

OBJECTIVES:

- ✓ Align library resources
- ✓ Promote inquiry and critical thinking
- ✓ Collaborate with teachers



How to help with the NEW Social Studies standards

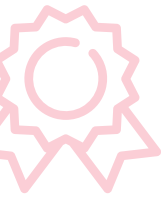
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Instructional Materials and Library Services Director

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6




VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Reading is an
active,
imaginative act;
it takes work.

Children who read 3,000 words per day will be in the **top 2%** of standardized tests.

Overview

MCCRS: Social Studies

The **SOCIAL STUDIES**



Social Studies Strands

7

- The different content strands combine to give a clear picture of the past and present.
- This enables students to grasp the complexity of events and helps them acquire critical thinking skills.
- The five strands remain integrated throughout all K-12 social studies courses.



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Ensure students have access to a range of **authentic documents, artifacts, and scholarly texts** that illuminate how historical events shaped human life. Librarians can guide students toward **reliable databases, archives, and collections**.

Collaborate with teachers to design activities where students compare multiple perspectives, **evaluate source credibility**, and connect past events to present-day issues. This builds deeper historical understanding and analytical thinking.

Create resource sets that help students see how local historical changes ripple outward to influence broader societal shifts and world power structures. This can include local history projects tied to larger global narratives.



Curate collections of age-appropriate books, databases, and multimedia resources on government, politics, and civic life that help students understand U.S. systems and compare them with global perspectives.

Partner with teachers to design projects that connect classroom learning to real-world civic experiences, such as debates, mock elections, or research on community issues, using library resources as the foundation.

Organize and highlight programs, guest speakers, or student showcases in the library that connect students to local governance, civic organizations, and opportunities for responsible participation in democracy.



Build and maintain collections of primary sources, biographies, documentaries, and literature that highlight local, national, and global civil rights struggles, ensuring students can access age-appropriate materials that foster critical inquiry.

Collaborate with teachers to create **programs, book clubs, or exhibits** that encourage dialogue about civic responsibility, helping students connect historical movements to present-day issues in their communities.

Support instruction by guiding students in examining the strategies of civil rights activists—such as demonstrations, organizing, and collective action—through library **resources, research projects, and curated learning experiences.**



Curate age-appropriate books, databases, and digital tools that strengthen students' understanding of markets, personal finance, and the global economy, ensuring resources are accessible across grade levels.

Collaborate with teachers to guide students in using **primary and secondary sources**—such as historical trade documents, market data, and current economic reports—to practice economic reasoning and critical thinking.

Provide opportunities for students to explore **simulations, case studies, and community partnerships** that demonstrate how economic concepts impact daily decision-making and global interdependence.



Provide access to maps, atlases, digital tools, and texts that highlight global cultures, environments, and human–environment interactions, supporting students in developing a broad geographic perspective.

Collaborate with teachers to guide students in using **geographic data, primary sources, and digital mapping tools** (e.g., GIS) to analyze local and global issues and practice evidence-based decision-making.

Create displays, programs, and collaborative projects that encourage students to consider sustainability and responsibility toward people, species, and the environment.

Library Standards

MCCRS: Social Studies

Standards Goal

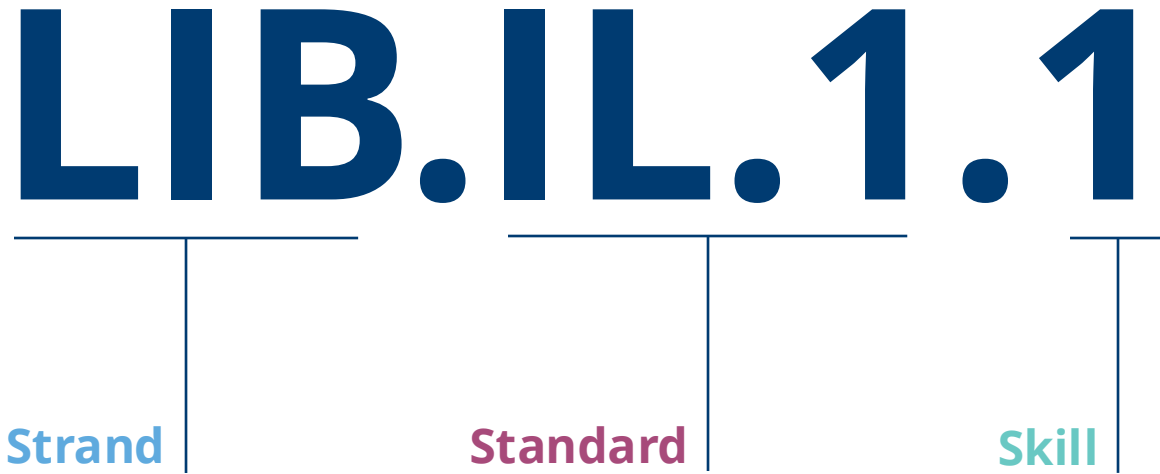


The Learning Standards for Libraries incorporates **library**, **reading**, **research**, and **digital literacy** skills that support the MCCR Standards.



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Notation



Strand

The first three letters are codes for the school library strand notation: LIB = Library Media Skills.

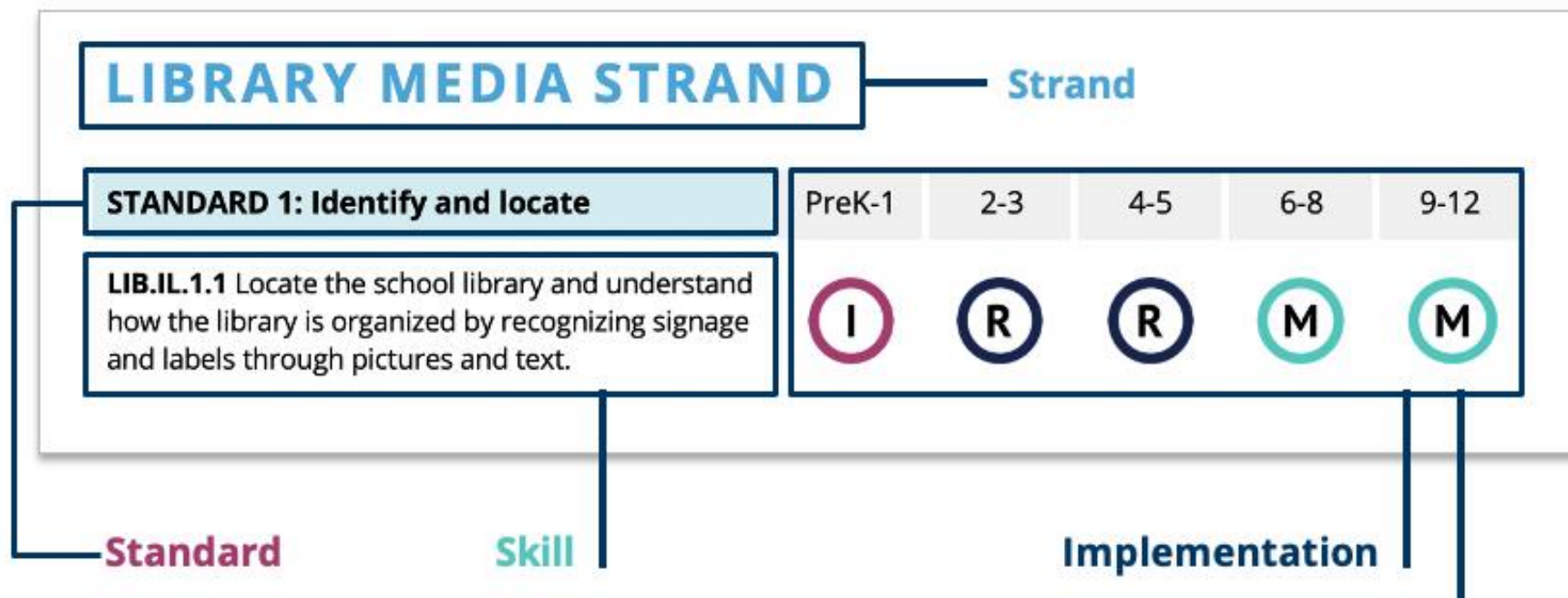
Standard

The next two letters and number are the school library standards notation: IL.1 = Standard 1: Identify and Locate.

Skill

The next number is the school library skill notation.

Implementation



IMPLEMENTATION LEGEND

- No instruction at this level
- Optional at this level
- Introduce the concept
- Reinforce the concept
- Master the concept
















Standard 1: Listening and Viewing

STANDARD 1: Skills	PreK-1	2-3	4-5	6-8	9-12
RED.LV.1.1 Actively read, view, and listen to information in a variety of formats (e.g., textual, visual, media).	I	R	R	M	M
RED.LV.1.2 Become an active listener/viewer by making connections, identifying story elements, and/or indicating author's purpose.	I	R	R	R	M
RED.LV.1.3 Read, listen to, view, and integrate information to build background knowledge across all subject areas.	I	R	R	R	M

Standard 2: Literature Appreciation

STANDARD 2: Skills	PreK-1	2-3	4-5	6-8	9-12
RED.LA.2.1 Distinguish literature (fiction) from informational (non-fiction) text.	I	M	M	M	M
RED.LA.2.2 Select books on subjects that are on the student's academic/interest levels and explore particular authors, illustrators, series, genres, and diverse perspectives.	O	I	R	M	M
RED.LA.2.3 Recognize award-winning print, non-print, or multimedia resources (e.g., Caldecott Award, Magnolia Book Award, Coretta Scott King Award, Newbery Award, etc.).	I	R	R	R	M

Standard 2: Literature Appreciation

STANDARD 2: Skills	PreK-1	2-3	4-5	6-8	9-12
RED.LA.2.4 Identify various elements of literary or informational text.					
RED.LA.2.5 Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.					
RED.LA.2.6 Read to understand history, current events, cultural relevancy, and personal decisions within the global community.					





















Standard 2: Literature Appreciation

STANDARD 2: Skills	PreK-1	2-3	4-5	6-8	9-12
RED.LA.2.10 Apply reading strategies across the content areas.	I	R	R	R	M
RED.LA.2.11 Encourage other students to read through book reviews and book talks while respecting others' reading choices.		O	I	R	M
















Standard 3: Parts of a Book

STANDARD 3: Parts of a Book	PreK-1	2-3	4-5	6-8	9-12
RED.PB.3.1 Identify parts of a book: Title Page, Back and Front Covers, Spine, and Call Number.	I	R	R	M	M
RED.PB.3.2 Identify parts of a book: Table of Contents, Index, Preface, Glossary, and Bibliography.	O	I	R	M	M
RED.PB.3.3 Identify the roles and purposes of authors, illustrators, and other contributors to the text.	O	I	R	M	M
RED.PB.3.4 Utilize informational text elements to find specific information within the text and demonstrate a better understanding of informational text.		I	R	R	M
















Standard 1: Area of Inquiry

STANDARD 1: Skills	PreK-1	2-3	4-5	6-8	9-12
RES.ID.1.1 Follow an inquiry-based process to seek knowledge on a topic for personal interests or for a learning goal.					
RES.ID.1.2 Apply prior knowledge to new learning and continue to ask “I Wonder” questions to the new information.					
RES.ID.1.3 Develop, select, clarify, and use research questions, keywords, search terms (Boolean search operators), or strategies to guide inquiry, narrowing or broadening the topic as necessary.					
RES.ID.1.4 Find, evaluate, and select appropriate sources to answer questions.					
















Standard 2: Print and Digital Resources

STANDARD 2: Skills	PreK-1	2-3	4-5	6-8	9-12
RES.PR.2.1 Use various reference resources (e.g., encyclopedia, newspaper, magazine, almanac, atlas, biographical sources, internet source, and dictionary) to find information.					
RES.PR.2.2 Use a variety of authoritative sources, considering multiple perspectives and points of view to analyze technical, historical, scientific and/or literary documents.					
RES.PR.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, and encyclopedias).					











Standard 2: Print and Digital Resources

STANDARD 2: Skills	PreK-1	2-3	4-5	6-8	9-12
RES.PR.2.4 Understand that resources may be organized according to the type or format alphabetically, numerically, topically, chronologically, or graphically.					
RES.PR.2.5 Identify and use MAGNOLIA, selected Internet sites, or other databases for credible research resources.					
RES.PR.2.6 Select and use tools within sources to access content (e.g., table of contents, indexes, keyword searches, sidebars, and related subjects).					





















Standard 3: Evaluate, Analyze, and Organize

STANDARD 3: Skills	PreK-1	2-3	4-5	6-8	9-12
RES.EV.3.1 Evaluate information for accuracy, validity, importance, relevance, readability, and bias.					
RES.EV.3.2 Analyze and evaluate information to draw conclusion, make informed decisions, answer research questions, and/or inspire further investigation.					
RES.EV.3.3 Select, record, and organize information from multiple sources that addresses the information problem, answers guiding questions, and completes an evaluation criterion.					

Standard 3: Evaluate, Analyze, and Organize

STANDARD 3: Skills	PreK-1	2-3	4-5	6-8	9-12
RES.EV.3.4 Draw evidence from graphs, charts, tables, diagrams, maps, schedule, illustrations, photographs, and other visuals to answer search questions.					
RES.EV.3.5 Use various note taking strategies (e.g., highlight and graphic organizers) and organizational patterns (e.g., chronological order, main idea with supporting information).					

Standard 1: Collaboration and Communication

STANDARD 1: Skills	PreK-1	2-3	4-5	6-8	9-12
DIG.CO.1.1 Use appropriate language when communicating with others while participating in and advocating for safe and ethical communication.					
DIG.CO.1.2 Collaborate with others to exchange ideas, make decisions, and solve problems which will broaden and deepen understanding.					
DIG.CO.1.3 Collaborate as members of a social and intellectual community while practicing accuracy and considering bias when sharing learned information.					
DIG.CO.1.4 Reflect on personal ability to participate in a collaborative work setting (e.g., showing respect for varying viewpoints, contributing to discussion, and solving problems).					

Collection

MCCRS: Social Studies

- 1) Evaluate the social studies standards and create a list of key terms
- 2) Have teachers evaluate the current print and non-print collection using the Collection Evaluation Form **(Section 4.4)**
- 3) Check the age of the current social studies collection using the Dewey Decimal Age Ranges **(Section 4.5)**
- 4) Develop a budget to “rebuild” the social studies or social science collections if necessary **(Section 6.2)**
- 5) Collaborate with teachers on when library resources and materials are needed **(Section 2.3)**

TASKS

- ✓ Have each social studies teacher complete the evaluation form



TEACHER EVALUATION FORM

LIBRARY INFORMATION

CURRENT COLLECTION AGE:

CURRENT COLLECTION TOTAL ITEMS:

COLLECTION REVIEWER:

COLLECTION REVIEWED:

Please answer YES or NO to the questions in the table below for each collection listed. If any collection was not reviewed or is not applicable, please write N/A. Include any comments or explanation on the bottom and/or back of this form. Librarian should work with teachers, students, and administrators to help fill the gaps in the collection. This information should be included on the library monetary consideration.

Collections	Are materials up to date?	Are materials used by faculty?	Are materials used by students?	Are there gaps in subject coverage?	Are scholastic levels appropriate?
Non-fiction					
Reference					
Periodicals					
Non-print					
Fiction					
Professional					

REVIEW IS FOR

Annual Collection Evaluation

Particular Curriculum Assignments

I HAVE REVIEWED THE LIBRARY'S HOLDINGS AND I...

find the collection current and satisfactory

recommend the withdrawal of items

recommend additional resources

Add list of items that should be either withdrawn or added to the library collection.

Collection Evaluation Forms

3



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TASKS



- ✓ Complete Age Sensitivity Section
- ✓ Complete the Budget Section, if necessary

COLLECTION DEVELOPMENT PLAN

LIBRARY INFORMATION

AGE SENSITIVITY/ BALANCE Which sections need to be weeded or increased? Example: The library holds more books in the 200s than recommended OR the library holds fewer titles in 910s then recommended.

CURRENT COLLECTION COPYRIGHT: _____	CURRENT COLLECTION TOTAL ITEMS: _____
000	100
200	300
400	500
600	700
800	900
Reference	Fiction/Story/Easy
Professional	Biographies
E-books	CDs/DVDs

DISTRICT/SCHOOL COLLECTION DEVELOPMENT PLAN

District/School Mission Statement:

School Library Mission Statement:

GOALS	ACTION STEPS AND DATES	BUDGET NEEDS	PROFESSIONAL PRACTICES	CURRICULAR CONNECTIONS	COMPLETION DATE
1					
2					

School Librarian Signature Date

School Principal Signature Date








EBSCOHost

Explora
an EBSCOhost Experience





Features:

- Simple Search and Browsing
- Lexile Measures
- Curated Content
- MCCRS Support
- LMS Integration

My dashboard

-  Overview
-  Projects
-  Saved
-  Searches
-  Viewed

Research tools

-  General search
-  Curriculum standards
-  Citation help
-  Research guide

K-12

Explora Prima

Main Topics

Explore topics

Animals

Arts and
Music

People

Geography

Language
Arts

Science

Social Studies

Sports and
Hobbies

Technology

Your Health

Labor Day

Labor Day is a national holiday in the United States.

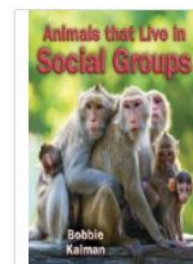
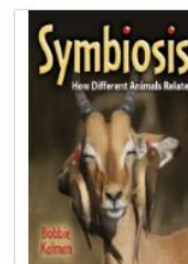
Ebooks

Discover popular topics

Wildfires




Stephen Curry

Short Story

Featured contenteBook
Animal Life Cycles...
Rebecca SabelkoeBook
Animals That Live in...
Kalman, BobbieeBook
Bloodsuckers
David; Patricia...eBook
Symbiosis: How...
Kalman, BobbieeBook
A Walk in the Rain...
Rebecca L. Johnson




My dashboard

Dashboard

 Overview Projects Saved Searches Viewed

Research Tools

Research tools

 General search Curriculum standards Citation help Research guide

What are you looking for?

History Reference Center


Military Aviation Awards

The Distinguished Flying Cross is a medal awarded for heroism or extraordinary achievement during aerial flight.

Discover popular topics

Women in Aviation

Amelia Earhart

Ninety-Nines

Bessie Coleman

Jacqueline Cochran

Explore

PreK-8



Biographies



Pictures & Videos



Articles

Britannica



Features:

- Adaptive Content
- Multimedia Integration
- Curated and Fact-Checked Information
- Primary Sources
- Teacher Resources

Nefertiti

Reading Levels

Reading Level

1

2

PreK-5



Nefertiti was queen of ancient Egypt from 1353 to 1336 bce. A painted stone bust, or statue of the...

Bildarchiv Preussischer Kulturbesitz, Ägyptisches Museum, Staatliche Museen zu Berlin/Preussischer Kulturbesitz, Berlin; photograph, Jürgen Liepe



Did You Know?

Nefertiti was also called Neferneferuaten-Nefertiti.

Text to Speech



Nefertiti was a queen of [ancient Egypt](#). She was the wife of King Akhenaton (also called Amenhotep IV), who reigned during 1353–36 BCE. Nefertiti played an active role in religious life, and Egyptians saw her as a living goddess. Her name means “A Beautiful Woman Has Come.”

Early Life



Queen



Upload Options



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Nefertiti

Tools



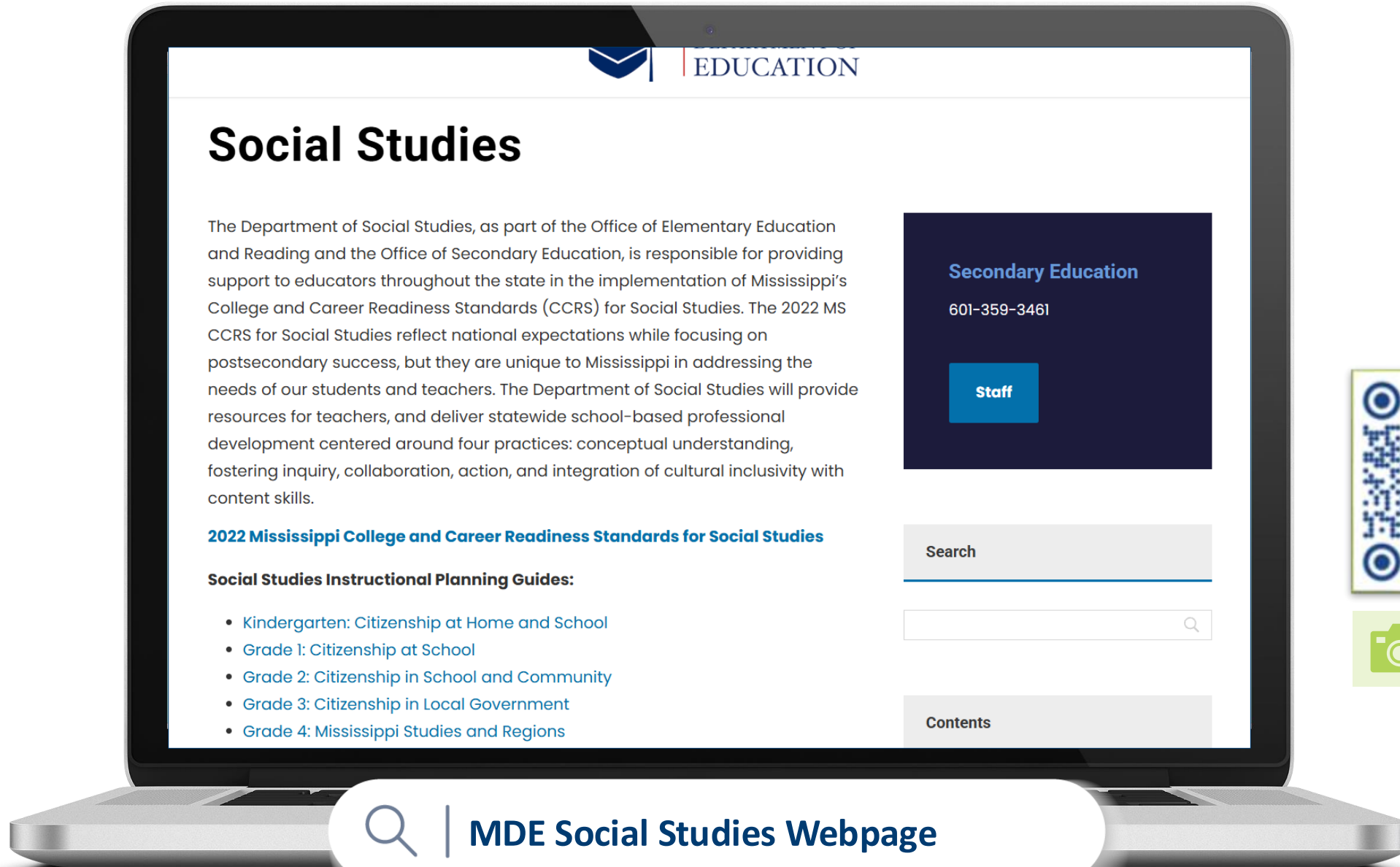
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Rainer Jensen—EPA/REX/Shutterstock.com

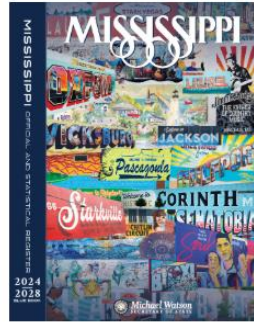
(Flourished 14th century BC). Nefertiti was a queen of [Egypt](#) and the wife of King [Akhenaton](#) (formerly Amenhotep IV), who reigned from 1353 to 1336 BC. Her name translates as "A Beautiful Woman Has Come." Nefertiti played a prominent role in the cult of the sun god known as the [Aton](#).

Not much is known about Nefertiti's parentage, but early Egyptologists believed that she must have been a princess from Mitanni ([Syria](#)). Other evidence, however, suggests that she was the Egyptian-born daughter of the brother of Akhenaton's mother, which would make Nefertiti and Akhenaton cousins. It is known that Nefertiti had a younger sister and that she bore six daughters within



MDE Social Studies Webpage

DOWNLOADABLE PUBLICATIONS (PDF)



2024-2028 Blue Book



Judicial Directory & Court Calendar



State & County Directory



Mississippi Symbols Sheet



LINKS

[Mississippi Legislature](#)

[MS Department of Education](#)

[The Official Website for Mississippi](#)



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| Secretary of State Publications

MapMaker Launch Guide

LAUNCH MAPMAKER



Introducing National Geographic MapMaker

MapMaker is a digital mapping tool, created by the National Geographic Society and Esri, designed for teachers, students, and National Geographic Explorers.

LAUNCH MAPMAKER



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view site



National Council for
Geographic Education Webpage

Activities

MCCRS: Social Studies

Resource Investigation Center

Print reference resources may seem outdated, but having students examine the print versions helps differentiate them. It is essential for students to have sufficient time to explore all the resources at their own pace before being asked to answer questions.

Objective: To explore different resources and use them to answer questions.

Content Areas: Social Studies

Lesson Duration: 20-45 minutes

Resource Investigation Center

Learning Standards for Libraries: **RES.ID.1.4** Find, evaluate, and select appropriate sources to answer questions. | **RES.PR.2.1** Use various reference resources (e.g., encyclopedia, newspaper, magazine, almanac, atlas, biographical sources, internet source, and dictionary) to find information. | **RES.PR.2.4** Understand that resources may be organized according to the type or format alphabetically, numerically, topically, chronologically, or graphically.

Materials: Center Directions | Resource Investigation Sheet | Print almanacs, atlases, dictionaries, thesauri, and an encyclopedia set | Computers | Pencils

Resource Investigation Center

Modifications: This center is suitable for students in Grade 2 and above. Students who need support can benefit from using a simple dictionary with pictures, referring to an alphabet chart, or working with a partner.

Online: Post the directions and Resource Investigation Sheets on the website. Post one at a time or allow students to select from all sheets. You should create an instructional video or step-by-step direction sheet to guide learners in accessing digital resources.

Extensions: More advanced students can be challenged to create new resource questions or compare and contrast print/digital encyclopedias.

Blues in Mississippi

The blues have had a profound influence on American popular music. The blues have their roots in the South, especially in Mississippi, and offer insight into the human condition. The unit focuses on the blues genre in American culture.

Objective: To use search skills and technology tools to find and share information.

Content Areas: Social Studies

Lesson Duration: 8 – 9 class periods

Blues in Mississippi

Learning Standards for Libraries: **RED.LA.2.6** Read to understand history, current events, and personal decisions. | **RES.ID.1.1-4** Area of Inquiry Standard | **RES.PR.2.1-6** Print and Digital Resources Standard | **RES.CO.4.1-3** Copyright and Fair Use Standard | **DIG.PR.3.1-3** Presentation Standard

Materials: Computers | Reading materials | Blues musicians | Pathfinders | Presentation platforms | Rubrics

Blues in Mississippi

Modifications: This lesson is suitable for students in Grade 8 and above. Students who need support can benefit from using articles with different Lexile levels or working with a partner.

Online: Post the directions and rubrics on the website. Post one at a time or allow students to select from all sheets. You should create an instructional video or step-by-step direction sheet to guide learners in accessing digital resources.

Extensions: More advanced students can be challenged to create a different end product, such as a music video or write a song.

Women's Roles During World War II

Students will explore diverse stories about World War II while researching the changes in women's roles in society. The end-of-unit project will demonstrate an understanding of the shifts in societal, familial, and gender roles.

Objective: To create a video that reflects and connects their research to the lives of the characters in the short story selection.

Content Areas: Social Studies

Lesson Duration: 8 – 9 class periods

Women's Roles During World War II

Learning Standards for Libraries: **RED.LA.2.6** Read to understand history, current events, and personal decisions. | **RES.ID.1.1-4** Area of Inquiry Standard | **RES.PR.2.1-6** Print and Digital Resources Standard | **RES.CO.4.1-3** Copyright and Fair Use Standard | **DIG.PR.3.1-3** Presentation Standard

Materials: Computers | Print materials | Note-taking Organizer | Short Stories | Video creation platforms | Rubrics

Women's Roles During World War II

Modifications: This lesson is suitable for students in Grade 9 and above. Students who need support can benefit from using articles with different Lexile levels or working with a partner.

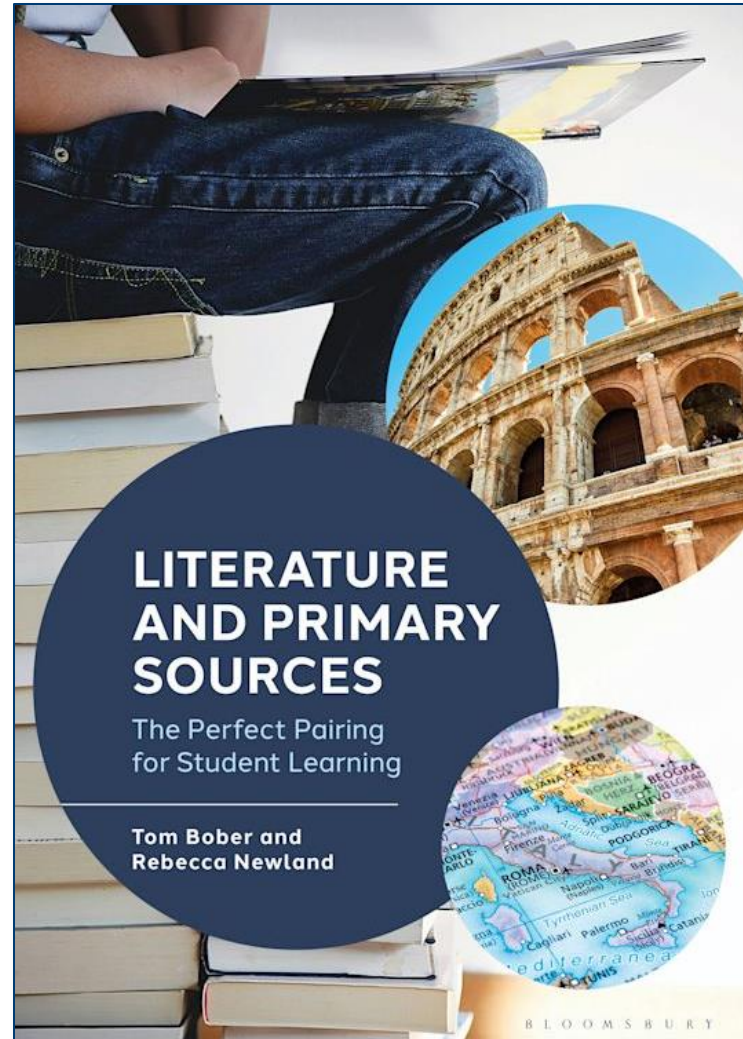
Online: Post the directions and rubrics on the website. Post one at a time or allow students to select from all sheets. You should create an instructional video or step-by-step direction sheet to guide learners in accessing digital resources.

Extensions: More advanced students can be challenged to create a different end product.

Professional Development

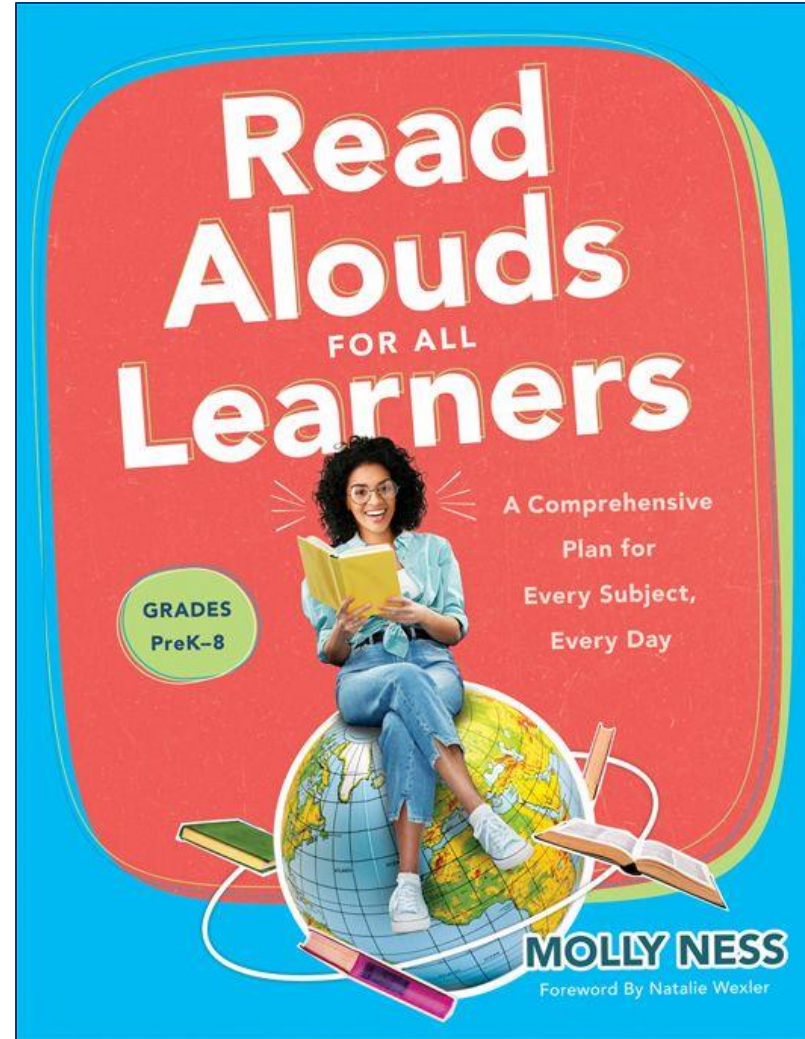
MCCRS: Social Studies

Literature and Primary Sources: The Perfect Pairing for Student Learning by Tom Bober, 2024



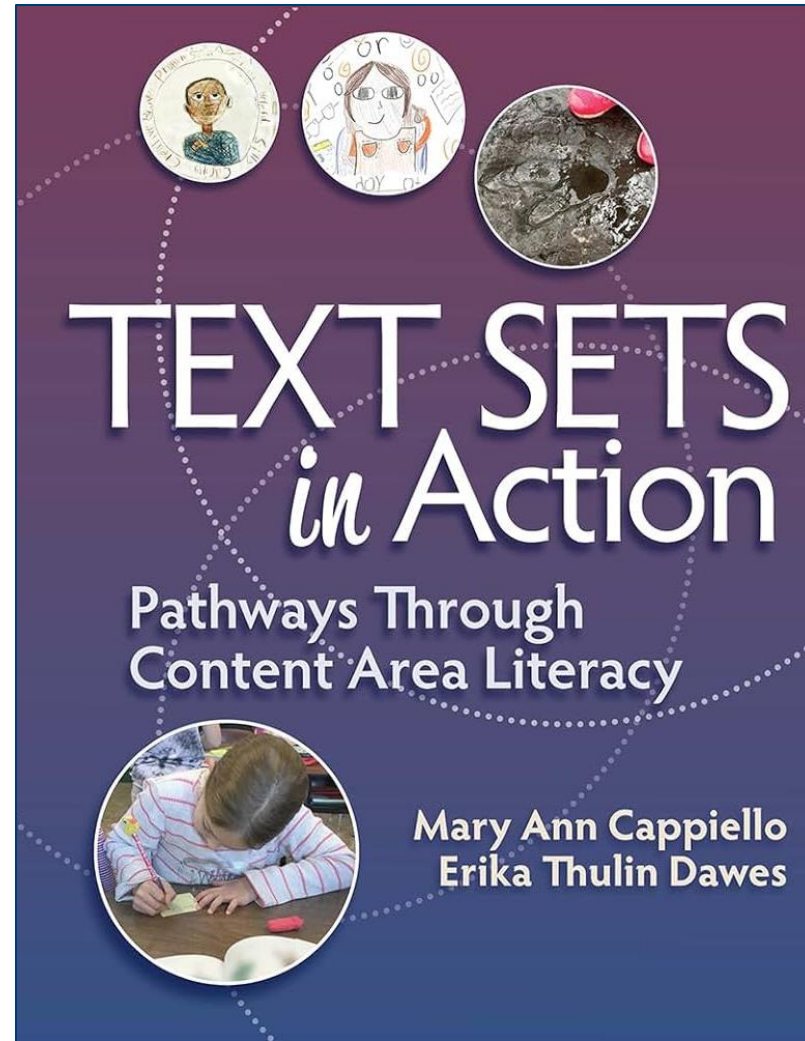
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Read Alouds for All Learners: A Comprehensive Plan for Every Subject, Every Day
by Molly Ness, 2023



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*Text Sets in Action:
Pathways Through
Content Area Literacy* by
Mary Ann Cappiello, 2021



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WORKGROUPS

- ✓ Update Public and Nonpublic School Library Audits
- ✓ Update the School Library Guide



Step 1	Visit msachieves.mdek12.org/edupdate
Step 2	Click the Subscribe to EdUpdate link
Step 3	Complete the short survey
Step 4	Receive important news every Tuesday



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