Hank Bounds, Ph.D., State Superintendent of Education
Beth Sewell, Ed.D., Executive to the Superintendent
Kris Kaase, Ph.D., Associate State Superintendent
Trecina Green- Bureau Director
Camille Chapman-Division Director
Chauncey Spears-Social Studies Specialist
New Social Studies Policies/Updates

• Next Curriculum Framework Revision set to begin in 2009 with implementation in 2011. The U.S. History SATP has *not* been revised. The test format and content are the same as outlined in the teacher’s guides. No revision of the test will take place until after the revision of the 2004 Social Studies Curriculum Framework and Guide.

• New Graduation requirements: For freshman entering the 2008-2009 school year, they will be required to receive .5 Carnegie Unit each for courses in Economics and Geography, raising the required Carnegie Units for graduation earned in Social Studies to 4.
## High School Sequencing Options
### For Freshman of 2005-2006

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>OPTION A</th>
<th>OPTION B</th>
<th>OPTION C</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Mississippi Studies/Elective</td>
<td>Electives</td>
<td>United States History 1877 to Present</td>
</tr>
<tr>
<td>10th</td>
<td>World History: 1750 to the Present</td>
<td>World History: 1750 to the Present</td>
<td>World History: 1750 to the Present</td>
</tr>
<tr>
<td>11th</td>
<td>United States History 1877 to the Present</td>
<td>United States History 1877 to the Present</td>
<td>Electives</td>
</tr>
</tbody>
</table>
## High School Sequencing Options
### For Freshman of 2008-2009

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Mississippi Studies/Economics</td>
<td>Economics/Geography</td>
<td>United States History 1877 to Present</td>
</tr>
<tr>
<td>10th</td>
<td>World History: 1750 to the Present</td>
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<td>World History: 1750 to the Present</td>
</tr>
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<td>11th</td>
<td>United States History 1877 to the Present</td>
<td>United States History 1877 to the Present</td>
<td>Economics/Geography</td>
</tr>
</tbody>
</table>
• Senate Bill 2718 calls for the Department of Education to implement Civil Rights/Human Rights education into the K-12 Social Studies Curriculum Framework. The Department of Education will be working closely with the Civil Rights Education Commission.

• House Bill 1140 requires that every high school offer at least 4 Advanced Placement courses, one in each core subject area.
Policies/Updates Continued

• There is no course in the 2004 Mississippi Social Studies Framework and Guide or the Approved Courses for the Secondary Schools of Mississippi 2007-2008 entitled “Bible”. Such a course must be developed for implementation following Appendix D of the Mississippi Public Schools Accountability Standards 2007 and in accordance with Mississippi Code Annotated 37-13-3 and 37-13-161.
Awards/ Grants

- Gilder-Lehrman Preserve America History Teacher of the Year.
  - 2008 Awards for educators 7-12
  - Two –Tier Application Process
    - Initial Nomination Application (Resume’ and Letters of Recommendation) Due March 1, 2008.
    - Full Application Deadline will be May 15, 2008.
  - Award includes resources for school media center and cash award for the selected educator.
Awards/Grants

• Earthwatch-S.A. Rosenbaum Research Fellowships
  ▪ Awarded through the Phil Hardin Foundation-Meridian, MS
  ▪ Award includes opportunity to research at one of several Earthwatch research sites around the world.
  ▪ Application information available on the web at http://philhardin.org/rosenbaum_fellows.html
Awards/Grants

• George Washington Teachers' Institute
  ▪ Phil Hardin Foundation awards fellowships for Mississippi Educators to study at the Mount Vernon Estate of George Washington for a week during the summer.
  ▪ For details, log onto http://www.philhardin.org/washington_scholars.html#Overview
Subject Area Test Program - U.S. History from 1877

- **December 4, 2007** - Fall Multiple Choice Test Administration
  - Online, Retesters only
  - Paper Pencil, Primary Administration for 4X4 Block Schools
- **December 7, 2007** - Fall Multiple Choice Test Administration - Make Up
- **April 2, 2008** - Spring Multiple Choice Test Administration
  - Online, Retesters only
  - Last Chance for Seniors
- **April 4, 2008** - Spring Multiple Choice Test Administration - Make Up
- **April 30, 2008** - Spring Multiple Choice Test Administration
  - Paper Pencil, Primary Administration (only first time testers)
  - Senior Online Test Administration, no make up for Senior Online Test
- **May 5, 2008** - Spring Multiple Choice test Administration - Make Up
Social Studies Education

• “The Primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an independent world.” National Council for the Social Studies, (1994).

• “Social studies should not dictate to students what the solutions should be…..but it should teach them how to analyze and discuss…dilemmas within the context of the civil discourse required to maintain a democratic society.” National Council for the Social Studies, (1994); Introduction to Curriculum Standards.
The Ten Themes

• The National Standards for Social Studies* are based on 10 themes under which all social studies courses should be developed.

• Core social studies courses should entail more detailed content goals, with the over-arching social studies thematic goals as a guide.

*Curriculum standards for Social Studies, National Council for the Social Studies, 1994
The Ten Themes

- Culture
- Time, Continuity and Change
- People, Places and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority and Governance
- Production, Distribution and Consumption
- Science, Technology and Society
- Global Connections
- Civic Ideas and Practices
I. Culture

• What are the common characteristics of different cultures?
• How do belief systems, such as religion or political ideals, influence other parts of the culture?
• How does the culture change to accommodate different ideas and beliefs?
• What does language tell us about the culture?
II. Time, Continuity and Change

- Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as:
  - Who am I?
  - What happened in the past?
  - How am I connected to those in the past?
  - How has the world changed and how might it change in the future?
  - Why does our personal sense of relatedness to the past change?
III. People, Places and Environments

- The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations.
- Where are things located?
- Why are they located where they are?
- What do we mean by "region"?
- How do landforms change?
- What implications do these changes have for people?
IV. Individual Development and Identity

• Personal identity is shaped by one's culture, by groups, and by institutional influences.
• How do people learn?
• Why do people behave as they do?
• What influences how people learn, perceive, and grow?
• How do people meet their basic needs in a variety of contexts?
• How do individuals develop from youth to adulthood?
V. Individuals, Groups, and Institutions

• It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed.
• What is the role of institutions in this and other societies?
• How am I influenced by institutions?
• How do institutions change?
• What is my role in institutional change?
VI. Power, Authority and Governance

- Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence.
- What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority?
- How are governments created, structured, maintained, and changed?
- How can individual rights be protected within the context of majority rule?
VII. Production, Distribution and Consumption

• Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as:
  - What is to be produced? How is production to be organized?
  - How are goods and services to be distributed?
  - What is the most effective allocation of the factors of production (land, labor, capital, and management)?
VIII. Science, Technology and Society

- Modern life as we know it would be impossible without technology and the science that supports it.
- Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated?
- How can we cope with the ever-increasing pace of change?
- How can we manage technology so that the greatest number of people benefit from it?
- How can we preserve our fundamental values and beliefs in the midst of technological change?
IX. Global Connections

- The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as:
  - health care,
  - the environment,
  - human rights,
  - economic competition and interdependence,
  - age-old ethnic enmities, and
  - political and military alliances.
X. Civic Ideas and Practices

- An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.
- What is civic participation and how can I be involved?
- How has the meaning of citizenship evolved?
- What is the balance between rights and responsibilities?
- What is the role of the citizen in the community and the nation, and as a member of the world community?
- How can I make a positive difference?
Example/ Exercise

• A student proposes that students, during a public school assembly, should pray for the victims of Hurricane Katrina. The teacher in charge of the assembly notes that this would be illegal.

• In small groups, plan on how you would address this issue in a social studies class. You can consider historical events, the U.S. Constitution, or issues in Religious Studies, Psychology, or Sociology.
Contact Information and Website

- Chauncey Spears-Social Studies Specialist-Mississippi Department of Education Office of Curriculum and Instruction
- Mail: Central High School Building, Suite 330 359 N. West St., P.O. Box 771 Jackson, MS 39205-0771
- Phone: 601-359-2586 (Office) 601-359-2040 (Fax)
- E-mail: crspears@mde.k12.ms.us
- Website: http://www.mde.k12.ms.us/acad/id/curriculum/ss/index.html