. Describe the impact of the Industrial Revolution in northern states. Evaluate the importance of agriculture in southern states. Analyze the impact of the cotton gin on all social classes. Examine impact of slavery on the nation's political, social, religious, economic, and cultural development. 	<p>understand important legislative and legal developments pertaining to slavery that occurred in the run up to the Civil War. Though these developments may be covered by 8.8.1, their omission risks students will not learn these events or learn them at depth, which weakens the course. (1)</p> <p>*Women's Rights Movement, missing content is limiting, reducing perspective and rigor. (1)</p> <p>*Changes supports Critical Race Theory ideology and/or a Marxist extreme point of view. (2)</p>	<p>*No change needed. Content is relevant to the standard.</p> <p>*No change needed. Standard does not support Critical Race Theory and/or Marxist point of view.</p>	<ol style="list-style-type: none"> Trace the origins and development of slavery in the United States. Describe the impact of the Industrial Revolution in northern states. Evaluate the importance of agriculture in southern states. Analyze the impact of the cotton gin on all social classes. Examine the impact of slavery on the nation's political, social, religious, economic, and cultural development. Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife. (e.g., Missouri, Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Underground Railroad, etc.)
<p>8.9 Identify key people and evaluate the significant events of the American Civil War.</p>	<p>*The deletion of the words "and South" in 8.9.2 weakens the objective and students' understanding of how the war unfolded. Word edits to 8.9.6</p>	<p>*Add "the South" back into the objective 8.9.2. Restore examples.</p>	<p>8.9 Identify key people and evaluate the significant events of the American Civil War.</p>

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<ol style="list-style-type: none"> 1. Analyze the reasons for the Civil War, including slavery and states' rights. 2. Examine key early battles and plans which shaped decisions for the North. 3. 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. 5. Analyze the factors that led to the Northern victory of the Civil War. 6. Analyze key government documents and actions of the Civil War. 	<p>do not improve it. Examples should be replaced. (1)</p> <p>*Reference to the South/Southern side. (1)</p> <p>*8.9 appears to place the concept of slavery and states' rights on equal academic footing as a reason for the Civil War. (1)</p>	<p>*Add "the South".</p> <p>*No change needed. Content is relevant to the standard.</p>	<ol style="list-style-type: none"> 1. Analyze the reasons for the Civil War. (e.g., slavery, states' rights, etc.) 2. Examine key battles and plans which shaped decisions for the North and the South. (e.g., Fort Hood, First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc.) 3. 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. (e.g., Clara Barton, 54th Massachusetts Regiment, Native Americans, etc.) 5. Analyze the factors that led to the Northern victory of the Civil War. (e.g., total war, industry, population, resources, technological advantages, etc.) 6. Analyze key government documents and actions of the Civil War. (e.g., Emancipation Proclamation, Gettysburg Address, draft laws, etc.)
<p>8.10 Analyze the Reconstruction efforts in the post-Civil War United States.</p>	<p>*Verb change made the objectives clearer. (1)</p>	<p>*Comment supports the standard.</p>	<p>8.10 Analyze the Reconstruction efforts in the post-Civil War United States.</p>

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<ol style="list-style-type: none"> 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. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans. 	<p>*These objectives are the weakest in the standards and should be reexamined. (1)</p> <p>*All examples should be returned. (1)</p> <p>*The course does not mention the Compromise of 1877 which is the logic for why the course is entitled "... to 1877." (1)</p> <p>*8.10.2-3 Objective 2 is too vague; need to teach about bills and plans to help the South after the destruction of Civil War. (1)</p>	<p>*No change needed. Content is relevant to the standard.</p> <p>*Restore all examples.</p> <p>*Add an extra objective, 8.10.5 to address the Compromise of 1877.</p> <p>*Restore the examples back to the objectives of 8.10.2 and 8.10.3.</p>	<ol style="list-style-type: none"> 1. Compare congressional and presidential reconstruction plans. 2. Analyze southern resistance to Reconstruction reforms. (e.g., Black Codes, Jim Crow Laws, Ku Klux Klan, etc.) 3. Trace the economic changes in the post-Civil War South. (e.g., Lincoln's Plan, Wade-Davis Bill, Johnson's Plan, Radical Reconstruction, etc.) 4. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans. 5. Identify the significance of the impact of the Compromise of 1877.



Mississippi Studies **½ Carnegie Unit**

Public Comment with response from Educator Review Committee

Mississippi Studies -Educator Review Committee Response to Public Comment

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<p>MS.1 Examine the geographic features of Mississippi.</p> <ol style="list-style-type: none"> 1. Identify the physical features, landforms, and soil regions of Mississippi. 2. Differentiate the geographic regions of Mississippi. 3. Identify and assess the geographic and physical features that set Mississippi apart from other states. 4. Explain how the geographic features of Mississippi contribute to social, technological, and economic development throughout the state. 5. Examine the political, economic, and social 	<p>*To better reflect the diversity of MS, "religion" should be added as an identity marker to several of the Mississippi Studies standards. (2)</p> <p>*1.2 Should this be "differentiate between"?</p> <p>*Move 1.5 to standard MS 9 to deal directly with economics and technological effects of events in Mississippi.</p>	<p>*Add religion to MS.3.</p> <p>*Reword to say, "differentiate among."</p> <p>*Remove objective 1.5.</p>	<p>MS.1 Examine the geographic features of Mississippi.</p> <ol style="list-style-type: none"> 1. Identify the physical features, landforms, and soil regions of Mississippi. 2. Differentiate among the geographic regions of Mississippi. 3. Describe how the geographic and physical features set Mississippi apart from other states. 4. Explain how the geographic features and processes of Mississippi contribute to social, technological, and economic development throughout the state. (e.g., Mississippi River, Gulf Coast, Pine Hills, Delta, Great Flood of 1927, Hurricanes Camille, and Katrina, etc.)

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effects of geographic processes on technological and economic development in Mississippi.			
<p>MS.2 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"> 1. Explain the impact of Mississippi's geography on the cultural development of its indigenous people. 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. 	<p>*Add names of major and minor Native American groups that thrived in Mississippi.</p> <p>*Include term "First Nations" with "indigenous people".</p>	<p>*Add content examples of Native American groups to MS.2.1.</p> <p>*No change needed. Wording is relevant to the standard.</p>	<p>MS.2 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"> 1. Explain the impact of Mississippi's geography on the cultural development of its indigenous peoples. (e.g., Choctaw, Chickasaw, Natchez, etc.) 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. 3. Evaluate the impact of native cultures on Mississippi, past and present.

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3. Evaluate the impact of native cultures on Mississippi, past and present.			
MS.3 Examine the motivations and the effects of European settlement in Mississippi. 1. Compare and contrast the French, Spanish and English settlements in Mississippi. 2. Examine the impact of European exploration on the cultural development of Mississippi.	*What should we compare when thinking about French, English, and Spanish settlements?	*Clarify objectives with more details.	MS.3 Examine the motivations and the effects of the European arrival and presence in Mississippi. 1. Compare and contrast the French, Spanish and English arrival, and presence in Mississippi. (e.g., lifestyles, religion, successes, failures, etc.) 2. Examine the impact of European arrival and presence on the cultural development of Mississippi. (e.g., Code Noir, holiday, religious, economic, etc.)
MS.4 Explain the development of the Mississippi Territory and its evolution to statehood. 1. Investigate life and work in Mississippi during the colonial and revolutionary periods.	*Add identity and describe contributions of various ethnic groups.	*Restore content examples to objectives.	MS.4 Explain the development of the Mississippi Territory and its evolution to statehood. 1. Investigate life and work in Mississippi during the colonial and revolutionary periods. 2. Examine the conflicts (e.g., Natchez Rebellion, etc.), treaties (e.g., Fort Adams, Mount Dexter, Doak's Stand, Dancing Rabbit Creek,

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<p>2. Examine the conflicts, treaties, and subsequent removal of indigenous Mississippians.</p> <p>3. Trace the events and legislative processes necessary for Mississippi to gain statehood.</p> <p>4. Analyze government and political influences throughout the state of Mississippi.</p> <p>5. Analyze the constitutions of Mississippi and make comparisons to the United States Constitution.</p>			<p>Pontotoc Creek, etc.), and subsequent removal (e.g., Trail of Tears, etc.) of indigenous Mississippians.</p> <p>3. Trace the events and legislative processes necessary for Mississippi to gain statehood.</p> <p>4. Identify the key points of the Mississippi Constitution of 1817 and identify the government and political influences that led to its development.</p>
<p>MS.6 Analyze the role of Mississippi during the Civil War and evaluate the effects of Reconstruction in the state.</p> <p>1. Trace the events that led to secession of Mississippi from the Union in 1861 and subsequently entering the Civil War.</p>	<p>*Should we lump Civil War and Reconstruction together?</p> <p>*Missing word Slavery</p>	<p>*No change needed. Content is relevant to the standard.</p> <p>*Add word “enslaved” in MS.6.3.</p>	<p>MS.6 Analyze the role of Mississippi during the Civil War and evaluate the effects of Reconstruction in the state.</p> <p>1. Examine the Mississippi Declaration of Secession and trace the events that led to the secession of Mississippi from the Union in 1861.</p> <p>2. Analyze the significance of the military campaigns that took place in Mississippi during the</p>

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<p>2. Analyze the military campaigns that took place in Mississippi during the Civil War.</p> <p>3. Examine the roles and contributions of women and minorities during the Civil War.</p> <p>4. Analyze the various attempts at reconstruction in Mississippi and discuss the responses to them.</p> <p>5. Examine the lasting cultural effects of the Civil War and Reconstruction on Mississippi.</p>			<p>Civil War and the impact wartime conditions had on the civilian population.</p> <p>3. Examine the roles and contributions of women, enslaved people, and free African Americans during the Civil War.</p> <p>4. Analyze the impact of Congressional Reconstruction on Mississippi, including the new Mississippi Constitution of 1868.</p> <p>5. Describe the changing roles and contributions of African American Mississippians during Reconstruction.</p>
<p>MS.7 Examine the economic, political, and social changes in post Reconstruction Mississippi.</p> <p>1. Evaluate the impact of Reconstruction on Mississippi's social structure.</p> <p>2. Trace the changes in Mississippi's economy and technology in the</p>	<p>*Post-Reconstruction-standards are too vague. Add contributions of African Americans. (2)</p> <p>*Specify reforms after Civil War; go in depth about Jim Crow laws, poll taxes and literacy tests. (6)</p> <p>*Keep the language in objective, "realities for African</p>	<p>*Restore content examples to MS.7.3.</p> <p>*Restore content examples to MS.7.3.</p> <p>*Comment supports standard.</p>	<p>MS.7 Examine the economic, political, and social changes in the Jim Crow Era Mississippi from the end of Reconstruction through World War II.</p> <p>1. Analyze the differences between the Mississippi Constitutions of 1868 and 1890.</p> <p>2. Trace the changes in Mississippi's economy and technology in the decades following Reconstruction.</p>

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<p>decades following Reconstruction.</p> <p>3. Analyze Reconstruction reforms that contributed to the social and economic changes after the Civil War.</p> <p>4. Examine the changes of the Mississippi Constitution from Reconstruction to 1890.</p>	<p>Americans during the Jim Crow Era in Mississippi.</p>		<p>3. Analyze reforms that contributed to social and economic changes after the Civil War. (e.g., Jim Crow, poll taxes, literacy tests, segregation, etc.)</p>
<p>MS.8 Evaluate the role of Mississippi in the Civil Rights Movement.</p> <p>1. Analyze the significant figures, groups, and events of the Civil Rights Movement in Mississippi.</p> <p>2. Discuss the significant strategies used within the Civil Rights Movement.</p>	<p>*Modern Mississippi Civic Rights Figures. E.g. MLK, James Meredith, Rosa Parks, Fanny Lou Hamer, Charles Evers, Medgar Evers. (11)</p> <p>*Add information concerning LGBT. (1)</p>	<p>*Restore content examples.</p> <p>*No change needed. Content is relevant to the standard.</p>	<p>MS.8 Evaluate the role of Mississippi in the Civil Rights Movement.</p> <p>1. Analyze the significant figures, groups, and events of the Civil Rights Movement in Mississippi. (e.g., Emmett Till, Medgar Evers, James Meredith, Fannie Lou Hamer, etc.)</p> <p>2. Discuss the significant strategies used within the Civil Rights Movement.</p> <p>3. Examine organized resistance to the Civil Rights Movement in Mississippi and how it shaped the conflict between</p>

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<ol style="list-style-type: none"> Examine the conflicts between the Federal and State governments during the Civil Rights Era. Evaluate the lasting impact of the Civil Rights Movement on Mississippi. 			<p>the State and Federal governments during the Civil Rights Era. (e.g., Citizen's Council, MS State Sovereignty Commission, Ross Barnett, etc.)</p> <ol style="list-style-type: none"> Evaluate the lasting impact of the Civil Rights movement on Mississippi.
<p>MS.9 Analyze the economic characteristics of modern Mississippi.</p> <ol style="list-style-type: none"> Describe Mississippi's modern economy. Analyze the economic development of major industries in Mississippi. Trace Mississippi's global economic relationships. 	<p>*Discuss Smallpox and the 1918 Flu because of COVID. (1)</p>	<p>*No change needed. Content is relevant to the standard.</p>	<p>MS.9 Analyze the economic characteristics of modern Mississippi.</p> <ol style="list-style-type: none"> Identify various industries and factories that drive Mississippi's modern economy. Analyze how the major industries of Mississippi have impacted the economy in Mississippi. Identify Mississippi's global economic relationships. Analyze the causes of Mississippi's past and present-day struggle with poverty.

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4. Analyze the current trends of poverty.			
<p>MS.11 Examine the impact of Mississippi artists, musicians, and writers on the state, nation, and world.</p> <p>1. Identify and describe the accomplishments of Mississippi artists, musicians, and writers.</p> <p>2. Analyze how Mississippi's rich history has local impacted artists, musicians, and writers.</p> <p>3. Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi.</p> <p>4. Analyze the impact of religious traditions on artistic expressions of Mississippians.</p> <p>5. Identify locations in Mississippi that have artistic significance.</p>	*"Rich" = subjective use of adjective. MS.11.2	*Remove the word "rich" from MS.11.2.	<p>MS.11 Examine the impact of Mississippi artists, musicians, and writers on the state, nation, and world.</p> <p>1. Identify and describe the accomplishments of Mississippi artists, musicians, and writers. (e.g., William Faulkner, B.B. King, Muddy Waters, Walter Anderson, Elvis Presley, etc.)</p> <p>2. Analyze how Mississippi's history and/or religious traditions have impacted the state's artist, musicians, and writers.</p> <p>3. Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi.</p> <p>4. Identify locations in Mississippi that have artistic, musical, or literary significance. (e.g., Delta-Blues, Coast- Walter Anderson, Jackson- Eudora Welty, etc.)</p>

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<p>MS.12 Examine the contributions of various ethnic groups in Mississippi.</p> <ol style="list-style-type: none"> 1. Identify the various ethnic groups in Mississippi. 2. Cite evidence of the growing ethnic diversity of Mississippi's populations. 3. Analyze the push and pull factors of migrating to Mississippi. 4. Describe the contributions of various ethnic groups to Mississippi. 	<p>*Add identity and describe contributions of various ethnic groups. (2)</p> <p>*Eliminate the standard and weave examples into other standards.</p> <p>*12.1 Add the identity marker religion</p> <p>*12.2 Move to MS 9</p> <p>*12.3 Move to MS 10</p> <p>*12.4 "Describe the contributions of various ethnic <u>and religious</u> groups to MS."- add the underline portion.</p>	<p>*Add "identity" and "describe contributions" to objectives.</p> <p>*Maintain standard and add more detail.</p> <p>*Add religious groups to MS.12.1.</p> <p>*No change needed. Content is relevant to the MS 12.2.</p> <p>* No change needed. Content is relevant to the MS 12.3.</p> <p>*Add "religious" to objective MS.12.4.</p>	<p>MS.12 Examine the contributions of various ethnic and religious groups in Mississippi.</p> <ol style="list-style-type: none"> 1. Identify and describe the various ethnic and religious groups in Mississippi. 2. Cite evidence of the growing ethnic diversity of Mississippi's populations and its impact on the state today. 3. Analyze the push and pull factors of people migrating to Mississippi. 4. Describe the contributions of various ethnic and religious groups to Mississippi.



World History:

Age of Enlightenment to Present

1 Carnegie Unit

Public Comment with response from Educator Review Committee

World History -Educator Review Committee Response to Public Comment

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<p>WH 8 Interwar Period Analyze the challenges of the interwar period, emphasizing the rise of totalitarian states.</p> <ol style="list-style-type: none"> 1. Analyze the Treaty of Versailles as an agent for unrest. 2. Examine the global impact of the Great Depression. 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. 4. Examine how civil wars in Russia and China led to the growth and spread of Communism, including the rise 	<p>*The new standards are narrower (time frame and more western civ.), leaving out the broader, global world history. Loss of content is limiting, reducing perspective and rigor. (1)</p> <p>*8.3 Change to, "Evaluate post-World War II movements for independence world –wide addressing nationalism, democracy, and religious influences pertaining to international conflicts, including: the independence movements within the British Empire, the French Algerian War, and the Arab-Israeli conflicts."</p> <p>*8.3 should consider moving this objective to WH 10.</p> <p>*Move Arab-Israeli conflict in from of independence movement (1)</p>	<p>*No change needed. Content is relevant to standard.</p> <p>*Remove objective WH.8.3.</p> <p>*Remove objective WH.8.3.</p> <p>*Remove objective WH.8.3.</p>	<p>WH 8 Interwar Period Analyze the challenges of the interwar period, emphasizing the rise of totalitarian states.</p> <ol style="list-style-type: none"> 1. Analyze the Treaty of Versailles as an agent for unrest. 2. Examine the global impact of the Great Depression. 3. Compare the civil wars in Russia and China and how they led to the growth and spread of Communism. (e.g., the rise of Vladimir Lenin, the Bolsheviks in Russia, Mao Zedong in China, etc.) 4. Analyze Japanese militarism and territorial expansion. (e.g., Manchuria, the Rape of Nanjing, etc.)

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<p>of Vladimir Lenin and the Bolsheviks in Russia and Mao Zedong in China.</p> <p>5. Analyze Japanese militarism and territorial expansion, including Manchuria and the Rape of Nanjing.</p>	<p>*Remove the decolonization movement (1)</p>	<p>*Remove objective WH.8.3.</p>	
<p>WH 9 World War II Compare and contrast the causes, effects, and significant events of World War II.</p> <p>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.</p> <p>2. Examine how anti-Semitism in the 19th century and Nazi ideas about race and nation led to the dehumanization of Jews and the Holocaust.</p> <p>3. Analyze the major turning points of World War II in both</p>	<p>*Approve of the changes to WWII standards and combining events based on cause and effect. (1)</p> <p>*Include Nation's Partition Plan. (1)</p> <p>*Spell antisemitism and add the 20th century and genocide. (2)</p> <p>*9.2 "Examine how antisemitism in the 19th and 20th centuries and Nazi ideas about race and nation led to the dehumanization and</p>	<p>*Comment supports the standard.</p> <p>*No change needed. Content is relevant to standard.</p> <p>*Remove hyphen from "antisemitism" and add the word "genocide".</p> <p>*Add "20th century" to standard.</p>	<p>WH 9 World War II Compare and contrast the causes, effects, and significant events of World War II.</p> <p>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.</p> <p>2. Examine how antisemitism in the 19th and 20th centuries and Nazi ideas about race and nation led to the dehumanization and genocide of Jews in the Holocaust.</p> <p>3. Analyze the major turning points of World War II in both the European and Pacific</p>

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<p>the European and Pacific theatres.</p> <p>4. Trace the geopolitical shifts following World War II, including the bipolarization and decolonization of Europe.</p> <p>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.”</p> <p>6. Explain the origins and significance of the United Nation’s establishment of the modern state of Israel and the reactions by surrounding countries.</p>	<p>genocide of Jews in the Holocaust.”- recommendation to change to this.</p> <p>*9.4- The term “decolonization” is somewhat misleading in this context. The term “independence movements” is politically neutral and can be applied more broadly.</p> <p>*9.4 Change to, “Trace the geopolitical shifts following World War II, including the bipolarization of Europe during the Cold War and decolonization of Africa and Asia by Europe.”</p> <p>*Move WH9.6 to WH.10</p> <p>*9.6 Change to “Explain the origins and significance of the United Nations’ Partition Plan, establishment of the modern State of Israel, and the reactions by surrounding countries.”</p>	<p>*Remove “decolonization” and add “independence movements” to objective WH.9.4.</p> <p>*Remove “decolonization” and add “independence movements” to objective WH.9.4.</p> <p>*Move WH.9.6 to WH.10.</p> <p>*Move to WH.10.1 and add “Explain origins and significance of the United Nations’ Partition Plan, establishment of the modern State of Israel, and the reactions by surrounding countries.”</p>	<p>theatres. (e.g., German invasion of Poland, North African Campaign, Battle of Midway, Battle of Stalingrad, D-Day Invasion, Battle of the Bulge, etc.)</p> <p>4. Trace the geopolitical shifts following World War II, including the bi-polarization and independence movements of Europe.</p> <p>5. Explain the political and geographic disputes that necessitated the creation of the United Nations. (e.g., the Atomic Era, war crimes, “crimes against humanity”, etc.)</p>

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	*Explain the pre- and post-Holocaust origins and significance of the establishment of the modern state of Israel, including reactions by Israel and the surrounding countries to the UN Partition Plan. (1)	*Move to WH.10.1 and add “Explain the origins and significance of the United Nations’ Partition Plan, establishment of the modern State of Israel, and the reactions by surrounding countries.”	
<p>WH 10 Cold War Analyze the period of post-World War II recovery and realignment, emphasizing the social, economic, and political effects of the Cold War.</p> <p>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.</p> <p>2. Formulate the development of the United States and the</p>	*Include the cold war and decolonization of Africa and Asia.	*Add the Cold War and decolonization of Africa and Asia.	<p>WH 10 Cold War 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"> 1. Explain the origins and significance of the United Nations’ Partition Plan, establishment of the modern State of Israel, and the reactions by surrounding countries 2. Analyze various economic, political, and military shifts of the post-World War II world. (e.g., effects of the Truman Doctrine, the Marshall Plan in Europe and Southeast Asia, nationalism in Africa, détente in China, the fall of Communism in the Soviet Union, etc.)

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<p>Soviet Union as the two Cold War superpowers.</p> <p>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.</p> <p>4. Trace the political movements of various nationalist groups and their leaders in Latin America, the Middle East, French-Indochina, and Africa.</p> <p>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.</p>			<p>3. Trace the development of the United States and the Soviet Union as the two Cold War Superpowers.</p> <p>4. Compare and contrast American democracy and Soviet communism. (e.g., expansionist efforts of the Soviet Union versus America's policy of containment, etc.)</p> <p>5. Trace the political movements of various nationalist groups and their Leaders in Latin America, the Middle East, French-Indochina, and Africa. (e.g., Fidel Castro in Cuba, Ho Chi Minh in Vietnam, Gamal Abdel Nasser in Egypt, etc.)</p> <p>6. Explore the collapse of the Soviet Union. (e.g., Russia's struggle for Democracy, the impact of liberalism, perestroika (free markets), glasnost (openness), economic recovery brought on by Mikhail Gorbachev, Ronald Regan, Boris Yeltsin, etc.)</p>



US History: 1877 to Present

1 Carnegie Unit

Public Comment with response from Educator Review Committee

U.S. History -Educator Review Committee Response to Public Comment

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<p>USH 1 Westward Expansion and the New South Trace how economic developments and the westward movement impacted regional differences and democracy in the post Reconstruction era.</p> <p>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.</p> <p>2. Compare the changing role of the American farmer, including establishment of the Granger movement, the Populist Party, and agrarian rebellion over currency issues.</p>	<p>*Considering that the standard theme now includes the “New South”, it would seem some new objectives are warranted to explain life in the South during this time period as well as the historical significance- and irony- of the term "New South". (2)</p> <p>*Though the current objectives cover import post - Reconstruction events that also affected the South, they do not mention the most important events in the South in this time period-life with Jim Crow, the rise of sharecropping, and the declining value of cotton and tobacco leading to region-wide poverty.</p> <p>*Role of African Americans in US History including slavery and historical figures.</p>	<p>*Comment supports standard with the additional objective USH.1.5</p> <p>* Comment supports standard with the additional objective USH.1.5</p> <p>*Comment supports standard with the additional objective USH.1.5</p>	<p>USH 1 Westward Expansion and the New South Trace how economic developments and the westward movement impacted regional differences and democracy in the post Reconstruction era.</p> <p>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)</p> <p>2. Trace the changing role of the American farmer. (including establishment of the Granger movement, the Populist Party, and agrarian rebellion over currency issues)</p>

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<p>3. Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians.</p> <p>4. Explain the impact of the Populist movement on the role of the federal government in American Society.</p>	<p>*19th Century Topics, including Dredd Scott, Civil War</p> <p>*1.2 Do not get a full objective on actual regional differences in the controversy over currency or anything else.</p> <p>*1.4 Capitalization of the word "Society".</p>	<p>*No change needed. Examples are not in the time period indicated for 11th grade U.S. History 1877-present.</p> <p>*No change needed. Topic covered within standard.</p> <p>*Change "Society" to "society".</p>	<p>3. Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians.</p> <p>4. Explain the impact of the Populist movement on the role of the federal government in American society.</p> <p>5. Evaluate Reconstruction Amendments, black codes, Jim Crow, disenfranchisement, sharecropping, <i>Plessy vs. Ferguson</i> (1896), and the rise of early Civil Rights Activists as a response to the injustice such as Booker T. Washington, Ida B. Wells-Barnett, and W.E.B. DuBois.</p>
<p>USH 2 Industrialization Analyze industrialization and its impact</p>	<p>*The revisions remove the American Federation of Labor</p>		<p>USH 2 Industrialization Analyze industrialization and its impact on the United States</p>

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<p>on the United States in the late 19th and early 20th century.</p> <ol style="list-style-type: none"> 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. 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," 	<p>and Congress of Industrial Organizations. There is still significant overlap between 2.1 and 2.3. Both concern themselves with the New Industrial Age and the lives of workers. Since the content and ex. are so similar, the 2 should be streamlined or clearly differentiated. The Social Gospel is a good way to connect the Gilded Age to the Progressive Movement, it should have its own objective.</p> <p>*Add Knights of Labor and American Federation of Labor 2.4 has some overlap with 2.1 and 2.3 as well as 3.4, should eliminate that duplication.</p> <p>*A. Philip Randolph is excluded, though he has been added to 7.9-this downplays his substantial contributions as an early 20th century labor activist. Need to have</p>	<p>*No change needed. American Federation of Labor is listed in the standard/objective USH.2.3.</p> <p>*No change needed. Knights of Labor and American Federation of Labor is in standard/objective USH.2.3.</p> <p>*No change needed. A. Phillip Randolph should remain in WWII. He is not appropriate chronologically here.</p>	<p>in the late 19th and early 20th century.</p> <ol style="list-style-type: none"> 1. Interpret the changes brought by industrialization to the American economy. (including mass production in factories, creation of corporations and monopolies, influence of industrialists like John Rockefeller and Andrew Carnegie, the impact of inventions/innovations and inventors) 2. Compare population changes caused by industrialization. (including settlement patterns of the new immigrants from Europe and China and the nativist reaction evidenced by the Chinese Exclusion Act) 3. Interpret the impact of industrialization on

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<p>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.</p> <p>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.</p> <p>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.</p>	<p>references to how African Americans were included or excluded from all aspects of economic life. He should be re-added to a refreshed objective on the Labor Movement. (3)</p>		<p>workers on living conditions linked to urbanization, tenement living, social gospel, Jane Addams, and the lack of city services; the responses of workers to work and life challenges. (including the formation of labor unions, the Knights of Labor, the American Federation of Labor the industrial Workers of the World, the rise of labor leaders, Eugene V. Debs, Samuel Gompers, the impact of strikes, Haymarket Riot, Homestead Strike, and Pullman Strike)</p> <p>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,</p>

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			horizontal, vertical integration, and Sherman Antitrust 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)
<p>USH 3 Progressive Movement Evaluate causes, goals, and outcomes of the Progressive Movement.</p> <p>1. Assess the impact of media on public opinion during the Progressive movement, including muckrakers Upton Sinclair, Jacob Riis, and Ida Tarbell.</p> <p>2. Trace the development of political, social, and cultural movements and subsequent</p>	<p>*3.1 added the term “muckraker” before the list of individual muckrakers, which clarifies the focus. The deletion of women’s suffrage and Temperance help make more sense.</p> <p>*3.2 has the removal of Marcus Garvey which removes any reference to Garveyism. This objective is not very well organized. The content is all valuable, but could be broken</p>	<p>*Comment supports standard with the addition of the word “muckraker” to USH.3.1.</p> <p>*Addition of Marcus Garvey back into objective USH.3.3.</p>	<p>USH 3 Progressive Movement Evaluate causes, goals, and outcomes of the Progressive Movement.</p> <p>1. Assess the impact of media and influence of muckrakers on public opinion during the Progressive movement. (including Upton Sinclair, Jacob Riis, and Ida Tarbell)</p>

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<p>reforms, including women’s suffrage, Temperance Movement, public education, Jim Crow Laws, <i>Plessy v. Ferguson</i> (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.</p> <p>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.</p> <p>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</p>	<p>into multiple objectives to improve clarity and organization.</p> <p>*3.4 has overlapping some streamlining may be necessary.</p>	<p>*Comment supports standard to streamline objective USH.3.4.</p>	<p>2. Trace the development of political, social, and cultural movements and subsequent reforms. (including women’s suffrage, Temperance Movement, and compulsory public education)</p> <p>3. Evaluate the limitation of reform efforts of the voices of the Niagara Movement, the National Association of the Advancement of Colored People (NAACP), Ida B. Wells, Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey in response to Jim Crow Laws, <i>Plessy vs. Ferguson</i> (1896).</p> <p>4. Compare and contrast presidential domestic policies of Theodore Roosevelt, William Taft, and Woodrow Wilson. (including trustbusting, Pure Food and Drug Act,</p>

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			<p>Meat Inspection Act, conservation, the Hepburn Act, Federal Reserve, and Federal Trade Commission)</p> <p>5. Trace national legislation including the use of Sherman Antitrust Act, the Clayton Antitrust Act, and constitutional amendments (16-19) resulting from and affecting the Progressive Movement.</p>
<p>USH 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.</p> <p>1. Assess causes of the Spanish-American War, including yellow journalism, the sinking of the USS Maine,</p>	<p>*Substantive content changes include the addition of 4.9, which focuses on the domestic impact of World War I, a positive addition. Establishment of the Anti-Imperialist League has been added to 4.3 as well as the Lusitania and Zimmerman Telegram to 4.7. Specifying the inclusion of these historical events and concepts give a</p>	<p>*Comment supports standard.</p>	<p>USH 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.</p> <p>1. Assess causes of the Spanish-American War. (including yellow journalism, the sinking of</p>

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<p>and economic interest in Cuba.</p> <p>2. Explain the role of the Rough Riders on the iconic status of President Theodore Roosevelt.</p> <p>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.</p> <p>4. Trace the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests.</p> <p>5. Evaluate the role of the Open-Door Policy and the Roosevelt Corollary on America’s expanded economic and geographic interests</p> <p>6. Compare the executive leadership represented by Theodore Roosevelt’s Big</p>	<p>more well-rounded understanding to this standard.</p> <p>*The change of verbs in 4.1 “assess” and 4.2 “explain” are clearer and make more sense.</p> <p>*Not important enough to include in any state standard.</p>	<p>*Comment supports standard.</p> <p>*No change needed. Content is relevant to standard.</p>	<p>the <i>USS Maine</i>, and economic interest in Cuba)</p> <p>2. Explain the role of the Rough Riders on the iconic status of President Theodore Roosevelt.</p> <p>3. Analyze consequences of the Spanish-American War. (including territorial expansion in the Pacific and the Caribbean (<i>Treaty of Paris</i> 1898), insurgency in the Philippines, and establishment of the Anti-Imperialist League)</p> <p>4. Trace the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests.</p> <p>5. Evaluate the role of the Open-Door Policy and the Roosevelt Corollary on America’s expanded</p>

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<p>Stick Diplomacy, William Howard Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy.</p> <p>7. Evaluate the factors that led to US involvement in World War I including the Lusitania, Zimmerman Telegram, and unrestricted submarine warfare.</p> <p>8. Investigate controversies over the Treaty of Versailles of 1919, Woodrow Wilson’s Fourteen points, and the League of Nations.</p> <p>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>.</p>			<p>economic and geographic interests.</p> <p>6. Compare the executive leadership represented by Theodore Roosevelt’s Big Stick Diplomacy (the Roosevelt Corollary), William Howard Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy.</p> <p>7. Evaluate the factors that led to US involvement in World War I. (including the “<i>Lusitania</i>”, Zimmerman Telegram, and unrestricted submarine warfare)</p> <p>8. Investigate controversies over the Woodrow Wilson’s Fourteen Points, Treaty of Versailles of 1919, and the League of Nations.</p>

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			9. Evaluate the domestic impact of World War I. (including the war mobilization effort, changes in the workforce, the origins of the Great Migration, and <i>Schenck vs. United States</i> (1919))
<p>USH 5 1920s – 1930s Evaluate the impact of social and economic changes and the conflict between traditionalism and modernism in the 1920s through the 1930s.</p> <p>1. Analyze the impact of radio, cinema, and print media on the creation of mass culture.</p> <p>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.</p>	<p>*The time period now includes the 1930s as well as the 1920s. It also added “economic changes” along with “social changes”, these changes deepen the overlap between standard 5 and 6. Should shift these related objectives to the next standard to eliminate overlap and re-scope to focus on cultural changes of the 1920s.</p> <p>*5.1 changed verb to “analyze”. 5.1 and 5.6 have substantial overlap.</p>	<p>*Clarify objectives.</p> <p>*Comment supports standard to keep the verb “analyze” and with USH. 5.6 to streamline the objective.</p>	<p>USH 5 1920s – 1930s Evaluate the impact of social and economic changes and the conflict between traditionalism and modernism in the 1920s through the 1930s.</p> <p>1. Analyze the impact of radio, cinema, and print media on the creation of mass culture.</p> <p>2. Analyze the impact of the Lost Generation writers on American culture. (including F. Scott Fitzgerald, Ernest Hemingway, H.L.</p>

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<p>3. Determine the relationship between technological innovations and the creation of increased leisure time.</p> <p>4. Assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis.</p> <p>5. Compare and contrast the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression.</p> <p>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.</p> <p>7. Debate the causes and effects of the social change and conflict</p>	<p>*5.2 Remove H.L. Mencken- not needed</p> <p>*5.2 Langston Hughes has been moved to 5.8, no clear rationale for doing so. Since these 2 objectives are so similar, should be streamlined into a single objective focused on notable literary figures of the 1920s-difficult to differentiate why particular authors appear in one place vs. the other. (2)</p> <p>*Objectives about economic changes and the Great Depression should be moved to Standard 6. (2)</p> <p>*Smoot-Hawley Tariff Act is included in 6.1</p>	<p>*No change needed. Content is relevant to the standard.</p> <p>*No change needed. USH.5.2 has the focus of the Lost Generation writers and USH.5.8 has the focus of the Harlem Renaissance and its notable literary figures.</p> <p>*No change needed. Content is relevant to the standard.</p> <p>*No change needed. Content is relevant to the standard.</p>	<p>Mencken, John Steinbeck, and William Faulkner)</p> <p>3. Determine the impact of technological innovations on increased leisure time.</p> <p>4. Assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis.</p> <p>5. Evaluate the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression.</p> <p>6. Analyze the impact of the changes in the 1920s on the economy, society, and culture. (including mass production, the role of credit, and the effect of radio in creating a mass culture)</p> <p>7. Debate the causes and effects of the social change and conflict</p>

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<p>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.</p> <p>8. Examine notable authors of the 1920s, including John Steinbeck, William Faulkner, Zora Neale Hurston, and Langston Hughes.</p> <p>9. Analyze the Great Depression for its impact on the American family, including the Bonus Army, Hoovervilles, Dust Bowl, and Dorothea Lange.</p> <p>10. Investigate conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression.</p>	<p>*Remove “effect of radio in creating a mass culture.”</p>	<p>*No change needed. Content is relevant to the standard.</p>	<p>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.</p> <p>8. Evaluate the impact of the Harlem Renaissance and Black Nationalism on the social and cultural landscape of America. (including Langston Hughes, Zora Neal Hurston, Marcus Garvey, Louis Armstrong, Duke Ellington, and Ella Fitzgerald)</p> <p>9. Analyze the Great Depression for its impact on the American family. (including the Bonus Army, Hoovervilles, Dust Bowl, and Dorothea Lange)</p> <p>10. Investigate conditions created by the Dust Bowl for their impact on</p>

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			migration patterns during the Great Depression.
<p>USH 6 Great Depression and New Deal Analyze the causes and effects of the Great Depression and New Deal.</p> <p>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</p> <p>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.</p>	<p>*Content overlaps with Standard 5. Need to streamline as necessary.</p> <p>*The most substantive change is the inclusion in 6.2 "the Reconstruction Finance Corporation, the Bonus Army, "rugged individualism", and "trickle-down economics" have all been included.</p> <p>* The wording has been altered to remove the characterization that President Hoover's initial conservative response to the Great Depression "failed". The success of his response is now up for interpretation. (2)</p> <p>*6.3 The inclusion of Keynesian economics and</p>	<p>*No change needed. Content is relevant to the standard.</p> <p>*Comment supports standard USH.6.2 with the additions.</p> <p>*No change needed. Content is relevant to the standard.</p> <p>*Comment supports standard.</p>	<p>USH 6 Great Depression and New Deal Analyze the causes and effects of the Great Depression and New Deal.</p> <p>1. Assess 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, the Federal Reserve System, overproduction of industry, and the impact of the Smoot-Hawley Tariff Act)</p> <p>2. Assess 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)</p>

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<p>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.</p> <p>4. Evaluate the impact of Franklin D. Roosevelt’s presidency on the expansion of federal powers.</p>	<p>“incorporating reforms” is a substantive change.</p> <p>*6.4 The re-wording to center Franklin Delano Roosevelt’s presidency as the driving force behind the expansion of federal powers, rather than FDR personally or the New Deal specifically.</p>	<p>*Comment supports standard.</p>	<p>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)</p> <p>4. Evaluate the impact of Franklin D. Roosevelt’s presidency on the expansion of federal powers.</p>
<p>USH 7 World War II Examine the nation’s role in World War II and the impact on domestic and international affairs.</p> <p>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.</p>	<p>*Retain US response to war crimes committed during World War II (2)</p> <p>*Removal of “At home” and inclusion of “international affairs” better align the standard to the objectives.</p>	<p>*Comment supports standard.</p> <p>*Comment supports standard.</p> <p>*Comment supports standard.</p>	<p>USH 7 World War II Examine the nation’s role in World War II and the impact on domestic and international affairs.</p> <p>1. Explain the isolationist debate as it evolved from the 1920s through the 1930s to the bombing of Pearl Harbor and the subsequent change in</p>

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<p>2. Examine roles of significant World War II leaders, including Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, Douglas MacArthur, and George S. Patton.</p> <p>3. Describe military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings.</p> <p>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.</p> <p>5. Analyze the reasons for and results of dropping atomic bombs on Japan.</p> <p>6. Describe the mobilization of various industries to meet war needs.</p>	<p>*Several substantive content changes: specific individual and events have been added to 7.2, 7.7, 7.8, 7.9. Revision to 7.7 and 7.9 are notable for including a greater emphasis on the experience of racial minorities during World War II. The removal of Genocide Convention.</p> <p>*Douglas MacArthur is misspelled in 7.2</p> <p>*7.9 has been revised to specify “discuss the impact and challenges faced women and minorities” rather than “identify ways in which” their roles changed during the war.</p> <p>*7.10 has been clarified to specifically include “internment” in discussion of discrimination faced by Japanese Americans.</p>	<p>*Correct spelling of Douglas MacArthur.</p> <p>*Comment supports standard.</p> <p>*Comment supports standard.</p>	<p>United States’ foreign policy.</p> <p>2. Examine roles of significant World War II leaders. (including Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, Douglas MacArthur, and George S. Patton)</p> <p>3. Identify the impact of military strategies of World War II. (including blitzkrieg, island-hopping, and amphibious landings)</p> <p>4. Analyze the U.S. response to war crimes committed during World War II like the Holocaust and Bataan Death March. (including the Nuremberg Trials, and the postwar Universal Declaration of Human Rights)</p>

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<p>7. Explain the expansion of the US military through the selective service and the contributions of Native Americans and African Americans.</p> <p>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.</p> <p>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.</p> <p>10. Summarize the discrimination that Japanese Americans faced during WWII including</p>	<p>*Read primary sources of formerly enslaved African Americans.</p> <p>*Include US Colored Troops in the war discussions. (1)</p>	<p>*No change needed. Curriculum materials are not included in the standards.</p> <p>*Include “the contributions of minority populations” in USH. 7.7.</p>	<p>5. Analyze the reasons for and results of dropping atomic bombs on Japan.</p> <p>6. Describe the mobilization of various industries to meet war needs.</p> <p>7. Explain the expansion of the U.S. military through the selective service and the contributions of minority populations. (including Native Americans, African Americans, Japanese Americans, and women)</p> <p>8. Trace the way in which the U.S. government took control of the economy through rationing, price controls, limitations on labor unions, prohibition of discrimination in the defense industry, the sale of bonds, and wage controls.</p>

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internment and <i>Korematsu vs. United States (1944)</i> .			<p>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)</p> <p>10. Summarize the discrimination that Japanese Americans faced during WWII including internment and <i>Korematsu vs. United States (1944)</i>.</p>
<p>USH 8 Post WWII to the 1960s Assess the evolving role of the U.S. in global affairs and the domestic impact on national security, individual freedoms, and changing culture.</p> <p>1. Distinguish between cold war and conventional war.</p>	<p>*The standard has been changed to center “the evolving role of the US in global affairs” in addition to domestic impacts, which better aligns to the objectives.</p> <p>*Change “assess” to “examine” or “evaluate”.</p>	<p>*Comment supports standard.</p> <p>*No change needed. Wording is relevant to the standard.</p>	<p>USH 8 Post WWII: President Truman and President Eisenhower Assess the evolving role of the U.S. in global affairs and the domestic impact on national security, individual freedoms, and changing culture.</p>

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<p>2. Locate areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China.</p> <p>3. Analyze the breakdown of relations between the US and USSR after WWII.</p> <p>4. Identify and explain the steps the US took to contain communism during the Truman and Eisenhower administrations.</p> <p>5. Describe how the Truman doctrine and the Marshall Plan deepened the tensions between the US and the USSR.</p> <p>6. Identify the importance of the following on cold war tensions, Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, and Iron Curtain.</p> <p>7. Evaluate the role, function, and purpose of the United Nations (UN).</p>	<p>*8.2 remove need to locate Hungary on the map. (1)</p> <p>*Feel the changes in 8.2, 8.3, 8.7, 8.8 support Marxist extreme point of view.</p> <p>*List government efforts to control spread of Communism</p> <p>*8.10 Addition to include the Red Scare</p> <p>*8.11 Addition of the arms race.</p> <p>*8.12 Addition of the objective which is a logical addition.</p>	<p>*No change needed. Content is relevant to the standard.</p> <p>* No change needed. Content does not support the Marxist point of view.</p> <p>*No change needed. Content is relevant to the standard.</p> <p>*Comment supports standard.</p> <p>*Comment supports standard.</p> <p>*Comment supports standard.</p>	<p>1. Distinguish between cold war and conventional war.</p> <p>2. Locate areas of conflict during the Cold War from 1945 to 1960. (including East and West Germany, Hungary, Poland, Cuba, Korea, and China)</p> <p>3. Analyze the breakdown of relations between the U.S. and U.S.S.R. after WWII.</p> <p>4. Identify and explain the steps the U.S. took to contain communism during the Truman and Eisenhower administrations.</p> <p>5. Describe how the Truman Doctrine and the Marshall Plan deepened the tensions between the U.S. and the U.S.S.R.</p> <p>6. Identify the importance of the following on Cold War tensions:</p>

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<p>8. Examine the United States' reaction to Communist takeover in China.</p> <p>9. Summarize the Korean War and its impact on the Cold War.</p> <p>10. Describe US government efforts to control the spread of communism within the United States and impact of the Red Scare on individual freedoms.</p> <p>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.</p> <p>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>			<p>Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, and Iron Curtain.</p> <p>7. Evaluate the role, function, and purpose of the United Nations (UN).</p> <p>8. Examine the United States' reaction to Communist takeover in China.</p> <p>9. Summarize the Korean War and its impact on the Cold War.</p> <p>10. Describe U.S. government efforts to control the spread of communism within the United States and impact of the Red Scare on individual freedoms.</p> <p>11. Discuss the role of the space race and the arms race in the Cold War.</p>

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			<p>(including Sputnik, the U-2 incident, and NASA)</p> <p>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>
<p>USH 9 Kennedy, Johnson, and Nixon Demonstrate an understanding of domestic and international issues from each administration.</p> <p>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.</p>	<p>*Some awkward phrases reduce clarity in these objectives and should be addressed.</p> <p>*9.1 has been re-worded somewhat to clarify its focus but not a substantive change.</p> <p>*9.3 included the Disability Rights Movement.</p> <p>* 9.3 Say “analyze” instead of “cite and analyze”.</p>	<p>*Reword to clarify objectives.</p> <p>*Add examples to clarify.</p> <p>*Comment supports standard.</p> <p>*Remove the word “cite”.</p> <p>*Comment supports standard.</p>	<p>USH 9 President Kennedy, President Johnson, and President Nixon Demonstrate an understanding of domestic and international issues from each administration.</p> <p>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, and</p>

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<p>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.</p> <p>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.</p> <p>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.</p> <p>5. Analyze the impact of the environmental movement and the development of environmental protection laws.</p>	<p>*9.4 Inclusion of the modern women’s movement.</p> <p>*Restore and add more content about abolitionists, Civil Rights leaders, impact of Reconstruction on African Americans</p> <p>*9.7 most substantive change is addition of 9.7, which adds a foreign policy focus-including mention of Vietnam War. This is a logical addition that acknowledges the continuation of the Cold War through the second half of the 20th century.</p>	<p>*No change needed. Content is relevant to the standard.</p> <p>*Comment supports standard.</p>	<p>the Supreme Court case, <i>U.S. vs. Nixon</i> (1974))</p> <p>2. Debate the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor actions have transformed American society.</p> <p>3. Analyze the impact of the African American Civil Rights Movement on other movements. (including American Indian Movement (AIM), United Farm Workers (UFW), and the Disability Rights Movement)</p> <p>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</p>

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<p>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.</p> <p>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.</p>			<p>Act, and the modern women's movement)</p> <p>5. Analyze the impact of the environmental movement and the development of environmental protection laws.</p> <p>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.</p> <p>7. Analyze the international policies and actions taken as a response to the Cold War. (including U.S. involvement in Cuba, the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution,</p>

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			and de-escalation of Cold War tensions through détente)
<p>USH 10 Carter, Reagan, and H.W. Bush</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> <p>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.</p> <p>2. Analyze Reagan’s and Bush’s international policies including the Strategic Defense Initiative, Reagan Doctrine, Iran-Contra,</p>	<p>* The title has been added to this standard to specify that the standard should include content covering Presidents Carter, Reagan, and H.W. Bush. It omits the mention of Gerald Ford. It appears to give short shift to the economic changes occurring domestically in this time period. The standard and its title should be clarified or broadened to ensure it is comprehensive. (2)</p> <p>*10.1 vaguely alluded to about the years leading up to the Reagan Revolution. Need to expand to provide more explanation of the Ford and Carter years.</p> <p>*10.1 Revisions ask students to evaluate the conservative</p>	<p>*Include President Ford in USH.10.</p> <p>*No change needed. Topic covered in standard.</p> <p>*No change needed. Topic covered in standard.</p>	<p>USH 10 President Ford, President Carter, President Reagan, and President H.W. Bush</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> <p>1. Evaluate the conservative movement as a response to social, economic, and environmental issues from 1974 to 1992. (including Moral Majority, <i>Roe vs. Wade</i> (1973), <i>Regents of the University of California vs. Bakke</i> (1978), and Three Mile Island, Reaganomics)</p>

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<p>SDI, End of the Cold War, and Persian Gulf War.</p> <p>3. Analyze the response of the Carter administration to environmental issues, the Cold War, and conflicts in the Middle East.</p>	<p>movement as a response to “social, economic, and environmental” issues rather than appraising the issues.</p> <p>*10.2 Revisions to streamline discussions of Reagan’s and Bush’s foreign policies by excluding the invasions of Grenada and Panama. It is unclear why references to two of the chief military missions of these presidencies have been removed from analysis of their foreign policy.</p> <p>*10.2 Does SDI refer back to Strategic Defense Initiative?</p>	<p>*Restore Invasion of Grenada and the Invasion of Panama to USH.10.2.</p> <p>*Spell out Strategic Defense Initiative.</p>	<p>2. Analyze President Reagan’s and President Bush’s international policies. (including the Strategic Defense Initiative, Reagan Doctrine, Iran-Contra, End of the Cold War, Invasion of Grenada, Invasion of Panama, and Persian Gulf War)</p> <p>3. Analyze the response of the Carter administration to environmental issues, the Cold War, and conflicts in the Middle East.</p>

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<p>USH 11 Civil Rights Movement Evaluate the impact of the Civil Rights Movement on social and political change in the United States.</p> <p>1. Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.</p> <p>2. Trace the federal government’s involvement in the modern Civil Rights Movement, including the abolition of the poll tax, nationalization of state militias, Brown vs. Board of Education in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.</p>	<p>*This standard comes out of sequence in the course.</p> <p>*The most substantive content change to the objectives for this standard is the addition of 11.7, which specifically references “non-violent demonstrations”. 11.3 revised to include specific reference to Rosa Parks, Fannie Lou Hamer, and grassroots elements of the Civil Rights movement. These are all substantive and welcome additions.</p> <p>*Be more specific about what “grassroots efforts” of the Civil Rights movement means</p>	<p>*No change needed. Sequence is aligned to state assessment.</p> <p>*Comment supports standard.</p> <p>*Add a descriptor behind “grassroots effort” in USH.11.3.</p>	<p>USH 11 Civil Rights Movement Evaluate the impact of the Civil Rights Movement on social and political change in the United States.</p> <p>1. Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.</p> <p>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> (1954), the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965)</p>

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<p>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).</p> <p>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.</p> <p>5. Describe the significance of Martin Luther King Jr.'s "Letter from a Birmingham Jail" and his "I Have a Dream" speech.</p>			<p>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), and the grassroots efforts of the Civil Rights movement (civil rights foot soldiers))</p> <p>4. Describe the development of the Black Power Movement. (including the ideology of self-defense which inspired the change in focus of the SNCC, the</p>

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<p>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.</p> <p>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.</p>			<p>rise of Malcolm X, Stokely Carmichael, and the Black Panther Movement)</p> <p>5. Describe the significance of Martin Luther King Jr.'s "Letter from a Birmingham Jail" and his "I Have a Dream" speech.</p> <p>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)</p> <p>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)</p>

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<p>USH 12 1992 to the Present Explain key domestic issues as well as America’s role in the changing world from 1992 to present.</p> <p>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.</p> <p>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.</p> <p>3. Discuss the Presidential Elections of 2000, 2008, and 2016.</p>	<p>*Changes to the objectives for this standard include some substantial streamlining of required material.</p> <p>*12.1 capitalize Contract with America.</p> <p>*12.2Need more clarity about “Describe the reactions to...” when referring to domestic terrorism events and government reaction</p> <p>*12.3, references the historic nature of the 2008 and 2016 elections have been removed.</p> <p>*12.3 Do we just need to know who ran in/won these elections?</p> <p>*12.4 from 2018 standards has been removed entirely.</p>	<p>*Comment supports standard.</p> <p>*Capitalize “Contract with America”.</p> <p>*Add more examples for clarity.</p> <p>*Add reference to the historic nature of elections.</p> <p>*Add reference to the historic nature of elections.</p> <p>*Topics are covered in objectives USH.12.1, USH.12.2 and USH.12.3.</p>	<p>USH 12 1992 to the Present Explain key domestic issues as well as America’s role in the changing world from 1992 to present.</p> <p>1. Examine domestic issues. (including Contract with America, Impeachment Trial of William Bill Clinton, Eminent Domain, No Child Left Behind, Hurricane Katrina, and Affordable Care Act of 2010)</p> <p>2. Describe the reactions to domestic and global terrorism. (including Oklahoma City bombing, terrorist attack of September 11, 2001, Operation Iraqi Freedom, the War in Afghanistan, the U.S.A. P.A.T.R.I.O.T. Act, Transportation</p>

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	<p>*Much of the specific content named in the previous versions of 12.3 and 12.4 has either been added to 12.2(the Patriot Act) or is already included in 12.1 or 12.2(Bill Clinton’s impeachment).</p> <p>*It is very hard to write standards for recent history as we do not always have the necessary perspective to see what is most important, but these objectives lack mention of major events following 2008, with the exception of Affordable Care Act in 2010. Additional objectives seem warranted.</p>	<p>*Comment supports standard.</p> <p>*No change needed. Topics are covered within standard.</p>	<p>Security Administration (TSA), Homeland Security)</p> <p>3. Describe issues surrounding the changing global economy. (including North American Free Trade Agreement (NAFTA), immigration, national debt, technological trends, and global climate concerns)</p> <p>4. Discuss the historic aspects of the Presidential Elections of 2000, 2008, and 2016</p>



United States Government

1/2 Carnegie Unit

Public Comment with response from Educator Review Committee

U.S. Government -Teacher Review Committee Response to Public Comment

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<p>USG.1 Examine the basic concepts of democracy.</p> <ol style="list-style-type: none"> 1. Evaluate the fundamental worth and dignity of the individual. 2. Examine the equality of all citizens under the law. 3. Compare and contrast majority rule and minority rights. 4. Evaluate the necessity of compromise. 5. Define freedom of the individual. 6. Compare and contrast private and civic life. 7. Analyze the relationship between politics and government. 	<p>*Teach that America is a Constitutional Republic, not a Democracy.</p> <p>*Standards help with pacing. (1)</p> <p>*How do I teach the “fundamental worth and dignity of the individual”? This seems like a strange objective for state standards. (1)</p> <p>*Changing this standard from compare and contrast to examine makes it less confusing. (1)</p> <p>*Objective 5 makes more sense. (1)</p>	<p>*No change needed. Content is relevant to the standard. While the United States is a republic where representatives are elected to make laws on behalf of constituents, it is commonly referred to as a democracy.</p> <p>*Comment supports standard.</p> <p>*Clarify USG.1.1.</p> <p>*Comment supports standard.</p> <p>*Comment supports standard.</p>	<p>USG.1 Examine the basic concepts of democracy.</p> <ol style="list-style-type: none"> 1. Evaluate the fundamental worth and dignity of the individual that all persons are entitled to life, liberty, and due process of law. 2. Examine the equality of all citizens under the law. 3. Compare and contrast majority rule and minority rights. 4. Evaluate the necessity of compromise. 5. Define freedom of the individual. 6. Compare and contrast private and civic life. 7. Analyze the relationship between politics and government.

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<p>USG.2 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"> 1. Trace the development of Athenian democracy and the Roman republic. 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. 3. Examine the writings of Hobbes, Locke, and Montesquieu. 	<p>*There are several changes to the objectives for this standard. Some changes adjust what students should be able to do with particular information: “examine” instead of “compare” or “analyze” instead of “debate.” Some rewordings simply make the objective clearer. (1)</p> <p>*Remove 2.4 because it is covered in 2.2. (1)</p> <p>*2.9 is now split into two objectives, which improves its understandability. (1)</p> <p>*2.11 and 2.13 from 2018 are deleted entirely. The effects</p>	<p>*Comment supports standard.</p> <p>*Clarify USG.2.4.</p> <p>*Comment supports standard.</p>	<p>USG.2 Examine the fundamental principles and philosophies that shaped the government of the United States.</p> <ol style="list-style-type: none"> 1. Trace the development of Athenian democracy and the Roman republic. 2. Explain how the Magna Carta, English Petition of Right, and English Bill of Rights and their significance on the foundational documents of the United States. 3. Examine the writings of Hobbes, Locke, and Montesquieu. 4. Describe guarantee of the “rights of Englishmen”

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<p>4. Describe the guarantee of the “rights of Englishmen” that had been violated by the British government through statutory regulation.</p> <p>5. Evaluate the Articles of Confederation as a ruling document.</p> <p>6. Analyze the natural rights philosophy expressed in the Declaration of Independence.</p> <p>7. Examine the importance of Shay’s Rebellion in the formation of the Constitution.</p> <p>8. Compare and contrast the backgrounds of the Founding Fathers at the Constitutional Convention.</p> <p>9. Analyze how the United States Constitution balances classical republican concern of promotion of the public good and the classical liberal</p>	<p>of these revisions is that the curricula choices made by schools will determine whether these specific examples or objectives are emphasized in instruction. RE-adding the list from 2018’s USG.2.11 to 2021’s USG.2.11 would strengthen the objective.</p> <p>*Change shared powers to presidential system. (1)</p> <p>*Add “presidential system” to discussion of “parliamentary system”</p>	<p>*Restore content examples to 2.11.</p> <p>*Remove “shared power” from USG.2.14.</p> <p>*No change needed. Content is relevant to the standard.</p>	<p>that had been violated by the British government through statutory regulation in Colonial America.</p> <p>5. Evaluate the Articles of Confederation as a ruling document.</p> <p>6. Analyze the natural rights philosophy expressed in the Declaration of Independence.</p> <p>7. Examine the importance of Shay’s Rebellion in the formation of the Constitution.</p> <p>8. Analyze the different beliefs of the Founding Fathers at the Constitutional Convention.</p> <p>9. Analyze how the United States Constitution balances classical republican concern of promotion of the public</p>

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<p>concern of protecting individual rights.</p> <p>10. Discuss how liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”</p> <p>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.</p> <p>12. Analyze the creation of the Bill of Rights and the powers it gives to state governments and the Federal government.</p> <p>13. Assess how different philosophies and power structures determine economic policies, social</p>			<p>good and the classical liberal concern of protecting individual rights.</p> <p>10. Discuss how liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”</p> <p>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. (e.g., checks and balances, the importance of an independent judiciary, enumerated powers, rule of law, federalism, etc.)</p> <p>12. Analyze the creation of the Bill of Rights that</p>

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<p>welfare policies, and human rights practices.</p> <p>14. Compare how power is distributed, shared, and limited in shared power and parliamentary systems.</p> <p>15. Compare federal, confederal, and unitary systems of government to determine the advantages and disadvantages of each.</p>			<p>guarantees rights and protections of citizens by limiting the government's power.</p> <p>13. Assess how different philosophies and power structures determine economic policies, social welfare policies, and human rights practices.</p> <p>14. Examine how power is divided between the federal and state governments.</p> <p>15. Compare federal, confederal, and unitary systems of government to determine the advantages and disadvantages of each.</p>
<p>USG.3 Evaluate the basic organization and function of the United States government.</p>	<p>*Standard is reworded to make it clearer and simpler. (1)</p>	<p>*Comment supports standard.</p>	<p>USG.3 Evaluate the basic organization and function of the United States government.</p>

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<ol style="list-style-type: none"> 1. Examine the functions and relationships among the three branches of government. 2. Identify the organization and jurisdiction of federal, state, and local courts and their interrelationships. 3. Assess the scope of presidential power and decision making through examination of legislation and military action. 4. Describe the organization, jurisdiction, and proceedings of federal courts. 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</i> (1803). 6. Compare the philosophies of judicial activism and judicial 	<p>*There are several edits to the objectives for this standard, but in general, the revisions refocus the objectives on the powers of each branch of government while all of the content about the process of policy creation and implementation moves to new USG.4. Some of the rewordings also make the objectives clearer to the reader or delete unnecessary words.</p> <p>*Deleting USG3.3 from 2018 which better aligns the objectives to the standard. It is unclear if modern philosophies of the role of government will be adequately covered by USG.1</p> <p>*The deletion of examples will lead to schools determine what is taught based on what curriculum they choose. A list here would be helpful.</p>	<p>*Comment supports standard.</p> <p>*Add an example to USG.1 to provide clarity.</p> <p>*Restore content examples where needed.</p>	<ol style="list-style-type: none"> 1. Examine the functions and relationships among the three branches of government including the system of checks-and-balances. 2. Identify the organization and jurisdiction of federal, state, and local courts and their interrelationships. 3. Assess the scope of the Executive Branch. (e.g., the powers, roles, responsibilities of the President, etc.) 4. Describe the organization, jurisdiction, and proceedings of federal courts. 5. Evaluate how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in <i>Marbury vs Madison</i> (1803).

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restraint and explain their role in Supreme Court decision making.			<p>6. Compare the philosophies of judicial activism and judicial restraint and explain their role in Supreme Court decision making.</p> <p>7. Describe the organization, election, and function of the legislative branch.</p>
<p>USG.4 Analyze the creation and implementation of public policy in the United States.</p> <p>1. Examine how the national government influences the public agenda and shapes public policy.</p> <p>2. Describe the process by which public policy is formed and implemented by the national, state, and local government.</p> <p>3. Compare the processes of lawmaking by national, state, and local governments.</p>	<p>*This is a new standard created by separating some of the content from 2018 USG.3 into its own standard. It does not substantively introduce new content into the course. Basically this was simply formatting changes.</p>	<p>*Comment supports standard.</p>	<p>USG.4 Analyze the creation and implementation of public policy in the United States.</p> <p>1. Examine how the national government influences the public agenda and shapes public policy.</p> <p>2. Describe the process by which public policy is formed and implemented by the national, state, and local government.</p> <p>3. Compare the processes of lawmaking by national, state, and local governments.</p>

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<p>4. Analyze how individuals, interest groups, lobbyists, and the media influence public policy.</p> <p>5. Evaluate how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.</p>			<p>4. Analyze how individuals, interest groups, lobbyists, and the media influence public policy.</p> <p>5. Evaluate how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.</p>
<p>USG.5 Analyze of the role of federalism in addressing the distribution of power between the national, state, and local governments.</p> <p>1. Explain the relationship and powers shared between state governments and the national government.</p> <p>2. Trace the extent to which power is shared by all levels of government.</p>	<p>*There are several word edits that serve to clarify the meaning of objectives or removes unnecessary words. One objective which overlapped with several others – 2018 USG.4.7 – has also been deleted, which streamlines the list. Another deleted objective – 2018 USG.4.6 – was partially outside the scope of the standard, as a part of the objective referred to conflicts between branches of government which is more related to USG.3. (1)</p>	<p>*Comment supports standard.</p>	<p>USG.5 Analyze of the role of federalism in addressing the distribution of power between the national, state, and local governments.</p> <p>1. Explain the relationship and powers shared between state governments and the national government.</p> <p>2. Trace the extent to which power is shared by all levels of government.</p>

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<p>3. Examine the powers denied to state governments and national government.</p> <p>4. Evaluate the balance of power between state governments and national government related to funding.</p> <p>5. Investigate how the amendment process protects both the national government and state governments.</p> <p>6. Identify the major responsibilities and sources of revenue for state and local governments.</p> <p>7. Analyze the various interpretations and extent of the federal government's power provided by the Ninth and Tenth Amendments.</p>	<p>*Part of the deleted USG.4.6 referred to how conflicts between levels of government are resolved. This idea overlaps with content covered by several other objectives, but it is not explicit in other objectives. This is an area where a deletion may have removed important content from the course depending on the interpretation of the other objectives by school districts. We suggest the state re-introduce examples.</p>	<p>*Restore content examples.</p>	<p>3. Examine the powers denied to state governments and national government.</p> <p>4. Evaluate the balance of power between state governments and national government related to funding.</p> <p>5. Investigate how the amendment process protects both the national government and state governments.</p> <p>6. Identify the major responsibilities and sources of revenue for state and local governments.</p> <p>7. Analyze the various interpretations and extent of the federal government's power provided by the Ninth and Tenth Amendments.</p>

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<p>USG.6 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"> 1. Examine the civil liberties and rights guaranteed in the Bill of Rights. 2. Explain due process of law as expressed in the Fifth and Fourteenth Amendments. 3. Evaluate the balance between individual liberties and the public order. 4. Analyze changing interpretations of the Bill of Rights over time, particularly the First and Fourteenth Amendments. 5. Analyze judicial activism and restraint as well as the 	<p>*There are two types of content changes to note. Several objectives have had examples or other details or explanatory text removed (USG 6.1 and USG.6.4-7), and 2018 USG 5.5, which was a very specific objective that overlapped with several others, has been deleted. The effect of these revisions is that the choice of examples and the emphasis given them will depend on the curriculum chosen by local school districts. The most important content change is the deletion of 2018 USG.5.3 "Trace selective incorporation of the Bill of Rights." This objective pertains to the history of the US Supreme Court slowly applying federal rights to the states in the period following the Civil War and into the 20th century. While this concept may be related to other objectives, it is not specifically covered anywhere else in this</p>	<p>*No change needed. USG.6.1 and USG.6.4 specifically speak on the Bill of Rights.</p>	<p>USG.6 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"> 1. Examine the civil liberties and rights guaranteed in the Bill of Rights. 2. Explain due process of law as expressed in the Fifth and Fourteenth Amendments. 3. Evaluate the balance between individual liberties and the public order. 4. Analyze changing interpretations of the Bill of Rights over time, particularly the First and Fourteenth Amendments. 5. Analyze judicial activism and restraint as well as the effects of each policy over the decades.

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<p>effects of each policy over the decades.</p> <p>6. Evaluate the effects of the Court’s interpretations of the Constitution in <i>Marbury v. Madison</i> (1803), <i>McCulloch v. Maryland</i> (1819), and <i>United States v. Nixon</i> (1974).</p> <p>7. Investigate the controversies that have resulted over changing interpretations of civil rights.</p>	<p>course nor is it covered in either UIS History course. We believe it should not have been omitted.</p>		<p>6. Evaluate the effects of the Court’s interpretations of the Constitution in <i>Marbury vs Madison</i> (1803), <i>McCulloch vs Maryland</i> (1819), and <i>United States vs Nixon</i> (1974).</p> <p>7. Investigate the controversies that have resulted over changing interpretations of civil rights. (e.g., <i>Plessy vs Ferguson</i> (1896), <i>Brown vs Board Education</i> (1954), <i>Miranda vs Arizona</i> (1966), <i>Regents of the University of California vs Bakke</i> (1978), <i>Adrand Constructors Inc. vs Pena</i> (1995), <i>United States vs Virginia (VMI)</i> (1996), etc.)</p>
USG.7	*There are extensive content changes to these	*Restore content examples to objective USG.7.4.	USG.7 Describe the role and function of linkage institutions such as

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<p>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"> 1. Describe the controversies over campaign funding. 2. Evaluate the decision <i>Citizens United v. Federal Election Commission (2010)</i> on campaign financing. 3. Examine how linkage groups impact primary and general elections as well as citizen involvement in campaigns. 4. Identify major interest groups and their major agenda messages. 5. Evaluate the responsibility of citizens to thoughtfully examine information presented by media and 	<p>objectives. USG.7.4 has had its examples removed and USG.7.6 has become less specific as to types of journalists. The effect of these revisions is that the choice of examples will depend on the curriculum chosen by local school districts. Most changes are in regard to content being removed from the course:</p> <ul style="list-style-type: none"> • the origin, development, and role of political parties; • the history of the nomination process for presidential candidates and the increasing importance of primaries; • The role of polls and campaign advertising. <p>This is a major substantive change of the 2021 revision and one that we think is negative. (1)</p>	<p>*No change needed to USG.7.6. Content is relevant to the standard.</p>	<p>the media, interest groups, political parties, and political action committees, on the citizens and federal government.</p> <ol style="list-style-type: none"> 1. Describe the controversies over campaign funding. 2. Evaluate the decision <i>Citizens United v. Federal Election Commission (2010)</i> on campaign financing. 3. Examine how political parties impact primary and general elections as well as citizen involvement in campaigns. 4. Identify major interest groups and their major agenda messages. (e.g., AARP, NRA, ACLU, American Bar Association, American Medical Association, National Chamber of Commerce, Sierra Club, etc.)

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<p>interest groups in forming individual political opinions.</p> <p>6. Identify the role of journalism in the political process and trace its development over time.</p> <p>7. Examine the role and history of Political Action Committees and interest groups on the electoral process.</p>			<p>5. Evaluate the responsibility of citizens to thoughtfully examine information presented by media and interest groups in forming individual political opinions.</p> <p>6. Identify the role of journalism in the political process and trace its development over time.</p> <p>7. Examine the role and history of Political Action Committees and interest groups on the electoral process.</p>
<p>USG.8 Describe and evaluate the role, rights, and responsibility of a citizen in the American democracy.</p> <p>1. Evaluate the effectiveness of citizen efforts to influence decisions of state and local</p>	<p>*There are two content changes of note. Details or explanatory text have been removed from 2021 USG.8.8.11 and 12 (2018 USG 7.7, 10, 11). (1)</p> <p>*2018 USG.7.4, the only objective that could be termed</p>	<p>*Restore content examples.</p> <p>They stated that USG.8.1 addresses the public comment. They also reinstated examples with objectives USG.8.2 , USG.8.6, USG.8.9, and USG.8.11.</p> <p>*No change needed. USG.8.9 addresses “civic mindedness” with examples.</p>	<p>USG.8 Describe and evaluate the role, rights, and responsibility of a citizen in the American democracy.</p> <p>1. Evaluate the effectiveness of citizen efforts to influence decisions of state and local</p>

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<p>governments by examining events.</p> <p>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.</p> <p>3. Analyze trends in voter turnout.</p> <p>4. Investigate the causes and effects of reapportionment and redistricting, including spatial districting and the rights of minorities.</p> <p>5. Examine the function of the Electoral College.</p> <p>6. Identify the importance of each of the rights guaranteed by the Bill of Rights and how each is secured, specifically</p>	<p>“action civics” has been deleted in the 2021 version. Students are no longer required by the state standard to take any civic action. (1)</p>		<p>governments by examining events.</p> <p>2. Compare the ways that citizens participate in the political process. (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office, etc.)</p> <p>3. Analyze trends in voter turnout.</p> <p>4. Investigate the causes and effects of reapportionment and redistricting, including spatial districting and the rights of minorities.</p> <p>5. Examine the function of the Electoral College.</p> <p>6. Identify the importance of each of the rights guaranteed by the Bill of Rights and how each is secured. (e.g., freedoms of: religion, speech, press,</p>

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<p>freedom of religion, speech, press, assembly, petition, privacy.</p> <p>7. Identify the importance of economic rights and explain how they are secured.</p> <p>8. Discuss the legal obligations to obey the law, serve as a juror, and pay taxes.</p> <p>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.</p> <p>10. Explain reciprocity between rights and obligations.</p> <p>11. Describe how one becomes a citizen of the United States.</p>			<p>assembly, petition, and privacy)</p> <p>7. Identify the importance of economic rights and explain how they are secured.</p> <p>8. Discuss the legal obligations to obey the law, serve as a juror, and pay taxes.</p> <p>9. Justify the obligations of civic mindedness. (e.g., voting, being informed on civic issues, volunteering, performing public service, serving in the military or alternative service, etc.)</p> <p>10. Explain reciprocity between rights and obligations.</p> <p>11. Describe how one becomes a citizen of the United States. (e.g., the process of naturalization: literacy, language, and other requirements, etc.)</p>



Economics

1/2 Carnegie Unit

Public Comment with response from Educator Review Committee

Economics -Educator Review Committee Response to Public Comment

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<p>E.1 Explain the concepts of scarcity, choice, decision making, and opportunity cost.</p> <ol style="list-style-type: none"> 1. Explain scarcity and discuss how it is experienced by individuals, governments, and societies. 2. Explain that making good choices should involve trading off the expected value of one opportunity against the expected value of its best alternative. 3. Discuss how the choices people make have both present and future consequences and differ by individuals and societies. 4. Explain how choices are constrained by available resources. 	<p>*Would like more focus on reasons why scarcity can become a problem (tie into government policies). (1)</p> <p>*Focus more on the importance of personal finance choices. (3)</p>	<p>*Add "Explain the problem of scarcity" to E.1.1.</p> <p>*Add new objective E.1.6 to address the household and eliminate unnecessary objectives.</p>	<p>E.1 Explain the problem of scarcity, choice, decision making, and opportunity cost.</p> <ol style="list-style-type: none"> 1. Explain the problem of scarcity and discuss how it is experienced by individuals, governments, and societies. 2. Explain that all choices involving tradeoffs and opportunity costs. 3. 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. 4. Relate marginal benefit and marginal cost to choice. 5. Evaluate the role that risk takes in decision making

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<p>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.</p> <p>6. Relate marginal benefit and marginal cost to choice.</p> <p>7. Evaluate the role that risk takes in decision making and that risk can be reduced by diversification.</p>			<p>and that risk can be reduced by diversification.</p> <p>6. Examine the household as a major institution in which consumption and production take place.</p>
<p>E.2 Evaluate different economic systems.</p> <p>1. Explain that scarcity requires the use of some distribution method to allocate goods, services, and resources, whether</p>	<p>*This should be moved to E.1 since it is the reason, we study economics. (3)</p>	<p>*No change needed. Content is relevant to the standard.</p>	<p>E.2 Evaluate different economic systems.</p> <p>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.</p>

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<p>the method is selected explicitly or not.</p> <p>2. Contrast a market economy from a command economy.</p> <p>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?</p> <p>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.</p> <p>5. Compare the benefits and costs of different allocation methods.</p>			<p>2. Discuss the differences among market, command, mixed, and traditional economies.</p> <p>3. Analyze how the different economic systems answer the three major economic questions:</p> <ul style="list-style-type: none"> • What goods and services will be produced? • How will these goods and services be produced? • Who will consume them? <p>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.</p> <p>5. Compare the benefits and costs of different allocation methods.</p>
<p>E.3 Examine how voluntary exchanges and trade are</p>	<p>*3.4 has overlapping some streamlining may be necessary.</p>	<p>*Reword E.3.4 to streamline objective.</p>	<p>E.3 Examine how voluntary exchanges and trade are</p>

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<p>reflections of positive and negative incentives.</p> <ol style="list-style-type: none"> 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. 2. Explain how free trade increases the worldwide material standard of living. 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. 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. 			<p>reflections of positive and negative incentives.</p> <ol style="list-style-type: none"> 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. 2. Explain how free trade increases the worldwide material standard of living. 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. 4. Explain why many nations employ trade barriers for national defense, protection of key industries and protection of workers. 5. Explain why import restrictions result in higher

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<p>5. Explain why import restrictions by public policies result in higher prices and decreased job opportunities and profits.</p> <p>6. Define labor productivity.</p> <p>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.</p> <p>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.</p> <p>9. Demonstrate that international trade stems mainly from factors that confer comparative advantage, including international differences in the availability of productive</p>			<p>prices and decreased job opportunities and profits.</p> <p>6. Define labor productivity.</p> <p>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.</p> <p>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.</p> <p>9. Evaluate the reasons for international trade. (e.g., comparative advantage, availability of resources, market price, etc.)</p> <p>10. Define transaction cost and explain why trade increases if transaction costs decrease. (e.g., the cost of locating buyers or sellers, negotiating the terms of an exchange,</p>

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<p>resources and differences in relative prices.</p> <p>10. Define transaction cost and explain why trade increases with transition cost decreases.</p> <p>11. Illustrate how goods can be produced at lowest opportunity cost depending on many factors, including available resources, technology, and political and economic institutions.</p>			<p>ensuring the exchange occurs on the agreed upon terms, etc.)</p> <p>11. Illustrate how goods can be produced at the lowest opportunity cost regarding resources, technology, political institutions, and economic institutions.</p>
<p>E.4 Analyze the role of price on the market, the buyer, and the seller.</p> <p>1. Define relative price, market clearing/equilibrium price, shortage, and surplus.</p> <p>2. Investigate the relationship between market clearing price and supply and demand.</p>	<p>*Not important enough to include in any state standard.</p>	<p>*No change needed. Content is relevant to the standard.</p>	<p>E.4 Analyze the role of price on the market, the buyer, and the seller.</p> <p>1. Define relative price, market clearing/equilibrium price, shortage, and surplus.</p> <p>2. Investigate the relationship between market clearing price and supply and demand.</p> <p>3. Explain that market outcomes depend on available resources and government policies.</p>

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<p>3. Explain that market outcomes depend on available resources and government policies.</p> <p>4. Relate shortages and surpluses to changes in price.</p> <p>5. Discuss the concept of market price and exchange rates.</p> <p>6. Examine how changes in supply or demand cause relative prices to change.</p> <p>7. Relate government enforced price ceilings and floors to persistent shortages or surpluses.</p>			<p>4. Relate shortages and surpluses to changes in price.</p> <p>5. Discuss the concept of market price and exchange rates.</p> <p>6. Examine how changes in supply or demand cause relative prices to change.</p> <p>7. Relate government enforced price ceilings and floors to persistent shortages or surpluses.</p>



Introduction to Geography

1/2 Carnegie Unit

Public Comment with response from Educator Review Committee

Introduction to Geography -Educator Review Committee Response to Public Comment

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ITG.1 Investigate the world using spatial terms and concepts. 1. Evaluate the advantages and disadvantages of the tools used to analyze spatial distributions and patterns on Earth. 2. Utilize maps and geospatial technologies to explain relationships among peoples, places, and environments. 3. Categorize the geographic organization of people, places, and environments using spatial models.	*We like proposed changes.(1) *Would like to introduce course changed to a regionally based concept. (1)	*Comment supports standard. *No change needed. Content is relevant to standard.	ITG.1 Investigate the world using spatial terms and concepts. 1. Evaluate the advantages and disadvantages of the tools used to analyze spatial distributions and patterns on Earth. 2. Utilize maps and geospatial technologies (e.g., GIS, surveying maps, digital globes, GPS, etc.) to explain relationships among peoples, places, and environments. 3. Create, compare, and interpret maps, charts, graphs, and pictures to determine characteristics of world regions.



History of Ancient Middle East

1 Carnegie Unit

Public Comment with response from Educator Review Committee

History of Ancient Middle East -Educator Review Committee Response to Public Comment

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<p>HAME.1 Contrast how geography, economics, and politics have influenced the development of the ancient Middle East.</p> <p>1. Examine the advantages of living in a river valley or coastal region as compared to inland areas of the Middle East.</p> <p>2. Describe major events in the development and decline of regional empires, including: Egyptian, Assyrian, Babylonian, Medo-Persian, Greek and Roman.</p> <p>3. Examine the development of Israel as a civilization.</p>	<p>* Standard objectives specific to ancient Israel contain directives to “critique” which do not appear in any of the other standards and could create an appearance of bias. Curriculum standards should be politically neutral and free of bias.</p> <p>*Rewrite 3 to say ...of Israelite civilization.</p> <p>*Retain 1.3</p>	<p>*Replace the word “critique” with “examine”.</p> <p>*No change needed. Wording is relevant to the standard.</p> <p>*Retain HAME.1.3.</p>	<p>HAME.1 Contrast how geography, economics, and politics have influenced the development of the ancient Middle East.</p> <p>1. Examine the advantages of living in a river valley or coastal region as compared to inland areas of the Middle East.</p> <p>2. Describe major events in the development and decline of regional empires. (e.g., Sumerians, Egyptian, Assyrian, Babylonian, Medo-Persian, Greek, Roman, etc.)</p> <p>3. Examine the development of Israel as a civilization.</p>

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<p>HAME.2 Trace the relationship of people, places, and environments throughout time.</p> <ol style="list-style-type: none"> 1. Analyze the accomplishments and failures of key people of the Middle East from 2000 B.C. to 100 A.D. 2. Critique the conflicts over the land of Palestine from 2000 B.C. to 100 A.D. 3. Analyze the movements and interactions of various groups of people in the ancient Middle East. 4. Discuss the impact of war and conflict on different groups from 2000 B.C. to 100 A.D. 	<p>*Rewrite 2 ...over land in the Levant... (1)</p> <p>*2.2 Change- "Examine the political and military conflicts in the Eastern Mediterranean from 2000 B.C. to 100 A.D."</p>	<p>*No change needed. Wording is relevant to the standard. Levant is a French term and is in conflict with the HAME.2 era.</p> <p>*Change "critique" to "examine".</p>	<p>HAME.2 Trace the relationship of people, places, and environments from B.C. (B.C.E.) to A.D. (C.E.).</p> <ol style="list-style-type: none"> 1. Analyze the accomplishments and challenges of regional empires of the Middle East from 2000 B.C. (B.C.E.) to 100 A.D. (C.E.) 2. Examine the conflicts over the land of Palestine from 2000 B.C. (B.C.E.) to 100 A.D. (C.E.) 3. Analyze the movements and interactions of various groups of people in the ancient Middle East. 4. Discuss the impact of war and conflict on different groups from 2000 B.C. (B.C.E.) to 100 A.D. (C.E.)
<p>HAME.3</p>	<p>*3.3 Change- "Explore the impact of archaeology on</p>	<p>*Change "critique" to "evaluate".</p>	<p>HAME.3</p>

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<p>Examine the contributions made by archaeological work in the Middle East.</p> <ol style="list-style-type: none"> 1. Define the science of archaeology. 2. Review archaeological finds in the Middle East. 3. Critique the impact of archaeology related to various documents, including: Hammurabi's Code, the Bible, Dead Sea scrolls, etc. 	<p>current knowledge of various documents, including: Hammurabi's Code, the Hebrew and Christian Bibles, Dead Sea scrolls, etc."</p> <p>*The standard objective should also clarify that students should be able to analyze the impact of archaeology on our knowledge of ancient documents.- currently missing.</p>	<p>*Change "critique" to "evaluate".</p>	<p>Examine the contributions made by archaeological work in the Middle East.</p> <ol style="list-style-type: none"> 1. Define the science of archaeology. 2. Review archaeological finds dealing with Ancient Middle Eastern civilizations from 2000 B.C. (B.C.E.) to 100 A.D. (C.E.). (e.g., findings at Saqqara, findings at Gaza, etc.) 3. Evaluate the impact of archaeology related to various documents. (e.g., Hammurabi's Code, the Bible, Dead Sea scrolls, etc.)
<p>HAME.4 Describe the impact of science and technology on the historical development of the Middle East.</p> <ol style="list-style-type: none"> 1. Explain how technological development transformed 	<p>*4- Add Israelite</p>	<p>*No change needed. Wording is relevant to the standard.</p>	<p>HAME.4 Describe the impact of science and technology on the historical development of the Middle East.</p> <ol style="list-style-type: none"> 1. Explain how technological development transformed

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<p>agriculture and customs of the ancient Middle East.</p> <p>2. Describe the transition from the barter system to monetary system, including: coinage, etc.</p>			<p>agriculture and customs of the ancient Middle East.</p> <p>2. Describe the transition from the barter system to monetary system. (e.g., coinage, etc.)</p>
<p>HAME.6 Debate the similarities and differences of ancient Middle Eastern cultures.</p> <p>1. Compare and contrast the religious practices, rituals, and traditions of ancient Middle Eastern cultures.</p> <p>2. Analyze examples of cultural contributions made by various ancient civilizations of the Middle East.</p> <p>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.</p>	<p>*6- Add Israelite</p>	<p>*No change needed. Wording is relevant to the standard.</p>	<p>HAME.6 Debate the similarities and differences of ancient Middle Eastern cultures.</p> <p>1. Compare and contrast the religious practices, rituals, and traditions of ancient Middle Eastern cultures.</p> <p>2. Analyze examples of cultural contributions made by the various ancient civilizations of the Middle East.</p> <p>3. Examine the roles, status, and interaction of diverse groups of people. (e.g., parents, children, men, women, slaves, etc.) within various ancient Middle Eastern societies.</p>

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4. Analyze selected examples of ancient Middle Eastern literature, including: legends, poetry, prophecy, and wisdom literature, etc.			4. Analyze selected examples of ancient Middle Eastern literature. (e.g., legends, poetry, prophecy, and wisdom literature, etc.)
HAME.7 Analyze the development of social and political systems in the ancient Middle East. 1. Compare/contrast political systems of the ancient Middle East. 2. Discuss major political movements from 2000 B.C. to 100 A.D. 3. Describe the warfare, weaponry, and resolution of conflicts in the ancient Middle East. 4. Analyze the development and expansion of various legal systems, including:	*7.4 Change- "Analyze the development and expansion of various legal systems, including: Israelite, Roman, Sumerian, Egyptian, etc." *7.6 Change- "Summarize the effects of early religious teachings on ancient and modern social structures, including: Israelite, Christian, Roman, Persian, and Egyptian."	*No change needed. Content is relevant to the standard. *Expand content examples.	HAME.7 Analyze the development of social and political systems in the ancient Middle East. 1. Compare and contrast political systems of the ancient Middle East. (e.g., Persian, Egyptian, Sumerian, etc.) 2. Discuss major political movements from 2000 B.C. (B.C.E.) to 100 A.D. (C.E.) 3. Describe the warfare, weaponry, and resolution of conflicts in the ancient Middle East. 4. Analyze the development and expansion of various legal systems. (e.g.,

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<p>Hebrew, Roman, Sumerian, Egyptian, etc.</p> <p>5. Show the impact of various empires on developing social structures of the ancient Middle East.</p> <p>6. Summarize the effects of early religious teachings on ancient and modern social structures, including: Hebrew, Christian, Roman, Persian, and Egyptian.</p>			<p>Hebrew, Roman, Sumerian, Egyptian, etc.)</p> <p>5. Show the impact of various empires on developing social structures of the ancient Middle East.</p> <p>6. Summarize the effects of early religious teachings on ancient and modern social structures. (e.g., Hebrew, Christian, Roman, Persian, Egyptian, Sumerian, etc.)</p>



Minority Studies

1/2 Carnegie Unit

Public Comment with response from Educator Review Committee

Minority Studies -Educator Review Committee Response to Public Comment

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<p>MIN.1 Evaluate the characteristics that define a minority group.</p> <ol style="list-style-type: none"> 1. Investigate minority groups and determine the underlying factors that result in their marginalization. 2. Compare and contrast the plight of women and the plight of ethnic minorities at various points in history. 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. 4. Examine social and political factors and events that have 	<p>*Evaluate the characteristics that define a minority group. (1)</p> <p>*Religion needs to be added as identity marker to several MS standards</p> <p>*Hispanic Americans are not addressed in any of the standards. (2)</p> <p>*1-Retain the standard.</p> <p>*1-Broad enough in coverage of different groups to avoid becoming outdated.</p>	<p>*Comment supports standard. Reword standard: "Examine which aspects define a minority group".</p> <p>*No change needed. Content is relevant to the standard.</p> <p>*No change needed. Hispanic Americans addressed in objective MIN.1.4</p> <p>*Comment supports the standard.</p> <p>*Comment supports the standard.</p>	<p>MIN.1 Examine which aspects define a minority group.</p> <ol style="list-style-type: none"> 1. Investigate minority groups and determine the underlying factors that result in their marginalization. 2. Compare and contrast the plight of women and the plight of ethnic minorities at various points in history. 3. Identify and describe prominent groups associated with protecting and broadening protections for minority groups. (e.g., the National Association for the Advancement of Colored People, Southern Poverty

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<p>impacted attitudes and discrimination towards American Muslims and Hispanic Americans in the early twenty-first century.</p> <p>5. Appraise the concept of minority group as it relates to ethnic minorities, religious minorities, and women.</p>	<p>*Add “targets” and “examine its global impact”.</p> <p>*1.2- Analyze similarities and differences rather than “Compare and Contrast”. (2)</p> <p>*1.2 Change- “Analyze similarities and differences in the legal and social status of women and ethnic minorities at various points in history.”</p> <p>*1.3 Add to the objective “Anti-Defamation League” prior to Southern Poverty Law.</p> <p>*1.4 Delete this objective.(it is repeated in MIN 9)</p>	<p>*No change needed. Content is relevant to the standard.</p> <p>*No change needed. Wording is relevant to the standard.</p> <p>*No change needed. Wording is relevant to the standard.</p> <p>*No change needed. Wording is relevant to the standard.</p> <p>*No change needed. Content is relevant to the standard.</p> <p>*Delete MIN.1.5.</p>	<p>Law Center, the American Civil Liberties Union, etc.)</p> <p>4. Examine social and political factors and events that have impacted attitudes and discrimination towards American Muslims and Hispanic Americans up to the late twentieth century.</p>

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	<p>*1.5 Retain and re-order, should become objective 2.</p> <p>*Add origins and prevalence of antisemitism. (1)</p>	<p>*No change needed. Topic covered within the standard.</p>	
<p>MIN.2 Trace the group dynamics that play a role in the marginalization of minority groups.</p> <p>1. Describe the various causes of prejudice including social distance, economic competition, scapegoating, conflicting social and religious norms, and stereotypes.</p>	<p>*Retain this standard.</p>	<p>*Comment supports the standard.</p>	<p>MIN.2 Trace the group dynamics that play a role in the marginalization of minority groups.</p> <p>1. Analyze the various causes of prejudice. (e.g., social distance, economic competition, scapegoating, conflicting</p>

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
2. Describe political and cultural factors that may serve to maintain inequalities experienced by minority groups.			social and religious norms, stereotypes, etc.) 2. Analyze political and cultural factors that may serve to maintain inequalities experienced by minority groups.
MIN.3 Examine the experiences of Native American populations from the age of exploration to present day. 1. Trace the historical perspectives on Native American populations by European settlers from the age of exploration to the period of westward expansion. 2. Describe the status of Native Americans during the early history of the United States, westward expansion, and through the twentieth century.	* Add Anti-Defamation League	*No change needed. Wording is relevant to the standard.	MIN.3 Examine the experiences of Native American populations from the age of exploration to present day. 1. Trace the historical perspectives on Native American populations by European settlers from the age of exploration to the period of westward expansion. 2. Describe the social and political status of Native Americans during the early history of the United States, westward expansion through the twentieth century.

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3. Analyze the lasting impact of the historical treatment of Native American populations on their cultures.			3. Analyze the lasting impact of the historical treatment of Native Americans and their resistance to maintain their culture from westward expansion to present day.
MIN.4 Examine the Women's Rights Movement from 1848 to present day. 1. Identify and describe the origins and early leaders of the Women's Rights Movement in the mid-nineteenth century. 2. Trace the major events, achievements, and leaders of the women's suffrage movement leading to the 19th amendment in 1920. 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.	*Objective is listed twice.	* Reword standard MIN.4.	MIN.4 Examine the Women's Rights Movement. 1. Identify and describe the origins and early leaders of the Women's Rights Movement. 2. Trace the major events, achievements, and leaders of the women's suffrage movement leading to the 19 th amendment in 1920. 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.

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4. Analyze the current status of women in the United States with respect to political representation, economic opportunities, healthcare, and shifting social norms.			4. Analyze the current status of women in the United States with respect to political representation, economic opportunities, healthcare, and shifting social norms.
MIN.5 Describe discrimination faced by Asian- Americans in the late nineteenth and mid-twentieth century. 1. Trace the migration of ethnic Chinese to the United States in the 19th century and the economic, social, legal, and political factors that contributed to discrimination against them. 2. Investigate the internment of Japanese-Americans during World War II.	*Retain the standard and make it objective 2.	*No change needed. Organization of standard MIN.5 is appropriate.	MIN.5 Describe discrimination faced by Asian-Americans in the late nineteenth and mid-twentieth century. 1. Trace the migration of East Asians to the United States in the 19 th century and the economic, social, legal, and political factors that contributed to discrimination against them. 2. Investigate the internment of Japanese Americans during World War II.

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<p>MIN.7 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"> 1. Illustrate the major events, minority groups, and people associated with the Holocaust and its global impact. 2. Trace the historical context and major events and people associated with the rise and fall of Apartheid in South Africa. 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. 	<p>*Rewrite 1. to say Illustrate the historical context of antisemitism, as well as major events, minority groups, and people associated with the Holocaust and its global impact. (1)</p> <p>*7.1 Change- "Illustrate the major events and targets of the Holocaust and examine its global impact."</p>	<p>*No change needed. Wording is relevant.</p> <p>*No change needed. Wording is relevant.</p>	<p>MIN.7 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"> 1. Illustrate the major events, minority groups, and people associated with the Holocaust and its global impact. 2. Trace the historical context and major events and people associated with the rise and fall of Apartheid in South Africa. 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.

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>MIN.9 Assess modern movements to broaden protections for minority groups.</p> <p>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.</p> <p>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.</p>	<p>*The standard could be worded more generally, for example: “Examine social and political factors and events that have impacted attitudes and discrimination towards religious and ethnic minorities in the early twenty-first century.” or “Examine social and political factors and events that have impacted attitudes and discrimination towards minorities in the early twenty-first century.”</p> <p>*9.1 Change- “Examine social and political factors and events that have impacted attitudes and discrimination towards religious and ethnic minorities in the early twenty-first century, including but not limited to Asian, Hispanic, Jewish, Muslim, Native, Sikh, and African Americans.”</p>	<p>*No change needed. Wording is relevant to the standard.</p> <p>*No change needed. Wording is relevant to the standard.</p>	<p>MIN.9 Assess modern movements to broaden protections for minority groups.</p> <p>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.</p> <p>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.</p>



Western Civilization (formerly Humanities)

1/2 Carnegie Unit

Public Comment with response from Educator Review Committee

Western Civilization (formerly Humanities) – Educator Review Committee Response to Public Comment

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
<p>HUM.1 Examine the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China.</p> <p>1. Trace the development of social, political, citizenship, and economic patterns of early Mesopotamia, Egypt, China, and Indus River Valley in their emergence of power.</p> <p>2. Explain the development of language, writing, technology, and arts of early civilizations, including: Neolithic pottery, Epic of Gilgamesh, Book of Songs, and the Torah, etc.</p> <p>3. Explain the role of religious traditions, origin of beliefs and customs of early civilizations such</p>	<p>*HUM 1- Change to “Examine ancient Israel, and ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China.”</p> <p>*1.2 Add: “Explain the development of language, writing, technology, and arts of early civilizations, including: Neolithic pottery, Epic of Gilgamesh, Hebrew Bible, Book of Songs, etc.”</p>	<p>*No change needed. Content is relevant.</p> <p>*No change needed. Content is relevant.</p>	<p>WC.1 Examine the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China.</p> <p>1. Trace the development of social, political, citizenship, and economic patterns of early Mesopotamia, Egypt, China, and Indus River Valley in their emergence of power.</p> <p>2. Explain the development of language, writing, technology, and arts of early civilizations. (e.g., Neolithic pottery, Epic of Gilgamesh, Book of Songs, the Torah, etc.)</p> <p>3. Explain the role of religious traditions, origin of beliefs and customs of early civilizations such as cave art and the Zuni emergence tale.</p>

2021 Draft Social Studies College and Career Readiness Standards	Public Comments	Educator Review Committee Response to Public Comments	2022 Social Studies College and Career Readiness Standards
as cave art and the Zuni emergence tale.			
<p>HUM.4 Students will analyze the social, economic, military conquest and cultural achievements during the medieval time period.</p> <ol style="list-style-type: none"> 1. Locate and describe the evolution of nation-states England, France, Spain, and Russia. 2. Discuss the political and social impact of the Crusades, the Mongols conquests, and the fall of Constantinople. 3. Identify the role of Greek, Roman, Jewish, and Arabic philosophy, medicine, and science during the medieval time period. 4. Trace the emergence of pagan and Christian traditions through the rise of the Catholic Church and the medieval monastery. 	<p>*4.2 Change- "Discuss the political and social impact of the Crusades, the Mongol conquests, and the fall of Constantinople." spelling error on Mongol</p> <p>*4.3 Add-"Identify the role of Greek, Roman, Jewish, and Arabic philosophy, medicine, and science during the medieval time period.</p>	<p>*Correct spelling of "Mongol".</p> <p>*Comment supports standard.</p>	<p>WC.4 Analyze the social, economic, military conquest and cultural achievements during the medieval time period.</p> <ol style="list-style-type: none"> 1. Locate and describe the evolution of nation-states England, France, Spain, and Russia. 2. Discuss the political and social impact of the Crusades, the Mongol conquests, and the fall of Constantinople. 3. Identify the role of Greek, Roman, Jewish, and Arabic philosophy, medicine, and science during the medieval time period. 4. Trace the emergence of pagan and Christian traditions through the rise of the Catholic church and the medieval monastery.

Title 7: Education K-12

Part 193: Mississippi College- and Career-Readiness Standards for Social Studies



MISSISSIPPI

COLLEGE- AND CAREER-READINESS

STANDARDS

For the *Social Studies*

EFFECTIVE DATE: 2022 | Find this document online at www.mdek12.org/ese



MISSISSIPPI
DEPARTMENT OF
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ACADEMIC OFFICE TEAM MEMBERS

Carey M. Wright, Ed.D.

State Superintendent of Education

Kim S. Benton, Ed.D.

Interim ~~Chief Academic Officer~~ State Superintendent of Education

Wendy Clemons

~~Executive Director, Office of Secondary Education
and Professional Development~~ Associate Superintendent

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

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ACKNOWLEDGEMENTS

2022 MISSISSIPPI COLLEGE-AND-CAREER-READINESS STANDARDS FOR THE SOCIAL STUDIES REVIEW COMMITTEE

The Office of Secondary Education, through the Mississippi Department of Education (MDE), deeply appreciates the time and expertise given by the following individuals to the revision of the *Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies* 2021 draft of the *Mississippi College-and-Career-Readiness Standards for Social Studies* 2018.

The 2022 Review Committee consisted of representatives from each of the four congressional districts with a total of 62 members on the Review Committee. The committee members were invited to solicit feedback from the field prior to a face-to-face work session, which was aided by 26 MDE employees serving in the role of facilitator or note-taker. During the revisions process, teachers, administrators, curriculum directors, and university professors had an opportunity to review the proposed 2021 draft of the MS CCRS for Social Studies along with the public comments. A total of 241 educators (Congressional District 1- 56, Congressional District 2-73, Congressional District 3- 58, Congressional District 4-54), as well as seven university professors, gave input into the revision of the standards.

SOCIAL STUDIES 2022 STANDARDS COMMITTEE

<u>Vanessa Acosta</u>	<u>Hancock County School District</u>
<u>Rebecca Anderson</u>	<u>Harrison County School District</u>
<u>LaKristie Barner</u>	<u>West Tallahatchie School District</u>
<u>Lisa Benson</u>	<u>Poplarville School District</u>
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<u>Alfred Boyd</u>	<u>Madison County School District</u>
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<u>Alexandria Drake</u>	<u>Jackson Public School District</u>
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<u>Kelly Griffin</u>	<u>Lawrence County School District</u>
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<u>Daa'iyah Herd</u>	<u>Hinds County Public School District</u>

<u>Tristan Howell</u>	<u>Choctaw Tribal Schools</u>
<u>Elizabeth Jackson</u>	<u>Rankin County School District</u>
<u>Wykimie Johnson</u>	<u>Hinds County School District</u>
<u>Darrell Jones</u>	<u>Lowndes County School District</u>
<u>Karen King</u>	<u>Claiborne County School District</u>
<u>Vickie Landrum</u>	<u>Meridian Public School District</u>
<u>Masha Laney</u>	<u>Amory School District</u>
<u>Natasha Lee</u>	<u>McComb School District</u>
<u>Yolanda Lewis</u>	<u>Jackson Public School District</u>
<u>Aleatrice Liddell</u>	<u>Canton Public School District</u>
<u>John Lucente</u>	<u>Picayune Public School District</u>
<u>Melody Macon</u>	<u>Madison County School District</u>
<u>Vickie Malone</u>	<u>Mississippi School for the Arts</u>
<u>Brett Mayfield</u>	<u>MDE</u>
<u>Jordan Meek</u>	<u>Columbia School District</u>
<u>Valerie Moore</u>	<u>McComb School District</u>
<u>Skye Morgan</u>	<u>Petal School District</u>
<u>Abigail Myers</u>	<u>Simpson County School District</u>
<u>Michael Nelson</u>	<u>Canton Public School District</u>
<u>Cassandra Newsome</u>	<u>Kosciusko School District</u>

SOCIAL STUDIES 2022 STANDARDS COMMITTEE (continued)

<u>Daniel Parrish</u>	<u>Oxford School District</u>
<u>Katina Pickens</u>	<u>West Point School District</u>
<u>Heather Pickering</u>	<u>Simpson County School District</u>
<u>David Pinnow</u>	<u>Desoto County School District</u>
<u>Melinda Pittman</u>	<u>Pontotoc City School District</u>
<u>Sally Quong</u>	<u>University of Mississippi</u>
<u>Rebecca Rigby</u>	<u>Biloxi Public School District</u>
<u>Whitney Rollins</u>	<u>Lamar County School District</u>
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<u>LaTonya Slater</u>	<u>Tupelo Public School District</u>
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<u>Alicia Stringer</u>	<u>Rankin County School District</u>
<u>Shannon Thames</u>	<u>Jackson Public School District</u>
<u>Brittany Thomas</u>	<u>Senatobia Municipal School District</u>
<u>Caitlin Thomas</u>	<u>Lafayette County School District</u>
<u>Rebecca Tyndall</u>	<u>Ocean Springs School District</u>
<u>Antonio Watson</u>	<u>McComb School District</u>
<u>Jenny Webber</u>	<u>Harrison County School District</u>
<u>LaTreVion Wells</u>	<u>McComb School District</u>
<u>Kristen Winstead</u>	<u>Senatobia Municipal School District</u>

University Representatives:

<u>Dr. Jonathan Brooke</u>	<u>William Carey University</u>
<u>Dr. Vicki Davidson</u>	<u>Tougaloo College</u>
<u>Dr. Katherine Green</u>	<u>MS Valley State University</u>
<u>Dr. Earnistine Lee</u>	<u>Alcorn State University</u>
<u>Dr. Felicia McGowan</u>	<u>Alcorn State University</u>
<u>Dr. Bradley Phillis</u>	<u>University of Southern MS</u>
<u>Dr. Stephanie Rolph</u>	<u>Belhaven University</u>

Mississippi Department of Education Committee Leads:

<u>Wendy Clemons</u>	<u>Associate Superintendent</u>
<u>Tammy Crosetti</u>	<u>Bureau Director Secondary Education</u>
<u>Dr. Marla Davis</u>	<u>Associate Superintendent- Academic Liaison</u>
<u>Mandy Hackman</u>	<u>Director of CTE Program Quality</u>
<u>Dr. Lea Johnson</u>	<u>Bureau Director of Professional Development</u>
<u>Amy Pinkerton</u>	<u>Professional Development Coordinator Lead</u>
<u>Matt Sheriff</u>	<u>Gifted Interventions</u>
<u>Elizabeth Simmons</u>	<u>Instructional Materials and Library Media Director</u>
<u>Dr. Tenette Smith</u>	<u>Executive Director Elementary Education/Reading</u>
<u>Laurie Weathersby</u>	<u>Bureau Director Student Intervention</u>

Mississippi Department of Education Committee Supports:

<u>Melissa Banks</u>	<u>Director of Digital Learning</u>
<u>Cathy Barnett</u>	<u>IDEA Fiscal Lead</u>
<u>Jayda Brantley</u>	<u>Student Interventions</u>
<u>Dr. Dexter Brookins</u>	<u>State Director for JROTC</u>
<u>Jean Cook</u>	<u>Chief of Communication</u>
<u>David Cress</u>	<u>Career Academy Director</u>
<u>Sandra Elliot</u>	<u>EL Student Support Specialist</u>
<u>Amber Fuller</u>	<u>Professional Development Projects Officer</u>
<u>Kristi Higginbotham</u>	<u>Professional Development Coordinator</u>
<u>Corie Jones</u>	<u>Marketing Director</u>
<u>Tina Mason</u>	<u>Data Governance Manager</u>
<u>Tanjanika McKinney</u>	<u>Digital Learning Coach</u>
<u>Shanderia Minor</u>	<u>Public Information Officer</u>
<u>Heather Morrison</u>	<u>Director of P20 Partnerships</u>
<u>Josh Stanford</u>	<u>Digital Media Technology</u>
<u>Kandra Wilkins</u>	<u>Professional Development Coordinator</u>

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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		

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~~ 2022 *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~~ 2022 MS CCRS for the Social Studies will be implemented during the ~~2022—2023~~ 2023-2024 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~~2022.

- 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
- [Fordham Institute Social Studies Standards](#)
- 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: [AL, LA, TN, TX](#)
- 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-2021-2022** is comprised of five (5) essential content strands: Civics, Civil Rights, Economics, Geography, and History. The five (5) strands remain integrated throughout each of the k-12 social studies courses.

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 <u>Geography</u>
Seventh Grade	Early World History or Compacted
Eighth Grade	United States History from Exploration to 1877

ORGANIZATION OF DOCUMENT

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



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.

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)	Compacted 7th Grade 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) AND 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"> • Mississippi Studies (450705) • <u>Introduction</u> to World Geography (451030)
9th	Mississippi Studies (450705) AND Introduction to World Geography (450704)(451030) OR 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~~

*The examples listed within the document are not an exhaustive list.

Kindergarten

Citizenship at Home and School

CIVICS

Standard	Objectives
K.CI.1 Demonstrate how to be a good <u>productive</u> citizen.	<ol style="list-style-type: none"> 1. <u>Define authority figures and leaders.</u> 2. Define <u>a productive</u> citizen and citizenship. 3. Describe character traits of good <u>productive</u> citizens. 4. List examples of good <u>productive</u> citizenship at home <u>and school</u>.
K.CI.2 Examine the purpose of rules and consequences.	<ol style="list-style-type: none"> 1. Identify the purpose of rules and explain why rules should be followed. 2. Recognize that leaders and authority figures establish rules to provide order, security, and safety. 3. Differentiate natural consequences from logical consequences <u>between positive and negative consequences.</u>
K.CI.3 Differentiate the roles and responsibilities of authority figures and leaders.	<ol style="list-style-type: none"> 1. Relate <u>how</u> leaders to <u>can be</u> authority figures. 2. Describe the responsibilities of authority figures and leaders. 3. Identify authority figures and leaders at home, school, and in the community.

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

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

CIVIL RIGHTS	
Standard	Objectives
K.CR.1 Explore the similarities and differences of individuals and families.	<ol style="list-style-type: none"> 1. Define similarities and differences. 2. Identify and classify examples of similarities and differences.

	3. Explain the importance of both similarities and differences to individuals, families, and communities.
K.CR.2 Examine the cultural diversity in the classroom.	1. Define unity and diversity. 2. Identify types of diversity in the classroom. 3. Propose different ways to encourage unity and appreciate diversity at home and within the classroom.
K.CR.3 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. 1. Identify <u>Describe</u> family customs, traditions, and celebrations <u>held by members</u> of individuals <u>in the classroom and their families. (e.g., literature, language, games, songs, dances, etc.)</u> 2. Identify school customs, traditions, and celebrations and their cultural origins. 2. Describe the role that customs, traditions, and celebrations play at home and school. 3. Compare and contrast school customs, traditions, and celebrations with those of home and family.

GEOGRAPHY	
Standard	Objectives
K.G.1 Establish an individual sense of place.	1. 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. <u>(e.g., up, down, left, right, far, near, etc.)</u> 4. Examine routes and modes of transportation between home and school.

K.G.2 Investigate the physical features of the environment.	<ol style="list-style-type: none"> 1. Differentiate landforms from bodies of water. 2. <u>Define physical features and analyze</u> how physical features of the Earth impact the way of life in various places. 3. <u>Define and describe</u> the ways physical environments may change over time. <u>(e.g., flooding, tornadoes, hurricanes, etc.)</u>
K.G.3 Recognize representations of the earth.	<ol style="list-style-type: none"> 1. 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 directions. <u>(north, south, east, west)</u> 5. Locate the local community, Mississippi, and the United States using maps and globes.

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



Grade 1

Citizenship at School

~~Page 19-23~~

*The examples listed within the document are not an exhaustive list.

Grade 1 Citizenship at School

CIVICS

Standard	Objectives
1.CI.1 Differentiate the rights and responsibilities citizens have in varying roles.	<ol style="list-style-type: none"> 1. Define <u>and identify</u> rights and responsibilities. 2. Compare and contrast children's rights and responsibilities at home, school, and in the community. 3. Identify the various ways that citizens participate in their communities such as voting and volunteering.
1.CI.2 Distinguish rules from laws.	<ol style="list-style-type: none"> 1. Compare and contrast rules and laws. 2. Differentiate the consequences of breaking rules versus breaking laws. 3. Recognize that the governments establish laws to create peace and provide order.

CIVICS	
Standard	Objectives
1.CI.3 Discuss patriotism and how it is demonstrated by citizens.	<ol style="list-style-type: none"> 1. Define patriotism. 2. Discuss how citizens show patriotism and respect for their communities and country. 3. Identify patriotic symbols of the local community, Mississippi, and the United States. 4. Explain the importance of the Pledge of Allegiance and National Anthem.

ECONOMICS	
Standard	Objectives
1.E.1 Justify why people work to earn money.	<ol style="list-style-type: none"> 1. Define employment, income, salary, and wages. 2. Describe what it means to be employed. 3. Explain that people earn income through work. 4. Illustrate the exchange of money for goods and services to meet needs and wants.
1.E.2 Determine how people meet their basic needs.	<ol style="list-style-type: none"> 1. Identify basic needs. 2. Explain how basic needs are met. 3. Classify items or services as basic needs, needs, or <u>and</u> wants. 4. Examine how people prioritize spending and saving to meet their needs.

CIVIL RIGHTS	
Standard	Objectives
1.CR.1 Evaluate the role of cooperation and compromise within and across various groups.	<ol style="list-style-type: none"> 1. Define cooperation and compromise. 2. Identify examples of cooperation and compromise at home and school. 3. Analyze how cooperation and compromise supports problem solving in and among different <u>cultures, customs, and traditions groups</u>.
1.CR.2 Examine the diverse cultures found at school and in the local community.	<ol style="list-style-type: none"> 1. Define culture. 2. Identify various cultures at school and in the local community. 3. Recognize ways people celebrate their diverse cultural heritage. 4. Compare and contrast ways people celebrate their diverse cultural heritage.
GEOGRAPHY	
Standard	Objectives
1.G.1 Demonstrate a global sense of place.	<ol style="list-style-type: none"> 1. Identify continents, oceans, major landforms, and bodies of water of the Earth on a map <u>the seven continents and five major oceans</u>. 2. <u>Classify the major landforms, and bodies of water on a map. (e.g., mountains, hills, lakes, oceans, rivers, etc.)</u> 3. Describe places in relation to one another <u>using cardinal and intermediate directions</u>. 4. Trace <u>Understand the relationship of</u> the location of a place from community to county, state, nation, and continent <u>(Jackson is in Hinds County, which is in the state of Mississippi, which is in the country of the USA and on the continent of North America).</u>

GEOGRAPHY	
Standard	Objectives
1.G.2 Examine the relationship between location, climate, physical features, and how people live.	<ol style="list-style-type: none"> 1. Recognize characteristics of the local region. 2. Compare and contrast the climate, weather, and seasons of the regions of the United States. 3. Describe how location impacts daily life for residents in various communities. <u>(e.g., shelter, clothing, food, activities, etc.)</u>
1.G.3 Interpret maps using directions.	<ol style="list-style-type: none"> 1. Demonstrate map skills through vocabulary. 2. Identify <u>and define</u> cardinal and intermediate directions, <u>compass rose, map symbols and map key</u>. 3. Construct maps using cardinal and intermediate directions, a compass rose, map symbols, and a map key.

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

HISTORY	
Standard	Objectives
1.H.2 Analyze various aspects of historic and modern life in the United States.	<ol style="list-style-type: none"> 1. Compare and contrast historic and modern forms of communication and sharing of information. 2. 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.



Grade 2

Citizenship in School and Community

~~Page 24-28~~

*The examples listed within the document are not an exhaustive list.

Grade 2 Citizenship in School and Community

CIVICS

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

ECONOMICS

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

ECONOMICS	
Standard	Objectives
2.E.2 Assess the relationship between consumers and producers in obtaining goods and services to meet needs.	<ol style="list-style-type: none"> 1. Define consumers and producers. 2. Differentiate consumers from producers. 3. Examine the interdependence of consumers and producers. 4. Discuss the connection between resources and producers in the local community. 5. <u>Define barter system and monetary system.</u> 6. Compare and contrast the barter and monetary systems of trade to meet needs.
2.E.3 Recognize factors that affect the price and availability of goods and services.	<ol style="list-style-type: none"> 1. Define supply and demand. 2. Evaluate how the availability of resources impacts the price of goods and services. 3. Examine how budgets help individuals and families choose how to spend and save money.
2.E.4 <u>Identify the role of financial institutions within the community.</u>	<ol style="list-style-type: none"> 1. <u>Identify various types of financial institutions and their role in the community.</u> 2. <u>Identify services provided by the various financial institutions in the community.</u>

CIVIL RIGHTS	
Standard	Objectives
2.CR.1 Determine how traditions and customs create unity and celebrate diversity within and across various groups.	<ol style="list-style-type: none"> 1. Recognize the cultural contributions of various groups within our community. 2. Examine how cultures, and their traditions and customs, have changed over time. 3. Evaluate the qualities that build unity among diverse populations.

CIVIL RIGHTS	
Standard	Objectives
2.CR.2 Evaluate how diverse cultures build unity in a community.	<ol style="list-style-type: none"> 1. Define respect, tolerance, and acceptance. 2. Examine the relationship between respect, tolerance, and acceptance and building unity across cultures. 3. Recognize similarities from the various cultures of the local community.
GEOGRAPHY	
Standard	Objectives
2.G.1 Analyze various types of maps.	<ol style="list-style-type: none"> 1. Categorize map types by representation and usage. <u>(e.g., topographic, physical, political, thematic, etc.)</u> 2. Identify political and physical borders in the United States and across the globe. 3. Define urban, suburban, and rural. 4. Locate urban, suburban, and rural areas in Mississippi and United States.
2.G.2 Examine the connection between physical features of the Earth and where people choose to live.	<ol style="list-style-type: none"> 1. Define human settlements and population distribution. 2. Evaluate human settlements and population distribution around physical features of the Earth. 3. Determine reasons for human settlement near physical features of the Earth.
2.G.3 Interpret maps using latitude and longitude.	<ol style="list-style-type: none"> 1. Define latitude and longitude. 2. Locate the major lines of latitude and longitude of the Earth. 3. Identify then compare hemispheres of the Earth.

GEOGRAPHY	
Standard	Objectives
2.G.4 Analyze human modifications to the Earth.	<ol style="list-style-type: none"> 1. Identify human modifications to the Earth. 2. Compare and contrast the positive and negative impacts of human modifications on the Earth.

HISTORY	
Standard	Objectives
2.H.1 Evaluate how people and events have shaped the local community, state, and nation through primary sources.	<ol style="list-style-type: none"> 1. Identify various primary sources. <u>(e.g., Primary – letters, diaries, autobiographies, speeches, interviews; Secondary – magazine articles, textbooks, encyclopedia entries, biographies, etc.)</u> 2. Use various primary sources to investigate significant people and events of the past. 3. Examine historical events from multiple perspectives by utilizing primary sources.
2.H.2 Examine the relationship between history and time.	<ol style="list-style-type: none"> 1. Identify vocabulary to express periods of time. 2. Illustrate events chronologically on a timeline. 3. Compare and contrast the eras of United States history.



Grade 3

Citizenship in Local Government

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*The examples listed within the document are not an exhaustive list.

Grade 3 Citizenship in Local Government

CIVICS

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

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

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

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

GEOGRAPHY <i>Continued</i>	
Standard	Objectives
3.G.3 Assess energy sources of the Earth.	<ol style="list-style-type: none"> 1. Define renewable and nonrenewable resources. 2. Identify sources of energy. (<u>e.g., oil, petroleum, nuclear power, solar power, etc.</u>) 3. Categorize energy sources as renewable and nonrenewable. 4. Examine the impact that human use of resources has on the Earth.
3.G.4 <u>Interpret and recognize maps, graphs, and other representations of the earth.</u>	<ol style="list-style-type: none"> 1. <u>Analyze patterns of population distributions.</u>

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



Grade 4

Theme: Mississippi Studies and Regions

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*The examples listed within the document are not an exhaustive list.

Fourth Grade

Theme: Mississippi Studies and Regions

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

Standard	Objectives
4.MS.1 Describe the physical geography <u>and natural resources of the ten regions</u> of Mississippi.	<ol style="list-style-type: none"> 1. Identify <u>on a map and categorize</u> the ten geographical regions of Mississippi. (<u>Yazoo Delta, Black Belt, Jackson Prairie, Gulf Coast, Loess Hills, North Central Hills, Flatwoods, Pontotoc Ridge, Tennessee River Hills, and Piney Woods</u>) 2. Map major deposits of natural resources throughout Mississippi. 3. Compare and contrast the resources of Mississippi's regions. <u>2. Describe features of each region.</u> <u>3. Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc.</u> <u>4. Compare and contrast major natural resources throughout Mississippi on a map. (e.g., oil, agricultural, etc.)</u>
4.MS.2 Examine the exploration and settlement of the Mississippi Territory.	<ol style="list-style-type: none"> 1. Map and describe the settlements of the Mississippi Territory. (<u>e.g., Natchez, Washington, Port Gibson, Columbia, Winchester, Mobile, Huntsville, etc.</u>) 2. Trace the routes of explorers (<u>e.g., Hernando de Soto, Rene Robert Cavelier-sieur de La Salle, Pierre Le Moyne d'Iberville, Jacques Marquette, Louis Jolliet, etc.</u>) and discuss the impact on settlements in the Mississippi Territory. 3. Explain how differing beliefs regarding land ownership, religion, and culture led to conflicts between Europeans and Native Americans in the Mississippi Territory.

Standard	Objectives
4.MS.3 Investigate the Native American tribes of historic Mississippi.	<ol style="list-style-type: none"> 1. Identify the location of major tribes within Mississippi: Choctaw, Chickasaw, and Natchez. 2. Compare and contrast the cultures and lives of the Choctaw, Chickasaw, and Natchez tribes of historic Mississippi. (<u>e.g., homes, roles, beliefs, clothes, games, traditions, food, etc.</u>) 3. Discuss the removal of Native Americans from Mississippi.
4.MS.4 Describe the impact of significant historical figures and events in Mississippi.	1. Identify symbols of Mississippi. 2. Identify historical figures that are used as symbols of Mississippi culture. 3. Examine historical events that are significant to Mississippi culture.
4.MS.54 Describe Mississippi's entry into statehood.	<ol style="list-style-type: none"> 1. Trace Mississippi's progression from territory to statehood. 2. Define political and geographic reasons for changes in location of Mississippi's state capitol.
4.MS.65 Describe the Antebellum society of Mississippi.	<ol style="list-style-type: none"> 1. Explain <u>Outline</u> the rise of Mississippi cotton culture. 2. Link cotton culture to the rise of slavery. 3. Identify <u>Discuss the</u> leaders of the abolition movement and discuss its the importance to the end of slavery in the South.

Standard	Objectives
<p>4.MS.76 Analyze Mississippi's role in the Civil War.</p>	<ol style="list-style-type: none"> 1. Trace the events that led Mississippi to secede from the Union in 1861 and subsequently enter the Civil War. 2. 1. Identify the Mississippi leaders of the secession and the Civil War who were from Mississippi. 2. <u>Outline the cause and effects of slavery that led Mississippi to secede from the Union in 1861 and subsequently enter the Civil War.</u> 3. 3. Investigate Describe how Mississippi supported the Civil War through economic and military efforts. 4. Discuss the roles of women 4. <u>Compare and contrast the societal roles</u> on the homefront and battlefield during and after the Civil War.
<p>4.MS.87 Evaluate the impact of the Civil War <u>Reconstruction</u> and <u>Post-Reconstruction</u> on Mississippi.</p>	<ol style="list-style-type: none"> 1. Discuss the effects of the Contrast life from the Antebellum period to post Civil War. on the (e.g., population, economy, government, and infrastructure, etc.), of Mississippi. 2. Contrast life in Mississippi after the Civil War from the Antebellum period. 3. <u>2. Explain the rise use of sharecropping sharecroppers at the end of the Civil War as a response to the end of slavery.</u> 4. Explore the role of Jim Crow in disenfranchising 3. <u>Describe how the Jim Crow laws disenfranchised</u> African Americans in Mississippi.

Standard	Objectives
<p>4.MS.98 Analyze the Civil Rights Movement to determine the social, and political, <u>and economic</u> impact on Mississippi.</p>	<ol style="list-style-type: none"> 1. Define discrimination, prejudice, segregation, integration, suffrage, and <u>civil</u> rights. 2. Identify important figures of the modern Civil Rights Movement including Mississippians. (<u>e.g., Martin Luther King Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc.</u>) 3. Identify and explain events of the modern Civil Rights Movement, including <i>Brown v. Board of Education</i> (1954), Jim Crow laws, Freedom Summer, and James Meredith's admission to the University of Mississippi. 4. Describe <u>Analyze</u> the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 <u>as it relates to Mississippians</u>.
<p>4.MS.109 Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.</p>	<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.
<p>4.MS.10 <u>Describe the impact of significant historical figures and events in Mississippi's past and present.</u></p>	<ol style="list-style-type: none"> <u>1. Cite symbols and explain historical figures that are used in Mississippi's culture. (e.g., monuments, place names, etc.)</u> <u>2. Examine events that are significant to Mississippi culture.</u>

Standard	Objectives
<p>4.MS.11 Evaluate how geographic and economic factors influence life and work in Mississippi.</p>	<ol style="list-style-type: none"> 1. Describe the division of labor within Mississippi. <u>(e.g., government, industry, agriculture, etc.)</u> 2. Determine how land use impacts Mississippi's economy. <u>(e.g., cotton farming vs. soybean farming, pastureland vs. industrial development, beaches vs. casinos, landfills vs. parks, etc.)</u> 3. Explain the benefits and challenges of global trade for Mississippi. 4. Examine the connections between Mississippi and neighboring states. 5. <u>4.</u> Describe the economic impact of natural disasters. <u>(e.g., hurricanes, tornadoes, earthquakes, etc.)</u> 6. Examine how life and work in Mississippi have evolved from the Pre-Columbian Era to modern day.



Grade 5

US History: Pre-Columbian Era to American Revolution

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*The examples listed within the document are not an exhaustive list.

<p>Fifth Grade</p> <p>US History: Pre-Columbian Era to American Revolution</p>	
<p>This course contains all Social Studies Strands including Civics, Economics, Civil Rights, Geography, and History</p>	
Standards	Objectives
<p>5.1</p> <p>Investigate the people and ways of life of North America and the Caribbean Basin prior to the Columbian Era. Identify major geographic areas of the world and specifically North America.</p>	<p>1. Identify the mountain ranges, rivers, and other bodies of water of North America and the Caribbean Basin.</p> <p>2. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</p> <p>3. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</p> <p>4. Determine how tribes in different regions used their environment to obtain, food, clothing, and shelter.</p> <p>5. Differentiate the lives and cultures of Native American tribes by region or territory.</p> <p><u>1. Map the seven continents and five oceans.</u></p> <p><u>2. Identify and locate the main mountain ranges, rivers, and other key bodies of water.</u></p> <p><u>3. Locate on a map and discuss the pre-Columbian civilizations in North and South America.</u></p>

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

Standards	Objectives
<p>5.2 <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"> <u>1. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</u> <u>2. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.</u> <u>3. Determine how tribes in different regions used their environment to obtain, food, clothing, and shelter.</u> <u>4. Differentiate the lives and cultures of Native American tribes by region or territory.</u>
<p>5.23 Analyze the motivations and consequences of the exploration and settlement of North America.</p>	<ol style="list-style-type: none"> <u>1. Map the European countries of Spain, Portugal, Great Britain, and France and their initial settlements in North America and Caribbean Basin with respect to trade routes and mitigation.</u> <u>2. Identify significant European explorers (e.g., Ferdinand Magellan, Hernando de Soto, Rene' Robert Cavelier Sieur de La Salle, Francis Drake, Walter Raleigh, John Cabot, Christopher Columbus, Samuel de Champlain, etc.), and their routes their motivation to and through North America and the Caribbean Basin.</u> <u>2. Identify motivations for European exploration and settlement in North America.</u> <u>3. Give examples of items from Explain the causes and effects of the Columbian Exchange.</u> <u>4. Examine the relationship between early European settlers in North America and the Native Americans they encountered.</u>

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

Standards	Objectives
<p>5.34 Describe reasons for colonization of North America. Examine the economic, political, and religious reasons for the founding of colonial settlements.</p>	<ol style="list-style-type: none"> 1. Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement. 1. Identify the influential leaders (e.g., William Penn, John Smith, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, etc.) and groups responsible for founding colonial settlements. 2. Describe the role of indentured servitude and slavery in early settlements. (e.g., Triangular Trade, indentured servitude, enslaved and free Africans, etc.) 3. Compare and contrast colonial life in the different regions (e.g., New England, Middle, Southern, etc.) including resources, way of life, economics, local government, etc. 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. 4. Contrast the views of land use and ownership by Native Americans and colonists.
<p>5.45 Trace the development of the revolutionary movement in North America.</p>	<ol style="list-style-type: none"> Examine <u>Identify</u> the causes and consequences of the French and Indian War. <u>Explain the reasons for the American Revolution.</u> Examine the <u>Identify</u> actions taken by the British and colonists and explain how each led to the Revolutionary War. <u>(e.g., British Stamp Act, Intolerable Acts, Boston Massacre, and Tea Act, etc.)</u>

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

Standards	Objectives
<p>5.56 Explain major events of the American Revolution.</p>	<p>1. Analyze the principles of the Declaration of Independence.</p> <ol style="list-style-type: none"> Describe the roles and contributions of <u>of major contributors</u>. (e.g., Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, <u>Benjamin Franklin</u>, Haym Salomon, <u>etc.</u>) Identify key battles of the American Revolution and their outcomes. (e.g., <u>Lexington and Concord, Bunker Hill, Saratoga, Cowpens, Yorktown, etc.</u>) Discuss the contributions of ordinary citizens, including African Americans, and women, <u>and ordinary citizens in general</u> to the American Revolution. 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. Explain the colonial victory of the American Revolution. Summarize the effects of the Treaty of Paris of 1783 on the development of the United States.

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

Standards	Objectives
<p>5.67 Examine the development of the <u>Constitution founding documents</u> of the United States.</p>	<ol style="list-style-type: none"> <u>1. Analyze the principles of the Declaration of Independence and the purpose of government.</u> Analyze the shortcomings of the Articles of Confederation. Explain how the Northwest Ordinance influenced <u>the</u> framers of the Constitution. Identify significant attendees of the Constitutional Convention. 5. Contrast the ideology of Federalists from that of the Anti-Federalists. 6. Describe the plans and compromises that contributed to the creation of the Constitution. 7. Evaluate the features of the Bill of Rights. 8. Contrast the rights held by the Constitution with the lives and treatment of African Americans, Native Americans, and women at the time.

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

Standards	Objectives
<p>5.8 <u>Examine the development of the Constitution of the United States.</u></p>	<ol style="list-style-type: none"> 1. <u>Identify key political members of the Federalists and Anti-Federalists.</u> 2. <u>Contrast the ideology of Federalists from that of the Anti- Federalists.</u> 3. <u>Describe the plans and compromises that contributed to the creation of the Constitution.</u> 4. <u>Evaluate the features of the Bill of Rights.</u> 5. <u>Compare and contrast the treatment of African Americans, Native Americans, and women regarding the principles in the Bill of Rights.</u> 6. <u>Compare and contrast the three branches of government.</u>
<p>5.9 <u>Recognize symbols, customs, and celebrations representative of the United States.</u></p>	<ol style="list-style-type: none"> 1. <u>Define symbols and customs.</u> 2. <u>Identify school, community, state, and national symbols. (e.g., United States flag, American eagle, etc.)</u> 3. <u>Compare and contrast the Pledge of Allegiance, Preamble, and patriotic songs as expressions of patriotism.</u> 4. <u>Explain historically significant people and events that shaped America. (e.g., our first president, etc.)</u>

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

Standards	Objectives
5.10 <u>Identify United States and individual states on a globe and a map.</u>	<ol style="list-style-type: none">1. <u>Identify the United States on a map.</u>2. <u>Identify and label each of the 50 states on a map.</u>



Grade 6

~~Civics and the World~~ World Geography

~~Page 43-48~~

*The examples listed within the document are not an exhaustive list.

Grade 6

Civics and the World-World Geography

CIVICS

Standard	Objectives
<p>6.CI.1 Analyze the various roles and expectations of citizens throughout the world. <u>Describe the world using the tools of geography including maps, globes, and technological representations.</u></p>	<ol style="list-style-type: none"> 1. Identify and categorize the major types of governing structures throughout the world. 2. Categorize unitary, federal, and confederate systems of government, then contrast the role of citizens in each. 3. Explore how citizenship roles vary based on the population, size, and geographic position of a state. 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. 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. <u>1. Demonstrate the use of map essentials. (e.g., directions, latitude and longitude, globes, maps, etc.)</u> <u>2. Interpret global connections by using maps to form a geographic spatial perspective.</u> <u>3. Explain how experiences and cultures influence perceptions and help people create mental maps.</u>

CIVICS	
Standard	Objectives
<p>6.2 <u>Identify geographic patterns in the environment that result from the processes of Earth's physical systems.</u></p>	<ol style="list-style-type: none"> 1. <u>Define atmosphere, biosphere, lithosphere, and hydrosphere.</u> 2. <u>Describe how Earth-Sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth.</u> 3. <u>Explain the major processes and natural phenomena that shape the physical environment and how humans adapt to them.</u> 4. <u>Investigate ways humans change their environments.</u>

CIVICS	
Standard	Objectives
<p>6.CI.23 Examine the challenges of civic engagement in the contemporary world. <u>Analyze how regions are used to describe the organization of the Earth's surface.</u></p>	<p>1. Define civic engagement.</p> <p>2. Compare and contrast the rights and responsibilities of citizens.</p> <p>3. Categorize the positive and negative impacts of changing technologies on expanding the role of citizens throughout the world.</p> <p>4. Describe how new media resources challenge citizens when obtaining reliable information for informed decision making.</p> <p>5. Discuss how globalization has changed the understanding of economic disparity and equity in the contemporary world.</p> <p>6. Assess how growing concerns about security have impacted civil liberty protections.</p> <p><u>1. Define formal, functional, and perceptual regions.</u></p> <p><u>2. Identify physical and human features used as the criteria for establishing each type of region.</u></p> <p><u>3. Identify the formal world regions.</u></p> <p><u>4. Differentiate the formal regions by their main characteristics.</u></p>

ECONOMICS	
Standard	Objectives
<p>6.E.16.4</p> <p>Analyze the concept, usage, and value of natural resources.</p>	<ol style="list-style-type: none"> 1. Differentiate substances found in the natural world from natural resources. <u>1. Characterize and differentiate renewable and non-renewable resources.</u> <u>2. Identify important resources in the contemporary world and their usage.</u> <u>3. Construct maps showing locate major deposits of important resources across the globe (e.g., continents, oceans, major landforms, trade routes on maps, etc.)</u> <u>4. Analyze the impact of globalization on modern economic interactions.</u>
<p>6.E.2-5</p> <p>Explain the geographic patterns of economic interactions. Evaluate how places gain meaning.</p>	<ol style="list-style-type: none"> 1. Identify primary, secondary, and tertiary economic activities in the U.S. and other countries. 2. Distinguish between subsistence and commercial livelihoods. 3. Contrast modern economic interactions with those from the past. 4. Analyze the impact of globalization on modern economic interactions. <u>1. Describe the distinguishing physical and human characteristics of the United States and other countries.</u> <u>2. Investigate how people bring meaning to places when they live in a location.</u> <u>3. Describe how places impact personal, community, national identities, and culture.</u> <u>4. Explain how place-based identities can create stereotypes.</u>

CIVIL RIGHTS	
Standard	Objectives
6.CR.1 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 the division, control, and management of Earth's surface creates conflict.

CIVIL RIGHTS	
Standard	Objectives
<p>6.CR.2 Formulate an understanding of citizenship roles in the cultural regions of the world.</p> <ul style="list-style-type: none"> • Western Europe • Eastern Europe • North America • Latin America • South Asia • East Asia • Middle East • North Africa • Sub-Saharan Africa • Oceania 	<ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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	Objectives
6.G.1	<ol style="list-style-type: none"> 1. Demonstrate the use of map essentials.

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

GEOGRAPHY	
Standard	Objectives
6.G.5 Describe the characteristics and causes of human population changes and migration.	1.— Identify the spatial patterns of population distribution and density. 2.— Explain how physical and human factors impact the population of a place. 3.— Identify major migration patterns in the United States and the world. 4.— Examine the push/pull factors that drive the major migration patterns of the United States and the world.
6.G.6 Describe the patterns of human settlements and the factors that contribute to their formation.	1.— Classify spatial patterns of settlement, including types, sizes, and models. 2.— Explain why some locations are better for settlement than others. 3.— Describe the relationship between settlement patterns and the location of resources.
6.G.7 Examine how humans and the physical environment are impacted by the extraction of resources.	1.— Identify and describe ways in which humans modify the physical environment. 2.— Explain how people use technology to access resources 3.— Assess the opportunities and constraints for human activities created by the physical environment. 4.— Locate environmental hazards and the proximity of human populations. 5.— Describe how people respond to natural hazards.
HISTORY	
Standard	Objectives
6.H.1 Explain the characteristics and development of culture.	1.— Describe the major aspects of culture 2.— Explain how culture changes as it is passed from one generation to the next. 3.— Identify then contrast the major culture regions

HISTORY	
Standard	Objectives
6.6 <u>Describe the characteristics and causes of human population changes and migration.</u>	<ol style="list-style-type: none"> 1. <u>Identify the spatial patterns of population distribution and density.</u> 2. <u>Explain how physical and human factors impact the population of a place.</u> 3. <u>Identify major migration patterns in the United States and the world.</u> 4. <u>Examine the push/pull factors that drive the major migration patterns of the United States and the world.</u>
6.7 <u>Describe the patterns of human settlements and the factors that contribute to their formation.</u>	<ol style="list-style-type: none"> 1. <u>Classify spatial patterns of settlement, including types, sizes, and models.</u> 2. <u>Explain why some locations more conducive for settlement than others.</u> 3. <u>Describe the relationship between settlement patterns and the location of resources.</u>
6.8 <u>Examine how humans and the physical environment are impacted by the extraction of resources and by natural hazards.</u>	<ol style="list-style-type: none"> 1. <u>Identify and describe ways in which humans modify the physical environment.</u> 2. <u>Explain how people use technology to access resources.</u> 3. <u>Assess the opportunities and constraints for human activities created by the physical environment.</u> 4. <u>Locate environmental hazards and the proximity of human populations.</u> 5. <u>Describe how people respond to natural hazards.</u>
6.9 <u>Analyze how sovereign nation-states interact with one another.</u>	<ol style="list-style-type: none"> 1. <u>Define state, country, and nation-state.</u> 2. <u>List and explain the features of a sovereign state (nation-state) as a territory with a population that has a defined border, a government to make and enforce laws, and the sovereignty to interact with other nations.</u>

HISTORY	
Standard	Objectives
	<ol style="list-style-type: none"> 3. <u>Locate and describe different types of territorial divisions.</u> 4. <u>Identify political boundaries that are based on physical and human factors.</u> 5. <u>Assess ways the use of land and resources has led to conflict, cooperation, and compromise among nation-states.</u> 6. <u>Cite evidence of conflict, cooperation, and compromise among nation-states including treaties and wars.</u>
6.10 <u>Examine the ways governments are organized.</u>	<ol style="list-style-type: none"> 1. <u>Identify and give examples of governments with rule by one, few, or many.</u> 2. <u>Compare the ways other sovereign nation states (e.g., China, Germany, India, North Korea, Russia, etc.) organize government and how they function.</u> 3. <u>Connect the origins of democracy to Athens (present-day Greece) and the republic to the Roman Republic.</u>
6.11 <u>Describe the difference between limited and unlimited government.</u>	<ol style="list-style-type: none"> 1. <u>Describe examples of limited and unlimited government.</u> 2. <u>Explain the rule of law and that government powers are defined by laws that limit its actions (US Constitution and Bill of Rights).</u> 3. <u>Explain reasons for limiting the power of governments.</u> 4. <u>Examine governments of nations that abuse the citizens by oppressing religious, ethnic, or political groups.</u>

HISTORY	
Standard	Objectives
6.12 <u>Analyze the rights and responsibilities of American citizenship.</u>	<ol style="list-style-type: none"> 1. <u>Define U.S. Citizenship.</u> 2. <u>Examine the citizenship process. (e.g., the citizenship exam, etc.)</u> 3. <u>Describe being an informed citizen.</u> 4. <u>Explain the rights and responsibilities of citizenship.</u> 5. <u>Plan ways a citizen can participate at the local, state, and national level.</u>
6.13 <u>Examine the challenges of civic engagement in the contemporary world.</u>	<ol style="list-style-type: none"> 1. <u>Define civic.</u> 2. <u>Categorize the positive and negative impacts of new media resources when obtaining reliable information for informed decision making.</u> 3. <u>Assess how growing concerns about security have impacted civil liberty protection.</u>
6.14 <u>Describe how civil rights and citizenship roles vary based on the culture and government of various nation-states.</u>	<ol style="list-style-type: none"> 1. <u>Define civil and citizenship.</u> 2. <u>Formulate an understanding of citizenship roles in sovereign nation-states within cultural regions of the world.</u> 3. <u>Compare and contrast human rights and liberties of other sovereign nation-states to those in American founding documents.</u> 4. <u>Compare and contrast the Declaration of Independence, Constitution, and the Amendments with the United Nations' Universal Declaration of Human Rights.</u>

HISTORY	
Standard	Objectives
<p>6.15 <u>Explain the geographic patterns of economic interactions.</u></p>	<ol style="list-style-type: none"> 1. <u>Define and give examples of primary, secondary, and tertiary economic activities in the United States and other countries.</u> 2. <u>Define the factors of production.</u> 3. <u>Illustrate traditional, command and market economic systems.</u> 4. <u>Chart the characteristics of communism, socialism, and free enterprise by how they answer the three basic economic questions.</u> 5. <u>Applying the concept of the basic economic questions contrast modern economic interactions with those from the past.</u> 6. <u>Analyze the impact of globalization on modern economic interactions by investigating the origins of things such as personal belongings or various foods.</u> 7. <u>Compare and contrast economic and social metrics of various countries. (e.g., GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, Literacy Rates, Human Freedom Index, etc.)</u>
<p>6.16 <u>Formulate an understanding of the cultural regions of the world.</u></p> <ul style="list-style-type: none"> • <u>Western Europe</u> • <u>Eastern Europe</u> • <u>North America</u> • <u>Latin America</u> • <u>South Asia</u> • <u>East Asia</u> • <u>Middle East</u> • <u>North Africa</u> • <u>Sub-Saharan Africa</u> 	<ol style="list-style-type: none"> 1. <u>Explain the characteristics and development of culture.</u> 2. <u>Describe the major aspects of culture (e.g., religion, beliefs, languages, practices, art, architecture, and behaviors.)</u> 3. <u>Explain the significance of religious holidays and observances.</u> 4. <u>Explain how culture changes as it is passed from one generation to the next.</u> 5. <u>Investigate patterns of cultural diffusion.</u> 6. <u>Investigate how food relates to geography and cultural diffusion.</u>

HISTORY	
Standard	Objectives
<ul style="list-style-type: none"> • <u>Oceania</u> 	7. <u>Identify then contrast the major culture regions around the world to cultures within United States.</u>



Grade 7

Early World History

~~Page 49-53~~

*The examples listed within the document are not an exhaustive list.

Seventh Grade Early World History

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

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

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

Standard	Objectives
<p>7.9 Investigate the impact of the Renaissance and the Reformation on Europe.</p>	<ol style="list-style-type: none"> 1. Explain the influence of humanism on the development of the Renaissance. 2. Identify key figures of the Renaissance including their accomplishments in the arts, music, literature, and architecture. 3. Explain the causes, events, and points of contention of both the Reformation and the Counter Reformation. 4. Evaluate how the Renaissance influenced the development of trade.



Grade 7 - Compacted

Early World History and US History: Exploration to 1877

~~Page 54-59~~

*The examples listed within the document are not an exhaustive list.

Seventh Grade Compacted
Early World History and US History: Exploration to 1877

Standard	Objectives
<p>7C.1 Early World History Examine the development of ancient civilizations.</p> <ul style="list-style-type: none"> • Egypt • Imperial China • India • Greece • Rome • Sub-Saharan Africa 	<ol style="list-style-type: none"> 1. Evaluate how geographic features of each region impacted the development of each civilization. 2. Analyze the influence of religion on each civilization. 3. Describe the cultures of each civilization. 4. Explain the governing power structure of each civilization. 5. Trace the influence of trade on the development of each civilization. 6. Explore the significance of each ancient civilization to modern life in the same region and across the globe.
<p>7C.2 Early World History Assess the Middle Ages and the emergence of nation-states in Europe.</p>	<ol style="list-style-type: none"> 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.
<p>7C.3 Early World History Investigate the impact of the Renaissance and the Reformation on Europe.</p>	<ol style="list-style-type: none"> 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.

Standard	Objectives
<p>7C.4 U.S. History Examine major aspects of the development of the United States from Exploration to 1754.</p>	<ol style="list-style-type: none"> 1. Trace explorers' routes to the New World. 2. Explain the development and impact of the Columbian Exchange. 3. Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement. 4. Describe how the English Bill of Rights, Mayflower Compact, and Virginia House of Burgesses led to the English Colonial idea of self-government. 5. Examine the diversity that emerged from the establishment of Colonial America. 6. Describe the social structures that formed in the various colonies. 7. Describe the relationships between the various Native American and colonial groups.

Standard	Objectives
<p>7C.5 U.S. History 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"> 1. Analyze the causes and consequences of 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. <u>(e.g., Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.)</u> 3. Identify key figures in the Revolutionary Era and their influence on the movement. <u>(e.g., George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.)</u> 4. Compare and contrast the decisions of the first and second Continental Congresses. 5. Explain the historical and present-day significance of the Declaration of Independence. 6. Examine the immediate events that led to the first shot of the Revolutionary War. 7. Examine the significance of the major battles in the Revolutionary War. 8. Evaluate the terms of the Treaty of Paris, 1783.

Standard	Objectives
<p>7C.6 U.S. History Examine the development of the Constitution of the United States of America.</p>	<ol style="list-style-type: none"> 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. 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. Describe the compromises between Federalists and Anti-Federalists that led to the creation of the Bill of Rights.
<p>7C.7 U.S. History Analyze the challenges and central ideas involved in creating the new nation.</p>	<ol style="list-style-type: none"> 1. Evaluate the differences in political opinions that led to the formation of political parties. 2. Examine the lasting influence of George Washington as the first President of the United States. 3. Analyze the impact of President George Washington's <i>Farewell Address</i> on the presidency of the United States. 4. Analyze the significance of early Supreme Court cases and explain their impacts on the United States. (<u>e.g., <i>Marbury vs Madison</i> (1803), <i>McCulloch vs Maryland</i> (1819), <i>Dartmouth College vs Woodward</i> (1819), <i>Worcester vs Georgia</i> (1832), etc.)</u>) 5. Assess the development and impact of early foreign policy decisions on the United States.

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

Standard	Objectives
<p>7C.10 U.S. History Evaluate the impact of social and political reforms on the development of American society.</p>	<ol style="list-style-type: none"> 1. Examine abolitionists' role in bringing <u>attention to the impact reality</u> of slavery to on the nation. (e.g., Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc.) 2. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments. (e.g., "<u>all men are created equal, that they are endowed by their Creator with certain unalienable Rights</u>", etc.) 3. Examine leaders of the Women's Suffrage Movement <u>and their goals and strategies</u>. (e.g., Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, etc.)
<p>7C.11 U.S. History 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"> 1. Trace the origins and development of slavery in the United States. 2. Describe the impact of the Industrial Revolution in northern states. 3. Evaluate the importance of agriculture in southern states. 4. 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. 6. <u>Identify major legislation and Supreme Court decisions that sought to overturn and preserve slavery resulting in sectional strife</u>. (e.g., Missouri Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Bleeding Kansas, Underground Railroad, etc.)

Standard	Objectives
<p>7C.12 U.S. History Identify key people and evaluate the significant events of the American Civil War.</p>	<ol style="list-style-type: none"> 1. Analyze the reasons for the Civil War, including slavery and states' rights. 2. Examine key early battles and plans which shaped decisions for the North and the South. <u>(e.g., Fort Hood, First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc.)</u> 3. 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. <u>(e.g., Clara Barton, 54th Massachusetts Regiment, Native Americans, etc.)</u> 5. Analyze the factors that led to the Northern victory of the Civil War. <u>(e.g., total war, industrial, population, resources, technological advantages, etc.)</u> 6. Analyze key government documents and actions of the Civil War. <u>(e.g., Emancipation Proclamation, Gettysburg Address, draft laws, etc.)</u>
<p>7C.13 U.S. History Analyze the Reconstruction efforts in the post-Civil War United States.</p>	<ol style="list-style-type: none"> 1. Compare congressional and presidential reconstruction plans. 2. Analyze southern resistance to Reconstruction reforms. <u>(e.g., Black Codes, Jim Crow Laws, Ku Klux Klan, etc.)</u> 3. Trace the economic changes in the post- Civil War South. <u>(e.g., Lincoln's Plan, Wade-Davis Bill, Johnson's Plan, Radical Reconstruction, etc.)</u> 4. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans.



Grade 8

US History: Exploration to 1877

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*The examples listed within the document are not an exhaustive list.

Eighth Grade US History: Exploration to 1877

Standard	Objectives
8.1 Examine major aspects of the development of the United States from Exploration to 1754.	<ol style="list-style-type: none"> 1. Trace explorers' routes to the New World. 2. Explain the development and impact of the Columbian Exchange. 3. Identify the economic, political, and religious reasons for founding the Thirteen Colonies. and the role of indentured servitude and slavery in their settlement. 4. Describe how the English Bill of Rights, Mayflower Compact, and Virginia House of Burgesses led to the English Colonial idea of self-government. 5. Examine the diversity that emerged from the establishment of Colonial America. 6. Describe the social structures that formed in the various colonies <u>including the role of indentured servitude and slavery.</u> 7. Describe the relationships between the various Native American and colonial groups.

Standard	Objectives
<p>8.2 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"> 1. Analyze the causes and consequences on 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. (<u>e.g., Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.</u>) 3. Identify key figures in the Revolutionary Era and their influence on the movement. (<u>e.g., George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.</u>) 4. Compare and contrast the decisions of the first and second Continental Congresses. 5. Explain the historical and present-day significance of the Declaration of Independence. 6. Examine the immediate events that led to the first shot of the Revolutionary War. (<u>e.g., Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, etc.</u>) 7. Examine the significance of the major battles in the Revolutionary War. (<u>e.g., Lexington and Concord, Bunker Hill, Quebec, Charleston, Valley Forge, Cowpens, etc.</u>) 8. Evaluate the terms of the Treaty of Paris, 1783.

Standard	Objectives
<p>8.3 Examine the development of the Constitution of the United States of America.</p>	<ol style="list-style-type: none"> 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. 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. Describe the process of a bill becoming a law. 6. Describe the compromises between Federalists and Anti-Federalists that led to the creation of the Bill of Rights.

Standard	Objectives
<p>8.4 Analyze the challenges and central ideas involved in creating the new nation.</p>	<ol style="list-style-type: none"> 1. Evaluate the differences in political opinions that led to the formation of political parties. 2. Examine the lasting influence of George Washington as the first President of the United States. 3. Analyze the impact of President George Washington's <i>Farewell Address</i> on the presidency of the United States. 4. Analyze the significance of early Supreme Court cases and explain their impacts on the United States. (<u>e.g., <i>Marbury vs Madison</i> (1803), <i>McCulloch vs Maryland</i> (1819), <i>Dartmouth College vs Woodward</i> (1819), <i>Worcester vs Georgia</i> (1832), etc.)</u>) <ol style="list-style-type: none"> a. <i>Marbury v. Madison</i> (1803) b. <i>McCulloch v. Maryland</i> (1819) c. <i>Dartmouth College v. Woodward</i> (1819) d. <i>Worcester v. Georgia</i> (1832) 5. Assess Examine the development and impact of early foreign policy decisions on the United States. (<u>e.g., <i>French Revolution</i>, <i>Neutrality Proclamation</i>, <i>War of 1812</i>, etc.)</u>) 6. <u>Examine the development and impact of the Jacksonian Era. (e.g., <i>Corrupt Bargain</i>, <i>Democratic Party Bank War</i>, <i>Nullification Crisis</i>, etc.)</u>

Standard	Objectives
<p>8.5 Interpret the geographical, social, and political causes, effects, and challenges of westward expansion.</p>	<ol style="list-style-type: none"> 1. Evaluate the reasoning behind the Louisiana Purchase. 2. Discuss the significance of the Lewis and Clark Expedition. 3. Describe the purpose and challenges of Manifest Destiny. 4. Analyze the political, religious, and economic incentives of Manifest Destiny. 5. Summarize Andrew Jackson's roles in the growing United States. Summarize Andrew Jackson's role in the expansion of the United States. (e.g., Jacksonian Era, "Corrupt Bargain", Democratic Party, Bank War, Nullification Crisis, Indian Removal, etc.) 6. Examine the motivations and consequences of the Indian Removal Act. (e.g., Cherokee "Trail of Tears", etc.)
<p>8.6 Interpret the causes, effects, and challenges of the Industrial Revolution.</p>	<ol style="list-style-type: none"> 1. Summarize the beginning of the Industrial Revolution in the United States. 2. Identify key people and their contributions to the Industrial Revolution. 3. Trace the development of transportation and communication systems during the Industrial Revolution. 4. Compare and contrast the cultural, religious, and social impact of the Industrial Revolution on America. 5. Assess how geography influenced the location of factories.

Standard	Objectives
<p>8.7 Evaluate the impact of social and political reforms on the development of American society.</p>	<ol style="list-style-type: none"> 1. Examine abolitionists' role in bringing <u>attention to the impact the reality of slavery to on the nation. (e.g., Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc.)</u> 2. <u>Examine the actions of enslaved people to resist the institution of slavery. (e.g., Negro Spirituals, Harriet Tubman, Nat Turner rebellion, etc.)</u> 3. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments. <u>(e.g., "all men are created equal, that they are endowed by their Creator with certain unalienable Rights", etc.)</u> 4. Examine leaders of the Women's Suffrage Movement <u>and their goals and strategies. (e.g., Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, etc.)</u>
<p>8.8 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"> 1. Trace the origins and development of slavery in the United States. 2. Describe the impact of the Industrial Revolution in northern states. 3. Evaluate the importance of agriculture in southern states. 4. 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. 6. <u>Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife. (e.g., Missouri, Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Underground Railroad, etc.)</u>

Standard	Objectives
<p>8.9 Identify key people and evaluate the significant events of the American Civil War.</p>	<ol style="list-style-type: none"> 1. Analyze the reasons for the Civil War. <u>including (e.g., slavery and states' rights, etc.)</u> 2. Examine key <u>early</u> battles and plans which shaped decisions for the North and the South. <u>(e.g., Fort Hood, First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc.)</u> 3. 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. <u>(e.g., Clara Barton, 54th Massachusetts Regiment, Native Americans, etc.)</u> 5. Analyze the factors that led to the Northern victory of the Civil War. <u>(e.g., total war, industrial, population, resources, technological advantages, etc.)</u> 6. Analyze key government documents and actions of the Civil War. <u>(e.g., Emancipation Proclamation, Gettysburg Address, draft laws, etc.)</u>
<p>8.10 Analyze the Reconstruction efforts in the post-Civil War United States.</p>	<ol style="list-style-type: none"> 1. Compare congressional and presidential reconstruction plans. 2. Analyze southern resistance to Reconstruction reforms. <u>(e.g., Black Codes, Jim Crow Laws, Ku Klux Klan, etc.)</u> 3. Trace the economic changes in the post- Civil War South. <u>(e.g., Lincoln's Plan, Wade-Davis Bill, Johnson's Plan, Radical Reconstruction, etc.)</u> 4. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans. 5. <u>Identify the significance of the impact of the Compromise of 1877.</u>

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

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*The examples listed within the document are not an exhaustive list.

Mississippi Studies

½ Carnegie
Unit

Standard	Objectives
MS.1 Examine the geographic features of Mississippi.	<ol style="list-style-type: none"> 1. Identify the physical features, landforms, and soil regions of Mississippi. 2. Differentiate <u>among</u> the geographic regions of Mississippi. 3. Identify and assess Describe how the geographic and physical features that set Mississippi apart from other states. 4. Explain how the geographic features <u>and processes</u> of Mississippi contribute to social, technological, and economic development throughout the state. (<u>e.g., Mississippi River, Gulf Coast, Pine Hills, Delta, Great Flood of 1927, Hurricanes Camille and Katrina, etc.</u>) 5. Examine the political, economic, and social effects of geographic processes on technological and economic development in Mississippi.
MS.2 Compare and contrast the indigenous cultures in Mississippi and assess their lasting impact on the state's history and traditions.	<ol style="list-style-type: none"> 1. Explain the impact of Mississippi's geography on the cultural development of its indigenous peoples. (<u>e.g., Choctaw, Chickasaw, Natchez, etc.</u>) 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. 3. Evaluate the impact of native cultures on Mississippi, past and present.
MS.3 Examine the motivations and the effects of European <u>settlement arrival and presence</u> in Mississippi.	<ol style="list-style-type: none"> 1. Compare and contrast the French, Spanish and English <u>settlements arrival, and presence</u> in Mississippi. (<u>e.g., lifestyles, religion, successes, failures, etc.</u>) 2. Examine the impact of European exploration <u>arrival and presence</u> on the cultural development of Mississippi. (<u>e.g., Code Noir, holiday, religious, economic, etc.</u>)

Standard	Objectives
<p>MS.4 Explain the development of the Mississippi Territory and its evolution to statehood.</p>	<ol style="list-style-type: none"> 1. Investigate life and work in Mississippi during the colonial and revolutionary periods. 2. Examine the conflicts (<u>e.g., Natchez Rebellion, etc.</u>), treaties (<u>e.g., Fort Adams, Mount Dexter, Doak's Stand, Dancing Rabbit Creek, Pontotoc Creek, etc.</u>), and subsequent removal (<u>e.g., Trail of Tears, etc.</u>) of indigenous Mississippians. 3. Trace the events and legislative processes necessary for Mississippi to gain statehood. 4. <u>Identify the key points of the Mississippi Constitution of 1817 and identify the government and political influences that led to its development.</u> 5. Analyze government and political influences throughout the state of Mississippi. 6. Analyze the constitutions of Mississippi and make comparisons to the United States Constitution.
<p>MS.5 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"> 1. Trace the evolution of slavery in Mississippi, <u>including the significance of the Forks of the Road slave market in Natchez.</u> 2. Discuss the conditions that drove the plantation economy in antebellum Mississippi. <u>Analyze the relationship between cotton and the evolution of the plantation economy in antebellum Mississippi.</u> 3. Examine the culture and social structure that developed in Mississippi during the antebellum period.

Standard	Objectives
<p>MS.6 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"> 1. Trace the events that led to secession of Mississippi from the Union in 1861 and subsequently entering the Civil War. Examine the Mississippi Declaration of Secession and trace the events that led to the secession of Mississippi from the Union in 1861. 2. Analyze the <u>significance of the</u> military campaigns that took place in Mississippi during the Civil War <u>and the impact wartime conditions had on the civilian population.</u> 3. Examine the roles and contributions of women, <u>enslaved people, and free African Americans</u> during the Civil War. 4. Analyze the various attempts at reconstruction in Mississippi and discuss the responses to them. 5. Examine the lasting cultural effects of the Civil War and Reconstruction on Mississippi. 4. <u>Analyze the impact of Congressional Reconstruction on Mississippi, including the new Mississippi Constitution of 1868.</u> 5. <u>Describe the changing roles and contributions of African American Mississippians during Reconstruction.</u>
<p>MS.7 Examine the economic, political, and social changes in post Reconstruction <u>the Jim Crow Era</u> Mississippi <u>from the end of Reconstruction through World War II.</u></p>	<ol style="list-style-type: none"> 1. Evaluate the impact of Reconstruction on Mississippi's social structure. Analyze the differences between the Mississippi Constitutions of 1868 and 1890. 2. Trace the changes in Mississippi's economy and technology in the decades following Reconstruction. 3. Analyze Reconstruction reforms that contributed to the social and economic changes after the Civil War. <u>(e.g., Jim Crow, poll taxes, literacy tests, segregation, etc.)</u> 4. Examine the changes of the Mississippi Constitution from Reconstruction to 1890.

Standard	Objectives
MS.8 Evaluate the role of Mississippi in the Civil Rights Movement.	<ol style="list-style-type: none"> 1. Analyze the significant figures, groups, and events of the Civil Rights Movement in Mississippi. (<u>e.g., Emmett Till, Medgar Evers, James Meredith, Fannie Lou Hamer, etc.</u>) 2. Discuss the significant strategies used within the Civil Rights Movement. 3. Examine <u>organized resistance to the Civil Rights Movement in Mississippi and how it shaped</u> the conflicts between the Federal and State and Federal governments during the Civil Rights Era. (<u>e.g., Citizen's Council, MS State Sovereignty Commission, Ross Barnett, etc.</u>) 4. Evaluate the lasting impact of the Civil Rights movement on Mississippi.
MS.9 Analyze the economic characteristics of modern Mississippi.	<ol style="list-style-type: none"> 1. Describe <u>Identify various industries and factories that drive</u> Mississippi's modern economy. 2. Analyze the economic development of how the major industries in <u>of</u> Mississippi <u>have impacted the economy in Mississippi</u>. 3. Trace <u>Identify</u> Mississippi's global economic relationships. 4. Analyze the current trends of <u>causes of Mississippi's past and present-day struggle with</u> poverty.
MS.10 Analyze the structure and function of local and state government in Mississippi.	<ol style="list-style-type: none"> 1. Evaluate the rights and responsibilities of Mississippi citizenship. 2. Analyze the role of the judicial, legislative, and executive branches within the government of Mississippi. 3. Examine the various forms of local governments and evaluate how they meet the needs of local communities. 4. Compare types of services offered by local and state government to meet the needs of Mississippians.

Standard	Objectives
<p>MS.11 Examine the impact of Mississippi artists, musicians, and writers on the state, nation, and world.</p>	<ol style="list-style-type: none"> 1. Identify and describe the accomplishments of Mississippi artists, musicians, and writers. (e.g., William Faulkner, BB King, Muddy Waters, Walter Anderson, Elvis Presley etc.) 2. Analyze how Mississippi's rich history <u>and/or religious traditions have</u> has local impacted <u>the state's</u> artists, musicians, and writers. 3. Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi. 4. Analyze the impact of religious traditions on artistic expressions of Mississippians. 4. Identify locations in Mississippi that have artistic, <u>musical, or literary</u> significance. (e.g., Delta-Blues, Coast- Walter Anderson, Jackson- Eudora Welty, etc.)
<p>MS.12 Examine the contributions of various ethnic <u>and religious</u> groups in Mississippi.</p>	<ol style="list-style-type: none"> 1. Identify <u>and describe</u> the various ethnic <u>and religious</u> groups in Mississippi. 2. Cite evidence of the growing ethnic diversity of Mississippi's populations <u>and its impact on the state today.</u> 3. Analyze the push and pull factors of <u>people</u> migrating to Mississippi. 4. Describe the contributions of various ethnic <u>and religious</u> groups to Mississippi.



World History:

Age of Enlightenment to Present

1 Carnegie Unit

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*The examples listed within the document are not an exhaustive list.

World History: Age of Enlightenment to Present

1 Carnegie Unit

Standard	Objectives
WH 1 Scientific Revolution and Enlightenment Investigate the important ideas and achievements of the Scientific Revolution and the Age of Enlightenment.	<ol style="list-style-type: none"> 1. Identify the theories of cosmology as described by Nicolaus Copernicus, Galileo Galilei, and Sir Isaac Newton. 2. Compare and contrast new methods of reasoning as demonstrated by Francis Bacon and Rene Descartes. <u>(e.g., inductive reasoning and the scientific method, deductive reasoning, etc.)</u> 3. Evaluate-Contrast the views of Thomas Hobbes and John Locke concerning the domination of absolute governments. 4. ExamineDifferentiate the influence of Charles de Montesquieu, Voltaire, and Jean-Jacques Rousseau on the development of democratic ideals.
WH 2 French Revolution Analyze the causes of the French Revolution and its impact on Europe.	<ol style="list-style-type: none"> 1. Examine various opinions of the developing democratic ideals amidst the economic troubles of the French social class. 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)." 3. Examine Napoleon's geographic and political influence on Europe through the spread of liberalism and nationalism. 4. Evaluate the significant outcomes of the Congress of Vienna and the creation of the Concert of Europe. 5. 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.

Standard	Objectives
<p>WH 3 Dawn of the Industrial Revolution Examine the origins, impact, and spread of the Agricultural and Industrial Revolutions.</p>	<ol style="list-style-type: none"> 1. Analyze the factors that led to the Industrial Revolution in England. 2. Discuss the significance of the Agricultural Revolution, Enclosure Movement, and the Industrial Revolution and their impact on society. <u>(e.g., Charles Townshend, John Deere, Cyrus McCormick, etc.)</u> 3. Trace the spread of the Industrial Revolution into Eastern Europe and the Far East. 3. <u>Evaluate important concepts and inventors during the Industrial Revolution. (e.g., James Hargreaves, Eli Whitney, James Watt, Thomas Edison, the Bessemer Process, etc.)</u> 4. <u>Contrast factors that enhanced or impeded the spread of Industrial Revolution into Eastern Europe and the Far East.</u>
<p>WH 4 Results of the Industrial Revolution 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"> 1. Examine the principles of capitalism as developed by classical economist Adam Smith. 2. Compare and contrast the rise of the following economic theories as a result of the industrial revolution. capitalism, socialism, communism <u>(e.g., capitalism, socialism, Marxism, communism, etc.)</u> 3. 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 (e.g., the contributions of Baron Haussmann, Edwin Chadwick, Louis Pasteur, and Joseph Lister, etc.) 5. Analyze the intellectual movements <u>International impacts</u> and contributions that had international impact of intellectual movements. including the ideas (e.g., Charles Darwin-Darwinism, suffrage, medicine, psychology, physics, etc.) <u>Emmeline Pankhurst, Marie Curie, Sigmund Freud, and Albert Einstein.</u>

Standard	Objectives
<p>WH 5 Nationalism in the Nineteenth Century 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 data-bbox="814 256 1780 402">1. Examine the shift in the balance of power that emerged due to unification in both Italy and Germany. <u>Examine nationalist movements throughout the world. (e.g., the unification of Italy and Germany, the Meiji Restoration in Japan, the Tanzimat reforms in the Ottoman Empire, the self-strengthening movement in China, etc.)</u> <li data-bbox="814 427 1730 488">2. Analyze the characteristics that defined Russia, Austria-Hungary, and the Ottoman Empire as multinational empires. <li data-bbox="814 513 1780 659">3. Illustrate events in Russian history that propelled it into the twentieth century. <u>Trace the emergence of political economic, and social modernization in the early twentieth-century Russian Empire. (e.g., the reign of the Romanov dynasty, Russian expansionism, emancipation of the serfs, etc.)</u> <li data-bbox="814 683 1751 773">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 data-bbox="814 797 1696 862">5. Compare the impact of modern societal changes that improved urban development during the nineteenth century.

Standard	Objectives
<p>WH 6 Imperialism 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"> 1. Examine various social and economic factors of the spread of imperialism. 2. Trace <u>Analyze the</u> important events <u>of imperialism</u> in Asian <u>imperialism including and Oceania.</u> (e.g., 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, <u>etc.</u>) 3. Compare important events in the partition of Africa by European powers. such as (e.g., 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, construction of the Suez Canal, the French occupation of Algeria, Belgium's claim to the Congo, defeat of Italy by Ethiopia, Anglo-Boer Wars, development of apartheid in South Africa, <u>etc.</u>) 4. Analyze important events in Latin American <u>U.S.</u> imperialism <u>in Latin America.</u> by the United States including (e.g., the Spanish-American War, issuance of the Roosevelt Corollary, and construction of the Panama Canal, <u>etc.</u>) 5. <u>Investigate the responses of imperialism.</u> (e.g., <u>Philippine-American War, Opium War, Boxer Rebellion, Indian Rebellion of 1857, Zulu Resistances in Southern Africa, etc.</u>)

Standard	Objectives
<p>WH 7 World War I Examine the causes, effects, and significant events of World War I in Europe.</p>	<ol style="list-style-type: none"> 1. Assess the primary causes of World War I. <u>(e.g., the rise of militarism, alliance systems, nationalism, imperialism, assassination of Archduke Franz Ferdinand, etc.)</u> 2. Describe how trench warfare and advances in military technology affected the course and outcome of World War I. 3. Examine the role of propaganda as a means to mobilize civilian populations during World War I. 4. Evaluate the physical and economic destruction of Europe caused by World War I. 5. Analyze the United States foreign policy shift from isolationism to an <u>increasing</u> role in global affairs <u>during and after World War I.</u> 6. Investigate the issues created by the Treaty of Versailles (1919).
<p>WH 8 Interwar Period Analyze the challenges of the interwar period, emphasizing the rise of totalitarian states.</p>	<ol style="list-style-type: none"> 1. Analyze the Treaty of Versailles as an agent for unrest. 2. Examine the global impact of the Great Depression. 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. 3. Examine how <u>Compare the</u> civil wars in Russia and China <u>and how they</u> led to the growth and spread of Communism. <u>including (e.g., the rise of Vladimir Lenin, and the Bolsheviks in Russia, and Mao Zedong in China, etc.)</u> 4. Analyze Japanese militarism and territorial expansion. <u>including (e.g., Manchuria, and the Rape of Nanjing, etc.)</u>

Standard	Objectives
<p>WH 9 World War II Compare and contrast the causes, effects, and significant events of World War II.</p>	<ol style="list-style-type: none"> 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. 2. Examine how anti-Semism in the 19th century and Nazi ideas about race and nation led to the dehumanization <u>and genocide</u> of Jews and in the Holocaust. 3. Analyze the major turning points of World War II in both the European and Pacific theatres. (<u>e.g., German invasion of Poland, North African Campaign, Battle of Midway, Battle of Stalingrad, D-Day Invasion, Battle of the Bulge, etc.</u>) 4. Trace the geopolitical shifts following World War II, including the bi-polarization and decolonization <u>independence movements</u> of Europe. 5. Explain <u>how the ongoing</u> political and geographic disputes <u>that</u> necessitated the creation of the United Nations. to successfully maintain global order during periods of international unrest, including (e.g., the Atomic Era, and the prevention of war crimes, and “crimes against humanity,” <u>etc.</u>) 6. Explain the origins and significance of the United Nation’s establishment of the modern state of Israel and the reactions by surrounding countries.

Standard	Objectives
<p>WH 10 Cold War 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"> 1. <u>Explain the origins and significance of the United Nation's Partition Plan, establishment of the modern state of Israel, and the reactions by surrounding countries.</u> 2. Investigate the international development of the post-World War II world by analyzing <u>Analyze</u> various economic, political, and military shifts of the Cold War era post-World War II world. ,including (e.g., 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, etc.) 3. Formulate <u>Trace</u> the development of the United States and the Soviet Union as the two Cold War superpowers <u>Superpowers</u>. 4. Analyze <u>Compare and contrast</u> how American democracy and Soviet communism. differed in their methods of ideological expansion, including (e.g., expansionist efforts of the Soviet Union versus America's policy of containment, etc.) 5. Trace the political movements of various nationalist groups and their leaders in Latin America, the Middle East, French-Indochina, and Africa. <u>(e.g., Fidel Castro in Cuba, Ho Chi Minh in Vietnam, Gamal Abdel Nasser in Egypt, etc.)</u> 6. Illustrate <u>Explore</u> the collapse of the Soviet Union. identify (e.g., 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, etc.)

Standard	Objectives
<p>WH11 Contemporary World Debate the changing role of globalization in the contemporary world.</p>	<ol style="list-style-type: none"> 1. Examine social and political issues that helped advance civil and human rights. including (e.g., Mahatma Ghandi in India, Martin Luther King Jr. in the United States, Nelson Mandela in South Africa, , etc.) 2. Examine OPEC's dominance over the world's oil market and its influence in determining the foreign policies of Middle Eastern nations. including (e.g., oil embargos, the Iranian Hostage Crisis, and the Gulf Wars, , etc.) 3. Analyze the aspects of modern domestic and global terrorism. including (e.g., the September 11th attack, the War in Afghanistan, and the rise of ISIS, , etc.) 4. AssessRecognize the <u>global</u> impact of <u>the internet.</u> (e.g., <u>social media platforms and its influence on politics and social movements,</u> global reactions to immigrations, <u>climate change, activism, the rise of global culture, etc.)</u> national deficits, and anti-austerity movements, including the Arab Spring, British Brexit Movement.



US History: 1877 to Present

1 Carnegie Unit

~~Page 83-95~~

*The examples listed within the document are not an exhaustive list.

US History: 1877 to the Present

1 Carnegie Unit

Standard	Objectives
<p>USH 1 Westward Expansion and the New South</p> <p>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"> 1. Illustrate the impact of Manifest Destiny on the economic and technological development of the post-Civil War West.,including <u>(including</u> mining, the cattle industry, and the transcontinental railroad) 2. Compare<u>Trace</u> the changing role of the American farmer. <u>(including</u> establishment of the Granger movement, the Populist Party, and agrarian rebellion over currency issues) 3. Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians. 4. Explain the impact of the Populist movement on the role of the federal government in American Society. 5. <u>Evaluate Reconstruction Amendments, black codes, Jim Crow, disenfranchisement, sharecropping, Plessy vs. Ferguson (1896), and the rise of early Civil Rights Activists as a response to the injustice such as Booker T. Washington, Ida B. Wells-Barnett, and W.E.B. DuBois.</u>

USH 2 | Industrialization

Analyze industrialization and its impact on the United States in the late 19th and early 20th century.

1. Interpret the ~~impact of changes 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, brought by industrialization to the American economy. (including mass production in factories, creation of corporations and monopolies, influence of industrialists like John Rockefeller and Andrew Carnegie, the impact of inventions/innovations and inventors)
2. Compare population ~~percentages, motives, and settlement patterns of immigrants from Asia, Europe, and including Chinese Exclusion Act regarding immigration quotas.~~ changes caused by industrialization. (including settlement patterns of the new immigrants from Europe and China and the nativist reaction evidenced by the Chinese Exclusion Act)
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.~~ industrialization on workers on living conditions linked to urbanization, tenement living, social gospel, Jane Addams, and the lack of city services; the responses of workers to work and life challenges. (including the formation of labor unions, the Knights of Labor, the American Federation of Labor the industrial Workers of the World, the rise of labor leaders, Eugene V. Debs, Samuel Gompers, the impact of strikes, Haymarket Riot, Homestead Strike, and Pullman Strike)
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, and Sherman Antitrust Act)

Standard	Objectives
	<p>5. Trace the evolution from the power of the political machines to Civil Service reform. <u>(including Spoils/patronage system, Tweed Ring, Thomas Nast, and Pendleton Civil Service Act)</u></p>
<p>USH 3 Progressive Movement</p> <p>Evaluate causes, goals, and outcomes of the Progressive Movement.</p>	<p>1. Assess the impact of media <u>and influence of muckrakers</u> on public opinion during the Progressive movement. <u>(including muckrakers, Upton Sinclair, Jacob Riis, and Ida Tarbell)</u></p> <p>2. Trace the development of political, social, and cultural movements and subsequent reforms. <u>(including women’s suffrage, Temperance Movement, and compulsory public education)</u> 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.</p> <p>3. <u>Evaluate the limitation of reform efforts of the voices of the Niagara Movement, the National Association of the Advancement of Colored People (NAACP), Ida B. Wells, Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey in response to Jim Crow Laws, Plessy vs. Ferguson (1896).</u></p> <p>4. Compare and contrast presidential domestic policies of Theodore Roosevelt, William Taft, and Woodrow Wilson. <u>(including trustbusting, Pure Food and Drug Act, Meat Inspection Act, conservation, the Hepburn Act, Federal Reserve, and the Federal Trade Commission)</u></p> <p>5. Trace national legislation <u>including the use of Sherman Antitrust Act, the Clayton Antitrust Act,</u> and constitutional amendments (16 – 19) resulting from and affecting the Progressive Movement. including the Sherman Antitrust Act and the Clayton Antitrust Act</p>

Standard	Objectives
<p>USH 4 Imperialism and WWI</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"> 1. Assess causes of the Spanish-American War. <u>(including yellow journalism, the sinking of the USS Maine, and economic interest in Cuba)</u> 2. Explain the role of the Rough Riders on the iconic status of President Theodore Roosevelt. 3. Analyze consequences of the Spanish-American War. <u>(including territorial expansion in the Pacific and the Caribbean (Treaty of Paris 1898), insurgency in the Philippines, and establishment of the Anti-Imperialist League)</u> 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 Theodore Roosevelt's Big Stick Diplomacy <u>(the Roosevelt Corollary)</u>, William Howard Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy. 7. Evaluate the factors that led to US involvement in World War I. <u>(including the "Lusitania", Zimmerman Telegram, and unrestricted submarine warfare)</u> 8. Investigate controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen points, <u>the Treaty of Versailles of 1919</u>, and the League of Nations. 9. Evaluate the domestic impact of World War I. <u>(including the war mobilization effort, changes in the workforce, the origins of the Great Migration, Schenck vs. United States (1919))</u>

<p>USH 5 1920s – 1930s</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"> 1. 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, and H.L. Mencken, to characterize the era of the 1920s. <u>Analyze the impact of the Lost Generation writers on American culture. (including F. Scott Fitzgerald, Ernest Hemingway, H.L. Mencken, John Steinbeck, and William Faulkner)</u> 3. Determine the <u>impact relationship between of</u> technological innovations and the creation of on increased leisure time. 4. Assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis. 5. Compare and contrast <u>Evaluate</u> 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. <u>(including mass production, the role of credit, and the effect of radio in creating a mass culture,</u> and the cultural changes exemplified by the Great Migration and 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, Zora Neale Hurston, and Langston Hughes. <u>Evaluate the impact of the Harlem Renaissance and Black Nationalism on the social and cultural landscape of America. (including Langston Hughes, Zora Neal Hurston, Marcus Garvey, Louis Armstrong, Duke Ellington, and Ella Fitzgerald)</u> 9. Analyze the Great Depression for its impact on the American family. <u>(including the Bonus Army, Hoovervilles, Dust Bowl, and Dorothea Lange)</u>
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Standard	Objectives
	10. Investigate conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression.
<p>USH 6 Great Depression and New Deal</p> <p>Analyze the causes and effects of the Great Depression and New Deal.</p>	<ol style="list-style-type: none"> 1. Compare <u>Assess</u> the causes of the Great Depression. (<u>including</u> 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 <u>Assess</u> President Herbert Hoover’s initial conservative response to the Great Depression. (<u>including</u> 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. (<u>including</u> Keynesian economics and the effectiveness of New Deal programs in relieving suffering, achieving economic recovery, promoting organized labor, and incorporating reforms) 4. Evaluate the impact of Franklin D. Roosevelt’s presidency on the expansion of federal powers.

<p>USH 7 World War II</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"> 1. Explain the isolationist debate as it evolved from the 1920s <u>through the 1930s</u> to the bombing of Pearl Harbor and the subsequent change in United States' foreign policy. 2. Examine roles of significant World War II leaders. <u>(including Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, Douglas McArthur, and George S. Patton)</u> 3. Describe <u>Identify the impact of</u> military strategies of World War II. <u>(including blitzkrieg, island-hopping, and amphibious landings)</u> 4. Analyze the U.S. response to war crimes committed during World War II <u>like</u> the Holocaust and the Bataan Death March. <u>(including the Nuremberg Trials, and the postwar Universal Declaration of Human Rights)</u> 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 the expansion of the U.S. military through the selective service and the contributions of <u>minority populations. (including Native Americans and African Americans, Japanese Americans, and women)</u> 8. Trace the way in which the U.S. government took control of the economy through rationing, price controls, limitations on labor unions, Executive Order 8802, <u>prohibition of discrimination in the defense industry,</u> the sale of bonds and wage controls. 9. Discuss the impact and challenges faced by women and minorities during the war. <u>(including A. Phillip Randolph, Bracero Program, the Zoot Suit Riots, Double V Campaign, and Rosie the Riveter)</u>
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Standard	Objectives
	10. Summarize the discrimination that Japanese Americans faced during WWII including internment and <i>Korematsu vs. United States</i> (1944).

**USH 8 | Post WWII ~~to the~~
1960s: President Truman and President
Eisenhower**

Assess the evolving role of the U.S. in global affairs and the domestic impact on national security, individual freedoms, and changing culture.

1. Distinguish between cold war and 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 U.S. and U.S.S.R. after WWII.
4. Identify and explain the steps the U.S. took to contain communism during the Truman and Eisenhower administrations.
5. Describe how the Truman doctrine and the Marshall Plan deepened the tensions between the U.S. and the U.S.S.R.
6. Identify the importance of the following on Cold War tensions: Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, and Iron Curtain.
7. Evaluate the role, function, and purpose of the United Nations (UN).
8. Examine the United States' reaction to Communist takeover in China.
9. Summarize the Korean War and its impact on the Cold War.
10. Describe U.S. government efforts to control the spread of communism within the United States and impact of the Red Scare on individual freedoms.
11. Discuss the role of the space race and the arms race in the Cold War. (including 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)

Standard	Objectives
<p>USH 9 <u>President Kennedy</u>, <u>President Johnson</u>, and <u>President Nixon</u></p> <p>Demonstrate an understanding of domestic and international issues from each administration.</p>	<ol style="list-style-type: none"> 1. Analyze the domestic events of Presidents Kennedy, Johnson, and Nixon. <u>(including The New Frontier, Great Society, the Silent Majority, the anti-war and counter-cultural movements, the Watergate scandal, and including the Supreme Court case, U.S. vs. Nixon (1974))</u> 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. 3. Cite and analyze the impact of <u>the African American Civil Rights Movement on other movements. (including other minority groups to those of the Civil Rights Movement led predominantly by African Americans, including American Indian Movement (AIM), United Farm Workers (UFW), and the Disability Rights Movement)</u> 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. <u>(including the Equal Pay Act, and the modern women's movement)</u> 5. Analyze the impact of the environmental movement and the development of environmental protection laws. 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. 7. Analyze the international policies and actions taken as a response to the Cold War. <u>(including U.S. involvement in Cuba, and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution, and de-escalation of Cold War tensions through détente)</u>

Standard	Objectives
<p>USH 10 <u>President Ford</u>, <u>President Carter</u>, <u>President Reagan</u>, and <u>President H.W. Bush</u></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"> 1. Evaluate the conservative movement as a response to social, economic, and environmental issues from 1974 to 1992. (<u>including</u> Moral Majority, <i>Roe v. Wade</i>(<u>1973</u>), <i>Regents of the University of California v. Bakke</i> (1978), <u>and</u> Three Mile Island, and Reaganomics) 2. Analyze <u>President</u> Reagan's and <u>President</u> Bush's international policies. (<u>including</u> the Strategic Defense Initiative, Reagan Doctrine, Iran-Contra, SDI, End of the Cold War, <u>Invasion of Grenada</u>, <u>Invasion of Panama</u>, and Persian Gulf War) 3. Analyze the response of the Carter administration to environmental issues, the Cold War, and conflicts in the Middle East.

Standard	Objectives
<p>USH 11 Civil Rights Movement</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"> 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, 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) 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), and the grassroots efforts of the Civil Rights movement (civil rights foot soldiers)) 4. Describe the development of a the Black Power Movement. (including the ideology of self-defense which inspired the change in focus of the SNCC, the rise of Malcolm X, 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)

Standard	Objectives
<p>USH 12 1992 to the Present</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"> 1. Examine <u>domestic issues</u>. (including the <u>Contract with America</u>, Impeachment Trial of William “Bill” Clinton, Eminent Domain issues, No Child Left Behind, Hurricane Katrina, and Affordable Care Act of 2010) 2. Describe the reactions to <u>domestic and global terrorism</u>. (including trade agreements <u>Oklahoma City bombing</u>, terrorist attack of September 11, 2001, Operation Iraqi Freedom, and the War in Afghanistan, and the <u>U.S.A. P.A.T.R.I.O.T. Act</u>, global and domestic terrorism, <u>Transportation Security Administration</u> (TSA), <u>NAFTA</u>, Homeland Security) 3. <u>Describe issues surrounding the changing global economy</u>. (including <u>North American Free Trade Agreement (NAFTA)</u> climate concerns, immigration, national debt, and technological trends, <u>and global climate concerns</u>) 4. Discuss the <u>historic</u> Presidential Elections of 2000, 2008, and 2016.



United States Government

1/2 Carnegie Unit

~~Page 96-103~~

*The examples listed within the document are not an exhaustive list.

United States Government

½ Carnegie Unit

Standard	Objectives
USG.1 Examine the basic concepts of democracy.	<ol style="list-style-type: none"> 1. Evaluate the fundamental worth and dignity of the individual <u>that all persons are entitled to life, liberty, and due process of law.</u> 2. Examine the equality of all citizens under the law. 3. Compare and contrast majority rule and minority rights. 4. Evaluate the necessity of compromise. 5. Define freedom of the individual. 6. Compare and contrast private and civic life. 7. Analyze the relationship between politics and government.
USG.2 Evaluate the foundational American political principles and the historical events, documents and philosophical ideas that shaped the formation of the United States. <u>Examine the fundamental principles and philosophies that shaped the government of the United States.</u> <i>This section is continued on next page.</i>	<ol style="list-style-type: none"> 1. Trace the development of Athenian democracy and the Roman republic. 2. Compare and contrast <u>Explain how</u> the Magna Carta, English Petition of Right, and English Bill of Rights and their significance on the foundational documents of the United States. 3. 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 <u>in Colonial America.</u> 5. Evaluate the Articles of Confederation as a ruling document.

Standard	Objectives
<p>USG.2 <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. <u>Examine the fundamental principles and philosophies that shaped the government of the United States.</u></p>	<ol style="list-style-type: none"> 6. Analyze the natural rights philosophy expressed in the Declaration of Independence. 7. Examine the importance of Shay's Rebellion in the formation of the Constitution. 8. Compare and contrast the backgrounds <u>Analyze the different beliefs</u> of the Founding Fathers at the Constitutional Convention. 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. 10. Discuss how liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths." 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. <u>(e.g., checks and balances, the importance of an independent judiciary, enumerated powers, rule of law, federalism, etc.)</u> 12. Analyze the creation of the Bill of Rights <u>that guarantees rights and protections of citizens by limiting the government's power.</u> The powers it gives to state governments and the Federal government. 13. Assess how different philosophies and power structures determine economic policies, social welfare policies, and human rights practices. 14. Compare <u>Examine</u> how power is distributed, shared, and limited in shared power and parliamentary systems. divided between the federal and state governments.

Standard	Objectives
	<p>15. Compare federal, confederal, and unitary systems of government to determine the advantages and disadvantages of each.</p>

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

Standard	Objectives
<p>USG.5 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"> 1. Explain the relationship and powers shared between state governments and the national government. 2. Trace the extent to which power is shared by all levels of government. 3. Examine the powers denied to state governments and national government. 4. Evaluate the balance of power between state governments and national government related to funding. 5. Investigate how the amendment process protects both the national government and state governments. 6. Identify the major responsibilities and sources of revenue for state and local governments. 7. Analyze the various interpretations and extent of the federal government's power provided by the Ninth and Tenth Amendments.

Standard	Objectives
<p>USG.6 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"> 1. Examine the civil liberties and rights guaranteed in the Bill of Rights. 2. Explain due process of law as expressed in the Fifth and Fourteenth Amendments. 3. Evaluate the balance between individual liberties and the public order. 4. Analyze changing interpretations of the Bill of Rights over time, particularly the First and Fourteenth Amendments. 5. Analyze judicial activism and restraint as well as the effects of each policy over the decades. 6. Evaluate the effects of the Court's interpretations of the Constitution in <i>Marbury v. Madison</i> (1803), <i>McCulloch v. Maryland</i> (1819), and <i>United States v. Nixon</i> (1974). 7. Investigate the controversies that have resulted over changing interpretations of civil rights. (e.g., <i>Plessy vs. Ferguson</i> (1896), <i>Brown vs. Board Education</i> (1954), <i>Miranda vs. Arizona</i> (1966), <i>Regents of the University of California vs. Bakke</i> (1978), <i>Adrand Constructors, Inc. vs. Pena</i> (1995), <i>United States vs. Virginia (VMI)</i> (1996), etc.)

Standard	Objectives
<p>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.</p>	<ol style="list-style-type: none"> 1. Describe the controversies over campaign funding. 2. Evaluate the decision <i>Citizens United vs Federal Election Commission</i> (2010) on campaign financing. 3. Examine how linkage groups <u>political parties</u> impact primary and general elections as well as citizen involvement in campaigns. 4. Identify major interest groups and their major agenda messages. <u>(e.g., AARP, NRA, ACLU, American Bar Association, American Medical Association, National Chamber of Commerce, Sierra Club, etc.)</u> 5. Evaluate the responsibility of citizens to thoughtfully examine information presented by media and interest groups in forming individual political opinions. 6. Identify the role of journalism in the political process and trace its development over time. 7. Examine the role and history of Political Action Committees and interest groups on the electoral process.

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



Economics

1/2 Carnegie Unit

~~Page 104-111~~

*The examples listed within the document are not an exhaustive list.

Economics

½ Carnegie Unit

Standard	Objectives
E.1 Explain the <u>concepts problem</u> of scarcity, choice, decision making, and opportunity cost.	<ol style="list-style-type: none"> 1. Explain <u>the problem of</u> scarcity and discuss how it is experienced by individuals, governments, and societies. 2. Explain that making good choices should involve trading off the expected value of one opportunity against the expected value of its best alternative all choices involving tradeoffs and opportunity costs. 3. Discuss how the choices people make have both present and future consequences and differ by individuals and societies 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. 4. Explain how choices are constrained by available resources <u>Relate marginal benefit and marginal cost to choice.</u> 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. 6. Relate marginal benefit and marginal cost to choice. 7. Evaluate the role that risk takes in decision making and that risk can be reduced by diversification. 5. <u>Evaluate the role that risk takes in decision making and that risk can be reduced by diversification.</u> 6. <u>Examine the household as a major institution in which consumption and production take place.</u>

Standard	Objectives
E.2 Evaluate different economic systems.	<ol style="list-style-type: none"> 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. <u>Contrast a market economy from a command economy. Discuss the differences among market, command, mixed, and traditional economies.</u> 3. Analyze <u>how the different economic systems answer</u> the three major economic questions: <ul style="list-style-type: none"> • What goods and services will be produced? • How will these goods and services be produced? • Who will consume them? 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. 5. Compare the benefits and costs of different allocation methods.

Standard	Objectives
<p>E.3 Examine how voluntary exchanges and trade are reflections of positive and negative incentives.</p>	<ol style="list-style-type: none"> 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. 2. Explain how free trade increases the worldwide material standard of living. 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. 4. Explain why many nations employ trade barriers to restrict free trade for national defense reasons, to protect protection of key industries, or because some companies and workers are hurt by free trade. <u>and protection of workers.</u> 5. Explain why import restrictions by public policies result in higher prices and decreased job opportunities and profits. 6. Define labor productivity. 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. 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. 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. <u>Evaluate the reasons for international trade. (e.g., comparative advantage, availability of resources, market price, etc.)</u> 10. Define transaction cost and explain why trade increases with if transaction cost decreases. <u>(e.g., the cost of locating buyers or sellers, negotiating the terms of an exchange, ensuring the exchange occurs on the agreed upon terms, etc.)</u> 11. Illustrate how goods can be produced at lowest opportunity cost depending on many factors, including available <u>regarding</u> resources, technology, and political <u>institutions,</u> and economic institutions.

Standard	Objectives
E.4 Analyze the role of price on the market, the buyer, and the seller.	<ol style="list-style-type: none"> 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.

Standard	Objectives
<p>E.5 Analyze the impact of market structures on the economy.</p>	<ol style="list-style-type: none"> 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. 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 a few large firms cause prices to be higher than they would be in more competitive markets. Explore how companies are categorized based on the amount of competition they face. (e.g., monopoly, oligopoly, etc.) 4. Explain the effects of collusion. 5. Examine the household as a major institution in which consumption and production take place. 4. Describe the role of banks and other financial institutions <u>in</u> channel<u>ing</u> funds from savers to borrowers and investors. 5. Explain the purpose of labor unions and how they influence laws created in market economies. 6. 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. 7. Evaluate the factors that regulate price and market security.
<p>E.6 Assess entrepreneurship.</p>	<ol style="list-style-type: none"> 1. Discuss how entrepreneurs organize resources to produce goods and services because they expect to earn profits. 2. Describe how entrepreneurs earn profits and incur losses. 3. Compare and contrast positive and negative aspects of entrepreneurship. 4. Evaluate how entrepreneurial decisions are influenced by tax, regulatory, education, and research support policies.

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

Standard	Objectives
<p>E.9 Describe economic growth and evaluate the cause and effect of economic fluctuations.</p>	<ol style="list-style-type: none"> 1. Describe the characteristics of economic growth in the long and short term. 2. Illustrate how economic growth has been a vehicle for alleviating poverty and raising standards of living. 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. 4. Investigate how lower interest rates encourage investment. 5. Trace how the rate of productivity increase in an economy is strongly affected by the incentives that reward successful innovation and investments. 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, specifically the fluctuations in real GDP around its potential level.

Standard	Objectives
<p>E.10 Evaluate the role of the government in correcting market failures.</p>	<ol style="list-style-type: none"> 1. Describe the reasons for a market failure. 2. Discuss the role of government in the economy 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 <u>address</u> externalities. (e.g., <u>subsidies, laws, government ownership, income redistribution through tax laws, price controls, etc.</u>) 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).
<p>E.11 Compare and contrast fiscal and monetary policy in the United States economy.</p>	<ol style="list-style-type: none"> 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. Differentiate budget deficit, from budget surplus and balanced budget. 5. Explain <u>why and how</u> 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. Differentiate the federal funds rate from the discount rate and the prime rate. 9. Evaluate why the Federal Reserve would increase interest rate targets.

The following classes are
Elective Courses



Introduction to Geography

½ Carnegie Unit

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*The examples listed within the document are not an exhaustive list.

Introduction to Geography	½ Carnegie Unit
Standard	Objectives
ITG.1 Investigate the world using spatial terms and concepts.	<ol style="list-style-type: none"> 1. Evaluate the advantages and disadvantages of the tools used to analyze spatial distributions and patterns on Earth. 2. Utilize maps and geospatial technologies (<u>e.g., GIS, surveying maps, digital globes, GPS, etc.</u>) to explain relationships among peoples, places, and environments. 3. Categorize the geographic organization of people, places, and environments using spatial models. <u>Create, compare, and interpret maps, charts, graphs, and pictures to determine characteristics of world regions.</u>
ITG.2 Assess the nature, genesis, evolution, and meaning of places.	<ol style="list-style-type: none"> 1. Determine how the physical and human characteristics of a place contribute to unique personal, community, and national identities. 2. Describe <u>Analyze</u> the ways that places change as a result of physical and human processes. 3. Investigate how culture and experiences influence the <u>people's</u> perceptions of places. 4. <u>Analyze how technology has changed the rate and scale at which people can modify the physical environment.</u> 5. <u>Compare and contrast how human activities can affect the physical environment, either positively or negatively.</u>

Standard	Objectives
ITG.3 Examine how regions are used to describe the organization of Earth's surface.	<ol style="list-style-type: none"> 1. Analyze regions using formal, functional, and perceptual delineations to recognize the different understandings each delineation produces. 2. Investigate processes and reasons for regional change. <u>(e.g., migration, urbanization, erosion, etc.)</u> 3. Analyze interactions between regions to show transnational relationships, including the flow of commodities and connectivity. 4. Interpret the variable impact of globalization processes on the regions of the world. 5. Examine how perceptions of places are created and changed through direct and indirect experiences. <u>(e.g., movies, music, news, etc.)</u>
ITG.4 Analyze geographic patterns that result from the processes of Earth's physical systems.	<ol style="list-style-type: none"> 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. 2. Illustrate the different effects of the processes that shape the physical environment across the Earth. 3. Compare how ecosystems vary from place to place and over time as a result of physical processes.
ITG.54 Analyze the implications of varying demographic structures within human populations on Earth.	<ol style="list-style-type: none"> 1. Investigate current and historic major migration streams of the United States and the world in terms of time, distance, and cause. 2. Contrast the consequences of migration on people and their origins and destinations. Explain how push and pull factors cause voluntary and involuntary migration with resulting consequences to the countries of origin and of destination. 3. Trace <u>Examine</u> the changes to <u>of</u> human populations from <u>and how</u> the rate of natural increase or decrease <u>can affect a country's ability to function economically, politically, and socially.</u>

Standard	Objectives
ITG.6 5 Evaluate the concept of culture as it relates to places on Earth.	<ol style="list-style-type: none"> 1. Analyze <u>how</u> contact between differing cultures <u>impacts each society</u>. 2. Evaluate how the diffusion of ideas and technologies change the characteristics and distributions of cultures. 3. Explain the existence of cultural landscapes. 3. Describe how <u>Explain why</u> cultural landscapes <u>exist and how they</u> vary across space and time.
ITG.7 6 Examine the patterns and networks of economic interdependence on Earth's surface.	<ol style="list-style-type: none"> 1. Investigate <u>how</u> the ratios of primary, secondary, and tertiary livelihoods and how it differ across the world. 2. Analyze the changes to subsistence and commercial livelihoods over time. 3. Illustrate how <u>and why</u> integrated transportation and communication networks provide essential infrastructure for economic interdependence from local to global scales.
ITG.8 7 Analyze the relationships that occur between boundaries and territorially delaminated entities.	<ol style="list-style-type: none"> 1. Identify different types of territories <u>and analyze how their governments manage and control Earth's surface</u>. 2. Analyze how territories manage and control Earth's surface. 2. Compare the advantages and disadvantages of boundaries that are based on physical and human factors. <u>Explain the role that human and physical features play in determining the boundaries of countries.</u> 3. Examine why international conflict that occurs between boundaries.
ITG.8 <u>Explain the patterns, processes of development, and operation of human settlements.</u>	<ol style="list-style-type: none"> 1. <u>Differentiate among the types of urban land use and analyze how they are systematically arranged.</u> 2. <u>Describe why and how human activities in certain locations have contributed to the development of settlements.</u> 3. <u>Compare and contrast how the number and types of services (e.g., educational, economic, social, etc.) differ for settlements of various sizes.</u>

Standard	Objectives
<p>ITG.9 Interpret how human actions modify the physical environment. Illustrate how human systems develop in response to physical environment conditions.</p>	1.— Interpret how human-induced changes in one place can affect the physical environment in other places. 2.— Analyze how technology has changed the scale at which people can modify the physical environment. 3.— Illustrate how the physical environment can accommodate and be endangered by human activities. 1. <u>Explain how the characteristics of the physical environment can be both opportunities and constraints depending on people’s knowledge, technology, and choices.</u> 2. <u>Explain the processes that produce various environmental hazards.</u> 3. <u>Compare and contrast how people and nations deal with weather, climate, natural disasters, and environmental hazards. (e.g., oil spills, atomic bombs, pollution, etc.)</u>
<p>ITG.10 Explain the patterns, processes of development, and operation of human settlements.</p>	1.— Differentiate the types of urban land use and analyze how they are systematically arranged. 2.— Describe how human activities in certain locations have contributed to the development of settlements. 3.— Contrast how the number and types of services differ for settlements of various sizes.
<p>ITG.11 Illustrate how human systems develop in response to physical environment conditions.</p>	1.— Justify how characteristics of the physical environment can be both opportunities and constraints depending on people’s knowledge, technology, and choices. 2.— Explain the processes that produce various environmental hazards. 3.— Contrast how people perceive, prepare, and cope with environmental hazards in different ways from how they fail to do so.

Standard	Objectives
<p>ITG.12-0 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"> 1. Differentiate <u>Describe</u> how <u>different</u> cultures define and use resources. 2. Analyze the current use of <u>Compare and contrast</u> renewable <u>and</u> nonrenewable, and flow resources with respect to suitability, viability, and sustainability, and examine how their use has lasting impact. 3. Investigate how the main common resources needed by of the contemporary world are formed, extracted, refined, and transported.



Advanced World Geography

1 Carnegie Unit

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*The examples listed within the document are not an exhaustive list.

Advanced World Geography		1 Carnegie Unit
Standard	Objectives	
AWG.1 Describe and explain <u>interpret</u> the world using <u>a variety of sources including spatial terms and concepts.</u> and thinking and employing maps and other geographic representations, tools, and technologies.	<ol style="list-style-type: none"> 1. Trace the development of geographic tools from early representations of the earth to modern geospatial technologies. 2. Evaluate how different types of geographic tools express the relationships among people, places, and environments. <u>(e.g., GIS, surveying maps, cartography, Geo visualization, digital globes, remote sensing, GPS, etc.)</u> 3. Utilize spatial models to explain the geographic organization of people, places, and environments. <u>Create, compare, and interpret maps, charts, graphs, and pictures to determine characteristics of world regions.</u> 	
AWG.2 Appraise <u>Explore</u> the nature, origins, evolution, and meaning of places.	<ol style="list-style-type: none"> 1. Determine how the physical and human characteristics of a place contribute to personal, community, and national identities. 2. Examine the ways that places change as a result of physical and human processes. 3. Distinguish the relative <u>Describe the</u> impact of culture and experience in influencing people's perceptions of places. 	

Standard	Objectives
<p>AWG.3 Determine <u>Evaluate</u> how regions are used to describe the organization of the Earth's surface.</p>	<ol style="list-style-type: none"> 1. Distinguish <u>Differentiate among</u> formal, functional, and perceptual designations of regions. 2. Explain <u>the physical and human</u> factors that impact the characteristics of a region. 3. Examine the characteristics and role of globalization on regions of the world in terms of economics, culture, and technology. 4. Explain how perceptions of regions and the cultures that inhabit them change as a result of direct and indirect experiences. (<u>e.g., music, media, news, etc.</u>)
<p>AWG.4 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"> 1. Explain how <u>natural</u> processes that shape the physical environment <u>and</u> produce different conditions in different places on Earth. (<u>e.g., natural disasters, erosion, weathering, etc.</u>) 2. Describe the impact of physical processes on different types of ecosystems over time.

Standard	Objectives
<p>AWG.5 <u>Evaluate Interpret</u> the characteristics and processes of human population and migration on Earth.</p>	<ol style="list-style-type: none"> 1. Utilize concepts including the <u>Explain the characteristics of a population over time using data related to</u> crude birth rate, crude death rate, infant mortality rate, fertility rate, natural increase rate, and demographic transition models to explain the characteristics of a population over time. 2. Explain the relationship between the <u>socioeconomic</u> status of women and population patterns in a society. <u>(e.g., access to healthcare, access to education, access to professions, legal equity, etc.)</u> 3. Trace the major migration patterns in the United States and the world in terms of distance, origin, cause, and time. 4. Examine the various ways that nations manage intraregional, interregional, and international population flows. 5. Assess <u>Evaluate</u> the conditions which produce refugees, asylum seekers, and internally displaced persons and the processes countries utilize to meet their needs.
<p>AWG.6 Examine the characteristics and <u>factors that contribute to the</u> development of culture.</p>	<ol style="list-style-type: none"> 1. Describe the characteristics that come to define a culture over time. 2. Explain the <u>Compare and contrast major world religions and their</u> impact of religion on the development and values of a culture. 3. Distinguish characteristics of folk culture and pop culture and examine the role of each in societies. 4. Examine the economic and political factors that affect how and where cultures spread.

Standard	Objectives
<p>AWG.7 Explain the patterns and networks of economic interdependence on <u>Earth's surface around the world.</u></p>	<ol style="list-style-type: none"> 1. Categorize economic activities as primary, secondary, or tertiary. 2. Distinguish <u>Explain the differences between</u> subsistence and commercial livelihoods and trace how people <u>why</u> groups of people change move from one to the other over time. 3. Identify <u>Define</u> economic globalization and explain its impact on places, populations, and environments. 4. Examine the role of technologies including communications, transportation, and infrastructure in the emergence of global economic interdependence.
<p>AWG.8 Analyze the patterns of human settlements and explain their development and operation.</p>	<ol style="list-style-type: none"> 1. Explain how human activities have contributed to the development of settlements in particular locations. 2. Distinguish <u>among</u> the various types of settlements and explain differences in the number and types of services they provide. 3. Examine patterns of urban land use and development including organizational models and drivers of expansion, decline, and rejuvenation. <u>Examine the reasons behind the increase and/or decrease of urbanization in the world and the economic, social, and political implications.</u>
<p>AWG.9 Describe and analyze boundaries and political entities and the cooperation and conflicts that occur among them.</p>	<ol style="list-style-type: none"> 1. Analyze the advantages and disadvantages of political and other boundaries that are based on physical and human factors. 2. Explain how countries and organizations make agreements to cooperate in <u>managing natural resources on a global scale. (e.g., United Nations, European Union, NATO, Warsaw Pact, NAFTA, Silk Road, African Union, etc.)</u> 3. Describe <u>Examine</u> how conflict occurs at the international level because of disagreements over the division, control, and management of natural resources. (e.g., World Wars, Vietnam, North Korea, Ukraine and Russia, etc.)

Standard	Objectives
<p>AWG.10 <u>Demonstrate and explain</u> how human actions modify the physical environment.</p>	<ol style="list-style-type: none"> 1. Describe how human-induced changes in one place can affect the physical environment in other places. 2. Explain how the use of technology has changed the scale <u>and rate</u> at which people can modify the physical environment. 3. Describe how <u>Compare and contrast how human activities can affect the physical environment</u> can accommodate and be endangered by human activities either positively or negatively. (e.g., conservation, crop rotation, tourism, wildfires, etc.)
<p>AWG.11 Explain how human systems develop in response to physical environmental conditions.</p>	<ol style="list-style-type: none"> 1. Explain how characteristics of the physical environment can both hinder and advance development. 2. Explain <u>Evaluate</u> how <u>human</u> processes carried out by humans threaten environmental sustainability. 3. Describe how people perceive, prepare, and cope with environmental hazards and disasters. (e.g., hurricanes, earthquakes, oil spills, flooding, etc.)
<p>AWG.12 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"> 1. Describe the role of culture <u>Explain how culture plays a role</u> in <u>the</u> perceptions and uses of <u>natural</u> resources. 2. Distinguish and analyze renewable and nonrenewable resources with respect to suitability, viability, and sustainability. 3. Assess how the most common resources of the contemporary world are extracted, refined, and transported.



African American Studies

1 Carnegie Unit

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*The examples listed within the document are not an exhaustive list.

African American Studies		1 Carnegie Unit
Standard	Objectives	
AAS.1 <u>Examine the influence of geography on the economic, political, and social development of slavery in the United States. Examine African culture and narratives leading up to the slave trade (e.g., Mansa Musa, slavery in Africa) and the influence of African culture in the social, political, and economic development of slavery in the United States for both the enslaved and the colonists.</u>	<ol style="list-style-type: none"> 1. <u>Analyze the geographical, historical, economic, cultural, political, and scientific life of African people prior to European exploration.</u> 2. Analyze the economic, political, <u>geographical</u>, and social reasons for focusing the slave trade on Africa. <u>including (e.g., the role of Africans, Europeans, and colonists, etc.)</u> 3. Assess the role of geography on the growth and development of slavery. 4. Analyze the <u>economic and cultural</u> impact of the slave trade on Africa and the colonies. 5. Identify and explain the Middle Passage as one of the largest forced migrations in human history. 	
AAS.2 Analyze the justifications and ramifications of slavery between 1619 and 1860.	<ol style="list-style-type: none"> 1. Analyze the economic, social, religious, and legal justifications for the establishment and continuation of slavery. <u>(e.g., 3/5th Compromise, Fugitive Slave Act, Dred Scott, etc.)</u> 2. Identify and evaluate the various ways Africans in Americas resisted slavery. <u>(e.g., Haitian Revolution, Nat Turner, Denmark Vesey, Gabriel Prosser, etc.)</u> 3. Analyze the role slavery played in the development of nationalism and sectionalism. <u>(e.g., Bleeding Kansas, proslavery vs. anti-slavery debate, etc.)</u> 4. Assess the development of the abolitionist movement and its impact on slavery and the nation. <u>(e.g., John Brown and the raid on Harper's Ferry, Harriet Beecher Stowe's Uncle Tom's Cabin, David Walker, Maria Stewart, etc.)</u> 	

Standard	Objectives
<p>AAS.3 Differentiate between African American life and cultural contributions through 1860.</p>	<ol style="list-style-type: none"> 1. Compare and contrast African American urban and rural communities in the North and the South. 2. Analyze the African American family in antebellum America. 3. Trace the development of African American institutions, including religion, education, and benevolent organizations <u>and possible constraints against their development. (e.g., AME Church in Philadelphia and other “Invisible Churches,” Prince Hall Masons, etc.)</u> 4. Identify and explain the contributions of African Americans in science and the arts. <u>(e.g., George Washington Carver, Edmonia Lewis, Lewis Latimer, Sarah Breedlove Walker, Elijah McCoy, etc.)</u>
<p>AAS.4 Evaluate the roles of African Americans during the Civil War and Reconstruction.</p>	<ol style="list-style-type: none"> 1. Analyze President Lincoln's views on slavery and the status of freed slaves in the United States. 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. <u>(e.g., 54th Massachusetts Regiment, the 13th U.S. Colored Troops, etc.)</u> 3. Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen. 4. Assess the successes and failures of Reconstruction as they relate to African Americans. <u>(e.g., forty acres and a mule, voting, Clinton Massacre, etc.)</u>

Standard	Objectives
<p>AAS.5 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"> 1. Assess the <u>de facto</u> economic and social impact of Jim Crow laws on African Americans, <u>including the Tulsa Massacre and Red Summer. (e.g., poll tax, Grandfather Clause, Plessy vs. Ferguson, etc.)</u> 2. Analyze the <u>de jure</u> legal ramifications of segregation laws and court decisions on American society. 3. Compare and contrast the political movements that developed in response to Jim Crow laws. <u>including (e.g., 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, etc.)</u> 4. Compare and contrast the African American political and legal personalities of the time period and their impact on American society. <u>including (e.g., Samuel McElwee, Robert Church Sr., Ida B. Wells, Randolph Miller, and James Napier, Booker T. Washington, W.E.B. Du Bois, etc.)</u> 5. Describe the development of African American institutions <u>such as post-Reconstruction. (e.g., religion, education, and benevolent organizations, etc.)</u> 6. Evaluate the economic, cultural, political, and social impact of African American migration within and from the South. <u>including (e.g., the Exodusters, Benjamin Pap Singleton, and 2nd Great Migration, etc.)</u> 7. Describe the impact of African American regiments on the western campaigns, the Spanish American War, and World War I. <u>including (e.g., Buffalo Soldiers, and George Jordan, 3rd North Carolina, 6th Virginia, 7th and 10th Immunes, the Harlem Hellfighters, etc.)</u>

Standard	Objectives
<p>AAS.6 Trace the cultural contributions made by African Americans <u>to the arts post-Reconstruction. during the Harlem Renaissance.</u></p>	<ol style="list-style-type: none"> 1. Assess the literary contributions made by African Americans. <u>(e.g., Zora Neal Hurston, Richard Wright, Ida B. Wells, Nikki Giovanni, etc.)</u> 2. Describe the contributions of African Americans to the performing arts, <u>including (e.g., Fisk Jubilee Singers, W.C. Handy, John Work III, and DeFord Bailey, etc.)</u> 3. Describe the contributions of African Americans to the visual arts, <u>including (e.g., Edmondson Williams, <u>Edmonia Lewis, Jean-Michel Basquiat, etc.)</u></u> 4. Evaluate the impact of the African American media on American life. <u>(e.g., Black Press: Chicago Defender, Pittsburg Courier, The Crisis, etc.)</u> 5. Analyze reactions of Americans to the Harlem Renaissance.
<p>AAS.7 Analyze the conditions and contributions of African Americans during the Great Depression and World War II.</p>	<ol style="list-style-type: none"> 1. Analyze the impact of the Great Depression and the New Deal on the lives of African Americans. 2. Evaluate the continued quest for civil rights in America. 2. Describe the effects of African American "pop" culture of the 1930s and 1940s. <u>(e.g., big band, jazz, the blues, swing, etc.)</u> 3. Analyze the impact of racism in America during World War II. <u>Analyze how African Americans use the Double-V Campaign to address the issues of racism in the United States and fascism in Europe during World War II.</u> 4. Evaluate the contributions of African Americans <u>women in the Civilian Workforce and African American men in the military</u> during World War II. <u>(e.g., Tuskegee Airman, 761st Black Panther Tank Battalion, etc.)</u> 5. Explain how World War II laid the groundwork for the modern Civil Rights Movement. <u>(e.g., Medgar Evers, A. Philip Randolph, Jesse Owens, etc.)</u>

Standard	Objectives
<p>AAS.8 Analyze the successes and failures <u>challenges</u> of the Civil Rights Movement in the United States.</p>	<ol style="list-style-type: none"> 1. Explain how legal victories prior to 1954 inspired and propelled the Civil Rights Movement. <u>(e.g., Amistad, Elizabeth Freeman, Jennings vs Third Ave. Railroad, Sweatt vs Paint, McLaurin vs Oklahoma State Regents, etc.)</u> 2. Describe the impact of <i>Brown vs Board of Education of Topeka, Kansas</i> and evaluate the resistance and reaction to it <u>such as private academies and citizens' councils.</u> 3. Define various methods used to obtain civil rights. <u>(e.g., boycotts, demonstrations, sit-ins, marches, freedom rides, etc.)</u> 4. Identify various organizations and their role in the Civil Rights Movement. <u>including (e.g., the Highlander Folk School, SNCC, CORE, SCLC, the Deacons for Defense, etc.)</u> 5. Assess the extent to which the Civil Rights Movement transformed American politics and society. <u>(e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX, ADA, etc.)</u> 6. Determine the impact of the Vietnam War on the Civil Rights Movement. <u>(e.g., Cassius Clay, etc.)</u>

Standard	Objectives
<p>AAS.9 Debate the issues confronting contemporary African Americans in the continuing struggle for equality.</p>	<ol style="list-style-type: none"> 1. Identify and analyze how the changing political environment has impacted civil rights. 2. Describe how African Americans have responded to or engaged in political conservatism. 3. Compare and contrast the responses of African Americans to the economic, social, and political challenges of contemporary America. 4. Identify and evaluate major contemporary African American issues confronting society. <u>including (e.g., affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime, etc.)</u> 5. Analyze the impact of immigration and migration on the lives of African Americans in contemporary America. 6. Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society. <u>in general, including (e.g., Wilma Rudolph, Tina Turner, and Oprah Winfrey, the Williams Sisters, Beyonce, President Barack Obama, Kamala Harris, Kobe Bryant, etc.)</u>



History of the Ancient Middle East

1 Carnegie Unit

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*The examples listed within the document are not an exhaustive list.

History of the Ancient Middle East

1 Carnegie Unit

Standard	Objectives
HAME.1 Contrast how geography, economics, and politics have influenced the development of the ancient Middle East.	<ol style="list-style-type: none"> 1. Examine the advantages of living in a river valley or coastal region as compared to inland areas of the Middle East. 2. Describe major events in the development and decline of regional empires. including: (e.g., Sumerians, Egyptian, Assyrian, Babylonian, Medo-Persian, Greek, and Roman, etc.) 3. Examine the development of Israel as a civilization.
HAME.2 Trace the relationship of people, places, and environments throughout time. <u>from B.C. to A.D.</u>	<ol style="list-style-type: none"> 1. Analyze the accomplishments and failures <u>challenges</u> of key people <u>regional empires</u> of the Middle East from 2000 B.C. to 100 A.D. 2. Critique <u>Examine</u> the conflicts over the land of Palestine from 2000 B.C. to 100 A.D. 3. Analyze the movements and interactions of various groups of people in the ancient Middle East. 4. Discuss the impact of war and conflict on different groups from 2000 B.C. to 100 A.D.
HAME.3 Examine the contributions made by archaeological work in the Middle East.	<ol style="list-style-type: none"> 1. Define the science of archaeology. 2. Review archaeological finds in the <u>dealing with ancient</u> Middle Eastern <u>civilizations from 2000 B.C. to 100 A.D. (e.g., findings at Saqqara, findings at Gaza, etc.)</u> 3. Critique <u>Evaluate</u> the impact of archaeology related to various documents. including: (e.g., Hammurabi's Code, the Bible, Dead Sea scrolls, etc.)

Standard	Objectives
HAME.4 Describe the impact of science and technology on the historical development of the Middle East.	<ol style="list-style-type: none"> 1. Explain how technological development transformed agriculture and customs of the ancient Middle East. 2. Describe the transition from the barter system to monetary system. <i>including: (e.g., coinage, etc.)</i>
HAME.5 Demonstrate the ability to apply and interpret social studies tools. <i>including: (e.g., timelines, maps, globes, graphs, compass, technology, political cartoons, primary and secondary documents, charts, etc.)</i>	<ol style="list-style-type: none"> 1. Locate and label selected physical features of the Middle East. <i>(e.g., Red Sea, Mediterranean Sea, Persian Gulf, Arabian Sea, Zagros Mountains, etc.)</i> 2. Compare and contrast ancient political boundaries with those of modern independent nations.
HAME.6 Debate the similarities and differences of ancient Middle Eastern cultures.	<ol style="list-style-type: none"> 1. Compare and contrast the religious practices, rituals, and traditions of ancient Middle Eastern cultures. 2. Analyze examples of cultural contributions made by <u>the</u> various ancient civilizations of the Middle East. 3. Examine the roles, status, and interaction of diverse groups of people, <i>including: (e.g., parents, children, men, women, slaves, etc.)</i> within various ancient Middle Eastern societies. 4. Analyze selected examples of ancient Middle Eastern literature. <i>including: (e.g., legends, poetry, prophecy, and wisdom literature, etc.)</i>

Standard	Objectives
<p>HAME.7 Analyze the development of social and political systems in the ancient Middle East.</p>	<ol style="list-style-type: none"> 1. Compare and contrast political systems of the ancient Middle East. <u>(e.g., Persian, Egyptian, Sumerian, etc.)</u> 2. Discuss major political movements from 2000 B.C. to 100 A.D. 3. Describe the warfare, weaponry, and resolution of conflicts in the ancient Middle East. 4. Analyze the development and expansion of various legal systems. including: <u>(e.g., Hebrew, Roman, Sumerian, Egyptian, etc.)</u> 5. Show the impact of various empires on developing social structures of the ancient Middle East. 6. Summarize the effects of early religious teachings on ancient and modern social structures. including: <u>(e.g., Hebrew, Christian, Roman, Persian, and Egyptian, Sumerian, etc.)</u>

Problems of American Democracy

1 Carnegie Unit

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*The examples listed within the document are not an exhaustive list.

Problems of American Democracy

1 Carnegie Unit

Standard	Objectives
PAD.1 Examine the historical, economic, and political factors that played a role in the shaping of the U.S. Constitution.	<ol style="list-style-type: none"> 1. Compare and contrast the concepts of state and national sovereignty as illustrated in the Articles of Confederation and the Constitution. 2. Describe the monetary and trade practices of U.S. states in the 1780s and their consequences. 3. Connect the enumerated powers given to the federal government under the Constitution to the national problems <u>Analyze challenges</u> that emerged in the 1780s they were meant to address <u>and how the enumerated powers in the Constitution aimed to correct these issues.</u> 4. Analyze the use of the separation of powers as a mechanism for federal accountability and limited powers.
PAD.2 Describe the patterns of conflict and cooperation between the emerging United States and Native Americans from colonial times through the antebellum period.	<ol style="list-style-type: none"> 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. 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. 3. Identify and describe major events and turning points in the relationship between the United States and Native Americans in the early nineteenth century, <u>including the Indian Removal Act.</u> 4. Assess the impact of westward expansion on Native American populations.

Standard	Objectives
<p>PAD.3 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"> 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. 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. 3. Analyze the economic factors that led to the Panic of 1907 and the Federal Reserve Act of 1913. 4. Describe the economic conditions that led to the Great Depression and the federal interventions and safety net programs that developed as a result. 5. <u>Examine Franklin D. Roosevelt's use of Keynesian economics over <i>laissez-faire</i> economic policies to attempt to solve the issues of the Great Depression.</u> 6. 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.

Standard	Objectives
<p>PAD.4 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"> 1. Describe the origins and development of early public education in New England from the Colonial Period to the mid-1800s. 2. Explain the conditions and prevailing perspectives in New York State leading up to the passage of the Free Schools Law in 1849. 3. Trace the spread and development of public education throughout the U.S. through the late 1800s and 1900s <u>including the Committee of Ten.</u> 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. <u>(e.g., Brown vs Board of Education (1954), No Child Left Behind Act, emergence of charter schools, Every Student Succeeds Act etc.)</u>
<p>PAD.5 Examine the political, economic, and cultural conditions that led to the U.S. Civil War.</p>	<ol style="list-style-type: none"> 1. Describe the economic characteristics of the North and South in the early-to-mid-nineteenth century that contributed to sectional political conflict <u>specifically the American institution of slavery and its role in southern antebellum economy.</u> 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. 3. Assess the response of the U.S. government to the secession of southern states following the election of Abraham Lincoln as president.

Standard	Objectives
<p>PAD.6 Analyze the effectiveness of Reconstruction policies in the United States following the Civil War.</p>	<ol style="list-style-type: none"> 1. Evaluate the efforts to rebuild the Union and restore southern states during Reconstruction. 2. Identify and describe the significance of the 13th, 14th, and 15th amendments to the U.S. Constitution. 3. Assess efforts by former Confederate states to disenfranchise black voters during the late 1800s including the use of poll taxes and literacy tests. 4. Assess economic and cultural conditions in the North that impacted Reconstruction policies.
<p>PAD.7 Evaluate the impact of industrialization of the living conditions of U.S. citizens.</p>	<ol style="list-style-type: none"> 1. Explain the geographic and social changes that resulted from industrialization in the U.S. in the late 1800s and early 1900s. 2. Assess challenges faced by workers, especially immigrants, in factories during the early twentieth century, <u>and the creation of labor unions to address these issues.</u> 3. Define muckraker and describe the role of journalism in bringing awareness to concerns and abuses related to industrialization. 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.

Standard	Objectives
<p>PAD.8 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"> 1. Trace accomplishments and setbacks related to the enfranchisement of African Americans during Reconstruction. 2. Describe the social, economic, and political disenfranchisement of African Americans under the Jim Crow laws. 3. Examine the rise of the Civil Rights Movement in the 1950s and the goals, strategies, and accomplishments of the movement.
<p>PAD.9 Describe the major events in U.S. history related to the rights and status of women.</p>	<ol style="list-style-type: none"> 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 19th 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 rational <u>push</u> for <u>equality for women starting with the 18th Amendment through Title IX. the Equal Rights Amendment (ERA) and trace the efforts to pass the ERA throughout the 1900s.</u>

Standard	Objectives
<p>PAD.10 Examine contemporary challenges faced by American democracy as a result of political, economic, and technological changes.</p>	<ol style="list-style-type: none"> 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.



Psychology I

½ Carnegie Unit

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*The examples listed within the document are not an exhaustive list.

Psychology I		½ Carnegie Unit
Standard	Objectives	
PSY. I.1 Describe the historical traditions, perspectives, career opportunities, and modern empirical nature of <u>the</u> psychological inquiry.	<ol style="list-style-type: none"> 1. Identify the major historical traditions in psychology. including: (e.g., structuralism, functionalism, behaviorism, Gestalt psychology, psychodynamics, and humanistic psychology, <u>etc.)</u> 2. Explain the influence of various perspectives including: (e.g., biological, social, behavioral, cognitive, <u>etc.)</u> on approaches to empirical investigation in psychology. 3. Distinguish modern psychological science from historical perspectives on the mind and contemporary and historical examples of pseudo psychology. 	
PSY. I.2 Distinguish the various methods and tools employed by researchers to explain human mental and behavioral processes.	<ol style="list-style-type: none"> 1. Explain the scientific method and the role of experimental research in determining cause and effect relationships. 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. 	

Standard	Objectives
<p>PSY. I.3 Appraise <u>Describe</u> the biological structures and processes that give rise to and influence human behavior and cognitive experiences.</p>	<ol style="list-style-type: none"> 1. Illustrate the structures of a neuron and the process of neural transmission. 2. Identify the role of neurotransmitters on human behavior and cognitive experiences. 3. Sketch the major structures of the brain <u>and describe their functions.</u> including: (e.g., the cerebellum, brain stem, limbic system, and cortex) and describe their functions.
<p>PSY. I.4 Explain the ways in which human sensory and perceptual systems translate and interpret information from the environment.</p>	<ol style="list-style-type: none"> 1. Explain the concept of transduction and outline the ways in which stimuli in the environment are translated into sensory experiences. 2. Demonstrate absolute and difference thresholds as they relate to vision, hearing, smell, taste, and touch. 3. Differentiate between sensation and perception. 4. Examine the factors that influence perception. <u>including: (e.g., top-down and bottom-up processing, priming forces, expectancy bias, environmental factors, perceptual sets, and change blindness, etc.)</u>
<p>PSY. I.5 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"> 1. Diagram the stages of the sleep cycle and the characteristics and brain wave patterns of each. 2. Examine the major disorders associated with sleep. <u>including: (e.g., insomnia, night terrors, sleep apnea, and narcolepsy, etc.)</u> 3. Distinguish the impacts of various drugs, <u>including: (e.g., depressants, stimulants, opiates, and hallucinogens, etc.)</u> on consciousness and mental and physical health.

Standard	Objectives
<p>PSY. I.6 Describe the processes through which humans learn, including behavioral and cognitive learning processes.</p>	<ol style="list-style-type: none"> 1. Interpret the major elements of classical conditioning. including: (e.g., conditioned and unconditioned stimuli, conditioned and unconditioned responses, neutral stimuli, acquisition, and stimulus generalization, etc.) 2. Explain the development of operant conditioning and evaluate the usefulness of reward versus punishment as it relates to learning. 3. Examine cognitive and observational learning processes.
<p>PSY. I.7 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"> 1. Diagram the stages of memory formation including: (e.g., the processes of sensory memory, working memory, and long-term memory, etc.) 2. Distinguish between concepts, concept hierarchies, schemas, and prototypes.
<p>PSY. I.8 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"> 1. Explain the universal nature of emotions and emotional expression. including (e.g., the works of Paul Ekman, and Robert Plutchik, and the concept of display rules, etc.) 2. Compare and contrast theories of emotion. including (e.g., James-Lange, Canon-Bard, Schachter-Schacter-Singer (Two Factor), Cognitive Appraisal, and Opponent Process theories, etc.) 3. Discuss emotional intelligence and its impact on mental wellness and interpersonal relationships.
<p>PSY.9 Discuss the role of biological drives and motivations on human behavior and cognitive processes.</p>	<ol style="list-style-type: none"> 1.—Distinguish between intrinsic and extrinsic sources of motivation. 2.—Describe the concept of need for achievement and its significance in understanding motivational differences among people. 3.—Employ Maslow's Hierarchy of Needs to understand human behavioral priorities.

Standard	Objectives
<p>PSY.10 Breakdown the various theories of human cognitive and social development.</p>	<ol style="list-style-type: none"> 1.—Recall biological concepts related to human development including genetic structure, prenatal development, and infancy. 2.—Trace the physical development and the development of motor skills through early childhood. 3.—Diagram Piaget’s Stages of Cognitive Development and describe the characteristics of each stage. 4.—Compare and contrast cognitive and social perspectives of an individual through Erikson’s Psychosocial Stages of Development. 5.—Examine theories of moral development including Kohlberg’s Stages of Moral Reasoning.
<p>PSY.11 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"> 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. 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. 3.—Describe the five-factor model of personality. 4.—Explain methods used by researchers to assess personality, including: projective tests and personality inventories.

Standard	Objectives
<p>PSY.12 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"> 1.—Appraise theories of intelligence including Spearman’s g factor, Sternberg’s triarchic theory, and Gardner’s theory of multiple intelligences. 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). 3.—Examine the history of cultural bias in intelligence measures and the sociocultural underpinnings of those processes.
<p>PSY.13 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"> 1.—Examine the role of the stress response and its contribution to physical and psychological health. 2.—Describe the field of positive psychology and its application of psychological concepts to improve mental well-being. 3.—Appraise the role of sleep, self-concept, need for achievement, and interpersonal relationships in establishing healthy cognitive and emotional processes.
<p>PSY.14 Describe major psychological disorders, their symptoms, and classifications.</p>	<ol style="list-style-type: none"> 1.—Differentiate the different types of mental illness including mood disorders, dissociative disorders, personality disorders, anxiety disorders, somatoform disorders, and schizophrenia. 2.—Employ the DSM-V as a tool for diagnosing mental disorders as illustrated in case studies.

Standard	Objectives
<p>PSY.15 Explain the methods used by mental health professionals to treat people living with mental illness.</p>	<ol style="list-style-type: none"> 1.—Distinguish between the work of a psychiatrist and psychologist in treating mental illness. 2.—Examine the role of stigma in preventing people from accessing adequate mental healthcare. 3.—Compare and contrast psychodynamic, humanistic, and behavioral therapies in the treatment of mental disorders. 4.—Describe the usefulness of cognitive therapy, cognitive-behavioral therapy, and group therapies in the treatment of mental disorders.
<p>PSY.16 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"> 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.



Psychology II

½ Carnegie Unit

*The examples listed within the document are not an exhaustive list.

**Pre-requisite Psychology I

<u>Psychology II</u>	<u>½ Carnegie Unit</u>
<u>Standard</u>	<u>Objectives</u>
<u>PSY.II.1</u> <u>Discuss the role of biological drives and motivations on human behavior and cognitive processes.</u>	<ol style="list-style-type: none"> 1. <u>Distinguish between intrinsic and extrinsic sources of motivation.</u> 2. <u>Describe the concept of need for achievement and its significance in understanding motivational differences among people.</u> 3. <u>Employ Maslow's Hierarchy of Needs to understand human behavioral priorities.</u>
<u>PSY.II.2</u> <u>Breakdown the various theories of human cognitive and social development.</u>	<ol style="list-style-type: none"> 1. <u>Recall biological concepts related to human development. (e.g., genetic structure, prenatal development, infancy, etc.)</u> 2. <u>Trace the physical development and the development of motor skills through early childhood.</u> 3. <u>Diagram Piaget's Stages of Cognitive Development and describe the characteristics of each stage.</u> 4. <u>Compare and contrast cognitive and social perspectives of an individual through Erikson's Psychosocial Stages of Development.</u> 5. <u>Examine theories of moral development, including Kohlberg's Stages of Moral Reasoning.</u>

<p><u>PSY.II.3</u> <u>Outline the major personality theories, assessments, and practices of type and trait theorists and justify the practical applications of their work.</u></p>	<ol style="list-style-type: none"> 1. <u>Compare and contrast Freudian and Neo-Freudian perspectives on personality. (e.g., Freudian model of the mind, the unconscious mind, archetypes, neuroticism, basic anxiety, inferiority complex, etc.)</u> 2. <u>Explain behavioral, social-cognitive, and humanistic concepts related to personality. (e.g., reciprocal determinism, locus of control, unconditional positive regard, the fully functioning person, etc.)</u> 3. <u>Describe the five-factor model of personality.</u> 4. <u>Explain methods used by researchers to assess personality. (e.g., projective tests, personality inventories, etc.)</u>
<p><u>PSY.II.4</u> <u>Outline the historical progression of intelligence research and explain the major theories of intelligence including the works of Charles Spearman, Robert Sternberg, and Howard Gardner.</u></p>	<ol style="list-style-type: none"> 1. <u>Discuss theories of intelligence. (e.g., Spearman's g factor, Sternberg's triarchic theory, Gardner's theory of multiple intelligences, etc.)</u> 2. <u>Describe historical and contemporary tools for measuring intelligence. (e.g., the intelligence quotient, the roles they play in categorizing intellectual ability, normal range, intellectual disability, giftedness, etc.)</u> 3. <u>Examine the history of cultural bias in intelligence measures and the sociocultural underpinnings of those processes.</u>

<p>PSY.II.5 <u>Identify the conditions that lead to mental wellness, including a positive self-concept, healthy cognitive processes, and edifying interpersonal relationships.</u></p>	<ol style="list-style-type: none"> 1. <u>Examine the role of the stress response and its contribution to physical and psychological health.</u> 2. <u>Describe the field of positive psychology and its application of psychological concepts to improve mental well-being.</u> 3. <u>Examine the role of sleep, self-concept, need for achievement, and interpersonal relationships in establishing healthy cognitive and emotional processes.</u> 4. <u>Discuss the role of poor mental health and its negative effects. (e.g., self-harm, eating disorders, etc.)</u>
<p>PSY.II.6 <u>Describe major psychological disorders, their symptoms, and classifications.</u></p>	<ol style="list-style-type: none"> 1. <u>Define the different types of mental illness. (e.g., mood disorders, dissociative disorders, personality disorders, anxiety disorders, somatoform disorders, schizophrenia, etc.)</u> 2. <u>Employ the DSM-V as a tool for diagnosing mental disorders as illustrated in case studies.</u>
<p>PSY.II.7 <u>Explain the methods used by mental health professionals to treat people living with mental illness.</u></p>	<ol style="list-style-type: none"> 1. <u>Distinguish between the work of a psychiatrist and psychologist in treating mental illness.</u> 2. <u>Examine the role of stigma in preventing people from accessing adequate mental healthcare.</u> 3. <u>Compare and contrast psychodynamic, humanistic, and behavioral therapies in the treatment of mental disorders.</u> 4. <u>Describe the usefulness of cognitive therapy, cognitive-behavioral therapy, and group therapies in the treatment of mental disorders.</u>

<p>PSY.II.8 <u>Describe the influence of social factors on individual cognition and behavior including conformity, obedience, the bystander effect, bias, and polarization.</u></p>	<ol style="list-style-type: none"> 1. <u>Describe the concept of social role and conformity as illustrated in the Stanford Prison Experiment and other studies.</u> 2. <u>Explain the findings of obedience and conformity as illustrated in the research of Stanley Milgram and Solomon Asch.</u> 3. <u>Examine the concepts of bias, polarization, and the bystander effect.</u> 4. <u>Identify the major elements of behavioral economics as evidenced by the research of Amos Tversky, Daniel Kahneman, and Dan Ariely.</u>



Sociology

½ Carnegie Unit

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*The examples listed within the document are not an exhaustive list.

Sociology		½ Carnegie Unit
Standard	Objectives	
SOC.1 Explain the development of sociology as a scientific field of study and the methods used by sociologists to study human social systems.	<ol style="list-style-type: none"> 1. Explore the sociological perspective and the methods used by sociologists to explore that perspective. 2. Identify patterns related to social structures and interactions and the role of the individual in participating in those structures. 3. Trace the growth of sociology from Weber to modern day sociology and explain how theoretical perspectives changed over time. 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. 	
SOC.2 Evaluate the role of culture throughout the world.	<ol style="list-style-type: none"> 1. Define culture. 2. Distinguish the components of symbolic culture. 3. Differentiate between subcultures and countercultures. 4. Identify elements that are culturally universal. 5. Describe the impact of modern technology on cultures throughout the world. 	

Standard	Objectives
<p>SOC.3 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>	<p>1. Define human nature.</p> <ol style="list-style-type: none"> 1. Identify major patterns of life cycle change. including: (e.g., Erikson's Stages of Psychosocial Development, Piaget's Stages of Cognitive Development, and Kohlberg's Stages of Moral Reasoning, etc.) 2. Compare the life cycle patterns to human interactions that are common among various social groups composed of diverse demographic patterns. 3. 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. 4. Explain the various types of family units, the roles of each family member, and the impact of cultural and economic factors on family functioning. 5. Describe societal institutions including schools, churches, non-profit, media, and government organizations, and their impacts on communities and families. 6. Interpret the ways in which cultural and social forces impact an individual's values, behaviors, self-concept, and temperament. 7. Compare how various cultures deal with death and dying.
<p>SOC.4 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"> 1. Define deviance and conformity. 2. Compare various perspectives on deviance. including: (e.g., Symbolic Interactionist, Functionalist, and Conflict Perspectives, etc.) 3. Examine society's reaction to deviance.

Standard	Objectives
<p>SOC.5 Appraise <u>Define</u> the roles of group dynamics in on the behavior of an individual and the impact of group dynamics on the effectiveness and efficiency of societies, including work groups in commercial, governmental, and non-profit organizations.</p>	<ol style="list-style-type: none"> 1. Define bureaucracy. 2. <u>Define economic systems that impact societies. (e.g., communism, socialism, fascism, capitalism, etc.)</u> 3. Compare the views of Marx and Weber on bureaucracies. 4. Identify the characteristics of a bureaucracy. 5. Explore the problems that exist within bureaucracies that are universal.
<p>SOC.6 Describe theories and processes related to human social networks.</p>	<ol style="list-style-type: none"> 1. Trace the development of various types of social groups from hunter-gathering cultures to modern day. 2. Identify various groups within society and their functions. including: (e.g., family, secondary groups, reference groups, and social networks, <u>etc.)</u> 3. Explain the various dynamics that exist within a group. 4. <u>Investigate social media and examine its effects on human social networks.</u>
<p>SOC.7 Breakdown the economic and social factors that play a role in socioeconomic stratification.</p>	<ol style="list-style-type: none"> 1. Explore the levels of socioeconomic stratification that exist within the United States and globally and compare <u>them to those present in the United States.</u> 2. Explain how the institutions of society perpetuate social status and hinder social mobility. 3. Identify the consequences of social class <u>and the consequences of</u> on social mobility and access to healthcare, education, and other resources.

Standard	Objectives
<p>SOC.8 Describe the methods-roles by which individuals and groups establish and maintain a sense of identity and their impacts.</p>	<ol style="list-style-type: none"> 1. Examine the role of <u>age, race, ethnicity, etc.</u> in creating an individual's sense of identity. 2. Distinguish between race and ethnicity as defining characteristics. 3. Compare the role of age, <u>race, ethnicity, etc.</u> in various cultures as a measurement of social value.
<p>SOC.9 Describe the roles of various social institutions on maintaining societal norms.</p>	<ol style="list-style-type: none"> 1. Explore <u>Explain</u> the role of the economic systems in <u>social institutions across</u> various cultures. 2. Explain the role of education systems <u>as a social institution</u> in perpetuating societal norms or promoting social mobility. 3. Explain the role of marital and family structures as the basic units of culture <u>society's basic social institution</u>. 4. Explore <u>Explain</u> the types and roles of religious <u>as a social institution</u> and beliefs <u>define its roles</u> in various cultures. 5. Distinguish <u>Explain</u> the challenges faced by modern society in providing access to quality healthcare.

Standard	Objectives
<p>SOC.10 Analyze the impacts of various forms of <u>significant</u> of social change on society.</p>	<ol style="list-style-type: none"> 1. Compare and contrast significant social movements, their methods <u>utilized</u>, and their <u>impacts</u>. <u>the effectiveness of each.</u> 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. 3. Formulate and explain <u>Discuss</u> the values associated with global citizenship. regarding (e.g., environmental, civic, social, economic, and political action, <u>etc.)</u>



Law Related Education

½ Carnegie Unit

~~Page 145-149~~

*The examples listed within the document are not an exhaustive list.

Law Related Education		½ Carnegie Unit
Standard	Objectives	
LRE.1 Assess the changes in the legal system and recognize the dynamic nature s of the law in the United States over time.	<ol style="list-style-type: none"> 1. Define justice and law and trace its development in the United States. 2. Discuss the functions of the law, including lawmaking, advocacy, and settling disputes. 3. Describe how court decisions have dynamically altered the American political landscape. 	
LRE.2 Identify the characteristics of the civil and criminal justice systems; analyze their operations and assess their effectiveness.	<ol style="list-style-type: none"> 1. Compare and contrast criminal law and civil law. 2. Describe the various types of criminal law, including crimes against the person, crimes against property, and defenses. 3. Illustrate the Criminal Justice Process: the investigation, proceedings before trial, the trial and sentencing and corrections. 4. Identify juvenile justice concerns and differences in the due process procedures. 5. <u>Summarize issues and problems confronting the criminal justice systems and assess the effectiveness of each system in resolving these problems.</u> 6. Define civil law and the procedure for a civil case. 7. Identify the differences of various types of civil cases. <u>including: (e.g., civil wrongs, intentional torts, negligence, strict liability, torts, and public policy, etc.)</u> 8. Summarize issues and problems confronting the civil <u>justice systems and criminal justice systems</u> and assess the effectiveness of each system in resolving these problems. 	

Standard	Objectives
<p>LRE.3 Compare and contrast the state and federal judicial systems and analyze the relationships between them.</p>	<ol style="list-style-type: none"> 1. Illustrate the court system on the federal level. 2. Describe the Mississippi judicial system. 3. Contrast the various functions of lawyers in both <u>federal and state levels.</u> systems. 4. Compare and contrast the two systems <u>federal and state levels</u> and the role of the citizen and lawyer in each. 5. Analyze the state's right position (e.g., 10th amendment) <u>versus</u> the federal position. (e.g., <u>General Welfare Clause, 9th Amendment, 10th Amendment, 16th Amendment</u>, Elastic Clause, etc.).
<p>LRE.4 Describe the roles and responsibilities of local, state and federal law enforcement agencies.</p>	<ol style="list-style-type: none"> 1. Understand the traditional democratic <u>American</u> assumptions as they apply to law and law enforcement. 2. Compare and contrast the functions, responsibilities, and jurisdiction<u>s</u> of local, state, and federal law enforcement agencies. 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. <u>Analyze contemporary issues of law enforcement and their role in society.</u> 4. Describe the obligations of the law enforcement communities and the courts in the trial phase of a case. <u>Discuss the role of health and mental professionals in assisting law enforcement with lowering crime.</u>

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

Standard	Objectives
<p>LRE.7 Summarize and evaluate the conflicts resulting from competing interests, conflicting laws, and conflicting interpretations of the Constitution.</p>	<ol style="list-style-type: none"> 1. Investigate conflicts that arose because of differing opinions on civil rights <u>the following</u>. <ul style="list-style-type: none"> • <u>civil rights</u> • <u>property rights</u> • <u>family values</u> • <u>housing rights</u> • <u>business rights</u> • <u>consumer rights</u> 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 <u>versus</u> order. such as <u>(e.g.,</u> Red Scare, Patriot Act, rights of labor unions to strike, <u>etc.)</u> 4. Evaluate conflicts that arose because of differing opinions on family values, housing and business v. consumer rights.



Minority Studies

½ Carnegie Unit

~~Page 150-154~~

*The examples listed within the document are not an exhaustive list.

Minority Studies		½ Carnegie Unit
Standard	Objectives	
MIN.1 Evaluate the characteristics that <u>Examine which aspects</u> define a minority group.	<ol style="list-style-type: none"> 1. Investigate minority groups and determine the underlying factors that result in their marginalization. 2. Compare and contrast the plight of women and the plight of ethnic minorities at various points in history. 3. Identify and describe prominent groups associated with protecting and broadening protections for minority groups including: <u>(e.g.,</u> the National Association for the Advancement of Colored People, Southern Poverty Law Center, and the American Civil Liberties Union, <u>,etc.)</u> 4. Examine social and political factors and events that have impacted attitudes and discrimination towards American Muslims and Hispanic Americans in up <u>to</u> the early twenty-first <u>late twentieth</u> century. 5. Appraise the concept of minority group as it relates to ethnic minorities, religious minorities, and women. 	
MIN.2 Trace the group dynamics that play a role in the marginalization of minority groups.	<ol style="list-style-type: none"> 1. Describe <u>Analyze</u> the various causes of prejudice. including: <u>(e.g.,</u> social distance, economic competition, scapegoating, conflicting social and religious norms, and stereotypes, <u>,etc.)</u> 2. Describe <u>Analyze</u> political and cultural factors that may serve to maintain inequalities experienced by minority groups. 	

Standard	Objectives
<p>MIN.3 Examine the experiences of Native American populations from the age of exploration to present day.</p>	<ol style="list-style-type: none"> 1. Trace the historical perspectives on Native American populations by European settlers from the age of exploration to the period of westward expansion. 2. Describe the <u>social and political</u> status of Native Americans during the early history of the United States, westward expansion, and through the twentieth century. 3. Analyze the lasting impact of the historical treatment of Native Americans <u>populations on their cultures, and their resistance to maintain their culture from westward expansion to present day.</u>
<p>MIN.4 Examine the Women's Rights Movement. from 1848 to present day.</p>	<ol style="list-style-type: none"> 1. Identify and describe the origins and early leaders of the Women's Rights Movement in the mid-nineteenth century. 2. Trace the major events, achievements, and leaders of the women's suffrage movement leading to the 19th amendment in 1920. 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. 4. Analyze the current status of women in the United States with respect to political representation, economic opportunities, healthcare, and shifting social norms.

Standard	Objectives
MIN.5 Describe discrimination faced by Asian-Americans in the late nineteenth and mid-twentieth century.	<ol style="list-style-type: none"> Trace the migration of ethnic Chinese <u>East Asians</u> to the United States in the 19th century and the economic, social, legal, and political factors that contributed to discrimination against them. Investigate the internment of Japanese Americans during World War II.
MIN.6 Examine the major events, methods, and leaders of the Civil Rights Movement.	<ol style="list-style-type: none"> 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. Evaluate the prominent methods, leaders, and events of the Civil Rights movements culminating in the Civil Rights Act of 1964. 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.
MIN.7 Compare and contrast historically significant events and cultural characteristics related to the plight of minority groups outside of the United States.	<ol style="list-style-type: none"> Illustrate the major events, minority groups, and people associated with the Holocaust and its global impact. Trace the historical context and major events and people associated with the rise and fall of Apartheid in South Africa. Explain the caste system in India and trace the changes that have occurred in attitudes towards various castes through much of the twentieth century.

Standard	Objectives
<p>MIN.8 Examine contemporary issues related to the treatment of minority groups.</p>	<p>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.</p> <ol style="list-style-type: none"> 1. Examine contemporary concepts related to the treatment of minority groups including microaggressions and concerns about cultural appropriation. 2. 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.
<p>MIN.9 Assess modern movements to broaden protections for minority groups.</p>	<ol style="list-style-type: none"> 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. 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.



~~Humanities~~ Western Civilization

½ Carnegie Unit

~~Page 155-158~~

*The examples listed within the document are not an exhaustive list.

Humanities Western Civilization

½ Carnegie Unit

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

Standard	Objectives
<p>HUM.3-WC.3 Analyze ancient Rome by assessing the influence of geography, mythology, and development of the Roman Republic.</p>	<ol style="list-style-type: none"> 1. Locate and recognize the importance of climate and geography on the emergence of civilization in Rome. 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. 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. 4. Explain the role of religious traditions of the Roman gods, origin of mythology, and spread of Roman Culture.
<p>HUM.4WC.4 Students will a Analyze the social, economic, military conquest and cultural achievements during the medieval time period.</p>	<ol style="list-style-type: none"> 1. Locate and describe the evolution of nation-states England, France, Spain, and Russia. 2. Discuss the political and social impact of the Crusades, the Mongol conquests, and the fall of Constantinople. 3. Identify the role of Greek, Roman, <u>Jewish</u> and Arabic philosophy, medicine, and science during the medieval time period. 4. Trace the emergence of pagan and Christian traditions through the <u>rise of the Catholic Church and the discussion of</u> medieval monastery.

Standard	Objectives
<p>HUM.5-WC.5 Students will a <u>Analyze</u> the social, economic, and political changes and cultural achievements during the Renaissance in Europe.</p>	<ol style="list-style-type: none"> 1. Evaluate the economic infrastructure of the Italian Renaissance. 2. Trace the events related to the rise and political development city-states while examining the Humanistic movement impact on society. 3. Contrast the arts, literary, architecture, and philosophical ideologies with the medieval time period. including <u>(e.g.,</u> Shakespeare, Leonardo da Vinci, Michelangelo, and Petrich, <u>etc.)</u> 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.

Standard	Objectives
<p>HUM.6-WC.6 Students will understand <u>Understand</u> the impact of the Age of Discovery and exploration into Africa, Asia, and the Americas.</p>	<p>1.—Evaluate the economic infrastructure of the Italian Renaissance.</p> <p>2.—Trace the events related to the rise and political development city-states while examining the Humanistic movement impact on society.</p> <p>3.—Contrast the arts, literary, architecture, and philosophical ideologies with the medieval time period including Shakespeare, Leonardo da Vinci, Michelangelo and Petrich.</p> <p>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.</p> <p>1. <u>Locate the triangle trade, migration patterns, and cultural diffusion in colonized areas.</u></p> <p>2. <u>Identify the development of social, political, and economic motivation of explorers and conquistadors while analyzing their impact on indigenous peoples.</u></p> <p>3. <u>Describe the impact that religion had on the Age of Exploration and the effect that it had on colonized areas.</u></p>
<p>HUM.7-WC.7 Students will examine <u>Examine</u> the impact of global trade on various civilizations of the world.</p>	<p>1. Locate and explain the development of the Ottoman Empire.</p> <p>2. Identify the development of social, political, and economic impact on Africa, India, and growth of European nations.</p>



MISSISSIPPI

COLLEGE- AND CAREER-READINESS

STANDARDS

For the *Social Studies*

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Wendy Clemons

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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

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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ACKNOWLEDGEMENTS

2022 MISSISSIPPI COLLEGE-AND-CAREER-READINESS STANDARDS FOR THE SOCIAL STUDIES REVIEW COMMITTEE

The Office of Secondary Education, through the Mississippi Department of Education (MDE), deeply appreciates the time and expertise given by the following individuals to the revision of the *Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies* 2021

draft of the *Mississippi College-and-Career-Readiness Standards for Social Studies* 2018.

The 2022 Review Committee consisted of representatives from each of the four congressional districts with a total of 62 members on the Review Committee. The committee members were invited to solicit feedback from the field prior to a face-to-face work session, which was aided by 26 MDE employees serving in the role of facilitator or note-taker. During the revisions process, teachers, administrators, curriculum directors, and university professors had an opportunity to review the proposed 2021 draft of the MS CCRS for Social Studies along with the public comments. A total of 241 educators (Congressional District 1- 56, Congressional District 2-73, Congressional District 3- 58, Congressional District 4-54), as well as seven university professors, gave input into the revision of the standards.

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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 (MS 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 *2022 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 who will become more capable, independent, and literate adults.

IMPLEMENTATION

The 2022 MS CCRS for the Social Studies Revision will be implemented during the 2023 – 2024 academic year.

REVISION PROCESS

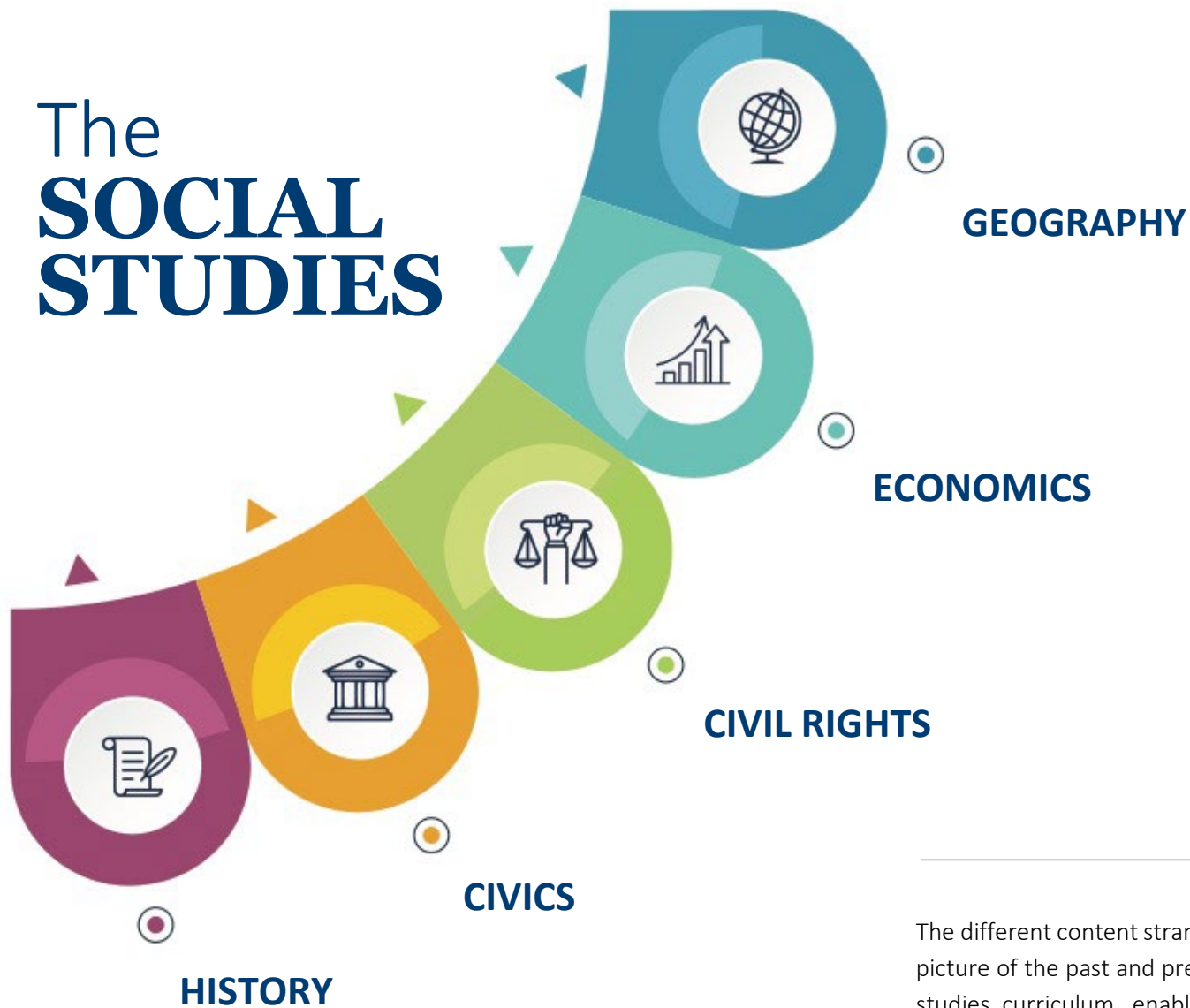
MS CCR STANDARDS

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* 2022.

- 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
- Fordham Institute Social Studies Standards
- 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: AL, LA, TN, TX
- 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 2022** is comprised of five (5) essential content strands: Civics, Civil Rights, Economics, Geography, and History. **The five (5) strands remain integrated throughout each of the k-12 social studies courses.**

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	World Geography
Seventh Grade	Early World History or Compacted
Eighth Grade	United States History from Exploration to 1877

ORGANIZATION OF DOCUMENT

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



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)	Compacted 7th Grade 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) AND Introduction to Geography (451030)	U.S. History from Exploration to Reconstruction (450804) Add one/both of the following as electives: <ul style="list-style-type: none"> • Mississippi Studies (450705) • Introduction to Geography (451030)
9th	Mississippi Studies (450705) AND Introduction to Geography (451030) OR 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

*The examples listed within the document are not an exhaustive list.

Kindergarten

Citizenship at Home and School

CIVICS

Standard	Objectives
K.CI.1 Demonstrate how to be a productive citizen.	<ol style="list-style-type: none"> 1. Define authority figures and leaders. 2. Define a productive citizen and citizenship. 3. Describe character traits of productive citizens. 4. List examples of productive citizenship at home and school.
K.CI.2 Examine the purpose of rules and consequences.	<ol style="list-style-type: none"> 1. Identify the purpose of rules and explain why rules should be followed. 2. Recognize that leaders and authority figures establish rules to provide order, security, and safety. 3. Differentiate between positive and negative consequences.
K.CI.3 Differentiate the roles and responsibilities of authority figures and leaders.	<ol style="list-style-type: none"> 1. Relate how leaders can be authority figures. 2. Describe the responsibilities of authority figures and leaders. 3. Identify authority figures and leaders at home, school, and in the community.

ECONOMICS

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

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

CIVIL RIGHTS	
Standard	Objectives
K.CR.1 Explore the similarities and differences of individuals and families.	<ol style="list-style-type: none"> 1. Define similarity and difference. 2. Identify examples of similarities and differences. 3. Explain the importance of both similarities and differences to individuals, families, and communities.
K.CR.2 Examine diversity in the classroom.	<ol style="list-style-type: none"> 1. Define unity and diversity. 2. Identify types of diversity in the classroom. 3. Propose different ways to encourage unity and appreciate diversity at home and within the classroom.
K.CR.3 Identify the cultural origins and explore the customs, traditions, and celebrations of families and schools.	<ol style="list-style-type: none"> 1. Describe family customs, traditions, and celebrations held by members of the class and their families. (e.g., literature, language, games, songs, dances, etc.) 2. Describe the role that customs, traditions, and celebrations play at school. 3. Compare and contrast school customs, traditions, and celebrations with those of home and family.

GEOGRAPHY	
Standard	Objectives
K.G.1 Establish an individual sense of place.	<ol style="list-style-type: none"> 1. 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. (e.g., up, down, left, right, far, near, etc.) 4. Examine routes and modes of transportation between home and school.
K.G.2 Investigate the physical features of the environment.	<ol style="list-style-type: none"> 1. Differentiate landforms from bodies of water. 2. Define physical features and analyze how physical features of the Earth impact the way of life in various places. 3. Define and describe the way physical environments may change over time. (e.g., flooding, tornadoes, hurricanes, etc.)
K.G.3 Recognize representations of the Earth.	<ol style="list-style-type: none"> 1. 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 directions. (e.g., north, south, east, west) 5. Locate the local community, Mississippi, and the United States using maps and globes.

HISTORY	
Standard	Objectives
K.H.1 Recognize symbols, customs, and celebrations of local communities, Mississippi, and the United States.	<ol style="list-style-type: none"> 1. Define symbols and customs. (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.) 2. Identify school, community, state, and national symbols. 3. State the Pledge of Allegiance and patriotic songs as expressions of patriotism.
K.H.2 Describe the impact of significant historical figures and events.	<ol style="list-style-type: none"> 1. Identify historical figures that are used as symbols of American culture. (e.g., currency, monuments, and place names, etc.) 2. Examine historical events that are significant to American culture. (4th of July, Thanksgiving, Presidents Day, Juneteenth, etc.) 3. Interpret how oral traditions helped express important cultural and historical beliefs.

Grade 1

Citizenship at School



*The examples listed within the document are not an exhaustive list.

Grade 1 Citizenship at School

CIVICS

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

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

GEOGRAPHY	
Standard	Objectives
1.G.1 Demonstrate a global sense of place.	<ol style="list-style-type: none"> 1. Identify the seven continents and five major oceans. 2. Classify the major landforms, and bodies of water on a map. (e.g., mountains, hills, lakes, oceans, rivers, etc.) 3. Describe places in relation to one another using cardinal and intermediate directions. 4. Understand the relationship of the location of a place from community to county, state, nation, and continent (Jackson is in Hinds County, which is in the state of Mississippi, which is in the country of the USA and on the continent of North America).
1.G.2 Examine the relationship between location, climate, physical features, and how people live.	<ol style="list-style-type: none"> 1. Recognize characteristics of the local region. 2. Compare and contrast the climate, weather, and seasons of the regions of the United States. 3. Describe how location impacts daily life for residents in various communities. (e.g., shelter, clothing, food, activities, etc.)
1.G.3 Interpret maps using directions.	<ol style="list-style-type: none"> 1. Demonstrate map skills through vocabulary. 2. Identify and define cardinal and intermediate directions, compass rose, map symbol and map key. 3. Construct maps using cardinal and intermediate directions, a compass rose, map symbols, and a map key.

HISTORY	
Standard	Objectives
1.H.1 Analyze the influence of significant historical figures and events from the history of the United States.	<ol style="list-style-type: none"> 1. Identify historical figures who are used as symbols in United States culture. 2. Examine the significant contributions of historical figures to the local community, state, and United States. 3. Examine how the United States commemorates historical events through the celebration of national holidays.
1.H.2 Analyze various aspects of historic and modern life in the United States.	<ol style="list-style-type: none"> 1. Compare and contrast historic and modern forms of communication and sharing of information. 2. 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.



Grade 2

Citizenship in School and Community

*The examples listed within the document are not an exhaustive list.

Grade 2

Citizenship in School and Community

CIVICS

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

ECONOMICS

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

ECONOMICS	
Standard	Objectives
2.E.2 Assess the relationship between consumers and producers in obtaining goods and services to meet needs.	<ol style="list-style-type: none"> 1. Define consumers and producers. 2. Differentiate consumers from producers. 3. Examine the interdependence of consumers and producers. 4. Discuss the connection between resources and producers in the local community. 5. Define barter system and monetary system. 6. Compare and contrast the barter and monetary systems of trade to meet needs.
2.E.3 Recognize factors that affect the price and availability of goods and services.	<ol style="list-style-type: none"> 1. Define supply and demand. 2. Evaluate how the availability of resources impacts the price of goods and services. 3. Examine how budgets help individuals and families choose how to spend and save money.
2.E.4 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	Objectives
2.CR.1 Determine how traditions and customs create unity and celebrate diversity within and across various groups.	<ol style="list-style-type: none"> 1. Recognize the cultural contributions of various groups within our community. 2. Examine how cultures, and their traditions and customs, have changed over time. 3. Evaluate the qualities that build unity among diverse populations.

CIVIL RIGHTS	
Standard	Objectives
2.CR.2 Evaluate how diverse cultures build unity in a community.	<ol style="list-style-type: none"> 1. Define respect, tolerance, and acceptance. 2. Examine the relationship between respect, tolerance, and acceptance and building unity across cultures. 3. Recognize similarities from the various cultures of the local community.
GEOGRAPHY	
Standard	Objectives
2.G.1 Analyze various types of maps.	<ol style="list-style-type: none"> 1. Categorize map types by representation and usage. (e.g., topographic, physical, political, thematic, etc.) 2. Identify political and physical borders in the United States and across the globe. 3. Define urban, suburban, and rural. 4. Locate urban, suburban, and rural areas in Mississippi and United States.
2.G.2 Examine the connection between physical features of the Earth and where people choose to live.	<ol style="list-style-type: none"> 1. Define human settlements and population distribution. 2. Evaluate human settlements and population distribution around physical features of the Earth. 3. Determine reasons for human settlement near physical features of the Earth.
2.G.3 Interpret maps using latitude and longitude.	<ol style="list-style-type: none"> 1. Define latitude and longitude. 2. Locate the major lines of latitude and longitude of the Earth. 3. Identify then compare hemispheres of the Earth.

GEOGRAPHY	
Standard	Objectives
2.G.4 Analyze human modifications to the Earth.	<ol style="list-style-type: none"> 1. Identify human modifications to the Earth. 2. Compare and contrast the positive and negative impacts of human modifications on the Earth.

HISTORY	
Standard	Objectives
2.H.1 Evaluate how people and events have shaped the local community, state, and nation through primary sources.	<ol style="list-style-type: none"> 1. Identify various primary sources. (e.g., Primary – letters, diaries, autobiographies, speeches, interviews; Secondary – magazine articles, textbooks, encyclopedia entries, biographies, etc.) 2. Use various primary sources to investigate significant people and events of the past. 3. Examine historical events from multiple perspectives by utilizing primary sources.
2.H.2 Examine the relationship between history and time.	<ol style="list-style-type: none"> 1. Identify vocabulary to express periods of time. 2. Illustrate events chronologically on a timeline. 3. Compare and contrast the eras of United States history.



Grade 3

Citizenship in Local Government

*The examples listed within the document are not an exhaustive list.

Grade 3 Citizenship in Local Government

CIVICS

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

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

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

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

GEOGRAPHY <i>Continued</i>	
Standard	Objectives
3.G.3 Assess energy sources of the Earth.	<ol style="list-style-type: none"> 1. Define renewable and nonrenewable resources. 2. Identify sources of energy. (e.g., oil, petroleum, nuclear power, solar power, etc.) 3. Categorize energy sources as renewable and nonrenewable. 4. Examine the impact that human use of resources has on the Earth.
3.G.4 Interpret and recognize maps, graphs, and other representations of the Earth.	<ol style="list-style-type: none"> 1. Analyze patterns of population distributions.

HISTORY	
Standard	Objectives
3.H.1 Analyze the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.	<ol style="list-style-type: none"> 1. Define dictatorship, monarchy, aristocracy, representative democracy, and direct democracy. 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, how leaders are chosen, limits on power, and the role of citizens.
3.H.2 Examine the framework of the United States government.	<ol style="list-style-type: none"> 1. Discuss why the United States was established as a representative democracy. 2. Evaluate the importance of checks and balances to a representative democracy.



Grade 4

Theme: Mississippi Studies and Regions

*The examples listed within the document are not an exhaustive list.

Fourth Grade

Theme: Mississippi Studies and Regions

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

Standard	Objectives
4.MS.1 Describe the physical geography and natural resources of the ten regions of Mississippi.	<ol style="list-style-type: none"> 1. Identify on a map the ten geographical regions of Mississippi. (Yazoo Delta, Black Belt, Jackson Prairie, Gulf Coast, Loess Hills, North Central Hills, Flatwoods, Pontotoc Ridge, Tennessee River Hills, and Piney Woods) 2. Describe features of each region. 3. Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc. 4. Compare and contrast major natural resources throughout Mississippi on a map. (e.g., oil, agricultural, etc.)
4.MS.2 Examine the exploration and settlement of the Mississippi Territory.	<ol style="list-style-type: none"> 1. Map and describe the settlements of the Mississippi Territory. (e.g., Natchez, Washington, Port Gibson, Columbia, Winchester, Mobile, Huntsville, etc.) 2. Trace the routes of explorers (e.g., Hernando de Soto, Rene Robert Cavelier-sieur de La Salle, Pierre Le Moyne d'Iberville, Jacques Marquette, Louis Jolliet, etc.) and discuss the impact on settlements in the Mississippi Territory. 3. Explain how differing beliefs regarding land ownership, religion, and culture led to conflicts between Europeans and Native Americans in the Mississippi Territory.

Standard	Objectives
4.MS.3 Investigate the Native American tribes of historic Mississippi.	<ol style="list-style-type: none"> 1. Identify the location of major tribes within Mississippi: Choctaw, Chickasaw, and Natchez. 2. Compare and contrast the cultures and lives of the Choctaw, Chickasaw, and Natchez tribes of historic Mississippi. (e.g., homes, roles, beliefs, clothes, games, traditions, food, etc.) 3. Discuss the impact of the removal of Native Americans from Mississippi.
4.MS.4 Describe Mississippi's entry into statehood.	<ol style="list-style-type: none"> 1. Trace Mississippi's progression from territory to statehood. 2. Define political and geographic reasons for changes in location of Mississippi's state capitol.
4.MS.5 Describe the Antebellum society of Mississippi.	<ol style="list-style-type: none"> 1. Outline the rise of Mississippi cotton culture. 2. Link cotton culture to the rise of slavery. 3. Discuss the leaders of the abolition movement and the importance to the end of slavery in the South.
4.MS.6 Analyze Mississippi's role in the Civil War.	<ol style="list-style-type: none"> 1. Identify the Mississippi leaders of the secession and the Civil War. 2. Outline the cause and effects of slavery that led Mississippi to secede from the Union in 1861 and subsequently enter the Civil War. 3. Investigate how Mississippi supported the Civil War through economic and military efforts. 4. Compare and contrast the societal roles on the homefront and battlefield during and after the Civil War.

Standard	Objectives
<p>4.MS.7 Evaluate the impact of Reconstruction and Post-Reconstruction on Mississippi.</p>	<ol style="list-style-type: none"> 1. Contrast life from the Antebellum period to post Civil War. (e.g., population, economy, government, infrastructure, etc.) 2. Explain the use of sharecroppers as a response to the end of slavery. 3. Describe how the Jim Crow laws disenfranchised African Americans in Mississippi.
<p>4.MS.8 Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.</p>	<ol style="list-style-type: none"> 1. Define discrimination, prejudice, segregation, integration, suffrage, and civil rights. 2. Identify important figures of the modern Civil Rights Movement including Mississippians. (e.g., Martin Luther King Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc.) 3. Identify and explain events of the modern Civil Rights Movement, including <i>Brown v. Board of Education</i> (1954), Jim Crow laws, Freedom Summer, and James Meredith's admission to the University of Mississippi. 4. Analyze the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 as it relates to Mississippians.
<p>4.MS.9 Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.</p>	<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.

Standard	Objectives
4.MS.10 Describe the impact of significant historical figures and events in Mississippi's past and present.	<ol style="list-style-type: none"> 1. Cite symbols and explain historical figures that are used in Mississippi's culture. (e.g., monuments, place names, etc.) 2. Examine events that are significant to Mississippi culture.
4.MS.11 Evaluate how geographic and economic factors influence life and work in Mississippi.	<ol style="list-style-type: none"> 1. Describe the division of labor within Mississippi. (e.g., government, industry, agriculture, etc.) 2. Determine how land use impacts Mississippi's economy. (e.g., cotton farming vs. soybean farming, pastureland vs. industrial development, beaches vs. casinos, landfills vs. parks, etc.) 3. Explain the benefits and challenges of trade for Mississippi. 4. Describe the economic impact of natural disasters. (e.g., hurricanes, tornadoes, earthquakes, etc.)



Grade 5

US History: Pre-Columbian Era to American Revolution

*The examples listed within the document are not an exhaustive list.

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
5.1 Identify major geographic areas of the world and specifically North America.	<ol style="list-style-type: none">1. Map the seven continents and five oceans.2. Identify and locate the main mountain ranges, rivers, and other key bodies of water.3. Locate on a map and discuss the pre-Columbian civilizations in North and South America.
5.2 Investigate the people and ways of life of North America and the Caribbean Basin prior to the Columbian Era.	<ol style="list-style-type: none">1. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.2. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.3. Determine how tribes in different regions used their environment to obtain, food, clothing, and shelter.4. Differentiate the lives and cultures of Native American tribes by region or territory.

<p>5.3 Analyze the motivations and consequences of the exploration of North America.</p>	<ol style="list-style-type: none"> 1. Map the European countries of Spain, Portugal, Great Britain, and France and their initial settlements in North America and Caribbean Basin with respect to trade routes and mitigation. 2. Identify significant European explorers (e.g., Ferdinand Magellan, Hernando de Soto, Rene' Robert Cavelier Sieur de La Salle, Francis Drake, Walter Raleigh, John Cabot, Christopher Columbus, Samuel de Champlain, etc.), their motivation to and through North America and the Caribbean Basin. 3. Explain the causes and effects of the Columbian Exchange.
<p>5.4 Examine the economic, political, and religious reasons for the founding of colonial settlements.</p>	<ol style="list-style-type: none"> 1. Identify the influential leaders (e.g., Willian Penn, John Smith, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, etc.) responsible for founding colonial settlements. 2. Describe the role of indentured servitude and slavery in early settlements. (e.g., Triangular Trade, indentured servitude, enslaved and free Africans, etc.) 3. Compare and contrast colonial life in the different regions (e.g., New England, Middle, Southern, etc.) including resources, way of life, economics, local government, etc. 4. Contrast the views of land use and ownership by Native Americans and colonists.

Standards	Objectives
5.5 Trace the development of the revolutionary movement in North America.	<ol style="list-style-type: none"> 1. Identify the causes and consequences of the French and Indian War. 2. Explain the reasons for the American Revolution. 3. Examine the actions taken by the British and colonists and explain how each led to the Revolutionary War. (e.g., British Stamp Act, Intolerable Acts, Boston Massacre, Tea Act, etc.)
5.6 Explain major events of the American Revolution.	<ol style="list-style-type: none"> 1. Describe the roles of major contributors. (e.g., Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Benjamin Franklin, Haym Salomon, etc.) 2. Identify key battles of the American Revolution and their outcomes. (e.g., Lexington and Concord, Bunker Hill, Saratoga, Cowpens, Yorktown, etc.) 3. Discuss the contributions of African Americans, women, and ordinary citizens in general to the American Revolution. 4. 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. 5. Explain the colonial victory of the American Revolution. 6. Summarize the effects of the Treaty of Paris of 1783 on the development of the United States.

Standards	Objectives
<p>5.7 Examine the development of the founding documents of the United States.</p>	<ol style="list-style-type: none"> 1. Analyze the principles of the Declaration of Independence and the purpose of government. 2. Analyze the shortcomings of the Articles of Confederation. 3. Explain how the Northwest Ordinance influenced the framers of the Constitution. 4. Identify significant attendees of the Constitutional Convention.
<p>5.8 Examine the development of the Constitution of the United States.</p>	<ol style="list-style-type: none"> 1. Identify key political members of the Federalists and Anti-Federalists. 2. Contrast the ideology of Federalists from that of the Anti- Federalists. 3. Describe the plans and compromises that contributed to the creation of the Constitution. 4. Evaluate the features of the Bill of Rights. 5. Compare and contrast the treatment of African Americans, Native Americans, and women regarding the principles in the Bill of Rights. 6. Compare and contrast the three branches of government.

Standards	Objectives
<p>5.9 Recognize symbols, customs, and celebrations representative of the United States.</p>	<ol style="list-style-type: none"> 1. Define symbols and customs. 2. Identify school, community, state, and national symbols (e.g., United States flag, American eagle, etc.) 3. Compare and contrast the Pledge of Allegiance, Preamble, and patriotic songs as expressions of patriotism. 4. Explain historically significant people and events that shaped America. (e.g., our first president, etc.)
<p>5.10 Identify United States and individual states on a globe and a map.</p>	<ol style="list-style-type: none"> 1. Identify the United States on a map. 2. Identify and label each of the 50 states on a map.



Grade 6

World Geography

*The examples listed within the document are not an exhaustive list.

Grade 6 World Geography

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

Standard	Objectives
6.1 Describe the world using the tools of geography including maps, globes, and technological representations.	<ol style="list-style-type: none"> 1. Demonstrate the use of map essentials. (e.g., directions, latitude and longitude, globes, maps, etc.) 2. Interpret global connections by using maps to form a geographic spatial perspective. 3. Explain how experiences and cultures influence perceptions and help people create mental maps.
6.2 Identify geographic patterns in the environment that result from the processes of Earth's physical systems.	<ol style="list-style-type: none"> 1. 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 the major processes and natural phenomena that shape the physical environment and how humans adapt to them. 4. Investigate ways humans change their environments.
Standard	Objectives
6.3 Analyze how regions are used to describe the organization of the Earth's surface.	<ol style="list-style-type: none"> 1. Define formal, functional, and perceptual regions. 2. 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 regions by their main characteristics.

Standard	Objectives
6.4 Analyze the concept, usage, and value of natural resources.	<ol style="list-style-type: none"> 1. Characterize and differentiate renewable and non-renewable resources. 2. Identify important resources in the contemporary world and their usage. 3. Construct maps showing major deposits of important resources. (e.g., continents, oceans, major landforms, trade routes on maps, etc.) 4. Analyze the impact of globalization on modern economic interactions.
6.5 Evaluate how places gain meaning.	<ol style="list-style-type: none"> 1. Describe the distinguishing physical and human characteristics of the United States and other countries. 2. Investigate how people bring meaning to places when they live in a location. 3. Describe how places impact personal, community, national identities, and culture. 4. Explain how place-based identities can create stereotypes.
Standard	Objectives
6.6 Describe the characteristics and causes of human population changes and migration.	<ol style="list-style-type: none"> 1. Identify the spatial patterns of population distribution and density. 2. Explain how physical and human factors impact the population of a place. 3. Identify major migration patterns in the United States and the world. 4. Examine the push/pull factors that drive the major migration patterns of the United States and the world.
6.7 Describe the patterns of human settlements and the factors that contribute to their formation.	<ol style="list-style-type: none"> 1. Classify spatial patterns of settlement, including types, sizes, and models. 2. Explain why some locations are more conducive for settlement than others. 3. Describe the relationship between settlement patterns and the location of resources.

Standard	Objectives
6.8 Examine how humans and the physical environment are impacted by the extraction of resources and by natural hazards.	<ol style="list-style-type: none"> 1. Identify and describe ways in which humans modify the physical environment. 2. Explain how people use technology to access resources. 3. Assess the opportunities and constraints for human activities created by the physical environment. 4. Locate environmental hazards and the proximity of human populations. 5. Describe how people respond to natural hazards.

Standard	Objectives
6.9 Analyze how sovereign nation-states interact with one another.	<ol style="list-style-type: none"> 1. Define state, country, and nation-state. 2. List and explain the features of a sovereign state (nation-state) as a territory with a population that has a defined border, a government to make and enforce laws, and the sovereignty to interact with other nations. 3. Locate and describe different types of territorial divisions. 4. Identify political boundaries that are based on physical and human factors. 5. Assess ways the use of land and resources has led to conflict, cooperation, and compromise among nation-states. 6. Cite evidence of conflict, cooperation, and compromise among nation-states including treaties and wars.

Standard	Objectives
6.10 Examine the ways governments are organized.	<ol style="list-style-type: none"> 1. Identify and give examples of governments with rule by one, few, or many. 2. Compare the ways other sovereign nation-states (e.g., China, Germany, India, North Korea, Russia, etc.) organize government and how they function. 3. Connect the origins of democracy to Athens (present-day Greece) and the republic to the Roman Republic.
6.11 Describe the difference between limited and unlimited government.	<ol style="list-style-type: none"> 1. Describe examples of limited and unlimited government. 2. Explain the rule of law and that government powers are defined by laws that limit its actions (United States Constitution and Bill of Rights). 3. Explain reasons for limiting the power of governments. 4. Examine governments of nations that abuse the citizens by oppressing religious, ethnic, or political groups.
6.12 Analyze the rights and responsibilities of American citizenship.	<ol style="list-style-type: none"> 1. Define U.S. citizenship. 2. Examine the naturalization process. (e.g., the citizenship exam, etc.) 3. Describe being an informed citizen. 4. Explain the rights and responsibilities of citizenship. 5. Plan ways a citizen can participate at the local, state, and national level.

Standard	Objectives
6.13 Examine the challenges of civic engagement in the contemporary world.	<ol style="list-style-type: none"> 1. Define civic. 2. Categorize the positive and negative impacts of new media resources when obtaining reliable information for informed decision making. 3. Assess how growing concerns about security have impacted civil liberty protection.
6.14 Describe how civil rights and citizenship roles vary based on the culture and government of various nation-states.	<ol style="list-style-type: none"> 1. Define civil and citizenship. 2. Formulate an understanding of citizenship roles in sovereign nation-states within cultural regions of the world. 3. Compare and contrast human rights and liberties of other sovereign nation-states to those in American founding documents. 4. Compare and contrast the Declaration of Independence, the Constitution, and the Amendments with the United Nations' Universal Declaration of Human Rights.

Standard	Objectives
6.15 Explain the geographic patterns of economic interactions.	<ol style="list-style-type: none"> 1. Define and give examples of primary, secondary, and tertiary economic activities in the United States and other countries. 2. Define the factors of production. 3. Illustrate traditional, command and market economic systems. 4. Chart the characteristics of communism, socialism, and free enterprise by how they answer the three basic economic questions. 5. Applying the concept of the basic economic questions contrast modern economic interactions with those from the past. 6. Analyze the impact of globalization on modern economic interactions by investigating the origins of things such as personal belongings or various foods. 7. Compare and contrast economic and social metrics of various countries. (e.g., GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, Literacy Rates, Human Freedom Index, etc.)

Standard	Objectives
6.16 Formulate an understanding of the cultural regions of the world: <ul style="list-style-type: none"> • Western Europe • Eastern Europe • North America • Latin America • South Asia • East Asia • Middle East • North Africa • Sub-Saharan Africa 	<ol style="list-style-type: none"> 1. Explain the characteristics and development of culture. 2. Describe the major aspects of culture. (e.g., religion, beliefs, languages, practices, art, architecture, behaviors, etc.) 3. Explain the significance of religious holidays and observances. 4. Explain how culture changes as it is passed from one generation to the next. 5. Investigate patterns of cultural diffusion.

Standard	Objectives
<ul style="list-style-type: none"> • Oceania 	<ol style="list-style-type: none"> 6. Investigate how food relates to geography and cultural diffusion. 7. Identify then contrast the major culture regions around the world to cultures within United States.



Grade 7

Early World History

*The examples listed within the document are not an exhaustive list.

Seventh Grade Early World History

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

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

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

Standard	Objectives
<p>7.9 Investigate the impact of the Renaissance and the Reformation on Europe.</p>	<ol style="list-style-type: none"> 1. Explain the influence of humanism on the development of the Renaissance. 2. Identify key figures of the Renaissance including their accomplishments in the arts, music, literature, and architecture. 3. Explain the causes, events, and points of contention of both the Reformation and the Counter Reformation. 4. Evaluate how the Renaissance influenced the development of trade.



Grade 7 - Compacted

Early World History and US History: Exploration to 1877

*The examples listed within the document are not an exhaustive list.

Seventh Grade Compacted

Early World History and US History: Exploration to 1877

Standard	Objectives
7C.1 Early World History Examine the development of ancient civilizations: <ul style="list-style-type: none"> • Egypt • Imperial China • India • Greece • Rome • Sub-Saharan Africa 	<ol style="list-style-type: none"> 1. Evaluate how geographic features of each region impacted the development of each civilization. 2. Analyze the influence of religion on each civilization. 3. Describe the cultures of each civilization. 4. Explain the governing power structure of each civilization. 5. Trace the influence of trade on the development of each civilization. 6. Explore the significance of each ancient civilization to modern life in the same region and across the globe.
7C.2 Early World History Assess the Middle Ages and the emergence of nation-states in Europe.	<ol style="list-style-type: none"> 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 Early World History Investigate the impact of the Renaissance and the Reformation on Europe.	<ol style="list-style-type: none"> 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.

Standard	Objectives
<p>7C.4 U.S. History Examine major aspects of the development of the United States from Exploration to 1754.</p>	<ol style="list-style-type: none"> 1. Trace explorers' routes to the New World. 2. Explain the development and impact of the Columbian Exchange. 3. Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement. 4. Describe how the English Bill of Rights, Mayflower Compact, and Virginia House of Burgesses led to the English Colonial idea of self-government. 5. Examine the diversity that emerged from the establishment of Colonial America. 6. Describe the social structures that formed in the various colonies. 7. Describe the relationships between the various Native American and colonial groups.

Standard	Objectives
<p>7C.5 U.S. History 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"> 1. Analyze the causes and consequences of the French and Indian War. 2. Recognize the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774. (e.g., Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.) 3. Identify key figures in the Revolutionary Era and their influence on the movement. (e.g., George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.) 4. Compare and contrast the decisions of the first and second Continental Congresses. 5. Explain the historical and present-day significance of the Declaration of Independence. 6. Examine the immediate events that led to the first shot of the Revolutionary War. 7. Examine the significance of the major battles in the Revolutionary War. 8. Evaluate the terms of the Treaty of Paris, 1783.
<p>7C.6 U.S. History Examine the development of the Constitution of the United States of America.</p>	<ol style="list-style-type: none"> 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. 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. Describe the compromises between Federalists and Anti-Federalists that led to the creation of the Bill of Rights.

Standard	Objectives
<p>7C.7 U.S. History Analyze the challenges and central ideas involved in creating the new nation.</p>	<ol style="list-style-type: none"> 1. Evaluate the differences in political opinions that led to the formation of political parties. 2. Examine the lasting influence of George Washington as the first President of the United States. 3. Analyze the impact of President George Washington's <i>Farewell Address</i> on the presidency of the United States. 4. Analyze the significance of early Supreme Court cases and explain their impacts on the United States. (e.g., <i>Marbury vs Madison</i> (1803), <i>McCulloch vs Maryland</i> (1819), <i>Dartmouth College vs Woodward</i> (1819), <i>Worcester vs Georgia</i> (1832), etc.) 5. Assess the development and impact of early foreign policy decisions on the United States.
<p>7C.8 U.S. History Interpret the geographical, social, and political causes, effects, and challenges of westward expansion.</p>	<ol style="list-style-type: none"> 1. Evaluate the reasoning behind the Louisiana Purchase. 2. Discuss the significance of the Lewis and Clark Expedition. 3. Describe the purpose and challenges of Manifest Destiny. 4. Analyze the political, religious, and economic incentives of Manifest Destiny. 5. Summarize Andrew Jackson's role in the expansion of the United States. 6. Examine the motivations and consequences of the Indian Removal Act.

Standard	Objectives
<p>7C.9 U.S. History Interpret the causes, effects, and challenges of the Industrial Revolution.</p>	<ol style="list-style-type: none"> 1. Summarize the beginning of the Industrial Revolution in the United States. 2. Identify key people and their contributions to the Industrial Revolution. 3. Trace the development of transportation and communication systems during the Industrial Revolution. 4. Compare and contrast the cultural, religious, and social impact of the Industrial Revolution on American. 5. Assess how geography influenced the location of factories.
<p>7C.10 U.S. History Evaluate the impact of social and political reforms on the development of American society.</p>	<ol style="list-style-type: none"> 1. Examine abolitionists' role in bringing attention to the impact of slavery on the nation. (e.g., Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc.) 2. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments. (e.g., "all men are created equal, that they are endowed by their Creator with certain unalienable Rights", etc.) 3. Examine the leaders of the Women's Suffrage Movement and their goals and strategies. (e.g., Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, etc.)

Standard	Objectives
<p>7C.11 U.S. History 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"> 1. Trace the origins and development of slavery in the United States. 2. Describe the impact of the Industrial Revolution in northern states. 3. Evaluate the importance of agriculture in southern states. 4. Analyze the impact of the cotton gin on all social classes. 5. Examine the impact of slavery on the nation's political, social, religious, economic, and cultural development. 6. Identify major legislation and Supreme Court decisions that sought to overturn and preserve slavery resulting in sectional strife. (e.g., Missouri Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Bleeding Kansas, Underground Railroad, etc.)
<p>7C.12 U.S. History Identify key people and evaluate the significant events of the American Civil War.</p>	<ol style="list-style-type: none"> 1. Analyze the reasons for the Civil War, including slavery and states' rights. 2. Examine key battles and plans which shaped decisions for the North and the South. (e.g., Fort Hood, First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc.) 3. 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. (e.g., Clara Barton, 54th Massachusetts Regiment, Native Americans, etc.) 5. Analyze the factors that led to the Northern victory of the Civil War. (e.g., total war, industrial, population, resources, technological advantages, etc.) 6. Analyze key government documents and actions of the Civil War. (e.g., Emancipation Proclamation, Gettysburg Address, draft laws, etc.)

Standard	Objectives
<p>7C.13 U.S. History Analyze the Reconstruction efforts in the post-Civil War United States.</p>	<ol style="list-style-type: none"> 1. Compare congressional and presidential reconstruction plans. 2. Analyze southern resistance to Reconstruction reforms. (e.g., Black Codes, Jim Crow Laws, Ku Klux Klan, etc.) 3. Trace the economic changes in the post- Civil War South. (e.g., Lincoln’s Plan, Wade-Davis Bill, Johnson’s Plan, Radical Reconstruction, etc.) 4. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans.



Grade 8

US History: Exploration to 1877

*The examples listed within the document are not an exhaustive list.

Eighth Grade US History: Exploration to 1877

Standard	Objectives
8.1 Examine major aspects of the development of the United States from Exploration to 1754.	<ol style="list-style-type: none"> 1. Trace explorers' routes to the New World. 2. Explain the development and impact of the Columbian Exchange. 3. Identify the economic, political, and religious reasons for founding the Thirteen Colonies. 4. Describe how the English Bill of Rights, Mayflower Compact, and Virginia House of Burgesses led to the English Colonial idea of self-government. 5. Examine the diversity that emerged from the establishment of Colonial America. 6. Describe the social structures that formed in the various colonies including the role of indentured servitude and slavery. 7. Describe the relationships between the various Native American and colonial groups.

Standard	Objectives
<p>8.2 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"> 1. Analyze the causes and consequences of the French and Indian War. 2. Recognize the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774. (e.g., Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.) 3. Identify key figures in the Revolutionary Era and their influence on the movement. (e.g., George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.) 4. Compare and contrast the decisions of the first and second Continental Congresses. 5. Explain the historical and present-day significance of the Declaration of Independence. 6. Examine the immediate events that led to the first shot of the Revolutionary War. (e.g., Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, etc.) 7. Examine the significance of the major battles in the Revolutionary War. (e.g., Lexington and Concord, Bunker Hill, Quebec, Charleston, Valley Forge, Cowpens, etc.) 8. Evaluate the terms of the Treaty of Paris, 1783.

Standard	Objectives
<p>8.3 Examine the development of the Constitution of the United States of America.</p>	<ol style="list-style-type: none"> 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. 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. Describe the process of a bill becoming a law. 6. Describe the compromises between Federalists and Anti-Federalists that led to the creation of the Bill of Rights.
<p>8.4 Analyze the challenges and central ideas involved in creating the new nation.</p>	<ol style="list-style-type: none"> 1. Evaluate the differences in political opinions that led to the formation of political parties. 2. Examine the lasting influence of George Washington as the first President of the United States. 3. Analyze the impact of President George Washington's <i>Farewell Address</i> on the presidency of the United States. 4. Analyze the significance of early Supreme Court cases and explain their impacts on the United States. (e.g., <i>Marbury vs Madison</i> (1803), <i>McCulloch vs Maryland</i> (1819), <i>Dartmouth College vs Woodward</i> (1819), <i>Worcester vs Georgia</i> (1832), etc.) 5. Examine the development and impact of early foreign policy decisions on the United States. (e.g., French Revolution, Neutrality Proclamation, War of 1812, etc.) 6. Examine the development and impact of the Jacksonian Era. (e.g., Corrupt Bargain, Democratic Party Bank War, Nullification Crisis, etc.)

Standard	Objectives
<p>8.5 Interpret the geographical, social, and political causes, effects, and challenges of westward expansion.</p>	<ol style="list-style-type: none"> 1. Evaluate the reasoning behind the Louisiana Purchase. 2. Discuss the significance of the Lewis and Clark Expedition. 3. Describe the purpose and challenges of Manifest Destiny. 4. Analyze the political, religious, and economic incentives of Manifest Destiny. 5. Summarize Andrew Jackson’s role in the expansion of the United States. (e.g. , Jacksonian Era, “Corrupt Bargain”, Democratic Party, Bank War, Nullification Crisis, Indian Removal, etc.) 6. Examine the motivations and consequences of the Indian Removal Act. (e.g., Cherokee “Trail of Tears”, etc.)
<p>8.6 Interpret the causes, effects, and challenges of the Industrial Revolution.</p>	<ol style="list-style-type: none"> 1. Summarize the beginning of the Industrial Revolution in the United States. 2. Identify key people and their contributions to the Industrial Revolution. 3. Trace the development of transportation and communication systems during the Industrial Revolution. 4. Compare and contrast the cultural, religious, and social impact of the Industrial Revolution on America. 5. Assess how geography influenced the location of factories.

Standard	Objectives
<p>8.7 Evaluate the impact of social and political reforms on the development of American society.</p>	<ol style="list-style-type: none"> 1. Examine abolitionists' role in bringing attention to the impact of slavery on the nation. (e.g., Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc.) 2. Examine the actions of enslaved people to resist the institution of slavery. (e.g., Negro Spirituals, Harriet Tubman, Nat Turner rebellion, etc.) 3. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments. (e.g., "all men are created equal, that they are endowed by their Creator with certain unalienable Rights", etc.) 4. Examine leaders of the Women's Suffrage Movement and their goals and strategies. (e.g., Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, etc.)
<p>8.8 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"> 1. Trace the origins and development of slavery in the United States. 2. Describe the impact of the Industrial Revolution in northern states. 3. Evaluate the importance of agriculture in southern states. 4. 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. 6. Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife. (e.g., Missouri, Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Underground Railroad, etc.)

Standard	Objectives
<p>8.9 Identify key people and evaluate the significant events of the American Civil War.</p>	<ol style="list-style-type: none"> 1. Analyze the reasons for the Civil War. (e.g., slavery, states' rights, etc.) 2. Examine key battles and plans which shaped decisions for the North and the South. (e.g., Fort Hood, First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc.) 3. 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. (e.g., Clara Barton, 54th Massachusetts Regiment, Native Americans, etc.) 5. Analyze the factors that led to the Northern victory of the Civil War. (e.g., total war, industrial, population, resources, technological advantages, etc.) 6. Analyze key government documents and actions of the Civil War. (e.g., Emancipation Proclamation, Gettysburg Address, draft laws, etc.)
<p>8.10 Analyze the Reconstruction efforts in the post-Civil War United States.</p>	<ol style="list-style-type: none"> 1. Compare congressional and presidential reconstruction plans. 2. Analyze southern resistance to Reconstruction reforms. (e.g., Black Codes, Jim Crow Laws, Ku Klux Klan, etc.) 3. Trace the economic changes in the post- Civil War South. (e.g., Lincoln's Plan, Wade-Davis Bill, Johnson's Plan, Radical Reconstruction, etc.) 4. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans. 5. Identify the significance of the impact of the Compromise of 1877.

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

*The examples listed within the document are not an exhaustive list.

Standard	Objectives
MS.1 Examine the geographic features of Mississippi.	<ol style="list-style-type: none"> 1. Identify the physical features, landforms, and soil regions of Mississippi. 2. Differentiate among the geographic regions of Mississippi. 3. Describe how the geographic and physical features set Mississippi apart from other states. 4. Explain how the geographic features and processes of Mississippi contribute to social, technological, and economic development throughout the state. (e.g., Mississippi River, Gulf Coast, Pine Hills, Delta, Great Flood of 1927, Hurricanes Camille and Katrina, etc.)
MS.2 Compare and contrast the indigenous cultures in Mississippi and assess their lasting impact on the state's history and traditions.	<ol style="list-style-type: none"> 1. Explain the impact of Mississippi's geography on the cultural development of its indigenous peoples. (e.g., Choctaw, Chickasaw, Natchez, etc.) 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. 3. Evaluate the impact of native cultures on Mississippi, past and present.
MS.3 Examine the motivations and the effects of the European arrival and presence in Mississippi.	<ol style="list-style-type: none"> 1. Compare and contrast the French, Spanish and English arrival, and presence in Mississippi. (e.g., lifestyles, religion, successes, failures, etc.) 2. Examine the impact of European arrival and presence on the cultural development of Mississippi. (e.g., Code Noir, holiday, religious, economic, etc.)

Standard	Objectives
<p>MS.4 Explain the development of the Mississippi Territory and its evolution to statehood.</p>	<ol style="list-style-type: none"> 1. Investigate life and work in Mississippi during the colonial and revolutionary periods. 2. Examine the conflicts (e.g., Natchez Rebellion, etc.), treaties (e.g., Fort Adams, Mount Dexter, Doak's Stand, Dancing Rabbit Creek, Pontotoc Creek, etc.), and subsequent removal (e.g., Trail of Tears, etc.) of indigenous Mississippians. 3. Trace the events and legislative processes necessary for Mississippi to gain statehood. 4. Identify the key points of the Mississippi Constitution of 1817 and identify the government and political influences that led to its development.
<p>MS.5 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"> 1. Trace the evolution of slavery in Mississippi, including the significance of the Forks of the Road slave market in Natchez. 2. Analyze the relationship between cotton and the evolution of the plantation economy in antebellum Mississippi. 3. Examine the culture and social structure that developed in Mississippi during the antebellum period.
<p>MS.6 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"> 1. Examine the Mississippi Declaration of Secession and trace the events that led to the secession of Mississippi from the Union in 1861. 2. Analyze the significance of the military campaigns that took place in Mississippi during the Civil War and the impact wartime conditions had on the civilian population. 3. Examine the roles and contributions of women, enslaved people, and free African Americans during the Civil War. 4. Analyze the impact of Congressional Reconstruction on Mississippi, including the new Mississippi Constitution of 1868. 5. Describe the changing roles and contributions of African American Mississippians during Reconstruction.

Standard	Objectives
MS.7 Examine the economic, political, and social changes in the Jim Crow Era Mississippi from the end of Reconstruction through World War II.	<ol style="list-style-type: none"> 1. Analyze the differences between the Mississippi Constitutions of 1868 and 1890. 2. Trace the changes in Mississippi's economy and technology in the decades following Reconstruction. 3. Analyze reforms that contributed to social and economic changes after the Civil War. (e.g., Jim Crow, poll taxes, literacy tests, segregation, etc.)
MS.8 Evaluate the role of Mississippi in the Civil Rights Movement.	<ol style="list-style-type: none"> 1. Analyze the significant figures, groups, and events of the Civil Rights Movement in Mississippi. (e.g., Emmett Till, Medgar Evers, James Meredith, Fannie Lou Hamer, etc.) 2. Discuss the significant strategies used within the Civil Rights Movement. 3. Examine organized resistance to the Civil Rights Movement in Mississippi and how it shaped the conflict between the State and Federal governments during the Civil Rights Era. (e.g., Citizen's Council, MS State Sovereignty Commission, Ross Barnett, etc.) 4. Evaluate the lasting impact of the Civil Rights movement on Mississippi.
MS.9 Analyze the economic characteristics of modern Mississippi.	<ol style="list-style-type: none"> 1. Identify various industries and factories that drive Mississippi's modern economy. 2. Analyze how the major industries of Mississippi have impacted the economy in Mississippi. 3. Identify Mississippi's global economic relationships. 4. Analyze the causes of Mississippi's past and present-day struggle with poverty.

Standard	Objectives
MS.10 Analyze the structure and function of local and state government in Mississippi.	<ol style="list-style-type: none"> 1. Evaluate the rights and responsibilities of Mississippi citizenship. 2. Analyze the role of the judicial, legislative, and executive branches within the government of Mississippi. 3. Examine the various forms of local governments and evaluate how they meet the needs of local communities. 4. Compare types of services offered by local and state government to meet the needs of Mississippians.
MS.11 Examine the impact of Mississippi artists, musicians, and writers on the state, nation, and world.	<ol style="list-style-type: none"> 1. Identify and describe the accomplishments of Mississippi artists, musicians, and writers. (e.g., William Faulkner, B.B. King, Muddy Waters, Walter Anderson, Elvis Presley, etc.) 2. Analyze how Mississippi's history and/or religious traditions have impacted the state's artist, musicians, and writers. 3. Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi. 4. Identify locations in Mississippi that have artistic, musical, or literary significance. (e.g., Delta-Blues, Coast- Walter Anderson, Jackson- Eudora Welty, etc.)
MS.12 Examine the contributions of various ethnic and religious groups in Mississippi.	<ol style="list-style-type: none"> 1. Identify and describe the various ethnic and religious groups in Mississippi. 2. Cite evidence of the growing ethnic diversity of Mississippi's populations and its impact on the state today. 3. Analyze the push and pull factors of people migrating to Mississippi. 4. Describe the contributions of various ethnic and religious groups to Mississippi.



World History: Age of Enlightenment to Present **1 Carnegie Unit**

*The examples listed within the document are not an exhaustive list.

World History: Age of Enlightenment to Present

1 Carnegie Unit

Standard	Objectives
WH 1 Scientific Revolution and Enlightenment Investigate the important ideas and achievements of the Scientific Revolution and the Age of Enlightenment	<ol style="list-style-type: none">1. Identify the theories of cosmology as described by Nicolaus Copernicus, Galileo Galilei, and Sir Isaac Newton.2. Compare and contrast new methods of reasoning as demonstrated by Francis Bacon and Rene Descartes. (e.g., inductive reasoning and the scientific method, deductive reasoning, etc.)3. Contrast the views of Thomas Hobbes and John Locke concerning the domination of absolute governments.4. Differentiate the influence of Charles de Montesquieu, Voltaire, and Jean-Jacques Rousseau on the development of democratic ideals.
WH 2 French Revolution Analyze the causes of the French Revolution and its impact on Europe.	<ol style="list-style-type: none">1. Examine various opinions of the developing democratic ideals amidst the economic troubles of the French social class.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)."3. Examine Napoleon's geographic and political influence on Europe through the spread of liberalism and nationalism.4. Evaluate the significant outcomes of the Congress of Vienna and the creation of the Concert of Europe.5. 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.

Standard	Objectives
<p>WH 3 Dawn of the Industrial Revolution Examine the origins, impact, and spread of the Agricultural and Industrial Revolutions.</p>	<ol style="list-style-type: none"> 1. Analyze the factors that led to the Industrial Revolution in England. 2. Discuss the significance of the Agricultural Revolution, Enclosure Movement, and the Industrial Revolution and their impact on society. (e.g., Charles Townshend, John Deere, Cyrus McCormick, etc.) 3. Evaluate important concepts and inventors during the Industrial Revolution. (e.g., James Hargreaves, Eli Whitney, James Watt, Thomas Edison, the Bessemer Process, etc.) 4. Contrast factors that enhanced or impeded the spread of Industrial Revolution into Eastern Europe and the Far East.
<p>WH 4 Results of the Industrial Revolution 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"> 1. Examine the principles of capitalism as developed by classical economist Adam Smith. 2. Compare and contrast the rise of economic theories as a result of the industrial revolution. (e.g., capitalism, socialism, Marxism, communism, etc.) 3. 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. (e.g., the contributions of Baron Haussmann, Edwin Chadwick, Louis Pasteur, Joseph Lister, etc.) 5. Analyze the International impacts and contributions of intellectual movements. (e.g., Darwinism, suffrage, medicine, psychology, physics, etc.)

Standard	Objectives
<p>WH 5 Nationalism in the Nineteenth Century 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"> 1. Examine nationalist movements throughout the world. (e.g., the unification of Italy and Germany, the Meiji Restoration in Japan, the Tanzimat reforms in the Ottoman Empire, the self-strengthening movement in China, etc.) 2. Analyze the characteristics that defined Russia, Austria-Hungary, and the Ottoman Empire as multinational empires. 3. Trace the emergence of political economic, and social modernization in the early twentieth-century Russian Empire. (e.g., the reign of the Romanov dynasty, Russian expansionism, emancipation of the serfs, etc.) 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.
<p>WH 6 Imperialism Evaluate western imperialism as a force of global change, emphasizing its impact on colonized peoples and lands.</p>	<ol style="list-style-type: none"> 1. Examine various social and economic factors of the spread of imperialism. 2. Analyze the important events of imperialism in Asian and Oceania. (e.g., the establishment of Chinese spheres of influence by western powers, British colonization of India, Hawaiian annexation by the United States, U.S. Open Door Policy, Russo-Japanese War, etc.) 3. Compare important events in the partition of Africa by European powers. (e.g., construction of the Suez Canal, the French occupation of Algeria, Belgium's claim to the Congo, defeat of Italy by Ethiopia, Anglo- Boer Wars, development of apartheid in South Africa, etc.) 4. Analyze important events in U.S. imperialism in Latin American. (e.g., the Spanish-American War, issuance of the Roosevelt Corollary, construction of the Panama Canal, etc.) 5. Investigate the responses of imperialism. (e.g., Philippine-American War, Opium War, Boxer Rebellion, Indian Rebellion of 1857, Zulu Resistances in Southern Africa, etc.)

Standard	Objectives
<p>WH 7 World War I Examine the causes, effects, and significant events of World War I in Europe.</p>	<ol style="list-style-type: none"> 1. Assess the primary causes of World War I. (e.g., the rise of militarism, alliance systems, nationalism, imperialism, assassination of Archduke Franz Ferdinand, etc.) 2. Describe how trench warfare and advances in military technology affected the course and outcome of World War I. 3. Examine the role of propaganda as a means to mobilize civilian populations during World War I. 4. Evaluate the physical and economic destruction of Europe caused by World War I. 5. Analyze the United States' increasing role in global affairs during and after World War I.
<p>WH 8 Interwar Period Analyze the challenges of the interwar period, emphasizing the rise of totalitarian states.</p>	<ol style="list-style-type: none"> 1. Analyze the Treaty of Versailles as an agent for unrest. 2. Examine the global impact of the Great Depression. 3. Compare the civil wars in Russia and China and how they led to the growth and spread of Communism. (e.g., the rise of Vladimir Lenin, the Bolsheviks in Russia, Mao Zedong in China, etc.) 4. Analyze Japanese militarism and territorial expansion. (e.g., Manchuria, the Rape of Nanjing, etc.)

Standard	Objectives
<p>WH 9 World War II Compare and contrast the causes, effects, and significant events of World War II.</p>	<ol style="list-style-type: none"> 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. 2. Examine how antisemitism in the 19th century and Nazi ideas about race and nation led to the dehumanization and genocide of Jews in the Holocaust. 3. Analyze the major turning points of World War II in both the European and Pacific theatres. (e.g., German invasion of Poland, North African Campaign, Battle of Midway, Battle of Stalingrad, D-Day Invasion, Battle of the Bulge, etc.) 4. Trace the geopolitical shifts following World War II, including the bi-polarization and independence movements of Europe. 5. Explain the political and geographic disputes that necessitated the creation of the United Nations. (e.g., the Atomic Era, war crimes, “crimes against humanity”, etc.)

Standard	Objectives
<p>WH 10 Cold War 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"> 1. Explain the origins and significance of the United Nations' Partition Plan, establishment of the modern State of Israel, and the reactions by surrounding countries 2. Analyze various economic, political, and military shifts of the post-World War II world. (e.g., effects of the Truman Doctrine, the Marshall Plan in Europe and Southeast Asia, nationalism in Africa, détente in China, the fall of Communism in the Soviet Union, etc.) 3. Trace the development of the United States and the Soviet Union as the two Cold War Superpowers. 4. Compare and contrast American democracy and Soviet communism. (e.g., expansionist efforts of the Soviet Union verses America's policy of containment, etc.) 5. Trace the political movements of various nationalist groups and their leaders in Latin America, the Middle East, French-Indochina, and Africa. (e.g., Fidel Castro in Cuba, Ho Chi Minh in Vietnam, Gamal Abdel Nasser in Egypt, etc.) 6. Explore the collapse of the Soviet Union. (e.g., Russia's struggle for democracy, the impact of liberalism, perestroika (free markets), glasnost (openness), economic recovery brought on by Mikhail Gorbachev, Ronald Regan, Boris Yeltsin, etc.)

Standard	Objectives
<p>WH11 Contemporary World Debate the changing role of globalization in the contemporary world.</p>	<ol style="list-style-type: none"> 1. Examine social and political issues that helped advance civil and human rights. (e.g., Mahatma Gandhi in India, Martin Luther King Jr. in the United States, Nelson Mandela in South Africa, etc.) 2. Examine OPEC's dominance over the world's oil market and its influence in determining the foreign policies of Middle Eastern nations. (e.g., oil embargos, the Iranian Hostage Crisis, the Gulf Wars, etc.) 3. Analyze the aspects of modern domestic and global terrorism. (e.g., the September 11th attack, the War in Afghanistan, the rise of ISIS, etc.) 4. Recognize the global impact of the internet. (e.g., social media platforms and its influence on politics and social movements, immigrations, climate change, activism, the rise of global culture, etc.)



US History: 1877 to Present

1 Carnegie Unit

*The examples listed within the document are not an exhaustive list.

Standard	Objectives
<p>USH 1 Westward Expansion and the New South</p> <p>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"> 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) 2. Trace the changing role of the American farmer. (including establishment of the Granger movement, the Populist Party, and agrarian rebellion over currency issues) 3. Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians. 4. Explain the impact of the Populist movement on the role of the federal government in American society. 5. Evaluate Reconstruction Amendments, black codes, Jim Crow, disenfranchisement, sharecropping, <i>Plessy vs. Ferguson</i> (1896), and the rise of early Civil Rights Activists as a response to the injustice such as Booker T. Washington, Ida B. Wells-Barnett, and W.E.B. DuBois.

Standard	Objectives
<p>USH 2 Industrialization Analyze industrialization and its impact on the United States in the late 19th and early 20th century.</p>	<ol style="list-style-type: none"> 1. Interpret the changes brought by industrialization to the American economy. (including mass production in factories, creation of corporations and monopolies, influence of industrialists like John Rockefeller and Andrew Carnegie, the impact of inventions/innovations and inventors) 2. Compare population changes caused by industrialization. (including settlement patterns of the new immigrants from Europe and China and the nativist reaction evidenced by the Chinese Exclusion Act) 3. Interpret the impact of industrialization on workers on living conditions linked to urbanization, tenement living, social gospel, Jane Addams, and the lack of city services; the responses of workers to work and life challenges. (including the formation of labor unions, the Knights of Labor, the American Federation of Labor the industrial Workers of the World, the rise of labor leaders, Eugene V. Debs, Samuel Gompers, the impact of strikes, Haymarket Riot, Homestead Strike, and Pullman Strike) 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, vertical integration, and Sherman Antitrust 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)

Standard	Objectives
<p>USH 3 Progressive Movement Evaluate causes, goals, and outcomes of the Progressive Movement.</p>	<ol style="list-style-type: none"> 1. Assess the impact of media and influence of muckrakers on public opinion during the Progressive movement. (including Upton Sinclair, Jacob Riis, and Ida Tarbell) 2. Trace the development of political, social, and cultural movements and subsequent reforms. (including women's suffrage, Temperance Movement, and compulsory public education) 3. Evaluate the limitation of reform efforts of the voices of the Niagara Movement, the National Association of the Advancement of Colored People (NAACP), Ida B. Wells, Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey in response to Jim Crow Laws, <i>Plessy vs. Ferguson</i> (1896). 4. 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 Federal Trade Commission) 5. Trace national legislation including the use of Sherman Antitrust Act, the Clayton Antitrust Act, and constitutional amendments (16-19) resulting from and affecting the Progressive Movement.

Standard	Objectives
<p>USH 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.</p>	<ol style="list-style-type: none"> 1. Assess causes of the Spanish-American War. (including yellow journalism, the sinking of the <i>USS Maine</i>, and economic interest in Cuba) 2. 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 (<i>Treaty of Paris</i> 1898), insurgency in the Philippines, and establishment of the Anti-Imperialist League) 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 Theodore Roosevelt's Big Stick Diplomacy (the Roosevelt Corollary), William Howard Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy. 7. Evaluate the factors that led to US involvement in World War I. (including the "<i>Lusitania</i>", Zimmerman Telegram, and unrestricted submarine warfare) 8. Investigate controversies over the Woodrow Wilson's Fourteen Points, Treaty of Versailles of 1919, 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, and <i>Schenck vs. United States</i> (1919))

Standard	Objectives
<p>USH 5 1920s – 1930s 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"> 1. Analyze the impact of radio, cinema, and print media on the creation of mass culture. 2. Analyze the impact of the Lost Generation writers on American culture. (including F. Scott Fitzgerald, Ernest Hemingway, H.L. Mencken, John Steinbeck, and William Faulkner) 3. Determine the impact of technological innovations on increased leisure time. 4. Assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis. 5. Evaluate 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, and the effect of radio in creating a mass culture) 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. Evaluate the impact of the Harlem Renaissance and Black Nationalism on the social and cultural landscape of America. (including Langston Hughes, Zora Neal Hurston, Marcus Garvey, Louis Armstrong, Duke Ellington, and Ella Fitzgerald) 9. Analyze the Great Depression for its impact on the American family. (including the Bonus Army, Hoovervilles, Dust Bowl, and Dorothea Lange) 10. Investigate conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression.

Standard	Objectives
<p>USH 6 Great Depression and New Deal Analyze the causes and effects of the Great Depression and New Deal.</p>	<ol style="list-style-type: none"> 1. Assess 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, the Federal Reserve System, overproduction of industry, and the impact of the Smoot-Hawley Tariff Act) 2. Assess 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) 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) 4. Evaluate the impact of Franklin D. Roosevelt’s presidency on the expansion of federal powers.

USH 7 | World War II

Examine the nation's role in World War II and the impact on domestic and international affairs.

1. Explain the isolationist debate as it evolved from the 1920s through the 1930s 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, Douglas MacArthur, and George S. Patton)
3. Identify the impact of military strategies of World War II. (including blitzkrieg, island-hopping, and amphibious landings)
4. Analyze the U.S. response to war crimes committed during World War II like the Holocaust and Bataan Death March. (including 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 the expansion of the U.S. military through the selective service and the contributions of minority populations. (including Native Americans, African Americans, Japanese Americans, and women)
8. Trace the way in which the U.S. government took control of the economy through rationing, price controls, limitations on labor unions, prohibition of discrimination in the defense industry, the sale of bonds, and wage controls.
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)
10. Summarize the discrimination that Japanese Americans faced during WWII including internment and *Korematsu vs. United States* (1944).

<p>USH 8 Post WWII: President Truman and President Eisenhower 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"> 1. Distinguish between cold war and 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 U.S. and U.S.S.R. after WWII. 4. Identify and explain the steps the U.S. took to contain communism during the Truman and Eisenhower administrations. 5. Describe how the Truman Doctrine and the Marshall Plan deepened the tensions between the U.S. and the U.S.S.R. 6. Identify the importance of the following on Cold War tensions: Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, and Iron Curtain. 7. Evaluate the role, function, and purpose of the United Nations (UN). 8. Examine the United States' reaction to Communist takeover in China. 9. Summarize the Korean War and its impact on the Cold War. 10. Describe U.S. government efforts to control the spread of communism within the United States and impact of the Red Scare on individual freedoms. 11. Discuss the role of the space race and the arms race in the Cold War. (including 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)
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Standard	Objectives
<p>USH 9 President Kennedy, President Johnson, and President Nixon Demonstrate an understanding of domestic and international issues from each administration.</p>	<ol style="list-style-type: none"> 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, and the Supreme Court case, <i>U.S. vs. Nixon</i> (1974)) 2. Debate the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor actions have transformed American society. 3. Analyze the impact of the African American Civil Rights Movement on other movements. (including American Indian Movement (AIM), United Farm Workers (UFW), and the Disability Rights Movement) 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) 5. Analyze the impact of the environmental movement and the development of environmental protection laws. 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. 7. Analyze the international policies and actions taken as a response to the Cold War. (including U.S. involvement in Cuba, the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution, and de-escalation of Cold War tensions through détente)

Standard	Objectives
<p>USH 10 President Ford, President Carter, President Reagan, and President H.W. Bush</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"> 1. Evaluate the conservative movement as a response to social, economic, and environmental issues from 1974 to 1992. (including Moral Majority, <i>Roe vs. Wade</i> (1973), <i>Regents of the University of California vs. Bakke</i> (1978), and Three Mile Island, Reaganomics) 2. Analyze President Reagan's and President Bush's international policies. (including the Strategic Defense Initiative, Reagan Doctrine, Iran-Contra, End of the Cold War, Invasion of Grenada, Invasion of Panama, and Persian Gulf War) 3. Analyze the response of the Carter administration to environmental issues, the Cold War, and conflicts in the Middle East.

Standard	Objectives
<p>USH 11 Civil Rights Movement Evaluate the impact of the Civil Rights Movement on social and political change in the United States.</p>	<ol style="list-style-type: none"> 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, nationalization of state militias, <i>Brown vs. Board of Education</i> (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, 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), and the grassroots efforts of the Civil Rights movement (civil rights foot soldiers)) 4. Describe the development of the Black Power Movement. (including the ideology of self-defense which inspired the change in focus of the SNCC, the rise of Malcolm X, 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)

Standard	Objectives
<p>USH 12 1992 to the Present 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"> 1. Examine domestic issues. (including Contract with America, Impeachment Trial of William "Bill" Clinton, Eminent Domain, No Child Left Behind, Hurricane Katrina, and Affordable Care Act of 2010) 2. Describe the reactions to domestic and global terrorism. (including Oklahoma City bombing, terrorist attack of September 11, 2001, Operation Iraqi Freedom, the War in Afghanistan, the U.S.A. P.A.T.R.I.O.T. Act, Transportation Security Administration (TSA), Homeland Security) 3. Describe issues surrounding the changing global economy. (including North American Free Trade Agreement (NAFTA), immigration, national debt, technological trends, and global climate concerns) 4. Discuss the historic Presidential Elections of 2000, 2008, and 2016.



United States Government

1/2 Carnegie Unit

*The examples listed within the document are not an exhaustive list.

United States Government

½ Carnegie Unit

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

Standard	Objectives
<p>USG.2 <i>Continued</i> Examine the fundamental principles and philosophies that shaped the government of the United States.</p>	<ol style="list-style-type: none"> 6. Analyze the natural rights philosophy expressed in the Declaration of Independence. 7. Examine the importance of Shay’s Rebellion in the formation of the Constitution. 8. Analyze the different beliefs of the Founding Fathers at the Constitutional Convention. 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. 10. Discuss how liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.” 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. (e.g., checks and balances, the importance of an independent judiciary, enumerated powers, rule of law, federalism, etc.) 12. Analyze the creation of the Bill of Rights that guarantees rights and protections of citizens by limiting the government’s power. 13. Assess how different philosophies and power structures determine economic policies, social welfare policies, and human rights practices. 14. Examine how power is divided between the federal and state governments. 15. Compare federal, confederal, and unitary systems of government to determine the advantages and disadvantages of each.

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

Standard	Objectives
<p>USG.5 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"> 1. Explain the relationship and powers shared between state governments and the national government. 2. Trace the extent to which power is shared by all levels of government. 3. Examine the powers denied to state governments and national government. 4. Evaluate the balance of power between state governments and national government related to funding. 5. Investigate how the amendment process protects both the national government and state governments. 6. Identify the major responsibilities and sources of revenue for state and local governments. 7. Analyze the various interpretations and extent of the federal government's power provided by the Ninth and Tenth Amendments.

Standard	Objectives
<p>USG.6 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"> 1. Examine the civil liberties and rights guaranteed in the Bill of Rights. 2. Explain due process of law as expressed in the Fifth and Fourteenth Amendments. 3. Evaluate the balance between individual liberties and the public order. 4. Analyze changing interpretations of the Bill of Rights over time, particularly the First and Fourteenth Amendments. 5. Analyze judicial activism and restraint as well as the effects of each policy over the decades. 6. Evaluate the effects of the Court's interpretations of the Constitution in <i>Marbury vs Madison</i> (1803), <i>McCulloch vs Maryland</i> (1819), and <i>United States vs Nixon</i> (1974). 7. Investigate the controversies that have resulted over changing interpretations of civil rights. (e.g., <i>Plessy vs Ferguson</i> (1896), <i>Brown vs Board Education</i> (1954), <i>Miranda vs Arizona</i> (1966), <i>Regents of the University of California vs Bakke</i> (1978), <i>Adrand Constructors Inc. vs Pena</i> (1995), <i>United States vs Virginia (VMI)</i> (1996), etc.)

Standard	Objectives
<p>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.</p>	<ol style="list-style-type: none"> 1. Describe the controversies over campaign funding. 2. Evaluate the decision <i>Citizens United vs Federal Election Commission</i> (2010) on campaign financing. 3. Examine how political parties impact primary and general elections as well as citizen involvement in campaigns. 4. Identify major interest groups and their major agenda messages. (e.g., AARP, NRA, ACLU, American Bar Association, American Medical Association, National Chamber of Commerce, Sierra Club, etc.) 5. Evaluate the responsibility of citizens to thoughtfully examine information presented by media and interest groups in forming individual political opinions. 6. Identify the role of journalism in the political process and trace its development over time. 7. Examine the role and history of Political Action Committees and interest groups on the electoral process.

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



Economics

1/2 Carnegie Unit

*The examples listed within the document are not an exhaustive list.

Standard	Objectives
E.1 Explain the problem of scarcity, choice, decision making, and opportunity cost.	<ol style="list-style-type: none"> 1. Explain the problem of scarcity and discuss how it is experienced by individuals, governments, and societies. 2. Explain that all choices involving tradeoffs and opportunity costs. 3. 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. 4. Relate marginal benefit and marginal cost to choice. 5. Evaluate the role that risk takes in decision making and that risk can be reduced by diversification. 6. Examine the household as a major institution in which consumption and production take place.
E.2 Evaluate different economic systems.	<ol style="list-style-type: none"> 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. Discuss the differences among market, command, mixed, and traditional economies. 3. Analyze how the different economic systems answer the three major economic questions: <ul style="list-style-type: none"> • What goods and services will be produced? • How will these goods and services be produced? • Who will consume them? 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. 5. Compare the benefits and costs of different allocation methods.

Standard	Objectives
<p>E.3 Examine how voluntary exchanges and trade are reflections of positive and negative incentives.</p>	<ol style="list-style-type: none"> 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. 2. Explain how free trade increases the worldwide material standard of living. 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. 4. Explain why many nations employ trade barriers for national defense, protection of key industries and protection of workers. 5. Explain why import restrictions result in higher prices and decreased job opportunities and profits. 6. Define labor productivity. 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. 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. 9. Evaluate the reasons for international trade. (e.g., comparative advantage, availability of resources, market price, etc.) 10. Define transaction cost and explain why trade increases if transaction costs decrease. (e.g., the cost of locating buyers or sellers, negotiating the terms of an exchange, ensuring the exchange occurs on the agreed upon terms, etc.) 11. Illustrate how goods can be produced at the lowest opportunity cost regarding resources, technology, political institutions, and economic institutions.

Standard	Objectives
E.4 Analyze the role of price on the market, the buyer, and the seller.	<ol style="list-style-type: none"> 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.

Standard	Objectives
<p>E.5 Analyze the impact of market structures on the economy.</p>	<ol style="list-style-type: none"> 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. 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. Explore how companies are categorized based on the amount of competition they face. (e.g., monopoly, oligopoly, etc.) 4. Describe the role of banks and other financial institutions in channeling funds from savers to borrowers and investors. 5. Explain the purpose of labor unions and how they influence laws created in market economies. 6. 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. 7. Evaluate the factors that regulate price and market security.
<p>E.6 Assess entrepreneurship.</p>	<ol style="list-style-type: none"> 1. Discuss how entrepreneurs organize resources to produce goods and services because they expect to earn profits. 2. Describe how entrepreneurs earn profits and incur losses. 3. Compare and contrast positive and negative aspects of entrepreneurship. 4. Evaluate how entrepreneurial decisions are influenced by tax, regulatory, education, and research support policies.

Standard	Objectives
E.7 Examine the factors that influence personal income.	<ol style="list-style-type: none"> 1. Define and explain the different forms of earning income. (e.g., labor, capital, natural resources, entrepreneurial talents, etc.) 2. Relate income to choices made for education, training, skill development, and careers. 3. Demonstrate how changes in the structure of the economy can influence personal income. 4. Examine factors related to personal spending with respect to maintaining a household budget.
E.8 Evaluate the role of money and its relationship to the market economy.	<ol style="list-style-type: none"> 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 inflation and its impact on the value of money. 4. Compare and contrast M-1 and M-2 money in the United States. 5. Explain what is and is not considered money. 6. Evaluate real and nominal interest rates and discuss their impact on consumers. 7. Evaluate the impact of higher real interest rates on business investment spending and consumer spending on major purchases. 8. Examine the types of unemployment and its effects on society. 9. Describe how unexpected inflation imposes costs on some people and benefits others.

Standard	Objectives
<p>E.9 Describe economic growth and evaluate the cause and effect of economic fluctuations.</p>	<ol style="list-style-type: none"> 1. Describe the characteristics of economic growth in the long and short term. 2. Illustrate how economic growth has been a vehicle for alleviating poverty and raising standards of living. 3. Justify the importance of investing in new physical or human capital for future productivity and consumption. 4. Investigate how lower interest rates encourage investment. 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, specifically the fluctuations in real GDP around its potential level.
<p>E.10 Evaluate the role of the government in correcting market failures.</p>	<ol style="list-style-type: none"> 1. Describe the reasons for a market failure. 2. Discuss the role of government in the economy 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 address externalities. (e.g., subsidies, laws, government ownership, income redistribution through tax laws, price controls, etc.) 5. Evaluate the benefits and costs of market intervention by government.

Standard	Objectives
<p>E.11 Compare and contrast fiscal and monetary policy in the United States economy.</p>	<ol style="list-style-type: none"> 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. Differentiate budget deficit, budget surplus and balanced budget. 5. Explain why and how 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. Differentiate the federal funds rate from the discount rate and the prime rate. 9. Evaluate why the Federal Reserve would increase interest rate targets.

The following classes are
Elective Courses



Introduction to Geography

½ Carnegie Unit

*The examples listed within the document are not an exhaustive list.

Introduction to Geography	½ Carnegie Unit
Standard	Objectives
ITG.1 Investigate the world using spatial terms and concepts.	<ol style="list-style-type: none"> 1. Evaluate the advantages and disadvantages of the tools used to analyze spatial distributions and patterns on Earth. 2. Utilize maps and geospatial technologies (e.g., GIS, surveying maps, digital globes, GPS, etc.) to explain relationships among peoples, places, and environments. 3. Create, compare, and interpret maps, charts, graphs, and pictures to determine characteristics of world regions.
ITG.2 Assess the nature, origin, evolution, and meaning of places.	<ol style="list-style-type: none"> 1. Determine how the physical and human characteristics of a place contribute to unique personal, community, and national identities. 2. Analyze the ways that places change as a result of physical and human processes. 3. Investigate how culture and experiences influence people’s perceptions of places. 4. Analyze how technology has changed the rate and scale at which people can modify the physical environment. 5. Compare and contrast how human activities can affect the physical environment, either positively or negatively.
ITG.3 Examine how regions are used to describe the organization of Earth’s surface.	<ol style="list-style-type: none"> 1. Analyze regions using formal, functional, and perceptual delineations to recognize the different understandings each delineation produces. 2. Investigate processes and reasons for regional change. (e.g., migration, urbanization, erosion, etc.) 3. Analyze interactions between regions to show transnational relationships, including the flow of commodities and connectivity. 4. Interpret the variable impact of globalization processes on the regions of the world. 5. Examine how perceptions of places are created and changed through direct and indirect experiences. (e.g., movies, music, news, etc.)

<p>ITG.4 Analyze the implications of varying demographic structures within human populations on Earth.</p>	<ol style="list-style-type: none"> 1. Investigate current and historic major migration streams of the United States and the world in terms of time, distance, and cause. 2. Explain how push and pull factors cause voluntary and involuntary migration with resulting consequences to the countries of origin and of destination. 3. Examine the changes of human populations and how the rate of natural increase or decrease can affect a country's ability to function economically, politically, and socially.
<p>ITG.5 Evaluate the concept of culture as it relates to places on Earth.</p>	<ol style="list-style-type: none"> 1. Analyze how contact between differing cultures impacts each society. 2. Evaluate how the diffusion of ideas and technologies change the characteristics and distributions of cultures. 3. Explain why cultural landscapes exist and how they vary across space and time.
<p>ITG.6 Examine the patterns and networks of economic interdependence on Earth's surface.</p>	<ol style="list-style-type: none"> 1. Investigate how the ratios of primary, secondary, and tertiary differ. 2. Analyze the changes to subsistence and commercial livelihoods over time. 3. Illustrate how and why integrated transportation and communication networks provide essential infrastructure for economic interdependence from local to global scales.
<p>ITG.7 Analyze the relationships that occur between boundaries and territorially delineated entities.</p>	<ol style="list-style-type: none"> 1. Identify different types of territories and analyze how their governments manage and control Earth's surface. 2. Explain the role that human and physical features play in determining the boundaries of countries. 3. Examine why international conflict occurs between boundaries.

<p>ITG.8 Explain the patterns, processes of development, and operation of human settlements.</p>	<ol style="list-style-type: none"> 1. Differentiate among the types of urban land use and analyze how they are systematically arranged. 2. Describe why and how human activities in certain locations have contributed to the development of settlements. 3. Compare and contrast how the number and types of services (e.g., educational, economic, social, etc.) differ for settlements of various sizes.
<p>ITG.9 Illustrate how human systems develop in response to physical environment conditions.</p>	<ol style="list-style-type: none"> 1. Explain how the characteristics of the physical environment can be both opportunities and constraints depending on people's knowledge, technology, and choices. 2. Explain the processes that produce various environmental hazards. 3. Compare and contrast how people and nations deal with weather, climate, natural disasters, and environmental hazards (e.g., oil spills, atomic bombs, pollution, etc.).
<p>ITG.10 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"> 1. Describe how different cultures define and use resources. 2. Compare and contrast renewable and nonrenewable resources and examine how their use has lasting impact. 3. Investigate how common resources of the contemporary world are extracted, refined, and transported.



Advanced World Geography

1 Carnegie Unit

*The examples listed within the document are not an exhaustive list.

Standard	Objectives
AWG.1 Describe and interpret the world using a variety of sources including spatial terms and concepts.	<ol style="list-style-type: none"> 1. Trace the development of geographic tools from early representations of the earth to modern geospatial technologies. 2. Evaluate how different types of geographic tools express the relationships among people, places, and environments. (e.g., GIS, surveying maps, cartography, Geo visualization, digital globes, remote sensing, GPS, etc.) 3. Create, compare, and interpret maps, charts, graphs, and pictures to determine characteristics of world regions.
AWG.2 Explore the nature, origins, evolution, and meaning of places.	<ol style="list-style-type: none"> 1. Determine how the physical and human characteristics of a place contribute to individual, community, and national identities. 2. Examine the ways that places change as a result of physical and human processes. 3. Describe the impact of culture and experience in influencing people's perceptions of places.
AWG.3 Evaluate how regions are used to describe the organization of Earth's surface.	<ol style="list-style-type: none"> 1. Differentiate among formal, functional, and perceptual designations of regions. 2. Explain the physical and human factors that impact the characteristics of a region. 3. Examine the characteristics of globalization on regions of the world in terms of economics, culture, and technology. 4. Explain how perceptions of regions and the cultures that inhabit them change as a result of direct and indirect experiences. (e.g., music, media, news, etc.)

Standard	Objectives
AWG.4 Compare and contrast geographic patterns in the environment that result from the processes of Earth's physical systems.	<ol style="list-style-type: none"> 1. Explain how natural processes shape the physical environment and produce different conditions in different places on Earth. (e.g., natural disasters, erosion, weathering, etc.) 2. Describe the impact of physical processes on different types of ecosystems over time.
AWG.5 Interpret the characteristics and processes of human population and migration on Earth.	<ol style="list-style-type: none"> 1. Explain the characteristics of a population over time using data related to crude birth rate, crude death rate, infant mortality rate, fertility rate, natural increase rate, and demographic transition models. 2. Explain the relationship between the socioeconomic status of women and population patterns in a society. (e.g., access to healthcare, access to education, access to professions, legal equity, etc.) 3. Trace the major migration patterns in the United States and the world in terms of distance, origin, cause, and time. 4. Examine the various ways that nations manage intraregional, interregional, and international population flows. 5. Evaluate the conditions which produce refugees, asylum seekers, and internally displaced persons and the processes countries utilize to meet their needs.
AWG.6 Examine the characteristics and factors that contribute to the development of culture.	<ol style="list-style-type: none"> 1. Describe the characteristics that define a culture over time. 2. Compare and contrast major world religions and their impact on the development and values of a culture. 3. Distinguish characteristics of folk culture and pop culture and examine each in societies. 4. Examine the economic and political factors that affect how and where cultures spread.

Standard	Objectives
<p>AWG.7 Explain the patterns and networks of economic interdependence around the world.</p>	<ol style="list-style-type: none"> 1. Categorize economic activities as primary, secondary, or tertiary. 2. Explain the differences between subsistence and commercial livelihoods and why groups of people change from one to the other over time. 3. Define economic globalization and explain its impact on places, populations, and environments. 4. Examine the role of technologies including communications, transportation, and infrastructure in the emergence of global economic interdependence.
<p>AWG.8 Analyze the patterns of human settlements and explain their development and operation.</p>	<ol style="list-style-type: none"> 1. Explain how human activities have contributed to the development of settlements in particular locations. 2. Distinguish among the various types of settlements and explain differences in the number and types of services they provide. 3. Examine the reasons behind the increase and/or decrease of urbanization in the world and the economic, social, and political implications.
<p>AWG.9 Describe and analyze boundaries and political entities and the cooperation and conflicts that occur among them.</p>	<ol style="list-style-type: none"> 1. Analyze the advantages and disadvantages of political and other boundaries that are based on physical and human factors. 2. Explain how countries and organizations make agreements to cooperate on a global scale. (e.g., United Nations, European Union, NATO, Warsaw Pact, NAFTA, Silk Road, African Union etc.) 3. Examine how conflict occurs at the international level. (e.g., World Wars, Vietnam, North Korea, Ukraine and Russia, etc.)

Standard	Objectives
<p>AWG.10 Demonstrate and explain how human actions modify the physical environment.</p>	<ol style="list-style-type: none"> 1. Describe how human-induced changes in one place can affect the physical environment in other places. 2. Explain how the use of technology has changed the scale and rate at which people can modify the physical environment. 3. Compare and contrast how human activities can affect the physical environment either positively or negatively. (e.g., conservation, crop rotation, tourism, wildfires, etc.)
<p>AWG.11 Evaluate how human systems develop in response to physical environmental conditions.</p>	<ol style="list-style-type: none"> 1. Explain how characteristics of the physical environment can both hinder and advance development. 2. Evaluate how human processes threaten environmental sustainability. 3. Describe how people perceive, prepare, and cope with environmental hazards and disasters. (e.g., hurricanes, earthquakes, oil spills, flooding, etc.)
<p>AWG.12 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"> 1. Explain how culture plays a role in the perception and use of natural resources. 2. Distinguish and analyze renewable and nonrenewable resources with respect to suitability, viability, and sustainability. 3. Assess how common resources of the contemporary world are extracted, refined, and transported.



African American Studies

1 Carnegie Unit

*The examples listed within the document are not an exhaustive list.

African American Studies		1 Carnegie Unit
Standard	Objectives	
AAS.1 Examine African culture and narratives leading up to the slave trade (e.g., Mansa Musa, slavery in Africa) and the influence of African culture in the social, political, and economic development of slavery in the United States for both the enslaved and the colonists.	<ol style="list-style-type: none"> 1. Analyze the geographical, historical, economic, cultural, political, and scientific life of African people prior to European exploration. 2. Analyze the economic, political, geographical, and social reasons for focusing the slave trade on Africa. (e.g., the role of Africans, Europeans, colonists, etc.) 3. Assess the role of geography on the growth and development of slavery. 4. Analyze the economic and cultural impact of the slave trade on Africa and the colonies. 5. Identify and explain the Middle Passage as one of the largest forced migrations in human history. 	
AAS.2 Analyze the justifications and ramifications of slavery between 1619 and 1860.	<ol style="list-style-type: none"> 1 Analyze the economic, social, religious, and legal justifications for the establishment and continuation of slavery. (e.g., 3/5th Compromise, Fugitive Slave Act, Dred Scott, etc.) 2. Identify and evaluate the various ways Africans in Americas resisted slavery. (e.g., Haitian Revolution, Nat Turner, Denmark Vesey, Gabriel Prosser, etc.) 3. Analyze the role slavery played in the development of nationalism and sectionalism. (e.g., Bleeding Kansas, proslavery vs. anti-slavery debate, etc.) 4. Assess the development of the abolitionist movement and its impact on slavery and the nation. (e.g., John Brown and the raid on Harper's Ferry, Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i>, David Walker, Maria Stewart, etc.) 	

Standard	Objectives
<p>AAS.3 Differentiate between African American life and cultural contributions through 1860.</p>	<ol style="list-style-type: none"> 1. Compare and contrast African American urban and rural communities in the North and the South. 2. Analyze the African American family in antebellum America. 3. Trace the development of African American institutions, including religion, education, and benevolent organizations and possible constraints against their development. (e.g., AME Church in Philadelphia and other “Invisible Churches,” Prince Hall Masons, etc.) 4. Identify and explain the contributions of African Americans in science and the arts. (e.g., George Washington Carver, Edmonia Lewis, Lewis Latimer, Sarah Breedlove Walker, Elijah McCoy, etc.)
<p>AAS.4 Evaluate the roles of African Americans during the Civil War and Reconstruction.</p>	<ol style="list-style-type: none"> 1. Analyze President Lincoln's changing views on slavery and the status of freed slaves in the United States. 2. Identify and explain the roles of African American soldiers, spies, and slaves to the war effort in both the North and the South. (e.g., 54th Massachusetts Regiment, the 13th U.S. Colored Troops, etc.) 3. Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen. 4. Assess the successes and failures of Reconstruction as they relate to African Americans. (e.g., forty acres and a mule, voting, Clinton Massacre, etc.)

Standard	Objectives
<p>AAS.5 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"> 1. Assess the de facto economic and social impacts of Jim Crow laws on African Americans, including the Tulsa Massacre and Red Summer. (e.g., poll tax, Grandfather Clause, Plessy vs. Ferguson, etc.) 2. Analyze the de jure legal ramifications of segregation laws and court decisions on American society. 3. Compare and contrast the political movements that developed in response to Jim Crow laws. (e.g., the Niagara Movement, the NAACP, the Urban League, The Atlanta Compromise, The Farmers' Union Movement, Brotherhood of Sleeping Car Porters, the Anti-Lynching Crusade, etc.) 4. Compare and contrast the African American political and legal personalities of the time period and their impact on American society. (e.g., Samuel McElwee, Robert Church Sr., Ida B. Wells, Randolph Miller, James Napier, Booker T. Washington, W.E.B. Du Bois, etc.) 5. Describe the development of African American institutions post-Reconstruction. (e.g., religion, education, benevolent organizations, etc.) 6. Evaluate the economic, cultural, political, and social impact of African American migration within and from the South. (e.g., the Exodusters, Benjamin Pap Singleton, 2nd Great Migration, etc.) 7. Describe the impact of African American regiments on the western campaigns, the Spanish American War, and World War I. (e.g., Buffalo Soldiers, George Jordan, 3rd North Carolina, 6th Virginia, 7th and 10th Immunes, the Harlem Hellfighters, etc.)

Standard	Objectives
<p>AAS.6 Trace the cultural contributions made by African Americans to the arts post-Reconstruction.</p>	<ol style="list-style-type: none"> 1. Assess the literary contributions made by African Americans. (e.g., Zora Neal Hurston, Richard Wright, Ida B. Wells, Nikki Giovanni, etc.) 2. Describe the contributions of African Americans to the performing arts. (e.g., Fisk Jubilee Singers, W.C. Handy, John Work III, DeFord Bailey, etc.) 3. Describe the contributions of African Americans to the visual arts. (e.g., William Edmondson, Edmonia Lewis, Jean-Michel Basquiat, etc.) 4. Evaluate the impact of the African American media on American life. (e.g., Black Press: <i>Chicago Defender</i>, <i>Pittsburg Courier</i>, <i>The Crisis</i>, etc.)
<p>AAS.7 Analyze the conditions and contributions of African Americans during the Great Depression and World War II.</p>	<ol style="list-style-type: none"> 1. Analyze the impact of the Great Depression and the New Deal on the lives of African Americans. 2. Describe the effects of African American “pop” culture of the 1930s and 1940s. (e.g., big band, jazz, the blues, swing, etc.) 3. Analyze how African Americans use the Double-V Campaign to address the issues of racism in the United States and fascism in Europe during World War II. 4. Evaluate the contributions of African American women in the Civilian Workforce and African American men in the military during World War II. (e.g., Tuskegee Airman, 761st Black Panther Tank Battalion, etc.) 5. Explain how World War II laid the groundwork for the modern Civil Rights Movement. (e.g., Medgar Evers, A. Philip Randolph, Jesse Owens, etc.)

Standard	Objectives
<p>AAS.8 Analyze the successes and challenges of the Civil Rights Movement in the United States.</p>	<ol style="list-style-type: none"> 1. Explain how legal victories prior to 1954 inspired and propelled the Civil Rights Movement. (e.g., <i>Amistad</i>, Elizabeth Freeman, <i>Jennings vs Third Ave. Railroad</i>, <i>Sweatt vs Paint</i>, <i>McLaurin vs Oklahoma State Regents</i>, etc.) 2. Describe the impact of <i>Brown vs Board of Education</i> and evaluate the resistance and reaction to it such as private academies and citizens' councils. 3. Define various methods used to obtain civil rights. (e.g., boycotts, demonstrations, sit-ins, marches, freedom rides, etc.) 4. Identify various organizations and their role in the Civil Rights Movement. (e.g., the Highlander Folk School, SNCC, CORE, SCLC, the Deacons for Defense, etc.) 5. Assess the extent to which the Civil Rights Movement transformed American politics and society. (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX, ADA, etc.) 6. Determine the impact of the Vietnam War on the Civil Rights Movement. (e.g., Cassius Clay, etc.)

Standard	Objectives
<p>AAS.9 Debate the issues confronting contemporary African Americans in the continuing struggle for equality.</p>	<ol style="list-style-type: none"> 1. Identify and analyze how the changing political environment has impacted civil rights. 2. Describe how African Americans have responded to or engaged in political conservatism. 3. Compare and contrast the responses of African Americans to the economic, social, and political challenges of contemporary America. 4. Identify and evaluate major contemporary African American issues confronting society. (e.g., affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, crime, etc.) 5. Analyze the impact of immigration and migration on the lives of African Americans in contemporary America. 6. Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society. (e.g., Wilma Rudolph, Tina Turner, Oprah Winfrey, the Williams Sisters, Beyonce, President Barack Obama, Kamala Harris, Kobe Bryant, etc.)



History of the Ancient Middle East

1 Carnegie Unit

*The examples listed within the document are not an exhaustive list.

History of the Ancient Middle East

1 Carnegie Unit

Standard	Objectives
HAME.1 Contrast how geography, economics, and politics have influenced the development of the ancient Middle East.	<ol style="list-style-type: none"> 1. Examine the advantages of living in a river valley or coastal region as compared to inland areas of the Middle East. 2. Describe major events in the development and decline of regional empires. (e.g., Sumerians, Egyptian, Assyrian, Babylonian, Medo-Persian, Greek, Roman, etc.) 3. Examine the development of Israel as a civilization.
HAME.2 Trace the relationship of people, places, and environments from B.C. to A.D.	<ol style="list-style-type: none"> 1. Analyze the accomplishments and challenges of regional empires of the Middle East from 2000 B.C. to 100 A.D. 2. Examine the conflicts over the land of Palestine from 2000 B.C. to 100 A.D. 3. Analyze the movements and interactions of various groups of people in the ancient Middle East. 4. Discuss the impact of war and conflict on different groups from 2000 B.C. to 100 A.D.
HAME.3 Examine the contributions made by archaeological work in the Middle East.	<ol style="list-style-type: none"> 1. Define the science of archaeology. 2. Review archaeological finds dealing with ancient Middle Eastern civilizations from 2000 B.C. to 100 A.D. (e.g., findings at Saqqara, findings at Gaza, etc.) 3. Evaluate the impact of archaeology related to various documents. (e.g., Hammurabi's Code, the Bible, Dead Sea scrolls, etc.)

Standard	Objectives
HAME.4 Describe the impact of science and technology on the historical development of the Middle East.	<ol style="list-style-type: none"> 1. Explain how technological development transformed agriculture and customs of the ancient Middle East. 2. Describe the transition from the barter system to monetary system. (e.g., coinage, etc.)
HAME.5 Demonstrate the ability to apply and interpret social studies tools. (e.g., timelines, maps, globes, graphs, compass, technology, political cartoons, primary and secondary documents, charts, etc.)	<ol style="list-style-type: none"> 1. Locate and label physical features of the Middle East. (e.g., Red Sea, Mediterranean Sea, Persian Gulf, Arabian Sea, Zagros Mountains, etc.) 2. Compare and contrast ancient political boundaries with those of modern independent nations.
HAME.6 Debate the similarities and differences of ancient Middle Eastern cultures.	<ol style="list-style-type: none"> 1. Compare and contrast the religious practices, rituals, and traditions of ancient Middle Eastern cultures. 2. Analyze examples of cultural contributions made by the various ancient civilizations of the Middle East. 3. Examine the roles, status, and interaction of diverse groups of people. (e.g., parents, children, men, women, slaves, etc.) within various ancient Middle Eastern societies. 4. Analyze selected examples of ancient Middle Eastern literature. (e.g., legends, poetry, prophecy, wisdom literature, etc.)

Standard	Objectives
<p>HAME.7 Analyze the development of social and political systems in the ancient Middle East.</p>	<ol style="list-style-type: none"> 1. Compare and contrast political systems of the ancient Middle East. (e.g., Persian, Egyptian, Sumerian, etc.) 2. Discuss major political movements from 2000 B.C. to 100 A.D. 3. Describe the warfare, weaponry, and resolution of conflicts in the ancient Middle East. 4. Analyze the development and expansion of various legal systems. (e.g., Hebrew, Roman, Sumerian, Egyptian, etc.) 5. Show the impact of various empires on developing social structures of the ancient Middle East. 6. Summarize the effects of early religious teachings on ancient and modern social structures. (e.g., Hebrew, Christian, Roman, Persian, Egyptian, Sumerian, etc.)



■ Problems of American Democracy

1 Carnegie Unit

*The examples listed within the document are not an exhaustive list.

Problems of American Democracy

1 Carnegie Unit

Standard	Objectives
PAD.1 Examine the historical, economic, and political factors that played a role in the shaping of the U.S. Constitution.	<ol style="list-style-type: none">1. Compare and contrast the concepts of state and national sovereignty as illustrated in the Articles of Confederation and the Constitution.2. Describe the monetary and trade practices of U.S. states in the 1780s and their consequences.3. Analyze challenges that emerged in the 1780s and how the enumerated powers in the Constitution aimed to correct these issues.4. Analyze the use of the separation of powers as a mechanism for federal accountability and limited powers.
PAD.2 Describe the patterns of conflict and cooperation between the emerging United States and Native Americans from colonial times through the antebellum period.	<ol style="list-style-type: none">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.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.3. Identify and describe major events and turning points in the relationship between the United States and Native Americans in the early nineteenth century, including the Indian Removal Act.4. Assess the impact of westward expansion on Native American populations.

Standard	Objectives
<p>PAD.3 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"> 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. 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. 3. Analyze the economic factors that led to the Panic of 1907 and the Federal Reserve Act of 1913. 4. Describe the economic conditions that led to the Great Depression and the federal interventions and safety net programs that developed as a result. 5. Examine Franklin D. Roosevelt’s use of Keynesian economics over <i>laissez-faire</i> economic policies to attempt to solve the issues of the Great Depression. 6. 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.

Standard	Objectives
<p>PAD.4 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"> 1. Describe the origins and development of early public education in New England from the Colonial Period to the mid-1800s. 2. Explain the conditions and prevailing perspectives in New York State leading up to the passage of the Free Schools Law in 1849. 3. Trace the spread and development of public education throughout the U.S. through the late 1800s and 1900s, including the Committee of Ten. 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. (e.g., <i>Brown vs Board of Education</i> (1954), No Child Left Behind Act, emergence of charter schools, Every Student Succeeds Act, etc.)
<p>PAD.5 Examine the political, economic, and cultural conditions that led to the U.S. Civil War.</p>	<ol style="list-style-type: none"> 1. Describe the economic characteristics of the North and South in the early-to-mid-nineteenth century that contributed to sectional political conflict specifically the American institution of slavery and its role in southern antebellum economy. 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. 3. Assess the response of the U.S. government to the secession of southern states following the election of Abraham Lincoln as president.

Standard	Objectives
<p>PAD.6 Analyze the effectiveness of Reconstruction policies in the United States following the Civil War.</p>	<ol style="list-style-type: none"> 1. Evaluate the efforts to rebuild the Union and restore southern states during Reconstruction. 2. Identify and describe the significance of the 13th, 14th, and 15th amendments to the U.S. Constitution. 3. Assess efforts by former Confederate states to disenfranchise black voters during the late 1800s including the use of poll taxes and literacy tests. 4. Assess economic and cultural conditions in the North that impacted Reconstruction policies.
<p>PAD.7 Evaluate the impact of industrialization of the living conditions of U.S. citizens.</p>	<ol style="list-style-type: none"> 1. Explain the geographic and social changes that resulted from industrialization in the U.S. in the late 1800s and early 1900s. 2. Assess challenges faced by workers, especially immigrants, in factories during the early twentieth century, and the creation of labor unions to address these issues. 3. Define muckraker and describe the role of journalism in bringing awareness to concerns and abuses related to industrialization. 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.

Standard	Objectives
<p>PAD.8 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"> 1. Trace accomplishments and setbacks related to the enfranchisement of African Americans during Reconstruction. 2. Describe the social, economic, and political disenfranchisement of African Americans under the Jim Crow laws. 3. Examine the rise of the Civil Rights Movement in the 1950s and the goals, strategies, and accomplishments of the movement.
<p>PAD.9 Describe the major events in U.S. history related to the rights and status of women.</p>	<ol style="list-style-type: none"> 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 19th 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 push for equality for women starting with the 18th Amendment through Title IX.

Standard	Objectives
<p>PAD.10 Examine contemporary challenges faced by American democracy as a result of political, economic, and technological changes.</p>	<ol style="list-style-type: none"> 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.



Psychology I

½ Carnegie Unit

*The examples listed within the document are not an exhaustive list.

Psychology I

½ Carnegie Unit

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

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

Standard	Objectives
<p>PSY.I.7 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"> 1. Diagram the stages of memory formation. (e.g., the processes of sensory memory, working memory, long-term memory, etc.) 2. Distinguish between concepts, concept hierarchies, schemas, and prototypes.
<p>PSY.I.8 Distinguish the elements that give rise to emotions, explain the various theories of emotion, and summarize the significance of emotional intelligence on mental wellness.</p>	<ol style="list-style-type: none"> 1. Explain the universal nature of emotion. (e.g., the works of Paul Ekman, Robert Plutchik, etc.) 2. Compare and contrast theories of emotion. (e.g., James-Lange, Canon-Bard, Schacter-Singer (Two Factor), Cognitive Appraisal, Opponent Process theories, etc.) 3. Discuss emotional intelligence and its impact on mental wellness and interpersonal relationships.

Psychology II

½ Carnegie Unit



*The examples listed within the document are not an exhaustive list.

**Pre-requisite Psychology I

Psychology II	½ Carnegie Unit
Standard	Objectives
PSY.II.1 Discuss the role of biological drives and motivations on human behavior and cognitive processes.	<ol style="list-style-type: none"> 1. Distinguish between intrinsic and extrinsic sources of motivation. 2. Describe the concept of need for achievement and its significance in understanding motivational differences among people. 3. Employ Maslow's Hierarchy of Needs to understand human behavioral priorities.
PSY.II.2 Breakdown the various theories of human cognitive and social development.	<ol style="list-style-type: none"> 1. Recall biological concepts related to human development. (e.g., genetic structure, prenatal development, infancy, etc.) 2. Trace the physical development and the development of motor skills through early childhood. 3. Diagram Piaget's Stages of Cognitive Development and describe the characteristics of each stage. 4. Compare and contrast cognitive and social perspectives of an individual through Erikson's Psychosocial Stages of Development. 5. Examine theories of moral development, including Kohlberg's Stages of Moral Reasoning.
PSY.II.3 Outline the major personality theories, assessments, and practices of type and trait theorists and justify the practical applications of their work.	<ol style="list-style-type: none"> 1. Compare and contrast Freudian and Neo-Freudian perspectives on personality. (e.g., Freudian model of the mind, the unconscious mind, archetypes, neuroticism, basic anxiety, inferiority complex, etc.) 2. Explain behavioral, social-cognitive, and humanistic concepts related to personality. (e.g., reciprocal determinism, locus of control, unconditional positive regard, the fully functioning person, etc.)

	<ol style="list-style-type: none"> 3. Describe the five-factor model of personality. 4. Explain methods used by researchers to assess personality. (e.g., projective tests, personality inventories, etc.)
PSY.II.4 Outline the historical progression of intelligence research and explain the major theories of intelligence including the works of Charles Spearman, Robert Sternberg, and Howard Gardner.	<ol style="list-style-type: none"> 1. Discuss theories of intelligence. (e.g., Spearman's g factor, Sternberg's triarchic theory, Gardner's theory of multiple intelligences, etc.) 2. Describe historical and contemporary tools for measuring intelligence. (e.g., the intelligence quotient, the roles they play in categorizing intellectual ability, normal range, intellectual disability, giftedness, etc.) 3. Examine the history of cultural bias in intelligence measures and the sociocultural underpinnings of those processes.
PSY.II.5 Identify the conditions that lead to mental wellness, including a positive self-concept, healthy cognitive processes, and edifying interpersonal relationships.	<ol style="list-style-type: none"> 1. Examine the role of the stress response and its contribution to physical and psychological health. 2. Describe the field of positive psychology and its application of psychological concepts to improve mental well-being. 3. Examine the role of sleep, self-concept, need for achievement, and interpersonal relationships in establishing healthy cognitive and emotional processes. 4. Discuss the role of poor mental health and its negative effects. (e.g., self-harm, eating disorders, etc.)
PSY.II.6 Describe major psychological disorders, their symptoms, and classifications.	<ol style="list-style-type: none"> 1. Define the different types of mental illness. (e.g., mood disorders, dissociative disorders, personality disorders, anxiety disorders, somatoform disorders, schizophrenia, etc.) 2. Employ the DSM-V as a tool for diagnosing mental disorders as illustrated in case studies.

<p>PSY.II.7 Explain the methods used by mental health professionals to treat people living with mental illness.</p>	<ol style="list-style-type: none"> 1. Distinguish between the work of a psychiatrist and psychologist in treating mental illness. 2. Examine the role of stigma in preventing people from accessing adequate mental healthcare. 4. Compare and contrast psychodynamic, humanistic, and behavioral therapies in the treatment of mental disorders. 5. Describe the usefulness of cognitive therapy, cognitive-behavioral therapy, and group therapies in the treatment of mental disorders.
<p>PSY.II.8 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"> 1. Describe the concept of social role and conformity as illustrated in the Stanford Prison Experiment and other studies. 2. Explain the findings of obedience and conformity as illustrated in the research 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

½ Carnegie Unit

*The examples listed within the document are not an exhaustive list.

Sociology		½ Carnegie Unit
Standard	Objectives	
SOC.1 Explain the development of sociology as a scientific field of study and the methods used by sociologists to study human social systems.	<ol style="list-style-type: none"> 1. Explore the sociological perspective and the methods used by sociologists to explore that perspective. 2. Identify patterns related to social structures and interactions and the role of the individual in participating in those structures. 3. Trace the growth of sociology from Weber to modern day sociology and explain how theoretical perspectives changed over time. 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. 	
SOC.2 Evaluate the role of culture throughout the world.	<ol style="list-style-type: none"> 1. Define culture. 2. Distinguish the components of symbolic culture. 3. Differentiate between subcultures and countercultures. 4. Identify elements that are culturally universal. 5. Describe the impact of modern technology on cultures throughout the world. 	

Standard	Objectives
<p>SOC.3 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"> 1. Identify major patterns of life cycle change. (e.g., Erikson's Stages of Psychosocial Development, Piaget's Stages of Cognitive Development, Kohlberg's Stages of Moral Reasoning, etc.) 2. Compare the life cycle patterns to human interactions that are common among various social groups composed of diverse demographic patterns. 3. 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. 4. Explain the various types of family units, the roles of each family member, and the impact of cultural and economic factors on family functioning. 5. Describe societal institutions including schools, churches, non-profit, media, and government organizations, and their impacts on communities and families. 6. Interpret the ways in which cultural and social forces impact an individual's values, behaviors, self-concept, and temperament. 7. Compare how various cultures deal with death and dying.
<p>SOC.4 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"> 1. Define deviance and conformity. 2. Compare various perspectives on deviance. (e.g., Symbolic Interactionist, Functionalist, Conflict Perspectives, etc.) 3. Examine society's reaction to deviance.

Standard	Objectives
<p>SOC.5 Define the roles of group dynamics in societies, including work groups in commercial, governmental, and non-profit organizations.</p>	<ol style="list-style-type: none"> 1. Define bureaucracy. 2. Define economic systems that impact societies. (e.g., communism, socialism, fascism, capitalism, etc.) 3. Compare the views of Marx and Weber on bureaucracies. 4. Identify the characteristics of a bureaucracy. 5. Explore the problems that exist within bureaucracies that are universal.
<p>SOC.6 Describe theories and processes related to human social networks.</p>	<ol style="list-style-type: none"> 1. Trace the development of various types of social groups from hunter-gathering cultures to modern day. 2. Identify various groups within society and their functions. (e.g., family, secondary groups, reference groups, social networks, etc.) 3. Explain the various dynamics that exist within a group. 4. Investigate social media and examine its effects on human social networks.
<p>SOC.7 Breakdown the economic and social factors that play a role in socioeconomic stratification.</p>	<ol style="list-style-type: none"> 1. Explore the levels of socioeconomic stratification that exist globally and compare them to those present in the United States. 2. Explain social status and social mobility. 3. Identify social class and the consequences of social mobility and access to healthcare, education, and other resources.

Standard	Objectives
SOC.8 Describe the roles by which individuals and groups establish and maintain a sense of identity.	<ol style="list-style-type: none"> 1. Examine the role of age, race, ethnicity, etc. in creating an individual's sense of identity. 2. Distinguish between race and ethnicity as defining characteristics. 3. Compare age, race, ethnicity, etc. in various cultures as a measurement of social value.
SOC.9 Describe the roles of various social institutions on maintaining societal norms.	<ol style="list-style-type: none"> 1. Explain the role of the economic systems in social institutions across various cultures. 2. Explain the role of education systems as a social institution in perpetuating societal norms or promoting social mobility. 3. Explain the role of marital and family structures as society's basic social institution. 4. Explain the types of religion as a social institution and define its roles in various cultures. 5. Explain the challenges faced by society in providing access to quality healthcare.
SOC.10 Analyze the impact of social change on society.	<ol style="list-style-type: none"> 1. Compare and contrast social movements, methods utilized, and the effectiveness of each. 2. Explain the development of urban spaces and the challenges posed by those spaces including environmental concerns, crime, poverty, and social justice issues. 3. Discuss the values associated with global citizenship. (e.g., environmental, civic, social, economic, political action, etc.)



■ Law Related Education

½ Carnegie Unit

*The examples listed within the document are not an exhaustive list.

Law Related Education

½ Carnegie Unit

Standard	Objectives
LRE.1 Assess the changes in the legal system and recognize the dynamic nature of the law in the United States over time.	<ol style="list-style-type: none">1. Define justice and law and trace its development in the United States.2. Discuss the functions of the law, including lawmaking, advocacy, and settling disputes.3. Describe how court decisions have dynamically altered the American political landscape.
LRE.2 Identify the characteristics of the civil and criminal justice systems; analyze their operations and assess their effectiveness.	<ol style="list-style-type: none">1. Compare and contrast criminal law and civil law.2. Describe the various types of criminal law, including crimes against the person, crimes against property, and defenses.3. Illustrate the Criminal Justice Process: the investigation, proceedings before trial, the trial and sentencing and corrections.4. Identify juvenile justice concerns and differences in the due process procedures.5. Summarize issues and problems confronting the criminal justice systems and assess the effectiveness of each system in resolving these problems.6. Define civil law and the procedure for a civil case.7. Identify the differences of various types of civil cases. (e.g., civil wrongs, intentional torts, negligence, strict liability, torts, public policy, etc.)8. Summarize issues and problems confronting the civil justice systems and assess the effectiveness of each system in resolving these problems.

Standard	Objectives
<p>LRE.3 Compare and contrast the state and federal judicial levels and analyze the relationships between them.</p>	<ol style="list-style-type: none"> 1. Illustrate the court system on the federal level. 2. Describe the Mississippi judicial system. 3. Contrast the various functions of lawyers in both federal and state levels. 4. Compare and contrast the federal and state levels and the role of the citizen and lawyer in each. 5. Analyze the state's rights position versus the federal position. (e.g., General Welfare Clause, 9th Amendment, 10th Amendment, 16th Amendment, Elastic Clause, etc.)
<p>LRE.4 Describe the roles and responsibilities of local, state and federal law enforcement agencies.</p>	<ol style="list-style-type: none"> 1. Understand the traditional American assumptions as they apply to law and law enforcement. 2. Compare and contrast the functions, responsibilities, and jurisdictions of local, state, and federal law enforcement agencies. 3. Analyze contemporary issues of law enforcement and their role in society. 4. Discuss the role of health and mental professionals in assisting law enforcement with lowering crime.

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

Standard	Objectives
<p>LRE.7 Summarize and evaluate the conflicts resulting from competing interests, conflicting laws, and conflicting interpretations of the Constitution.</p>	<ol style="list-style-type: none"> 1. Investigate conflicts that arose because of differing opinions on the following: <ul style="list-style-type: none"> • civil rights • property rights • family values • housing rights • business rights • consumer rights 2. Debate conflicts that arose because of differing opinions on issues of liberty versus order. (e.g., Red Scare, Patriot Act, rights of labor unions to strike, etc.)



Minority Studies

½ Carnegie Unit

*The examples listed within the document are not an exhaustive list.

Minority Studies

½ Carnegie Unit

Standard	Objectives
MIN.1 Examine which aspects define a minority group.	<ol style="list-style-type: none"> 1. Investigate minority groups and determine the underlying factors that result in their marginalization. 2. Compare and contrast the plight of women and the plight of ethnic minorities at various points in history. 3. Identify and describe prominent groups associated with protecting and broadening protections for minority groups. (e.g., the National Association for the Advancement of Colored People, Southern Poverty Law Center, the American Civil Liberties Union, etc.) 4. Examine social and political factors and events that have impacted attitudes and discrimination towards American Muslims and Hispanic Americans up to the late twentieth century.
MIN.2 Trace the group dynamics that play a role in the marginalization of minority groups.	<ol style="list-style-type: none"> 1. Analyze the various causes of prejudice. (e.g., social distance, economic competition, scapegoating, conflicting social and religious norms, stereotypes, etc.) 2. Analyze political and cultural factors that may serve to maintain inequalities experienced by minority groups.

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

Standard	Objectives
<p>MIN.6 Examine the major events, methods, and leaders of the Civil Rights Movement.</p>	<ol style="list-style-type: none"> 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. 2. Evaluate the prominent methods, leaders, and events of the Civil Rights movements culminating in the Civil Rights Act of 1964. 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.
<p>MIN.7 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"> 1. Illustrate the major events, minority groups, and people associated with the Holocaust and its global impact. 2. Trace the historical context and major events and people associated with the rise and fall of Apartheid in South Africa. 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.
<p>MIN.8 Examine contemporary issues related to the treatment of minority groups.</p>	<ol style="list-style-type: none"> 1. Examine contemporary concepts related to the treatment of minority groups including microaggressions and concerns about cultural appropriation. 2. 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.

Standard	Objectives
MIN.9 Assess modern movements to broaden protections for minority groups.	<ol style="list-style-type: none"> 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. 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.



Western Civilization

½ Carnegie Unit

*The examples listed within the document are not an exhaustive list.

Western Civilization		½ Carnegie Unit
Standard	Objectives	
WC.1 Examine the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China.	<ol style="list-style-type: none"> 1. Trace the development of social, political, citizenship, and economic patterns of early Mesopotamia, Egypt, China, and Indus River Valley in their emergence of power. 2. Explain the development of language, writing, technology, and arts of early civilizations. (e.g., Neolithic pottery, Epic of Gilgamesh, Book of Songs, the Torah, etc.) 3. Explain the role of religious traditions, origin of beliefs and customs of early civilizations such as cave art and the Zuni emergence tale. 	
WC.2 Examine the location of Greece, its political structure, arts, and religious traditions that influenced Greek society.	<ol style="list-style-type: none"> 1. Locate and recognize the importance of climate and geography on the emergence of civilization in Greece. 2. Trace the development and legacy of social, political, citizen responsibility, and economic patterns of Greece while examining the rise of city-states. 3. Explain the development of language, writing, technology, and arts of Greece. (e.g., the work of Homer, philosophers, Greek poetry, Athenian pottery, Hellenistic culture, Greek architectural traditions, Socrates, Plato, Aristotle, etc.) 4. Explain the role of religious traditions of the Greek gods, origin of mythology, and customs of Greece through the Golden Age. 	

Standard	Objectives
<p>WC.3 Analyze ancient Rome by assessing the influence of geography, mythology, and development of the Roman Republic.</p>	<ol style="list-style-type: none"> 1. Locate and recognize the importance of climate and geography on the emergence of civilization in Rome. 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. 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. 4. Explain the role of religious traditions of the Roman gods, origin of mythology, and spread of Roman Culture.
<p>WC.4 Analyze the social, economic, military conquest and cultural achievements during the medieval time period.</p>	<ol style="list-style-type: none"> 1. Locate and describe the evolution of nation-states England, France, Spain, and Russia. 2. Discuss the political and social impact of the Crusades, the Mongol conquests, and the fall of Constantinople. 3. Identify the role of Greek, Roman, Jewish, and Arabic philosophy, medicine, and science during the medieval time period. 4. Trace the emergence of pagan and Christian traditions through the rise of the Catholic church and the medieval monastery.

Standard	Objectives
<p>WC.5 Analyze the social, economic, and political changes and cultural achievements during the Renaissance in Europe.</p>	<ol style="list-style-type: none"> 1. Evaluate the economic infrastructure of the Italian Renaissance. 2. Trace the events related to the rise and political development city-states while examining the Humanistic movement impact on society. 3. Contrast the arts, literary, architecture, and philosophical ideologies with the medieval time period. (e.g., Shakespeare, Leonardo da Vinci, Michelangelo, Petrarch, etc.) 4. Identify the Roman Catholic role on society and summarize religious reforms associated with Martin Luther, John Calvin, Henry VIII, and their impact on the Reformation.
<p>WC.6 Understand the impact of the Age of Discovery and exploration into Africa, Asia, and the Americas.</p>	<ol style="list-style-type: none"> 1. Locate the triangle trade, migration patterns, and cultural diffusion in colonized areas. 2. Identify the development of social, political, and economic motivation of explorers and conquistadors while analyzing their impact on indigenous peoples. 3. Describe the impact that religion had on the Age of Exploration and the effect that it had on colonized areas.
<p>WC.7 Examine the impact of global trade on various civilizations of the world.</p>	<ol style="list-style-type: none"> 1. Locate and explain the development of the Ottoman Empire. 2. Identify the development of social, political, and economic impact on Africa, India, and growth of European nations.