

DOCUMENT RESUME

ED 355 151

SO 022 974

TITLE Mississippi Curriculum Structure: Social Studies.  
 INSTITUTION Mississippi State Dept. of Education, Jackson.  
 PUB DATE Jun 92  
 NOTE 115p.  
 PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.  
 DESCRIPTORS Citizenship Education; Educational Objectives;  
 Elementary Secondary Education; \*Outcomes of  
 Education; \*Social Studies; State Curriculum Guides;  
 \*Student Educational Objectives; Teaching Methods  
 IDENTIFIERS \*Mississippi

ABSTRACT

This curriculum guide sets forth what the Mississippi State Board of Education believes should be the outcomes of social studies education in the public schools. For each of the grades K-8, and for each of the courses taught at the 9-12 grade levels, an overarching goal statement is listed. For example, for kindergarten, the goal statement is: the child will develop greater self-awareness, learn to work with others, explore past and present, and acquire communication skills. Each grade or course also is composed of several strands--the areas of learning in the social studies--such as history, geography, political science, and economics. Within each of the strands listed for a particular grade or course, more specific goals are stated. For example, under the geography strand for kindergarten, the strand goal is: the student will understand geographic concepts of location, human interaction, environment, and movement. After each strand goal core objectives are listed. Core objectives describe the body of material that must be taught. For example, under the kindergarten geography strand goal, the core objectives include: recognize a globe as a model of the earth, identify different types of waste (paper, plastic, glass), and describe geographical features of one's community. (DB)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED355151

# Mississippi Curriculum Structure

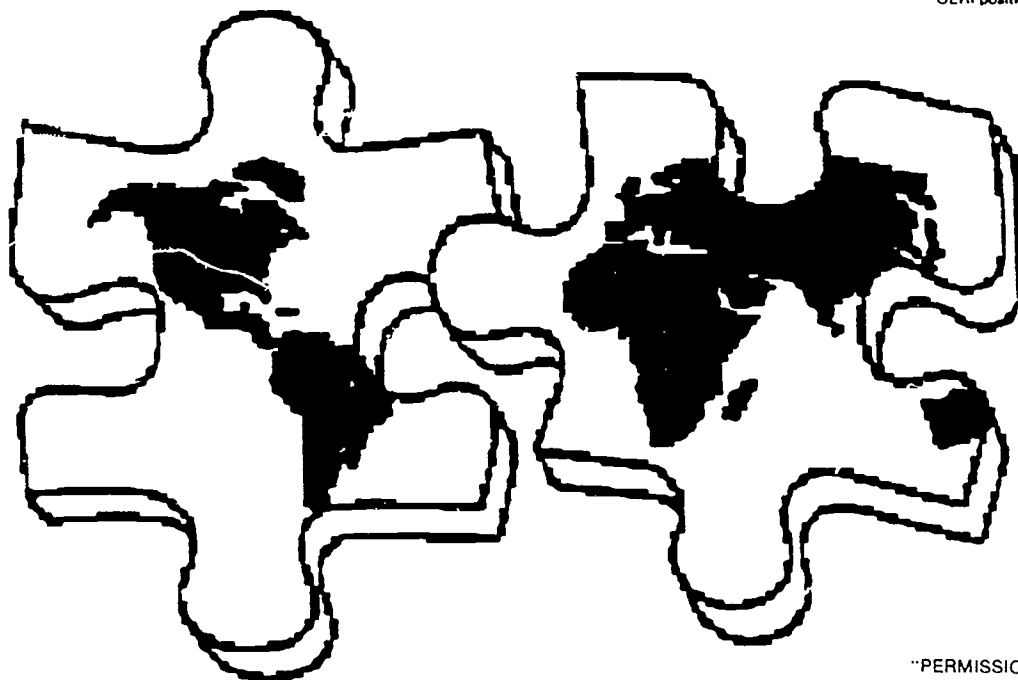
## Social Studies

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. MOODY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Mississippi State Department of Education

June 1992

SD 022 974

**Mississippi State Department of Education  
P. O. Box 771, Suite 604  
Jackson, MS 39205  
(601) 359-3778**

# **Mississippi Curriculum Structure**

## **Social Studies**

**Mississippi State Department of Education**  
**Tom Burnham, Ed.D, State Superintendent**  
**Gerald Hasselman, Ed.D, Academic Programs, Interim Director**  
**Linda Kay, Ed.D, Social Studies Specialist**

# Table of Contents

Acknowledgements	iii
Terms Used in this Document	iv
Organization of this Document	v
The Mississippi Curriculum Structure for the Social Studies	1
Social Studies Mission Statement	5
Social Studies Goals	6
Courses Required for Graduation	7
The Social Studies Course Sequence	8
Social Studies Goals, Primary Level	11
Kindergarten	13
First Grade	17
Second Grade	21
Third Grade	25
Social Studies Goals, Upper Elementary Level	29
Fourth Grade	31
Fifth Grade	35
Sixth Grade	41
Social Studies Goals, Junior High Level	45
Seventh Grade	47
Eighth Grade	51
Social Studies Goals, Senior High Level	57
Mississippi Studies	59
World History	63
United States History From 1877	69
United States Government	73
Electives	77
Introduction to the Social Studies	79
Introduction to World Geography	83
Law Related Education	89
Global Studies	91
Minority Studies	93
Humanities I	95
Economics	97

Sociology	101
Psychology	103
Problems in American Democracy	107
Local Resource Studies	111
Advanced World Geography	113
Social Studies Revision Committee	119
Social Studies Revision Input Committee	120

# Acknowledgements

A future in which today's students have solid knowledge, know when and how to use skills, and possess an understanding of involved citizenship will be a future in which the principles of democracy will grow and flourish. The Consultants, the Social Studies Revision Committee, and the Input Committee are proud to be a part of the process of creating literate citizens, and of forming powerful decision makers who care both for our nation and for civilization itself.

## Project 95 Consultants

Walter Jacobs, Jr.  
The College Board  
Atlanta, Georgia

Dr. Peter Stearns  
Heinz Professor of History  
Carnegie Mellon University  
Pittsburgh, Pennsylvania

Dr. Alice Jurica  
Bureau of Social Studies  
Chicago Public Schools  
Chicago, Illinois

R. D. Harris, Interim State Superintendent of Education  
Mississippi State Department of Education

Bureau of Instructional Services  
Donna A. Lander, Ph.D., Director  
Division of Curriculum and Instruction  
Jo Prather, Division Director  
Linda Kay, Ed.D., Social Studies Specialist  
P. O. Box 771, Walter Sillers Building, Suite 604  
Jackson, Mississippi 39205  
(601) 359-3778

## Terms Used in this Document

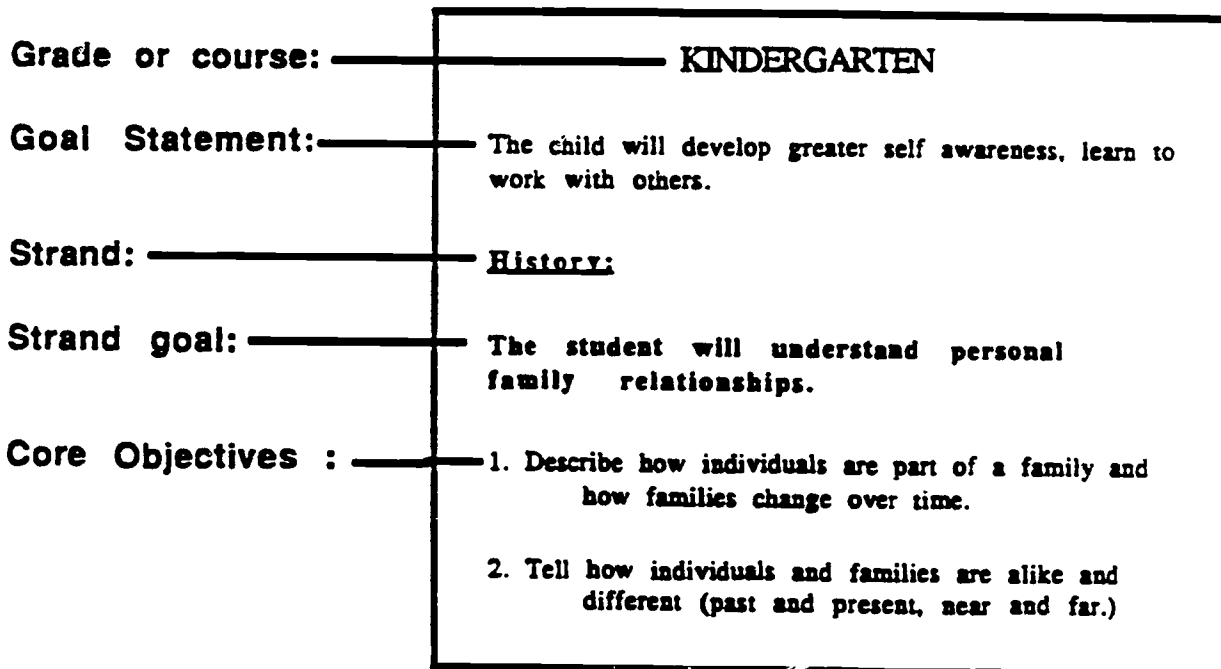
<b>Core Objective</b>	The body of material that must be taught.
<b>Strand</b>	One of several areas of learning in Social Studies. For example, strands include history, geography, social and political science, and economics.
<b>Strand Goal</b>	The statement describing what the student should know and be able to do after having studied a particular strand. Each strand goal has one or more associated core objectives.



# Organization of this Document

Each grade or course has an overarching goal statement at the top of the page of the grade or course. Within each strand in the grade more specific strand goals are stated. A strand is one of several areas of learning taught within a particular content area. In Social Studies, for example, the strands include areas such as History, Geography, Social and Political Science, and Economics. Core objectives are listed after the strand goals.

Example:



# The Mississippi Curriculum Structure for the Social Studies

## The Law

The *Mississippi Curriculum Structure, Social Studies* sets forth what the Mississippi State Board of Education believes should be the outcomes of the social studies education in the public schools. Section 37-3-49, Mississippi Code of 1972 as Amended 1991 stipulates:

*The State Department of Education shall provide an instructional program. . . for the public schools as part of the State Program of Educational Accountability and Assessment of Performance.*

*The local school board must adopt the objectives that will form the core curriculum which will be systematically delivered throughout the district.*

*Standards for student performance must be established for each core objective in the local program and those standards establish the district's definition of mastery for each objective.*

*There shall be an annual review of student performance in the instructional program against locally established standards.*

The core objectives for elective courses must also be included in the local instructional program. School districts may elect to add other objectives to the local instructional program.

The *Social Studies Curriculum Structure*, adopted in 1986, has been revised as part of a total curriculum revision cycle that will take place over the next several years.

## The Revision Process for the Social Studies

From nominations by school district superintendents and others, a Social Studies Revision Committee was appointed in January 1990. This committee was given the responsibility of drafting a new social studies curriculum for Mississippi. All teacher nominees not assigned to the Revision Committee were asked to serve on the Social Studies Input

Committee. The Input Committee's task was to respond to each draft of the curriculum. The twenty-one member Social Studies Revision Committee was composed of public school teachers, administrators, university professors and an assessment specialist. The Input Committee was composed of 227 public school teachers, K-12. The two committees represented seventy-four schools from eighty-three school districts.

To gain perspective on the direction the Social Studies curriculum should take, the Social Studies Revision Committee studied the literature and consulted with a representative of the national College Board, a nonprofit organization that provides tests and educational services for students, schools and colleges. The consultants were sponsored by Project 95, a joint effort among the three boards that oversee public education in Mississippi, the State Board of Education, the Board of Trustees for the Institutions of Higher Learning and the Community, and Junior College Board. For a year and a half, the Revision Committee met to determine, in stages, the Mission Statement of the Social Studies, the Goals of the Social Studies, the Scope and Sequence for the curriculum, and the core objectives. After each round of revision, results were submitted to the Input Committee for comments and suggestions. These were incorporated into the *Structure* before the next stage was undertaken. Near the conclusion of the work more input from College Board consultants helped the committee polish and refine the curriculum. At that point, the curriculum was presented to interested citizens throughout the state in a series of public information meetings in each congressional district. Input was finally sought from all district superintendents and a group of randomly selected teachers of social studies and elementary teachers throughout the state. Every effort to reach a consensus on the revised *Structure* was made at many points along the revision path.

### Committee Recommendations

In addition to the curriculum content, the Revision Committee proposed that the Social Studies high school graduation requirements be increased to three Carnegie units. Also, the Committee asked that the currently recommended minutes of Social Studies instruction in the elementary grades be made mandatory.

The committee realizes that the children of Mississippi will spend their adult lives in the twenty-first century. Educators, in partnership with parents, have the responsibility of preparing these children for the challenges of living in a rapidly changing society. Their lives, like ours,

will be affected by domestic and international politics, economic flux, technological developments, demographic shifts, and the stress of social change.

As social studies educators, the Revision Committee wants our students to understand the complexity of social, economic, and political issues. We want our students to have the ability to differentiate between what is important and what is unimportant. We want them to know their rights and responsibilities as American citizens and to understand the meaning of the United States Constitution as a social contract that defines our democratic government and guarantees our individual rights. We want them to take an active role as citizens and to know how to work for change in a democratic society. We want them to develop a keen sense of ethics and citizenship. And we want them to care deeply about the quality of life in their communities, state, nation, and world.

### Characteristics

Teaching history. The revised curriculum introduces a deepened and enriched K-3 curriculum. The curriculum stresses the importance of history as a dramatic series of events well told. It stresses the importance of studying major historical periods in depth, and enriches the study of history with the use of literature both of and about the period. It encourages the presentation of controversial issues honestly and accurately within their historical and contemporary context.

Teaching geographic themes. The curriculum is centered in the chronological study of history, with history explained in the context of a geographic setting. Geography is essential to a good education because all of the human drama has been played out in an environmental setting, or on an environmental stage. Climate, resources, the presence of some people, the absence of others, are all elements of geography that give character to the events being studied.

### The National Goals for Education

The governors of all fifty states and the President of the United States have endorsed six national goals for education. The Mississippi State Board of Education has adopted these goals, also. Goal 3 states: "*By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including. . .*

*history and geography.*" The social studies curriculum revision integrates history and geography with the social studies in all the grades in order to support achievement of this national objective. Goal 3 goes on to state that *"every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."* The social studies curriculum revision includes core objectives requiring that students develop higher order thinking skills and problem solving skills in order to achieve this national goal.

## Social Studies Mission Statement

The basic purpose of *The Mississippi Curriculum Structure, Social Studies* is to develop rational, socially responsible citizens who can function effectively in a world where peoples and countries are becoming increasingly interdependent. In addition, the social studies should contain a specific body of knowledge centered on history, geography, civics, and economics as well as the other social sciences. It should emphasize the development of positive attitudes, learning skills, critical thinking, decision-making skills, social responsibility, and shape positive personal and cultural values. The social studies should foster recognition of interrelationships among the sciences and humanities and nurture an awareness of interactions between humans and the environment.

The content of the social studies program should promote an understanding of the world and of the human bonds forged through shared values and strengthened through global concerns. Increased communication and mobility make it imperative that the curriculum cultivate the transmission of cultural heritage, while providing for the study of cultural diversity.

## Social Studies Goals

The *Mississippi Curriculum Structure, Social Studies* is designed to assist students to identify, understand, and solve problems that confront individuals, the community, state, nation, and the world. To accomplish this task, the curriculum provides a sequential, interdisciplinary approach to learning and to achieving the following goals.

**Knowledge:** To expose students to selected facts, concepts, and generalizations.

**Values, Attitudes, and Beliefs:** To enable students to develop constructive values, attitudes, and beliefs about people, situations, ideas, institutions, and other phenomena and to acquire processes and skills useful for analyzing issues of personal, social and cultural values.

**Skills:** To enable students to practice systematically basic skills necessary for obtaining and processing knowledge, working with others, interpreting maps and globes, understanding time and chronology, and developing higher level thought processes.

**Citizenship and Social Participation:** To encourage students to develop and apply those skills necessary for citizenship participation in a democratic society.

## Courses Required for Graduation

The following chart indicates high school graduation requirements for entering ninth graders during the school years indicated in columns two through four. For example, entering ninth graders in the fall of 1993 would be required to earn three (3) Carnegie Units in Social Studies. Course requirements are listed in column one and the "X" in column two designates those courses that are required.

(1) COURSE	(2) 1993- 1994	(3) 1994- 1995	(4) 1995- 1996
Mississippi State and Local Government (1/2 credit)	X	X	
World History (1 credit)	X	X	X
United States History (1 credit)	X	X	X
United States Government (1/2 credit)	X	X	X
Mississippi Studies (1/2 credit)			X



# The Social Studies Course Sequence

The Social Studies Course Sequence provides an integrated and sequential curriculum designed to achieve the social studies goals, moving from the study of self, family, community, state, nation, and the world.

## Kindergarten

Emphasis on self-awareness, learning to work together, exploring past and present, creating and communicating.

## First Grade

Emphasis on social skills and responsibilities, a child's place in time and space, cultural diversity (past and present), a child's economic world.

## Second Grade

Emphasis on interdependence, people who make a difference now and long ago (near and far), democratic values.

## Third Grade

Emphasis on the community in a global setting, continuity and change.

## Fourth Grade

Emphasis on the history and geography of Mississippi.

## Fifth Grade

Emphasis on the history and geography of the United States; Foundations of American Democracy.

## Sixth Grade

World History and Geography: Ancient Civilization to 500 A.D.

## Seventh Grade

World History and Geography: 500 A.D. to 1750

## Eighth Grade

United States History and Geography to 1877

## Required High School Social Studies Courses

### **Mississippi Studies**

A one semester, 1/2 Carnegie unit course, required for high school graduation.  
(Recommended for ninth grade.)

### **World History: 1750 to the Present**

A two semester, 1 Carnegie unit course, required for high school graduation.  
(Recommended for tenth grade.)

### **United States History: 1877 to the Present**

A two semester, 1 Carnegie unit course, required for high school graduation.  
(Recommended for eleventh grade.)

### **United States Government**

A one semester, 1/2 Carnegie unit course, required for high school graduation.  
(Recommended for twelfth grade.)

## Elective High School Social Studies Courses

### **Introduction to Social Studies**

A one semester, 1/2 Carnegie unit course.  
(Recommended for ninth grade.)

### **Introduction to World Geography**

A one semester, 1/2 Carnegie unit course.  
(Recommended for ninth grade.)

### **Law Related Education**

A one semester, 1/2 Carnegie unit course.

### **Global Studies**

A one semester, 1/2 Carnegie unit course.

### **Minority Studies**

A one semester, 1/2 Carnegie unit course.

### **Mississippi River Course**

A one semester, 1/2 Carnegie unit course.

### **Humanities I**

A one semester, 1/2 Carnegie unit course.

### **Economics**

A one semester, 1/2 Carnegie unit course.

### **Sociology**

A one semester, 1/2 Carnegie unit course.

### **Psychology**

A one semester, 1/2 Carnegie unit course.

### **Problems in American Democracy**

A one semester, 1/2 Carnegie unit course.

### **Advanced World Geography**

A two semester, 1 Carnegie unit course.  
(Recommended for twelfth grade).

## Social Studies Goals, Primary Level

1. The social studies program focuses on expanding the horizons of children as they actively encounter the real world and the stories, biographies, myths, and legends of the many cultures of the world, including their own.
2. In the study of their personal and family histories, children will learn about cultural differences and similarities through the riches of first-hand experiences and quality literature.
3. The study of people, families, homes school, neighborhoods, the local community, the national community, and the broader world community, concepts of time, space and change will be explored and compared.
4. Students will learn that each individual plays multiple and varied roles and these roles change as circumstances change.
5. Students will begin to acquire the citizenship participation skills; become sensitive to and accept (respect) the feelings of others; learn to read, follow, interpret, generate and explain simple maps, charts, graphs, diagrams, and models; recognize problems which are real to them and suggest ways of solving them; become aware of traditions and patterns of other cultures.
6. Students will begin to explain and gather information pertinent to social studies at their grade level; analyze this information, and to draw conclusions from it; understand the concepts of interdependence, responsibility, and individual worth; recognize and appreciate the contributions of selected historical and folk heroes and heroines.

# *The Social Studies Curriculum Structure*

## **KINDERGARTEN**

The child will develop greater self awareness, learn to work with others, explore past and present, and acquire communication skills.

### History

**The student will understand personal family relationships and history.**

- K.01. Describe how individuals are part of a family and how families change over time.
- K.02. Name and describe accomplishments of at least one prominent figure from history.

**The student will understand the concept of time.**

- K.03. Describe events shown on a timeline depicting the school week or school day schedule.

### Geography

**The student will understand geographic concepts of location, human interaction, environment, and movement.**

- K.04. Compare the classroom to a map, recognizing relative location in the room (example: desk to wall, door to chair).
- K.05. Recognize a globe as a model of the earth.
- K.06. Identify different types of waste (example: paper, plastic, glass).
- K.07. Identify the four seasons and identify appropriate clothing for each.
- K.08. Describe the geographical features of one's community.

**The student will understand fundamental geographic concepts and methods.**

- K.09 Use photos to classify primary land uses such as farming and livestock raising, and fishing.

### **Economics**

**The student will understand basic economic concepts and interdependence.**

- K.10. Identify the three basic needs (food, shelter, clothing).  
K.11. Explain how money is exchanged for goods and services.  
K.12. List simple ways in which natural resources can be reused and/or recycled.

### **Culture**

**The student will understand personal family relationships and culture.**

- K.13. Tell how individuals and families are alike and different (past and present, near and far).  
K.14. Name family traditions connected with a holiday (example: Thanksgiving).  
K.15. List the various cultural groups (such as Hispanic, African-American, Anglo-American, American Indian) in their community and their contributions to society.

### **Social and Political Systems**

**The student will understand the importance of belonging to groups.**

- K.16. Explain the need for rules and why it is necessary to observe them.  
K.17. Discuss possible solutions to an existing problem.

## National Identity/Citizenship

The student will appreciate American ideals and beliefs.

- K.18. Identify national symbols (example: Statue of Liberty, eagle, United States flag).

# *The Social Studies Curriculum Structure*

## FIRST GRADE

The child will develop further social skills and responsibilities, understand his/her place in time and space, plus learn about cultural diversity (past and present) and about a child's economic world.

### History

The student will explain the links between families now and families of the past.

- 1.01. Summarize the continuous changes in families and places.
- 1.02. Name and describe accomplishments of at least two prominent figures from history (example: George Washington, Abraham Lincoln, Christopher Columbus, and Martin Luther King).

### Geography

The student will understand geographic concepts of location and human-environment interaction.

- 1.03. Identify the relative location of the student's home to the school, neighborhood, and state.
- 1.04. Demonstrate map skills by using the map key.
- 1.05. Identify waste and analyze possible ways to recycle and reduce waste (example: use both sides of notebook paper).

The student will understand fundamental geographic concepts.

- 1.06. Use number and letter grids to specify and plot locations on a simple map.
- 1.07. Identify the characteristics of city and rural areas.



- 1.08. Identify differences in the appearance of different landscapes.

### Economics

The student will understand primary economic exchange systems.

- 1.09. Trace the sequence of tasks needed to bring products to market.
- 1.10. Identify modes of transportation for product distribution.
- 1.11. Describe the role of a consumer and merchant.

### Culture

The student will understand cultural complexity.

- 1.12. Identify ways in which people communicate with each other (example: oral, written, body language).

### Social and Political Systems

The student will understand social structures and law.

- 1.13. Explain rules for the playground, bus, and the classroom.
- 1.14. Identify consequences and rewards regarding observance of rules.
- 1.15. Discuss the roles of authority figures in the family, the school, the community, and the state.

## National Identity/Citizenship

The student will understand democratic behavior.

- 1.16. Demonstrate the democratic voting process (example: by a show of hands).
- 1.17. Explain the development of our flag (example: history, meaning of stars).

# *The Social Studies Curriculum Structure*

## SECOND GRADE

The child will understand the importance of interdependence among people, people who make a difference now and long ago (near and far), and democratic values.

### History

The student will understand time and concepts related to family.

- 2.01. Recognize change through the development of timelines.
- 2.02. Determine how families are alike and different (past and present, near and far).

### Geography

The student will understand geographic concepts.

- 2.03. Refine map skills by using coordinates, key symbols, cardinal, and intermediate directions.
- 2.04. Use symbols and color to make simple maps.
- 2.05. Explain how people depend on the natural environment for things such as food, shelter, and clothing.
- 2.06. Identify pollution causes and prevention.
- 2.07. Describe a region by defining its boundaries and characteristics (example: a neighborhood, a county, a state, a country).
- 2.08. Locate and label continents, hemispheres, and oceans on a globe and world map.

- 2.09. Cite examples of the movement of people, such as migration, commuting, and travel.

### Economics

The student will understand basic economic concepts and exchange systems.

- 2.10. Distinguish between needs and wants.
- 2.11. Describe people and places that students depend on within and outside the neighborhood.
- 2.12. List activities and products which cannot be obtained in the community or neighborhood.
- 2.13. Compare vehicles used to move people and products today and in the past.

### Culture

The student will understand cultural similarities and differences.

- 2.14. Compare United States holidays and how they are celebrated to holidays in other parts of the world.

### Social and Political Systems

The student will understand law and social structure.

- 2.15. Interpret the meaning of laws by:
- comparing a school rule and a law
  - examining how laws are enforced
  - identifying consequences of violating laws.
- 2.16. Identify the characteristics of a good leader.

- 2.17. Identify basic freedoms (example: religion, speech) and the citizens' responsibility to the community, state, nation, and world.

# ***The Social Studies Curriculum Structure***

## **THIRD GRADE**

The child will study the community in a global setting and appreciate the continuity and change which take place in the community.

### **History**

**The student will understand continuity and change in the community.**

- 3.01. Describe changes which have occurred in the school or community over the years.
- 3.02. State factual information about the community.
- 3.03. Correctly sequence a series of events that occurred in the community or school for an entire month using a timeline.

**The student will appreciate important people from the past.**

- 3.04. Name at least five prominent men and women from history and simple facts about their lives (example: Presidents of the United States).

### **Geography**

**The student will understand the geographic concepts of human environmental interaction and place.**

- 3.05. Recognize limits in the supply of natural resources, (renewable and non-renewable).
  - apply the knowledge that recycling is a process of use and reuse.
- 3.06. Explain why certain attributes of the physical environment are attractive locations for settlements.

- 3.07. Use a map to show which products move from one place to another and how they are moved (example: bananas, coffee).

**The student will become proficient in fundamental geographic concepts and methods.**

- 3.08. Use a map and globe to locate a community, state, country, and continent.
- 3.09. Use cardinal and intermediate directions.
- 3.10. Use a globe (or two maps showing land and water hemispheres) to tell why Earth might be described as "the Ocean planet."
- 3.11. Use a series of maps from different time periods to describe, explain, and predict the development of their own community.
- 3.12. Cite personal examples showing how human activities change the environment.
- 3.13. Evaluate how people in their communities have used technology to change the ways land is used.
- 3.14. Identify and compare landforms.

### **Economics**

**The student will understand basic economic concepts.**

- 3.15. Define "demand" and "supply."
- 3.16. Identify ways in which a community depends upon other communities to provide it with certain goods and services (example: electric power, frozen vegetables).

## Culture

The student will understand cultural complexity and compare similarities and differences.

- 3.17. Compare the cultures of native Americans, early settlers, and people today.
- 3.18. Cite how cultural aspects such as language and food are transferred from one culture to another.

## Social and Political Systems

The student will understand social structure.

- 3.19. Define a tax and identify basic services provided through taxation.
- 3.20. Define government.

## National Identity/Citizenship

The student will understand democracy and appreciate American ideals, beliefs, and behaviors.

- 3.21. Explain why the Declaration of Independence and the United States Constitution including the Bill of Rights are important documents to United States citizens.
- 3.22. Describe the duties of a citizen.
- 3.23. Recite the Pledge of Allegiance to the United States flag.
- 3.24. Exhibit patriotism using celebrations, songs, symbols, and movements.



## **Social Studies Goals, Upper Elementary Level**

1. The social studies program for grades four through six is designed to prepare young Americans for active participation in a global society. The curriculum assures instruction in the social studies disciplines of geography, history, economics and other social sciences. It develops an understanding of interpersonal relations; examines past events and issues; develops an understanding of American political and economic institutions; and develops critical thinking skills.
2. The curriculum helps students develop constructive values and beliefs; develops respect for the worth and dignity of each individual; installs tolerance of diverse cultures; aids the growth of positive self concepts and self-discipline; develops a commitment to learning as a lifelong activity and to the value of critical thinking; fosters a commitment to the values that undergird and sustain a democratic society.
3. Students should practice basic skills necessary for obtaining and processing knowledge, work with others, interpret maps and globes, understand time and chronology, cause and effect relationships and develop higher level thought processes. Students should develop and refine effective reading, writing, observing, listening, thinking and reasoning skills as well as study skills; develop map, globe, chart, graph and timeline interpretation skills.
4. Students should develop and apply those skills necessary for citizen participation in social, civil, and political processes and embrace the ideals inherent in a democratic society. Students will develop an understanding of the role of individuals in group decision making processes; develop knowledge of current public issues and skills necessary for the full analysis of such issues; develop effective use of ethical social action techniques; and develop a sense of community.

# *The Social Studies Curriculum Structure*

## **FOURTH GRADE**

The student will develop an understanding and appreciation of the history, geography, economics, culture, and government of the state of Mississippi.

### **History**

The student will understand time and chronology of the past.

- 4.01. Compare and contrast the exploration of Mississippi by the Spanish, French, and English.
- 4.02. Arrange major historical events in sequential order (example: the removal of Indian tribes, expansion of the Mississippi territory, and early statehood).

The student will appreciate early minority Mississippians.

- 4.03. Compare and contrast the various Indian tribes of the state, their social organizations, economic activities, legends, and beliefs.
- 4.04. Discuss slavery and its impact on Mississippi history.

### **Geography**

The student will demonstrate proficiency in the map skills of location, analysis, and interpretation.

- 4.05. Locate Mississippi on various types of maps (example: political and physical).
- 4.06. Locate the state capital of Mississippi on a map.

**The student will demonstrate proficiency in fundamental geographic concepts and methods.**

- 4.07. Use graphs involving temperature and precipitation to describe the climate of a place.
- 4.08. Describe a community environmental issue from more than one perspective.
- 4.09. Identify major components of the interdependence of ecological regions.
- 4.10. Demonstrate knowledge of a geographic system as a set of mutually dependent parts that work together to perform a function.
- 4.11. Use a situation to work with examples of conflict and cooperation on a geographic topic from multiple perspectives.

**The student will understand geographic concepts of location, movement, human-environment, and regions.**

- 4.12. Define the nature and characteristics of regions within the state (example: landforms, topography, and water sources).
- 4.13. Match the environment (example: climate, soils, landforms) of regions with economic activities (example: agriculture, forestry, fishing).

### **Economics**

**The student will understand basic economic concepts.**

- 4.14. Demonstrate an understanding of supply and demand.
- 4.15. Identify the meaning of the terms export and import.
- 4.16. Demonstrate an understanding of the basic human needs of food, shelter, and clothing.
- 4.17. Explain the main purpose of advertising.

- 4.18. Demonstrate a basic understanding of how technological change contributes to interdependence.

### Culture

The student will understand cultural similarities and differences.

- 4.19. Compare Native American art, music and games to those of the present-day (Note: compare Native American music, African American music, and other American music).
- 4.20. Compare lives of African Americans, Native Americans, and other Americans in the early 1800s to present day (example: with respect to homes, schools, foods, transportation, agriculture, entertainment, and interdependence of people).

The student will understand how people learn about culture.

- 4.21. Identify famous Mississippians through biographies.

### National Identity/Citizenship

The student will understand the role of leaders and how they are selected.

- 4.22. Discuss the duties of the office of governor of the state.
- 4.23. Explain the process for electing the governor of the state.
- 4.24. Discuss the frequency of elections held in Mississippi (example: state representatives, mayors, and governor).

# *The Social Studies Curriculum Structure*

## **FIFTH GRADE**

The student will develop an understanding and an appreciation of foundations of democracy of the United States and learn to value our heritage.

### **History**

The student will understand the causes and effects of past events in American history.

- 5.01. Describe the principal European explorers and the territories they explored (example: Columbus, Ponce De Leon, Coronado, Verrazano, La Salle, Champlain, Marquette and Joliet, Cabot, Drake, and Hudson).
- 5.02. Outline the colonial period of our country.
- 5.03. Describe the causes of the Revolutionary War.
- 5.04. Describe how and why western expansion occurred in the Louisiana Territory, Florida, Texas, Mexican Cession, and Oregon.
- 5.05. Describe sectional events that led to the Civil War (example: the Missouri Compromise, the Compromise of 1850, Uncle Tom's Cabin, the underground railroad, slavery, Dred Scott Case, and John Brown's raid).
- 5.06. Describe the great migrations to the Far West.
- 5.07. Describe the frontier as a zone of cultural interaction.

The student will understand the importance of men, women, and minorities in American history.

- 5.08. Describe the contributions of patriots during the American Revolution (example: George Washington, Ethan Allen, John Paul Jones, Lafayette, Crispus Attucks, and Molly Pitcher).

- 5.09. Describe contributions of major figures during the Civil War conflict.

### Geography

The student will demonstrate map and globe skills, relating them to United States history.

- 5.10. Interpret map symbols, direction, and scales.
- 5.11. Use longitude and latitude to determine points on a map.
- 5.12. Interpret special purpose maps (example: climate, vegetation, population).
- 5.13. Identify the meaning of "national and state boundary."
- 5.14. Analyze information on graphs, schedules, tables, and timetables.
- 5.15. Identify major United States cities, the Great Lakes, rivers, and landforms.
- 5.16. Use a map and specified criteria to evaluate the relative utility of several sites for particular land uses such as a new sports stadium or a sanitary landfill.
- 5.17. Define and describe regions and explain the chosen regional criteria.
- 5.18. Locate on a United States map each state and its capital.

The student will understand geographic concepts of location and region.

- 5.19. Name and locate major Pre-Columbian cultures in North America.

The student will understand human environmental interaction.

- 5.20. Describe natural resources used by colonial settlers.

- 5.21. Compare the use of resources before the Civil War and today.

### Economics

The student will understand basic economic concepts.

- 5.22. Explain the principle of supply and demand of resources.
- 5.23. Select the appropriate method(s) of transporting a given product.

The student will understand economic exchange systems.

- 5.24. Explain the economic reasons for European colonization in North America.
- 5.25. Describe human and physical factors that affected economic development in various regions.
- 5.26. Identify obstacles encountered in organizing systems for the exchange of goods and development of services.
- 5.27. Compare the appropriate methods of transporting a given product before the Civil War and today.

### Culture

The student will understand cultural similarities and differences.

- 5.28. Compare and contrast the culture of Native Americans in Mississippi to another Pre-Columbian Indian culture, including their location, food, housing, and beliefs.
- 5.29. Give examples of cultural contributions to society made by the various groups of the colonial period.
- 5.30. Compare life in the 1850s to present day with respect to homes, schools, foods, transportation, agriculture, technology, and entertainment.

**The student will appreciate the presence of ethics and belief systems in all societies.**

- 5.31. Explain the religious reasons for European colonization of North America.

### **Social and Political Systems**

**The student will understand the concept of law.**

- 5.32. Describe generally how a bill becomes a law.

**The student will understand the various levels of government.**

- 5.33. Describe the division of powers among the national, state, and local levels of government.

### **National Identity/Citizenship**

**The student will understand the development of democracy in America.**

- 5.34. Identify the author, date of signing, and the basic rights stated in the Declaration of Independence.
- 5.35. Read and discuss the preamble to the Constitution.
- 5.36. Identify the authors and the site of the Constitutional convention.
- 5.37. Identify the freedoms guaranteed in the Bill of Rights.
- 5.38. Identify Andrew Jackson's role in the War of 1812.
- 5.39. Describe Reconstruction.
- 5.40. Identify the three branches of government and the roles of each.



**The student will understand democratic behavior.**

- 5.41. Distinguish between rights, privileges, and responsibilities of citizenship.

**The student will understand the roles of leaders.**

- 5.42. Identify important government leaders and their qualifications.

**The student will understand the importance of human rights.**

- 5.43. Identify famous civil rights leaders and their contributions to democracy: Frederick Douglas, Harriet Tubman, and Sojourner Truth, William Lloyd Garrison, and Lucretia Mott.
- 5.44. Recognize the words of Abraham Lincoln in regard to human rights.

# *The Social Studies Curriculum Structure*

## **SIXTH GRADE**

The student will develop an understanding and appreciation of the history and geography of the ancient civilizations of the Near East and Africa, the Hebrews, Greece, Rome, India, and China.

### History

The student will understand continuity and change in ancient times.

- 6.01. Summarize the developments in Mesopotamia, particularly Sumeria, their early settlements in the fertile crescent, and the spread of agricultural villages by 4000 B.C.
- 6.02. Compare the benefits Egypt received from Cush and the benefits Cush received from Egypt.
- 6.03. Develop a timeline of the ancient history of China.
- 6.04. Discuss how Greece and Rome relate to other ancient civilizations.
- 6.05. Trace the emergence of the Roman Republic and the spread of the Roman Empire.
- 6.06. Outline Julius Caesar's conquests and his assassination in 44 B.C.
- 6.07. Outline the reign of Augustus, the "Pax Romana," and the division of the Roman Empire: Rome in the West and the rising Byzantine Empire in the East.
- 6.08. Evaluate the rise and spread of Christianity throughout the Mediterranean world and its origins in the life and teachings of Jesus.

## Geography

The student will demonstrate fundamental geographic skills and methods.

- 6.09. Locate and label selected natural regions on a world map such as major mountain ranges and deserts.
- 6.10. Locate selected cities in the world of historical importance.
- 6.11. Identify and list elements of the water cycle and show its importance to nature and society.
- 6.12. Describe the relationship between the physical characteristics of a region and ways of life that develop there.
- 6.13. Identify specific paths of movement of cultural or economic characteristics across Earth as in the spread of Islam to Malaysia.
- 6.14. Distinguish between various types of maps (example: physical, political or historical).

The student will understand the geographic concept of human environmental interaction in the ancient world.

- 6.15. Compare the interaction between the environment and the developing life styles of prehistoric peoples as they moved from hunter-gatherers to food producers.
- 6.16. Compare and contrast conditions for farmers in Mesopotamia and Egypt.

## Economics

The student will understand the history of our economic systems.

- 6.17. Evaluate the economic system that made accomplishments possible in Mesopotamia.

## Culture

The student will understand the similarities and differences of ancient cultures.

- 6.18. Identify contributions of the Aryan nomads to the rise of India's culture.

The student will understand how literature and art convey a culture.

- 6.19. Outline the art, religion, and the development of tools and language of the prehistoric people.
- 6.20. Identify Greek contributions in art, architecture, drama, and poetry.
- 6.21. Compare Roman contributions in art, architecture, engineering, political thought, religion, and philosophy with those of earlier Greeks and consider the influence of both civilizations on Western civilization and on our lives today.

The student will understand the beginnings of the world's great religions and humankind's basic belief systems.

- 6.22. Develop a timeline to show the beginnings of the world's great religions: Judaism, Hinduism, Buddhism, Confucianism, and Christianity.
- 6.23. Compare and contrast the basic beliefs of Judaism, Hinduism, Buddhism, Confucianism, and Christianity.
- 6.24. Describe the religious ideas of the ancient Egyptians.

## Social and Political Systems

The student will understand the development of early political systems in the ancient world.

- 6.25. Describe the social and political systems that made possible accomplishments in Mesopotamia.

6.26. Describe the social structure of the ancient Egyptians.

National Identity/Citizenship

The student will appreciate the birth of democracy in ancient times.

6.27. Describe early forms of democracy developed by the Greeks.

6.28. Trace the rivalry between Athens and Sparta culminating in the Peloponnesian War and the fall of Greece to Rome.

## Social Studies Goals, Junior High Level

1. At the junior high level the social studies focuses on developing geographic knowledge and skills in the areas of location, place, human-environment interaction, movement and space.
2. Students learn to develop economic knowledge and skills in the area of production, exchange and consumption.
3. Students should develop historical knowledge and skills concerning the interactions and relationships among individuals, ideas, society and nations.
4. As they continue to develop social skills, they should develop political knowledge and skills to participate in an interdependent world.
5. Through the study of history and geography, students develop a world view.
6. Students should develop decision making and problem-solving skills, including the ability to comprehend multiple cause and effect, relationships and other higher order thinking skills.
7. Students should be helped to foster a reasoned commitment to the values that sustain a democratic society.
8. The curriculum should contribute to the development of writing, reading, and comprehension skills.

# *The Social Studies Curriculum Structure*

## SEVENTH GRADE

The student will understand the social, cultural, and technological changes from 500 A.D. to 1750.

### History

The student will understand the time and chronology of world events from 500 A.D. to 1750.

- 7.01. Trace the series of events which took place in Europe during the Renaissance, the Reformation, and the Scientific Revolution.
- 7.02. Describe the development of exploration and discovery.
- 7.03. Describe the conquest of the Americas including French and British settlement in Canada.
- 7.04. Identify major contributions of Galileo, Kepler, Bacon, and Newton.

### Geography

The student will demonstrate map and globe skills.

- 7.05. Locate the major centers of ancient civilizations on a map.
- 7.06. Locate the major political empires in 500 A.D. and relate them to centers of ancient civilizations.
- 7.07. Map the explorations in the new world by the Spanish and Portuguese and the empires established in these voyages of exploration and conquest.
- 7.08. Locate British and French centers of settlement in North America.

7.09. Through maps and timelines, place the three great civilizations of Middle and South America (the Mayans, Aztecs, and Incas) into historical and geographic perspective.

7.10. Compare a physical and a resource map of China to draw conclusions about how physical features affect land use.

**The student will demonstrate fundamental geographic skills and methods.**

7.11. Use a world map to describe the characteristics of ocean currents.

7.12. Give examples and trace routes of human migrations, both large and small in scale, and suggest how they affected the areas of interchange (example: the migration of Europeans, Africans and Asians to the Western Hemisphere).

7.13. Explain how transportation and communication have changed over time and describe their impact on specific regions.

**The student will understand the importance of the geographic concept of regions and movement of people.**

7.14. Survey the geography of sub-Saharan Africa and the landforms, climate, vegetation, rivers, and resources associated with its major geographic regions.

7.15. Analyze the geographic conditions that brought about the expansion of Islam through the Middle East, through North and sub-Saharan Africa, to Spain, and east through Persia to India and Indonesia.

## **Economics**

**The student will understand the beginnings of modern economics and technology.**

7.16. Describe how the inventions of the Renaissance--the telescope, microscope, thermometer, barometer, and printing



press--helped to usher in the age of exploration and the Enlightenment.

- 7.17. Explore the economics of trade and exploitation of Africa.

## Culture

The student will understand various world cultures.

- 7.18. Compare and contrast the accomplishments of these civilizations:

- Mayans for their noble architecture, calendar, hieroglyphic writing, and astronomy.
- Incas for their excellence in engineering and administration.
- Aztecs for their massive temple architecture and Aztec calendar.

- 7.19. Survey Chinese culture and society during the Middle Ages including the invention of the compass, gunpowder, and printing.

The student will understand how literature and arts convey a culture.

- 7.20. Understand the importance of a common literary language (Arabic) and religion (Islamic) in unifying the many ethnic groups of Africa and Asia.

- 7.21. Trace the creativity that began in the fourteenth century in northern Italy and spread through Europe which produced the artistic and literary advances of the Renaissance.

The student will understand how ideas affect behavior.

- 7.22. Compare and contrast the Crusades from both the Christian and Muslim vantage points (example: What were the Crusades, why did they begin, and what were their results?).

- 7.23. Describe Japanese feudalism and its impact on Japanese behavior.

**The student will understand the influence of religion on humankind.**

- 7.24. Discuss how the religious ideas of Mohammed, the founder of Islam, shaped the Moslem world.
- 7.25. Appraise how the Christian Church influenced medieval life, including economics and politics.
- 7.26. Examine how the Protestant Reformation influenced religion.

### Social and Political Systems

**The student will understand global interdependence.**

- 7.27. Discuss how the trade routes used by Arab merchants influenced society and political systems of the world.

### National Identity/Citizenship

**The student will understand the growth of parliamentary government throughout this period.**

- 7.28. Compare how the principles implicit in the Magna Carta were embodied and redefined in the English Bill of Rights, the French Declaration of the Rights of Man and of the Citizen, and the American Declaration of Independence.

# *The Social Studies Curriculum Structure*

## **EIGHTH GRADE**

The student will understand the critical events of United States History during the period from pre-Columbian time to Reconstruction.

### History

The student will understand the causes and effects of the American Revolution.

- 8.01. Examine the events that led to the American Revolution.
- 8.02. Identify the author and date of signing of the Declaration of Independence.
- 8.03. Identify the significance of key battles and leaders of the Revolutionary War including Bunker Hill, Saratoga, and Yorktown.

The student will understand time and chronology of early American historical events.

- 8.04. Describe policies of the Jeffersonian Era, the war of 1812, and the Era of Good Feelings.
- 8.05. Examine the westward movement (1815-1850).
- 8.06. Examine the territorial expansions of Louisiana and Mexico.

The student will understand time and chronology of the Civil War.

- 8.07. Describe the strategies, major battles and leaders of the Union and of the Confederacy.

**The student will appreciate the role of women and minorities in our history.**

- 8.08. Describe the roles of women and minorities such as Crispus Attucks, Peter Salem, and Molly Pitcher in the American Revolution.
- 8.09. Trace the roles of women in developing the American society from the English colonial period and the Second Great Awakening to the rise of factories and the reform movements of the 1800s.
- 8.10. Describe the 19th century federal policy toward American Indians.
- 8.11. Trace the roles of African Americans in developing the American society in early America, the American Revolution, the Civil War, and the Reconstruction period.
- 8.12. Trace the roles of immigrants from the Aliens Act of 1798 to the German and Irish immigration of the mid 1800s and the subsequent new immigration from southern and eastern Europe.

### Geography

**The student will demonstrate fundamental geographic skills and methods.**

- 8.13. Explain how different people's use of similar environments reflect different perspectives.
- 8.14. Use data bases (computerized or non-computerized) displayed on tables, graphs, and maps to make inferences about urban population trends.
- 8.15. Interpret, sketch, or build a model to show how push and pull factors affect population migrations to and within the United States.
- 8.16. Understand that both positive and negative consequences may result from human alterations to the environment.

The student will understand the effects of human environmental interaction before and after the settlement of America.

- 8.17. Compare wildlife treatment before and after the settlement of America, recognizing importance of ecological functions, recreational value, economic returns, and wise management.

The student will understand the westward movement of people in North America.

- 8.18. Describe the European exploration of North America, including contributions of explorers such as Columbus, DeSoto, Ponce de Leon, La Salle, Coronado, Verrazano, Champlain, Marquette and Joliet, Cabot, Drake, and Hudson.
- 8.19. Locate and describe the westward expansion under Manifest Destiny, including territorial acquisitions of Florida, Louisiana Territory, Mexican Cession, Oregon, and the Gadsden Purchase.

The student will understand sectional differences prior to the Civil War and strategies during the war.

- 8.20. Examine the political issues which led to the war including sectional compromises of the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, and the election of 1860.

## Economics

The student will understand basic economic concepts.

- 8.21. Discuss how the Industrial Revolution that began in the north in the 1830s changed the way people lived, worked, and traveled.
- 8.22. Describe the relationships between raw materials, transportation, labor, and other inputs in the location of economic activities.

**The student will understand economic issues before and after the Civil War.**

- 8.23. Examine the economic and social issues which led to the Civil War, including the significance of the Dred Scott decision and John Brown's raid.
- 8.24. Analyze the social and economic policies and conditions during the war and the cultural and technological achievements made because of the war.

### Culture

**The student will understand the complexities of early American culture including slavery and regional similarities and differences.**

- 8.25. Compare the Jeffersonian Age to the democratic trends of the Jacksonian era, including the impact of the growing commercial economy on the social structure, family, and culture of the United States.
- 8.26. Analyze the social policies and conditions which led to the Civil War.
- 8.27. Examine the African-American experience as the life of a slave (family life, slave codes, major rebellions).
- 8.28. Identify differences among the New England, Middle and Southern colonies, including location, governmental structure, major economic activity of each section, and religious patterns in the colonies.

### Social and Political Systems

**The student will understand the development of our American political system.**

- 8.29. Contrast the ideas Hamilton and Jefferson on the issues of interpretation of the Constitution, the central government, and the common man.

8.30. Trace the significant events of the early years of the Republic which established:

- the authority of the national government
- the Bill of Rights
- the two-party system
- the peaceful transition of government
- the origins of judicial review
- the nation's commercial and banking system

### National Identity/Citizenship

The student will understand the basic documents of democracy.

8.31. Examine the Articles of Confederation and also describe the problems of the nation under the articles.

8.32. Analyze major issues debated and the compromises reached at the Constitutional Convention.

8.33. Describe how government was structured under the new Constitution.

8.34. Compare the Articles of Confederation with the United States Constitution (bicameralism, separation of powers, federalism, and checks and balances).

The student will understand American ideals and beliefs of the early nation.

8.35. Examine the Federalist program of the Washington and Adams administrations.

The student will understand our nation's changing perspective of human rights.

8.36. Describe the origins of slavery.

8.37. Discuss the principal participants of the Constitutional Convention, the major issues they debated, and the compromises they reached.

8.38. Analyze the character, words and works of Abraham Lincoln.



## Social Studies Goals, Senior High Level

1. The social studies in grades nine through twelve incorporates history, government, geography, and elective courses in economics and the social sciences which will aid students in forming attitudes and values consistent with our democratic heritage and help them to become responsible citizens of an interdependent world, and will have both immediate and long-range importance to the student and to the continual thriving of the republic.
2. The structure of the curriculum provides ways to interrelate the courses as much as possible: history to geography, geography to economics, the social sciences to the humanities, which will provide a meaningful portrait of the nation and civilizations of the past from local and regional history to natural, western and world history, help make the present relevant to the past, and, through study of the social sciences, provide incentives to aim for a promising future.
3. The curriculum provides sufficient time to teach significant portions of substance and accompanying skills while simultaneously encouraging critical analysis and creative thinking; which will help students develop an historical perspective and a sense of values which will help them see more clearly the continuing development of their own nation and the interdependence that characterizes the world.

# *The Social Studies Curriculum Structure*

## MISSISSIPPI STUDIES

The student will understand and develop an appreciation for the geography, history, government, literature, art, and music of Mississippi.

### History

The student will appreciate people from Mississippi's past.

01. Describe frontier life in antebellum Mississippi and the differences in the lives of free African Americans and slaves.
02. Trace the events leading to the Indian removals.

The student will understand continuity and change in the state.

03. Tell how the Constitution of 1869 broke with the past.
04. Describe life in Mississippi during the Great Depression.

### Geography

The student will understand the geographic concept of location.

05. Sketch a rough map to show the location of a particular city within the state.
06. Describe and label on a map Mississippi's location and physical characteristics.

The student will understand the geographic concepts and human-environmental interaction.

07. Analyze examples of positive and negative consequences of human alterations to the environment.

08. Analyze how the water cycle functions, listing the effects of such things as pollution, soil erosion, and aquifer depletion.
09. Discuss wildlife's ecological functions, recreational value, economic returns, and the necessity of wise management.
10. Analyze the human characteristics of Mississippi's people: population size, ethnic composition, cultural characteristics, socioeconomic characteristics, urbanization, transportation, and communication.

### Culture

The student will understand how people learn about culture through literature and art.

11. Discuss the state's contribution to the birth of the blues and map sites where blues music is thought to have begun.
12. Tell how specific examples of or excerpts from Mississippi's literature reflect Civil War experiences, such as Shelby Foote's Narrative, Belle Kearney's A Slaveholder's Daughter, Ida B. Wells' Crusade for Justice, or William Faulkner's The Unvanquished.
13. Describe the frontier and plantation traditions of Mississippi as reflected in excerpts from literature such as William Faulkner's Go Down Moses, Richard Wright's Uncle Tom's Children, W. A. Percy's Lanterns on the Levee, Eudora Welty's "A Still Moment," Margaret Walker's Jubilee, or Hodding Carter's Southern Legacy.
14. Compare the childhood of different groups in Mississippi based on excerpts from literature, such as Richard Wright's Black Boy, Eudora Welty's One Writer's Beginnings, Will Campbell's Brother to a Dragonfly, Turner Catledge's My Life and the "Time", Sung Gay Chow's "A Personal View of the Mississippi Chinese," or Reflections of Childhood and Youth: Poetry.
15. Explain the strong influence of folk arts upon Mississippi's popular culture, especially in music.

## Social and Political Structure

The student will understand the importance of government.

16. Describe the structure, duties, and responsibilities of the legislative, executive, and judicial branches of Mississippi government.

## Citizenship

The student will understand the importance of the selection of leaders.

17. Analyze the role of boards of supervisors in county government.
18. Name four types of municipal government: commission, city manager, mayoral, and council.
19. Identify the party selection process to include primaries and caucuses.

The student will understand how perspectives of human rights have changed in America.

20. Identify significant events that shaped the civil rights movement in Mississippi, including the Brown Decision, the Voting Rights Act of 1965, and desegregation.

# *The Social Studies Curriculum Structure*

## **WORLD HISTORY**

The student will understand the major turning points in the shaping of modern world history and geography from 1750 to the present.

### **History**

The student will understand the links of the modern world to the past.

01. Review the major achievements of these civilizations: Mesopotamia, Egypt, India, China, Greece, Rome, and the Islamic world.
02. Review the impact of the Reformation.
03. Review the characteristics of the Renaissance, Scientific Revolution, and the Enlightenment.

The student will understand change through time in modern world events.

04. Trace the Industrial Revolution in Western Europe and the United States from 1750 to World War I.
05. Define imperialism and give the reasons for its development in Africa and Asia.
06. Describe the course of World Wars I and II.
07. Discuss the major confrontations of these Cold War events: Korea, Vietnam, Berlin, Cuba, U-2, Hungary, and Suez.
08. Outline political and social changes occurring in Asia following World War II to the present.
09. Discuss challenges in the Middle East from World War II to the present.

10. Discuss challenges in Africa from World War II to the present.
11. Discuss challenges in Latin America from World War II to the present.

**The student will understand cause and effect.**

12. Explain immediate and underlying causes of World War I.
13. Analyze the impact of World War I and nationalism on Africa and Asia.
14. Compare and contrast the unification movements in Germany and Italy.
15. Examine the growth of Japanese and Russian imperialism.
16. Assess the extent of imperialism in Latin America.
17. Compare and contrast the effects of imperialism on India and Africa.

**The student will understand continuity and change in modern world nations.**

18. Divide the development of Mesopotamian, Egyptian, Indian, Chinese, Greek and Roman civilizations into time periods.
19. Describe the development of the English Parliament and the course of the English Revolution.
20. Discuss the American Revolution.
21. Examine the causes, course, and results of the French Revolution.
22. Explore the course of the Latin American revolutions.
23. Compare the results of the Atlantic revolutions (example: American, French, and British) and the new political ideology that they produced.

## Geography

The student will understand human environmental interaction on the planet.

24. Analyze the following international environmental concerns:

- the massive destruction of the tropical rain forests as settlers speculate in ranching and agriculture; the long term costs to the earth's biosphere as these irreplaceable forests are systematically destroyed
- the countless species of wildlife and vegetation lost
- the future of this region as grasses lose their nutritional value in these regions of shallow soil and speculative ranches are abandoned.

The student will locate modern geographic sites.

25. Compare and contrast the countries of today with those of 1750 using maps from the appropriate periods.
26. Use an outline map of the world to sketch and describe characteristics of various climate regions.
27. Locate and label selected physical features on a world map such as a continental divide, a rift valley, the drainage basin of the Amazon River.
28. Locate and label major population centers or well-known cultural features on a world map such as the 20 largest metropolitan areas in the world or the Great Wall of China.
29. Explain ways in which technological development contributes to extensive use of environments not used in times past, such as deserts, swamps, the sea bed, and tropical rain forests.
30. Describe and explain cultural patterns shared by several world regions.
31. Analyze and give examples of cultural barriers to movement such as language, customs, and political ideologies.

## Economics

The student will understand modern economic exchange systems.

32. Describe the revival of Western Europe through the Common Market, assessing the position of Western Europe in the world today.
33. Examine the reasons for Japanese economic development after World War II.
34. Identify the growth of new nations in Asia since 1945.
35. Compare and contrast economic trends in different regions of the developed and developing world that are influenced by differential resource distribution.

The student will understand interdependence of nations.

36. Describe the worldwide effects of the Great Depression.

## Culture

The student will understand cultural developments of the modern world.

37. Discuss the social, political, and intellectual changes in Western Europe following World War I.
38. Examine ways in which specific societies have inherited national characteristics from their older cultures of that nation (example: What makes Chinese Chinese?, etc.).

The student will understand cultural complexity.

39. Discuss the cultural conflicts resulting from imperialism.



## Social and Political Systems

**The student will understand the development of social structure.**

40. Analyze the development of fascism in Italy and Germany.
41. Assess the transformation of the political and social structure in the Commonwealth of Independent States (Soviet Union) and Eastern Europe.
42. Trace the struggle for independence in African nations.
43. Investigate the relationship between North American countries and Latin America.

**The student will understand the reality of global economic interdependence.**

44. Assess the consequences of the Versailles treaty following World War I.
45. Identify changes in the nature of international partnerships and alliances in the 1990s such as the European Community, NATO, and the Organization of Petroleum Exporting Countries.

# *The Social Studies Curriculum Structure*

## **UNITED STATES HISTORY FROM 1877**

The student will understand the major turning points in United States History from 1877 to the present.

### History

The student will understand links to the American past.

01. Review major principles and developments in United States history from the colonial period to the 1870s (example: the Colonial period, the Federal period, Jeffersonian/Jacksonian democracy, and the Civil War era).

The student will understand the time and chronology of modern international events.

02. Examine the nation's mobilization and participation in World War I.

The student will understand the cause and effect of modern international events.

03. Identify the reasons for the United States entry into World War I.
04. Evaluate the causes and effects of the Great Depression.
05. Trace the sequence of events leading to World War II.
06. Explain the United States policy of neutrality.
07. Recognize the structural organization of the United Nations.

The student will understand post-World War II domestic events in the United States.

08. Identify one or more major events or achievements in the Presidential administrations of Eisenhower, Kennedy, Nixon, Ford, Johnson, Carter, Reagan, and Bush.

### Geography

The student will understand human environmental interaction in America today.

09. Recognize the environment as a dimension that affects all aspects of our lives (example: physical, biological, social and cultural).
10. Recognize that we are all part of the biosphere and are supported by it, as it is the sole source of food, energy, and shelter.
11. Recognize that people are capable of reducing and reversing their negative impact on the environment because they can think, plan, and educate.
12. Analyze human migration to urban centers since World War II.

The student will demonstrate an ability to locate geographical sites.

13. Locate on a world map the United States and its acquisitions by 1900 (Alaska, Hawaii, Puerto Rico, Philippines, and Samoa).
14. Identify the fifty states on an outline map.
15. Analyze how changing characteristics can alter a regional landscape using examples such as the Sun Belt and the Rust Belt.
16. Evaluate how technological change makes distance easier to overcome.
17. Analyze causes and consequences of migration of particular groups, as in the migration of ethnic groups or trained

individuals with specific work skills from one region to another.

18. Locate on a world map the "Hot Spot" areas of confrontation during the "Cold War" era.
19. Locate on a map the member nations of the Organization of the American States.
20. Locate on a map of the Korean peninsula these places: Asia, 38th parallel, Seoul, Yalu River, Pusan, Inchon, China, and Japan.
21. Locate on a map of Southeast Asia these places as they relate to the Vietnam War: 17th parallel, Saigon, Hanoi, Cambodia, Laos, Thailand, Gulf of Tonkin, and Ho Chi Minh Trail.

### Economics

The student will understand national economic changes.

22. Assess the role of the industrial leaders of the Industrial Age.
23. Examine economic reform of the progressive movement.
24. Analyze the New Deal relief, recovery, and reform legislation.
25. Analyze the growth of American economic power since World War II.
26. Analyze the development of transportation and communication systems which have transformed American life.

## Social and Political Systems

The student will understand various types of government.

27. Describe characteristics of totalitarian governments that have led to conflicts with the United States.

The student will understand various political movements within the nation.

28. Examine humanitarian and political reforms of the progressive movement.
29. Examine the impact of the Populist Party on reform and the political party system.

The student will understand the reality of global interdependence.

30. Examine the causes and effects of American imperialism.
31. Analyze the effects of Big Stick, Dollar Diplomacy and Wilsonian Diplomacy on U.S.-Latin American relations.
32. Examine the evolution of the containment policy.

## Culture

The student will understand changes in cultural issues.

33. Analyze a major social issue (example: drug abuse, teenage pregnancy, or the spread of AIDS).
34. Analyze the artistic expression of the changes in modern America.

## Citizenship

The student will understand the changing perspective of human rights.

35. Examine the impact of the Civil Rights movement.

# *The Social Studies Curriculum Structure*

## UNITED STATES GOVERNMENT

The student will be ready to vote, to reflect on the responsibilities of citizenship, and to participate in community affairs.

### History

The student will review the development of democracy and compare it to other forms of government.

01. Review the historical development of the United States Government:
  - State the basic principles and values found in the Declaration of Independence
  - Identify the strengths and weaknesses of the government under the Articles of Confederation
  - Discuss the compromises reached during the writing of the Constitution
  - Identify several important issues raised in the Federalist Papers.
02. Review changes in interpretation of the Constitution during the Civil War and Civil Rights movement.

### Geography

The student will understand the role of human environmental interaction.

03. Demonstrate an understanding of how citizens can make a difference in our society in dealing with problems (example: the environment).

## Social and Political Systems

The student will understand precedent in law.

04. Relate significant court cases pertaining to basic civil freedoms.

The student will understand differences in various political systems.

05. Define government.

06. Classify types of government:

- According to the territorial (geographic) distribution of powers (unitary/federal/confederate)
- According to the functional (relationship between the chief executive and legislature) distribution of powers (President/Parliament)
- According to the degree of popular participation in the ruling process (democratic/authoritarian).

## National Identity/Citizenship

The student will understand American democratic principles.

07. Outline the structure of the United States Constitution:

- Interpret the Preamble
- Identify the subject-matter of each of the seven Articles
- Identify the subject-matter of each of the 26 amendments.

08. Identify the principles of the United States Constitution:

- Define Popular Sovereignty
- Limited government
- Separation of powers
- Checks and balances
- Judicial Review
- Federalism
- Individual liberties.

09. Discuss the Constitutional guarantees and protection of Civil Liberties:
- list civil liberties which are guaranteed in the amendments to the Constitution
  - discuss the principles of Equal Protection and Due Process of Law.
10. Describe the organization and structure of the United States Government:
- List the three branches of government
  - Identify the two Houses of Congress
  - State the number of United States Senators and Representatives
  - State the number of terms of United States Senators and Representatives
  - Describe how a bill becomes a law.
11. Identify the powers of the president.
12. State the main duty of the judicial branch.
- Describe the organization and membership of the federal judiciary.

The student will understand democratic behavior from a personal perspective.

13. Describe the Political Process:
- List qualifications for voting in Mississippi
  - Describe the nomination, campaign and election procedures
  - Explain the electoral college system
  - Study the ways in which individuals can become participatory citizens through voting, jury service, volunteerism, and involvement in community organizations.
  - Volunteer for community service in the school and community or research and write about community service the student would like to do.



## Electives

# *The Social Studies Curriculum Structure*

## INTRODUCTION TO THE SOCIAL STUDIES

This course introduces the student to the various areas of the social studies. The student will have knowledge relating to the areas of anthropology, economics, geography, history, political science, psychology, sociology, and philosophy.

### History

The student will understand the concept of history as a field of study.

01. Examine some of the major historical events from early civilization to the present.
02. Identify some of the major historical figures.
03. Discuss the impact of culture, geography, politics, and economics of historical events.

### Geography

The student will understand the concept of geography as a field of study.

04. Identify some of the major physical features of the various continents.
05. Describe the characteristics of several climate groups (example: Mediterranean, continental, humid sub-tropical, tropical).
06. Understand the interrelationship between geographical features and cultural, economics, and political development in various regions of the world.

## Economics

The student will understand the concept of economics as a field of study.

07. Define economics.
08. Compare various economic systems (example: capitalism, socialism, and communism).
09. Examine different types of market organization (example: perfect competition, monopoly, monopolistic competition, and oligopoly).
10. Discuss several founders of economic thought and their theories (example: Adam Smith, Thomas Malthus, David Ricardo, Karl Marx, and John M. Keynes).

## Ethics and Belief Systems

The student will understand the concept of philosophy as a field of study.

11. Define philosophy.
12. Identify significant philosophers and discuss their contributions to cultural, political, and economic development.
13. Define logic and examine its role in the process of philosophical thought.

## Social and Political Systems

The student will understand the concept of sociology as a field of study.

14. Define sociology.

15. Identify the various institutions of society and their functions (example: family, economics, politics, religion, and education).
16. Examine the interrelationship between sociology and anthropology.
17. Understand social stratification and its role in society.

**The student will understand the concept of anthropology as a field of study.**

18. Define anthropology.
19. Identify and contrast the three primary sub-divisions of anthropology: archaeology, cultural anthropology, and physical anthropology.
20. Examine regional patterns of cultural diversity and similarity.
21. Understand how the different components of a cultural system are interrelated (example: economics, politics, religion, and geographic characteristics).

**The student will understand the concept of political science as a field of study.**

22. Compare and contrast major types of political systems (example: democracy, republic, dictatorship, and monarchy).
23. Discuss the early roots of democracy.
24. Examine the influence of economics, geographical location, and cultural diversity on political development.
25. Identify and discuss the impact of significant political leaders.

**The student will understand the concept of psychology as a field of study.**

26. Define psychology.

27. Discuss the relationship between psychology, anthropology, and sociology.
28. Examine major psychological theories.
29. Identify and discuss the impact of significant contributors to psychological theory.

# *The Social Studies Curriculum Structure*

## **INTRODUCTION TO WORLD GEOGRAPHY**

The student will understand basic geographical concepts and recognize characteristics of various regions of the world.

### Geography

The student will understand the discipline of geography.

01. Discuss the question "What is geography?"
02. Discuss why we study geography.
03. Define the interrelationships of the five themes of geography.

The student will understand the concepts and tools of geography.

04. Use:
  - Maps and globes
  - Map projections
  - Map symbols and legends
  - Different types of maps
  - Direction
  - Scale
  - Grid
  - Latitude and longitude
05. Identify:
  - Land and water formations
  - Time zones
  - Changes in the Earth's surface
  - Climates of the world
  - Different vegetation on earth
  - Resources
  - Cultural patterns
06. Locate:
  - 50 states
  - Major countries on other continents

**The student will understand various types of geography.**

07. Identify the physical elements of climate, vegetation, soils, landforms, and natural resources of the physical environment (Physical geography).

•Recognize that each place possesses a distinctive set of physical environmental characteristics.

08. Identify the key elements of the human environment such as population, culture, economic and political characteristics (Human geography).

•Recognize that each place possesses a distinctive set of human environmental characteristics.

09. Compare culture groups as to different possibilities and constraints in their physical environments and cite examples of how humans have inhabited, modified or changed, and culturally adapted to natural settings based on cultural appraisals (Human/Environment interactions).

•Discuss how places can be damaged or improved through human actions or natural processes.

**The student will understand the concept of regions.**

10. Explain that regions are basic units of geographic study which vary in scale, type, and uses.

**The student will understand the physical geography of world regions.**

11. Identify the physical elements of climate, vegetation, soils, landforms, and natural resources as physical elements.

12. Name the five Great Lakes in Anglo-America and their outlet to the sea.

13. Locate Latin America's mountainous backbone, South America's three principal river systems, and the four islands of Greater Antilles.

14. Discuss the significance of Western European maritime orientation as it has influenced North American development.
15. Name and locate the countries of Eastern Europe.
16. Locate and name the mountains that have been used as the dividing line between the continents of Europe and Asia.
17. Identify proximity to the Equator as the principal reason for the mostly tropical nature of Africa's climates which may range from always wet (tropical rain forest) to always dry (tropical desert).
18. Identify Southeast Asia as dominated by tropical river valleys between mountain ranges and large mountainous islands.
19. Define Australian outback.

**The student will understand human geography of world regions.**

20. Identify the key elements of the human environment such as population, culture, economic, and political characteristics.
21. Debate the pros and cons of Australia/New Zealand "relative isolation" from most of the developed countries in the world.

### **Economics**

**The student will understand economic influences on geography.**

22. Explain the impact of improvements in technology in development of the United States.
23. Discuss the effects of rapid population growth on development in Latin America.
24. Discuss the significance of European economic community.



25. Discuss the advantages and problems inherent in the former Soviet planned economic development.
26. Distinguish between those states in North Africa and Southwest Asia which have substantial petrol resources and those that do not.
27. Analyze the relationship between the Asian subcontinent's population and intensive agricultural system and rapid urbanization.

## Culture

The student will understand geographic influences on culture.

28. Discuss population redistribution as it has occurred in the United States since 1900.
29. Define Indo-European languages.
30. Name the major ethnic groups in the former U.S.S.R. (now the Commonwealth of Independent States).
31. Recognize the rich and complex diversity in Africa's approximately 1000 distinct languages and cultures.
32. Distinguish between Arab and non-Arab culture areas in North Africa and Southwest Asia.
33. Recognize Indo-European and the earlier Dravidian peoples as the two main cultural and physical stocks from which most of the Asian subcontinent's cultures evolved during the last 4000 years.
34. Identify the two great rivers which serve as the traditional hearth for Chinese culture.
35. Summarize the problems which might be associated with a population density as great as those of east Asian countries.
36. Locate the three Pacific culture realms of Oceania.

## Social and Political Systems

The student will understand geographic influences on political systems.

37. Explain why there are two Chinas and two Koreas.

# *The Social Studies Curriculum Structure*

## **LAW RELATED EDUCATION**

The student will develop a greater awareness of the legal system as it relates to youth and adults.

### Social and Political Systems

**The student will understand the importance of law.**

01. Define justice.
02. Identify what laws can or cannot do.
03. Value the government's role in the establishment and enforcement of law.

**The student will understand the roots of American law.**

04. Describe the difference in the civil law system and the common law system.

**The student will understand the organization of the legal system of the United States.**

05. Compare the federal courts to state courts.
06. Argue the State's Rights position (10th Amendment) versus the Federalist's position (Elastic Clause).

**The student will identify sources of law.**

07. Describe how a bill becomes a law.
08. Debate which is (currently) the most powerful branch of government as pertaining to law.
09. Describe the roles of the three branches of government in determining law.

**The student will understand trials.**

10. Explain the role of the courts.
11. Explain the role of such people as the judge, lawyer, juries, in civil and criminal courts.

**The student will understand family law.**

12. Explain the role of the (Family) courts.
13. Explain the role of such people as the judge, lawyer, juries, etc. in Youth Court.

**The student will understand tort law.**

14. Identify the legal term "tort".
15. Recognize the different types of torts.
16. Define the term negligence and list the elements of negligence.

**The student will understand criminal law.**

17. Define crime.
18. Discuss the prevention of crime.
19. Describe the recruitment and training of police.
20. Justify plea bargaining.
21. Explain "restitution."

# *The Social Studies Curriculum Structure*

## **GLOBAL STUDIES**

The student will develop a greater awareness and appreciation of world affairs.

### Social and Political Systems

The student will compare political systems.

01. Define ideology.
02. Explain the terms left wing, right wing, "Soviet bloc," and "Western bloc."
03. Identify the characteristics of First World nations and name several.
04. Explain the terms liberal, conservative, radical, reactionary, socialist, and communist.

The student will understand the role of current world leadership.

05. Identify current world political leaders.
06. Describe the role of leaders in maintaining peace and/or escalating conflict.
07. Explain the role of leaders in the regions of conflict.
08. Describe the role of world leaders in solving problems of pollution, hunger, and economic development.

The student will understand the role and/or impact of international organizations.

09. Identify the United Nations, the NATO Alliance, the Contradoras, the Pan American Union, the Organization for African Unity, the International Monetary Fund, the World

Bank, and the Organization of American States and explain the function of each.

**The student will understand world trade.**

10. Explain the terms interdependence and balance of power.
11. Identify the OPEC cartel and explain its purpose and its impact on the world economy.
12. Identify the most important trade items on the world market.

**The student will understand the distribution of the world's resources.**

13. Identify the critical natural resources.
14. Identify the regions where critical natural resources are located.
15. Explain why the resources are necessary.
16. Identify the nations which are the primary consumers of natural resources.
17. Identify the nations which are economically underdeveloped.
18. Describe the relationship between economic development and democratic political systems.

**The student will understand current international conflicts.**

19. Identify the regions of current conflict.
20. Explain the reasons for the conflict in each area.
21. Describe the efforts being made to resolve the conflict.
22. Project methods to possibly resolve current international conflicts.

# *The Social Studies Curriculum Structure*

## MINORITY STUDIES

The student will study ethnic and cultural diversity and the desirability of maintaining ethnic identity within the political systems of the common United States culture.

### Culture

The student will understand self and others as cultural beings acting within a cultural context.

01. Analyze own feelings and behaviors toward those who are different from her or him.
02. Apply a multicultural, nonsexist knowledge-base to understand individuals, groups and events.
03. Integrate sex, race, abilities, and culture as part of a positive, realistic identity for self and others.

The student will recognize United States and world diversity.

04. Define the United States as a multicultural, multiethnic, and multiracial society.
05. Analyze the relationship between cultural pluralism and the ideals of democracy.
06. Recognize the contradiction between the ideals and realities of United States society.
07. Trace connections between foreign cultures and United States ethnic groups.

**The student will understand how group membership helps determine values, attitudes, and behaviors.**

08. Compare the positive and negative experiences of individuals and groups of different backgrounds and recognize similarities and differences among and within various groups.
09. Identify current and historical perspectives of various groups on situations, issues, and developments.

**The student will understand the dynamics of discrimination, bias, prejudice, and stereotyping.**

10. Identify how prejudice, bias, stereotyping affect the aspiration and achievement of individuals and groups and impede interpersonal and intergroup relations.
11. Differentiate between individual and institutional sexism, racism, elitism, and ethnocentrism and know how inequity is institutionalized.
12. Understand that no individual or group is inherently superior or inferior.

**The student will demonstrate skills for effective social action and interaction between racial, ethnic, sex, cultural, and ability groups.**

13. Reconcile points of view in conflicts arising within and among sex, race, ethnic, and ability groups.
14. Confront individual and institutional bias, prejudice, and discrimination in school and society.
15. Identify, describe, and practice basic civil rights and responsibilities as defined by the Constitution and legislation.



# *The Social Studies Curriculum Structure*

## HUMANITIES I

The student will develop a greater awareness of and appreciation for the interrelationships of world culture, including history, literature, art, music, dance, and drama.

### History

The student will recognize and appreciate history.

01. Discuss the developments of early civilization.
02. Trace major historical events from early beginnings to the present.
03. Recognize significant personalities.
04. Discuss political and economic developments.
05. Discuss cultural aspects of history.

### Geography

The student will recognize human-environmental effects on history.

06. Discuss geographical aspects of history.

### Culture

The student will recognize and appreciate literature.

07. Identify major periods of literature.
08. Identify major authors in the various periods of literature.
09. Read selected works of literature.

**The student will recognize and appreciate art.**

10. Identify major periods of art.
11. Identify the major art forms.
12. Match famous artists with their works.

**The student will recognize and appreciate music.**

13. Identify major periods of music.
14. Discuss major composers and their works.
15. Classify the several types of musical instruments.
16. Discuss contemporary music and musicians.

**The student will recognize and appreciate dance.**

17. Discuss the several types of dance.

**The student will recognize and appreciate drama.**

18. Define drama.
19. Discuss drama and how it reflects the values of society.
20. Identify authors and their works in drama.

# *The Social Studies Curriculum Structure*

## **ECONOMICS**

The student will understand the American economic system.

### **Economics**

**The student will understand basic economic concepts.**

01. Define economics and the basic economic problem.

**The student will understand the free enterprise system.**

02. Define the factors of production.

03. Identify four fundamental principles of free enterprise.

- Define the role of private property in a free enterprise system.

- Define the role of profit motive in a free enterprise system.

04. Define the role of competition in a free enterprise system.

05. Define the role of sanctity of contract in a free enterprise system.

**The student will understand the economic issues related to recycling.**

06. Understand the financial reward of the profit motive which plays an indispensable role in making recycling happen.

**The student will understand the economic issues related to supply and demand.**

07. Analyze the behaviors of the consumer and the producer in a market economy and their impact on price.

08. Describe the tendency of the consumer (Law of demand).

09. Describe the tendency of the producer (Law of supply).
10. Construct a demand schedule.
11. Construct a supply schedule.
12. Graph demand and supply schedules.
13. Determine equilibrium price.

**The student will understand the economic issues related to market economy.**

14. Identify the levels of competition in a market economy.
15. Identify at least four characteristics of pure competition.
16. Identify at least four characteristics of monopoly.
17. Identify at least four characteristics of oligarchy.
18. Identify at least four characteristics of monopolistic competition.

**The student will understand the economic issues related to business organizations.**

19. Identify each of the three basic types of business organizations.
20. Identify advantages and disadvantages of sole proprietorships.
21. Identify advantages and disadvantages of partnership.
22. Identify advantages and disadvantages of corporations.

**The student will understand the economic issues related to organized labor.**

23. Evaluate the role of organized labor in the United States economy.

24. Define classifications of labor.
25. Define types of labor in Union arrangements.
26. Evaluate labor-management conflict resolution.

**The student will understand the economic issues related to GNP.**

27. Interpret measures of economic growth and stability.
28. Define GNP.
29. Examine the relationship between the GNP per capita and energy consumption per capita.
30. Define unemployment rate.
31. Interpret the phases of the business cycle.
32. Define productivity.

**The student will understand the economic issues related to government.**

33. Analyze the government's efforts to promote economic growth and stability through its monetary and fiscal policies.
34. Define monetary policy.
35. Define fiscal policy.
36. Outline the organization of the Federal Reserve system.
37. Determine how the Federal Reserve System could use the Discount Rate, Reserve Requirement, and Open Market Securities Operations to combat recession.
38. Characterize economic decision-making in market, command, and traditional economies.

**The student will understand economic issues related to geography.**

39. Identify criteria and choose appropriate maps needed to make a complex location decision as in identifying potential global markets for a particular product.
40. Evaluate the comparative success of competing regions in the world economy.

# *The Social Studies Curriculum Structure*

## **SOCIOLOGY**

The student will understand what constitutes a society, how societies change, and the student's role in a society.

### **Social Systems**

The student will understand the relationship between sociology and the social sciences.

01. Define sociology.

The student will understand social interaction and group behavior.

02. Define social group.

03. Identify characteristics of primary and secondary groups.

04. Examine relationships between groups.

The student will understand cultural contact and diffusion.

05. Define culture and society.

06. Analyze the structural components of culture as it relates to traits, complexes, and patterns.

The student will understand cultural conformity and social control.

07. Define and cite examples of social norms.

08. Compare methods of social control.

The student will understand social stratification.

09. Analyze the American social class structure.

**The student will understand social institutions.**

10. State differences between the nuclear family and extended family.

**The student will understand the relationship between demography and the environment.**

11. Describe some of the major sources of air and water pollution.
12. Evaluate solutions to control pollution.

**The student will understand the relationship between sociology and geography.**

13. Students can define and chart selected demographic indicators such as birth and death rates, population increases, population doubling time, emigration and immigration patterns, population characteristics, gross national product, and evaluate the strengths and limitations of the indicators selected to answer particular questions.



# *The Social Studies Curriculum Structure*

## PSYCHOLOGY

The student will be better prepared to understand his or her self as well as others.

### Culture

The student will understand the scientific nature of psychology.

01. Define psychology.
02. Describe the relationship between psychology and sociology, anthropology, and psychiatry.
03. Analyze the experimental method as it is used in psychology, including hypothesis, independent and dependent variables, and experimental and control groups.

The student will understand the influence of biological and environmental factors of human growth and development.

04. Summarize the general principles of human development.
05. Describe the behavior processes of socialization and maturation.
  - Identify environmental influences that can affect a fetus.
  - Examine physical, motor, language, cognitive development, emotional, and social human development from early childhood to adulthood.
  - Examine Harlow's monkeys experimentation and how it applies to infancy and early childhood.
  - Analyze the work of Erik Erikson and his stages of emotional development.
  - Label all major parts of the brain, central nervous system, peripheral nervous system.

- Explain the functions of each major part of the brain, central nervous system, peripheral nervous system as it pertains to man's behavior.
06. Describe the biological processes of socialization and maturation.
- Identify Gregor Mendel.
  - Define genes, chromosomes, and zygote.
  - Illustrate dominant and recessive characteristics.
07. Describe the intellectual processes of socialization and maturation.
- Define learning and intelligence.
  - Trace the historical development of intelligence testing.
  - Explain the rationale of the intelligence quotient and the deviation IQ.
  - List factors that influence IQ scores.
  - Describe IQ ranges.
  - Characterize Piaget's stages of cognitive development, including sensorimotor, preoperational, concrete operational, and formal operational.
08. Describe the interaction of heredity and environment in cognitive development.
- Define stress and stressors.
  - Recognize major causes of stress.
    - Degree of control or lack of control
    - Lack of information.
    - Type of personality (A-type, B type)
    - Predictability of an event
    - Daily hassles and life changes
    - Amount of responsibility
  - Recognize that pollution causes stress to both the mind (visual and noise pollution) and the body (air pollution, etc.).
  - Recognize that stress-related illnesses include high blood pressure, ulcers, and a variety of psychological disorders.
  - Recognize that illnesses due to physical pollutants include cancer, lung disease, and neurological disorders.
  - Discuss appropriate ways of dealing with stress as well as inappropriate ways.

**The student will understand personality development.**

09. State the psychological definition of personality.
10. List and explain the influences of the home, ordinal position, and society on personality development.
11. List and explain personality disorders like phobias, obsessions, compulsions, neurosis, psychoses.

**The student will understand the nature of frustration and conflict.**

12. Illustrate how defense mechanisms can be used.
  - Compensation and overcompensation
  - Identification
  - Projection
  - Stereotyped behavior
  - Repression
  - Regression
  - Procrastination
  - Displaced aggression
  - Rationalization
  - Sublimation

**The student will understand effects of abnormal behavior.**

13. Summarize the physiological and emotional effects of alcohol and drug consumption upon the individual and the family.

# *The Social Studies Curriculum Structure*

## **PROBLEMS IN AMERICAN DEMOCRACY**

The student will develop a greater awareness of the problems facing our country today.

### **Geography**

The student will understand the problem of urbanization.

01. Identify problems connected with urbanization.

The student will understand population patterns.

02. Identify major population areas of the United States.

The student will understand environmental problems.

03. Identify several environmental crises in the United States such as desertification, acid rain, ozone layer, etc.

### **Social and Political Systems**

The student will understand the problem of crime and delinquency.

04. Identify types of crimes.

05. Distinguish civil law from criminal law.

06. Classify types of crime as misdemeanor and felony cases.

07. Define delinquency.

08. Identify causes and effects of delinquency.

## Economics

The student will understand the problem of poverty and the distribution of wealth.

09. Define poverty.
10. Identify causes and probable cures of poverty.
11. Examine the distribution of wealth concept.

The student will understand the problem of changing technology.

12. Discuss the impact of industrialization and technological advancements upon the American society.

The student will understand the problems of nuclear weapons.

13. Identify nations that have nuclear weapons capability.

## Citizenship

The student will understand the problems of discrimination and prejudice.

14. Define discrimination.
15. Define prejudice.
16. Discuss discrimination against minority groups in the United States.

The student will understand the extension of civil liberties and civil rights.

17. Cite sources that provide for civil liberties and civil rights.
18. Identify major events that led to the extension of civil liberties and civil rights.

19. Examine the purpose of several civil rights groups.

# *The Social Studies Curriculum Structure*

## LOCAL RESOURCE STUDIES

The students will develop a greater awareness of how the natural resources in the community have affected the area historically, economically, politically, and culturally.

### History

The student will understand the history of the natural resources in the local area.

01. Discuss the resource(s) during the following periods: Native Americans, French, Spanish, British occupations, Mississippi Territory, statehood, and modern day.
02. Discuss the probable future of the local resource(s).

### Geography

The student will understand the geographic significance of the local resources.

03. Describe the geographic aspects of the local resource(s).

### Economics

The student will understand the economic significance of the local resources.

04. Discuss the control of the natural resource(s).
05. Discuss the effects of the local resource(s) on farming, industry, and commerce.
06. Discuss the possible effects of the local resource(s) on recreational value of the area.

## Culture

The student will understand the cultural influence of the local resources.

07. Discuss literature related to the local resource(s).
08. Discuss folklore related to the local resource(s).
09. Discuss music related to the local resource(s).
10. Discuss art and photography related to the local resource(s).



# *The Social Studies Curriculum Structure*

## **ADVANCED WORLD GEOGRAPHY**

The course provides an in-depth study of the regions of the world including the physical, human, economic, and future problems of each. Each continent will be a focus of study with geography, economics, culture, and social and political systems integrated to the study of that continent.

### Geography

The student will understand the discipline of geography.

01. Review the question: What is geography?
02. Why do we study geography?
03. Define the geographical perspective including the five themes of geography.

The student will understand the basics of physical geography.

04. Identify the major kinds of landforms such as mountains, hills, plateaus, and plains.
05. Describe the major types of climates.
06. Recognize the variation in population size of various countries in the world.

The student will understand physical geography of the continents as it applies to Western Europe, Anglo-America, the Commonwealth of Independent States, Australia, Africa, and Asia.

07. Tell what the major differences between Western Europe's Marine and Mediterranean climates are, and show how these have had an influence on the lives of the people living in the two areas.

08. Differentiate between arid and humid Anglo-America.
09. Explain how the physical environment of the Soviet Union (Commonwealth of Independent States) along with its size offer both benefits and drawbacks to the economic strength of the country.
10. List some of the major characteristics of Australia's natural environment and determine how people responded in settling and developing the continent.
11. Explain the factors which account for Africa's range of climates from tropical rain forests to tropical deserts.
12. Describe the processes responsible for the Asiatic monsoons and their impact on the people of Asia.
13. Locate the principal physiographic features of East Asia.

**The student will understand the basics of human-environmental interactions.**

14. Give examples of the ways people evaluate and use natural environments to extract needed resources, grow crops, and create settlements and determine the positive and negative consequences of these and other actions on the human and physical environment.

**The student will understand human-environmental interactions of the continents as it applies to Anglo-America, the Commonwealth of Independent States, and Asia.**

15. Identify the section of the United States where the population distribution is most dense and state the percent of people in the United States who live in urban areas.
16. Cite examples why the region occupied by the United States and Canada is sometimes referred to as "Anglo-America."
17. Evaluate the Canadian resource/population relationship.

18. Describe the distribution of the former Soviet population in relation to (1) its ethnic composition, and (2) the natural regions it occupies.
19. Discuss the effects of the "green revolution" on the agrarian struggle of the people of Asia.

### Economics

The student will understand the influence of geography on economics in Western Europe, Anglo-America, the Commonwealth of Independent States, Africa, and Asia.

20. Map the leading industrial zone in Anglo-America.
21. Discuss the change in employment by economic sector for the United States so as to illustrate the development experience.
22. Grasp the ongoing changes that occurred in Anglo America during the 1980s, and tell how post-industrialism has transformed culture and the economy, and how urban and regional spatial change has intensified.
23. Name and locate the major coal producing, petroleum producing, and major manufacturing areas of the Commonwealth of Independent States (Soviet Union).
24. Analyze the relationship between different levels of economic development and the distribution of natural resources.
25. Investigate the cultural confrontations which arise as a result of the dealings between the oil producers of North Africa and Southwest Asia and the oil consumers of other regions.
26. Analyze how a country with few natural resources like Japan, Taiwan, or South Korea can become a world's economic power.

27. Determine the significance of being located within the "Pacific Rim" trade region.
28. Give examples of how various places on the globe are interdependent upon other places and things.

## Culture

The student will understand the influence of geography on culture in Western Europe, Anglo-America, Africa, and Asia.

29. Name the two major languages spoken by most Canadians.
30. Demonstrate and discuss a set of historical maps of Western Europe, stressing the changing nature of political boundaries during the twentieth century.
31. Name the major languages spoken in southwestern Europe. Match the countries with these languages.
32. Recognize Latin America as an Iberian culture realm, including Roman Catholicism, superimposed on Amerindian culture with a strong African admixture and French, English and Dutch enclaves.
33. Give examples of political factors which can be as important as social, cultural, and economic factors in the development of a country.
34. List basic tenets of Islam and their influences on North Africa and Southwest Asia's cultures.
35. Determine the impact of Arab culture, the concept of Arab nationhood, Islam, and a non-democratic tradition on the politics of North Africa and Southwest Asia.
36. Evaluate how well democracy has functioned in India.
37. Identify the large dominant Buddhist cultures of the great river valleys (Burmese, Thai, Khmer, Vietnamese) and the

fact that there are many small struggling ethnic groups in the highlands of Asia.

38. Discuss the region's agricultural resources and handicaps.
39. Assess how Japan is attempting to handle its role and responsibilities as a world economic and political power.
40. Map the three Pacific culture realms and the location of Oceania's dependencies and microstates.

### Social and Political Systems

The student will understand the influence of geography on social and political systems.

41. Discuss Europe as a key player in the world in the Twenty First-Century.
42. Review Australia and New Zealand's traditional role within the British Commonwealth.
43. Cite examples and give the purpose for the existence and various international economic (example: OPEC) and political (example: NATO) organizations.

# Social Studies Revision Committee

Pat Atkins  
East Corinth Elementary  
Corinth, Mississippi

Nancy Brown  
Formerly, V.P., Junior Achievement  
Jackson, Mississippi  
Junior Achievement Corporation  
Colorado Springs, Colorado

Kit Carson Carter  
Mississippi University for Women  
Columbus, Mississippi

Bertha Cooper  
Siwell Junior High School  
Jackson, Mississippi

Charles Davidson  
University of Southern Mississippi  
Hattiesburg, Mississippi

Lynton Dilly  
University of Mississippi  
Oxford, Mississippi

W. R. Edwards  
Formerly, Department of History  
University of Southern Mississippi  
Hattiesburg, Mississippi  
Tallahatchie Community College  
Tallahatchie, FL

Vevelyn Foster  
Jackson State University  
Jackson, Mississippi

Betty Jo Hudson  
Northwest Raakin High School  
Brandon, Mississippi

Pam Hunt  
Starkville High School  
Starkville, Mississippi

Randall Little  
Warren Central High School  
Vicksburg, Mississippi

Jeff Maddux  
Delta State University  
Cleveland, Mississippi

Dennis Mitchell  
Jackson State University  
Jackson, Mississippi

Alfolonia M. Moore  
Jessie McBride Elementary School  
Greenville, Mississippi

Jesse Palmer  
University of Southern Mississippi  
Hattiesburg, Mississippi

Paul Raley  
Meridian High School  
Meridian Public Schools  
Meridian, Mississippi

Kraig Rittenhouse  
Warren Central High School  
Vicksburg, Mississippi

Jerry Rivers  
Forrest County Agricultural High  
School  
Brooklyn, Mississippi

Robert Smith  
Holly Springs High School  
Holly Springs, Mississippi

Janet Thornton  
Lilly Burney Magnet School  
Hattiesburg, Mississippi

## In Memoriam

Lawrence Sanders  
North Panola High School  
Previous President, Mississippi  
Council of Social Studies Teachers  
Sardis, MS

# Social Studies Revision Input Committee

Mary McDowell  
Amite County High School  
Amite County Schools

Lovraine Swaggart  
Liberty Elem. School  
Amite County Schools

Mary Dee Shelton  
Baldwyn High School  
Baldwyn Separate Schools

Don Martini  
Ashland Middle School  
Benton County Schools

Nancy Hunter  
Goreffo Elem. School  
Biloxi Public Schools

Pat Walden  
Booneville Jr. High School  
Booneville Schools

Jerry Wyatt  
Brookhaven High  
Brookhaven Schools

Emma George  
Canton High School  
Canton Separate Schools

Lisa M. Hill  
Houlka A.C.  
Chickasaw County Schools

Harriet Myers  
Parks Elem. School  
Cleveland Schools

Oleza Self McBride  
Coahoma AHS  
Coahoma AHS District

Mary Jane Jackson  
Coffeeville Elem.  
Coffeeville Schools

Michael Forbes  
Jefferson Middle School  
Columbia Schools

Bonnie Woods  
Collins Middle School  
Covington County Schools

Jannita Anderson  
Gloster Elem. School  
Amite County Schools

Hazel Norton  
Anquilla High  
Anquilla Line Schools

Jean Thomas  
Bay High School  
Bay St. Louis-Waveland Schools

Dorothy Blankenship  
Biloxi City Schools  
Biloxi Public Schools

Pherando T. Bearden  
East Side High School  
Bolivar County Schools

Johanny Waller  
Alexander Jr. High  
Brookhaven Schools

Deris Joiner  
Fannie L. Mullins Elem.  
Brookhaven Schools

Marie Stringfellow  
Canton High School  
Canton Separate Schools

Christine Howard  
Watson Jr. High School  
Claiborne County Schools

Lynda Shelar  
Eastside Elem. School  
Clinton Public Schools

Susie M. Cocroft  
Coahoma Co. JHS  
Coahoma County

Dorothy Kee  
Coffeeville High  
Coffeeville Schools

Henry Jones  
Coleman Elem. School  
Columbus Municipal Schools

Beverly Quick  
Hopewell Elem.  
Covington County Schools

Frances Smith  
Liberty Elem. School  
Amite County Schools

Patsy Bishop  
Baldwyn Middle School  
Baldwyn Separate Schools

Margaret Dutton  
Bay Middle School  
Bay St. Louis-Waveland

Myra Gettsche  
Biloxi High School  
Biloxi Public Schools

Rebecca Harris  
Anderson Elem. School  
Booneville Schools

Ivey S. Brown  
Brookhaven High  
Brookhaven Schools

Sarah Lloyd  
Lipsey Middle School  
Brookhaven Schools

Donnie L. Waller  
Hathorn Elem. School  
Carroll County Schools

Deris Davis  
Watson Jr. High School  
Claiborne County Schools

Martha Hutson  
Summer Hill Jr. High School  
Canton Public Schools

Marshall Fair  
Coahoma County High School  
Coahoma County Schools

Becki Cook  
Jefferson Middle School  
Columbia Schools

Mary Hearn  
S. D. Lee High School  
Columbus Municipal Schools

Melinda Richard  
Sullivan Elem.  
DeSoto County Schools

## *Social Studies Revision Input Committee, cont.*

Phillip J. Crosthwait  
Southaven Jr. High  
DeSoto County Schools

Sita Rodgers  
S.C.A.H.S.  
Forrest County AHS District

Mary Thompson  
Franklin Lower Elem.  
Franklin County Schools

JoAnn Sellers  
Franklin JSH  
George County Schools

Julia Sargent  
George County High School  
George County Schools

Mary S. Hankins  
Greenwood High School  
Greenwood Public Schools

Nancy M. Bomar  
Lizzie Horn Elem. School  
Grenada Separate Schools

Sandra Dyer  
Anniston Ave. Elem.  
Gulfport Schools

Glenda Holloway  
Central Elem.  
Gulfport Schools

Gloria Jean Wall  
East Ward  
Gulfport Schools

Judy Clark  
Harrison Central High  
Harrison County Schools

Selena P. Moore  
W. I. Thames Elem.  
Hattiesburg Separate Schools

Charles E. Richmond  
Holly Springs Intermediate  
Holly Springs Schools

Nevonna E. Turner  
Carver Middle  
Indianola Schools

Bobbye Dunnam  
Enterprise High  
Enterprise Consolidated Schools

Evelyn Marshall  
Franklin Elem.  
Franklin County Schools

Joe Rouse  
Central Elem.  
George County Schools

David Eubanks  
George County High School  
George County Schools

Melanie Scott  
Lucedale Elem.  
George County Schools

Katherine Jones  
Kathleen Bankston Elem.  
Greenwood Public Schools

Charlotte Taylor  
28th St. Elementary  
Gulfport Schools

Billie Ford  
Bayou View Jr. High  
Gulfport Schools

Gloria Mouldin  
Central Elem.  
Gulfport Schools

Deloris Burns  
Pass Road Elementary  
Gulfport Schools

Linda Mucha  
Harrison County School District  
Harrison County Schools

Betty Hopkins  
Hattiesburg High School  
Hattiesburg Separate Schools

Cara Chisolm  
Houston High School  
Houston Separate Schools

Deborah Yeates  
Lockard Elem. School  
Indianola Schools

Donald Renfroe  
Forest High School  
Forest Municipal Schools

Michael D. Guice  
Franklin J.H.S.  
Franklin County Schools

Jolene O'Neal  
Central Elem.  
George County Schools

Jo Ann Sellers  
George County High School  
George County Schools

Patricia Horn  
Rocky Creek Elem.  
George County Schools

Floyd Boclair  
Grenada High School  
Grenada Separate Schools

Gall Chambliss  
28th St. Elementary  
Gulfport Schools

Cathy Wueryer  
Bayou View Elem.  
Gulfport Schools

Cathy Broadway  
C. J. H.  
Gulfport Schools

Cecilia Clay  
Orange Grove Elem.  
Harrison County Schools

Marjorie Chambers  
Hattiesburg High School  
Hattiesburg Separate Schools

Shelby L. Johnson  
Hinds County AHS  
Hinds County AHS District

Sandra Willis  
Houston Middle School  
Houston Separate Schools

Annie W. Johnson  
Gentry High School  
Indianola Schools



## *Social Studies Revision Input Committee, cont.*

Dianne McClung  
Iuka School District  
Iuka Separate Schools

Phyllis Howard  
East Central Elem.  
Jackson County Schools

Pennie Baum  
Vancleave Elem. School  
Jackson County Schools

Norman Crane  
East Central Middle School  
Jackson County Schools

Patricia Dillman  
St. Martin East Elem.  
Jackson County Schools

Alice Shoemaker  
St. Martin Jr. High  
Jackson County Schools

Betty Mullins  
St. Martin North Elem.  
Jackson County Schools

Cora Carter  
Bassfield Elem.  
Jefferson Davis County

Maxie Burks  
Bassfield High School  
Jefferson Davis County

Deborah Meador  
Calhoun Elem.  
Jones County Schools

Debra Dearman  
Baxterville Attendance Ctr.  
Lamar County Schools

Ken Daniels  
Purvis High School  
Lamar County Schools

Joyce Newell  
Saitillo High School  
Lee County Schools

Terry Burger  
Long Beach High  
Long Beach Schools

Shelia Thorne  
Iuka School District  
Iuka Separate Schools

Christine Denton  
East Central Elem.  
Jackson County Schools

Cecilia Corkhill  
East Central High School  
Jackson County Schools

Rita Hendricks  
East Central Middle School  
Jackson County Schools

Sharon Simpson  
St. Martin East Elem.  
Jackson County Schools

Perry Griffis  
St. Martin JSH  
Jackson County Schools

Pam Suerstedt  
St. Martin Upper Elem.  
Jackson County Schools

Dillard Clark  
Prentiss Elem.  
Jefferson Davis County

Thomas Johnson  
Prentiss High School  
Jefferson Davis County Schools

Greg LeVert  
Kosciusko High School  
Kosciusko Separate Schools

Judy Ingram  
Sumrall High School  
Lamar County Schools

Bebe Roberson  
Clarkdale A.C.  
Lauderdale County Schools

Johnny Pearl Gibson  
Leland Middle School  
Leland Consolidated Schools

Patsy Oakes  
Quarles Elementary  
Long Beach Schools

Pam Mollette  
St. Martin East Elem.  
Jackson County Schools

Pam Cox  
St. Martin East Elem.  
Jackson County Schools

David Owens  
East Central Middle School  
Jackson County Schools

Carol Cheatham  
St. Martin East Elem.  
Jackson County Schools

Gayle Green-Aguirre  
St. Martin High School  
Jackson County Schools

Alethia Ann Zettel  
St. Martin North Elem.  
Jackson County Schools

Janell Johnson  
Vancleave Elem. School  
Jackson County Schools

Linda Wilson  
Bassfield Elem.  
Jefferson Davis County Schools

Cleveland Payne  
West Jones  
Jones County Schools

Patricia P. Bell  
Kosciusko Lower Elem.  
Kosciusko Separate Schools

Ryan Ruckel  
Oak Grove High School  
Lamar County Schools

Kathryn Mask  
Shannon Elem.  
Lee County Schools

Cheri Ladner  
Long Beach High  
Long Beach Schools

Elizabeth Jackson  
Luther Branson  
Madison County Schools

**Social Studies Revision  
Input Committee, cont.**

Marva Hill  
Velma Jackson  
Madison County Schools

W. Jean Patton  
West Marion HS  
Marion County Schools

Rebecca Robertson  
East Marion High School  
Marion County Schools

Yoko McGee  
Kilmichael High  
Montgomery County Schools

Diane McGee  
Daniel High School  
New Albany Separate Schools

Andy Armstrong  
Newton High  
Newton Separate Schools

Cassels Wilson  
North Pike High School  
North Pike Consolidated

Dana Lyles  
Magnolia Park Elem.  
Ocean Springs Separate Schools

Deborah Colegial  
Ocean Springs Jr. High  
Ocean Springs Separate Schools

Dawn Ezell  
Cherokee Elementary  
Pascagoula Municipal Schools

Sandra Morgan  
Eastlawn Elementary  
Pascagoula Municipal Schools

Connie Belk  
Pascagoula High  
Pascagoula Municipal Schools

Geneva McDevitt  
Pascagoula Jr. High  
Pascagoula Municipal Schools

Albert Rowghton  
Pass Christian  
Pass Christian Schools

Bertha Louise Speer  
West Marion Elem.  
Marion County Schools

Sandra Williamson  
West Marion Primary School  
Marion County Schools

Kathy Clayton  
Potts Camp School  
Marshall County Schools

Betty W. Sago  
McLaurin Elem.  
Natchez Separate Schools

Rheta Ann West  
Ford Elem.  
New Albany Separate Schools

Juluis Harris  
Como Jr. High  
North Panola Consolidated Schools

Robert E. Smith  
North Pike Middle School  
North Pike Consolidated Schools

Louise Robinson  
N. E. Taconi Elem.  
Ocean Springs Separate Schools

Louise Butler  
Ocean Springs Jr. High  
Ocean Springs Separate Schools

Jean Cahill  
College Park Elem.  
Pascagoula Municipal Schools

Mary S. Walker  
Gautier Jr. High  
Pascagoula Municipal

Rebecca Chandler  
Pascagoula High  
Pascagoula Municipal Schools

Kathrya Timmons  
Singing River Elem.  
Pascagoula Municipal

Freddie Lee  
Pearl Junior High  
Pearl Public Schools

T. B. Williams  
Winona High School  
Winona Separate Schools

Larry Dunaway  
West Marion HS  
Marion County Schools

Jo Ann Milloy  
East Marion High School  
Marion County Schools

J. Rachel Flanagan  
Kilmichael Elem. School  
Montgomery County Schools

Willard White  
Neshoba Central High School  
Neshoba County Schools

Barbara Bradford  
New Albany Middle School  
New Albany Separate Schools

Iris Marie Leggette  
Crenshaw Elem.  
North Panola Consolidated Schools

Kathryn P. Eleuterius  
East Elem. School  
Ocean Springs Separate Schools

Billie Scott  
Ocean Springs High  
Ocean Springs Separate

Cherryln Penton  
Beach Elementary  
Pascagoula Municipal Schools

Glenmary Seay  
Colmer Jr. High  
Pascagoula Municipal Schools

Betty Freeman  
Pascagoula High  
Pascagoula Municipal Schools

Jan Cochran  
Pascagoula High-Annex  
Pascagoula Municipal Schools

Gaye Boyd  
South Elementary  
Pascagoula Municipal Schools

Trudy Ivy  
Pearl Upper Elem. School  
Pearl Public Schools

**Social Studies Revision  
Input Committee, cont.**

Mary Beth Farrell  
Perry Central High School  
Perry County Schools

Blanchard Hinton  
Petal High School  
Petal Schools

Lucille Preston  
West Side Elem.  
Picayune Schools

Kelli Adcock  
Brandon Elementary  
Rankin County Schools

Marcus A. Stennett  
Richton Jr/Sr. High  
Richton Separate Schools

Nadean Evans  
Rolling Fork High School  
Sharkey-Issaquena Cons.

Kay Hentz  
Batesville Jr. High School  
South Panola Consolidated

Clarice Dedeaux  
Stone High School  
Stone County Schools

Edward Wong  
Vicksburg High School  
Vicksburg Warren Schools

Beverly McNeer  
Bay Springs High  
West Jasper Consolidated School

Marieta Gardner  
South Side Elem School  
West Point Schools

Howard Hollins  
West Tallahatchie HS  
West Tallahatchie Cons. Schools

Claudette F. Ford  
Norma C. O'Bannon  
Western Line Schools

Marilyn Dunaway  
Riverside A.C.  
Western Line Schools

Diane Thomas  
Runnelstown Elem.  
Perry County Schools

Martha Hancock  
Philadelphia Elem. School  
Philadelphia Schools

Katherine Benson  
Quitman Co. High School  
Quitman County Schools

Janice King  
Northwest Rankin Attendance Center  
Rankin County Schools

Sally Himes  
Senatobia High School  
Senatobia Separate Schools

J. F. Williams  
Shaw High  
Shaw Schools

Roosevelt Kitchens  
Batesville Jr. High School  
South Panola Consolidated Schools

Mark Martin  
Stone J.H.S.  
Stone County Schools

Carelyn Lucas  
West Bolivar District High School  
West Bolivar Schools

Billy Hinton  
Bay Springs High  
West Jasper Consolidated Schools

Rachel Williams  
West Point High School  
West Point Schools

Iva Houston  
West Tallahatchie HS  
West Tallahatchie Cons. Schools

Daryl Lewis  
Riverside A.C.  
Western Line Schools

Elmera Veals  
Wilkinson County High  
Wilkinson County Schools

Alma Love Ball  
Linwood  
Yazoo County Schools

Shelia Harrington  
W. L. Smith Elem.  
Petal Schools

Elaine Hill  
Picayune Memorial  
Picayune Schools

Ann Harrell  
Crowder Jr. High School  
Quitman County Schools

Charles Cleek  
Richton Jr/Sr. High  
Richton Separate Schools

Mary Harris Smith  
Rolling Fork High School  
Sharkey-Issaquena Cons. Schools

Sue Minter  
Magee High School  
Simpson County Schools

Jimmy Nance  
Ripley High School  
South Tippah Schools

Lorraine Lee  
Grove Magnet  
Vicksburg Warren Schools

John Stewart  
West Bolivar Elem.  
West Bolivar Schools

Brenda Edwards  
Central Elem. School  
West Point Schools

Robert Smith  
West Point High School  
West Point Schools

Patsy Williams  
West District School  
West Tallahatchie Cons.

Kaye Dyess  
Riverside A.C.  
Western Line Schools

Mae Eva Chambliss  
Wilkinson County High  
Wilkinson County Schools