

# HIGH SCHOOL CURRICULUM

A SYNERGISTIC SYSTEM



## STANDARDS CORRELATION REPORT

Thursday, May 29, 2014

### STANDARDS FROM

Mississippi | State Frameworks | Social Studies (2010)

First Grade, Second Grade





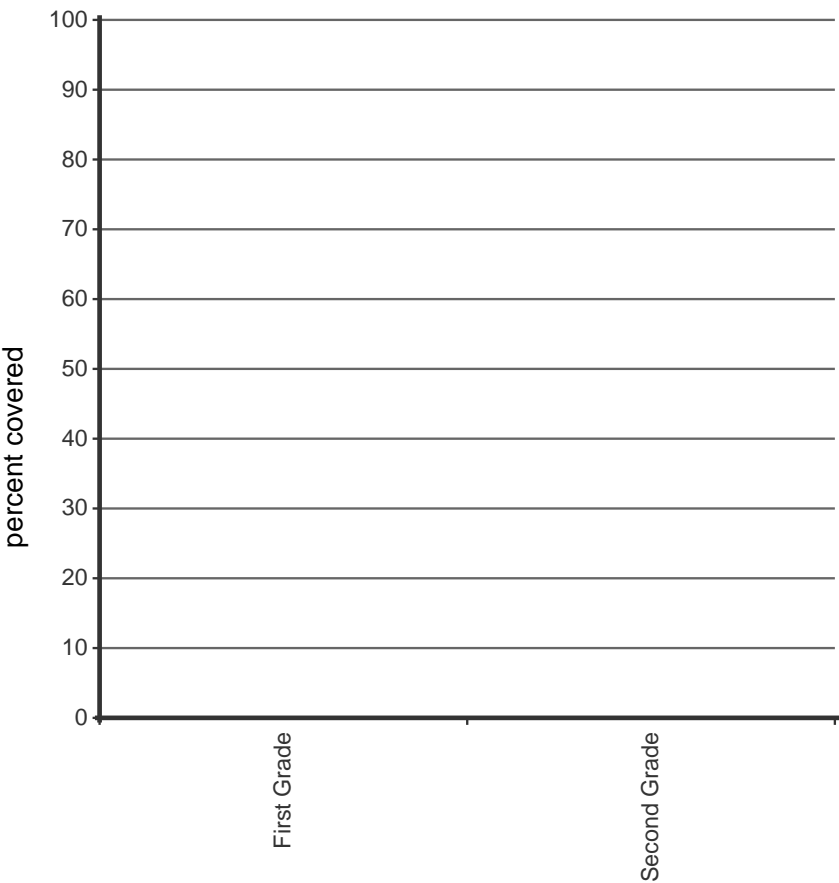
STANDARDS/BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

When reviewing the "Standards/Benchmarks Addressed Summary, " all curriculum statements from your organization are considered in the accounting of items addressed. Under this reporting structure, if a child statement (bench mark) is considered "addressed," its parent statement (standard) is also considered addressed. in cases where there are three or more levels of statements (i'e.grandparent;parent;child),all levels above the lowest level that is addressed are also considered addressed .Reporting from this analysis consider each statement as being of equal value.

- First Grade standards covered :0 of 29 (0%)
- Second Grade standards covered :0 of 29 (0%)

Standards/Benchmarks Addressed



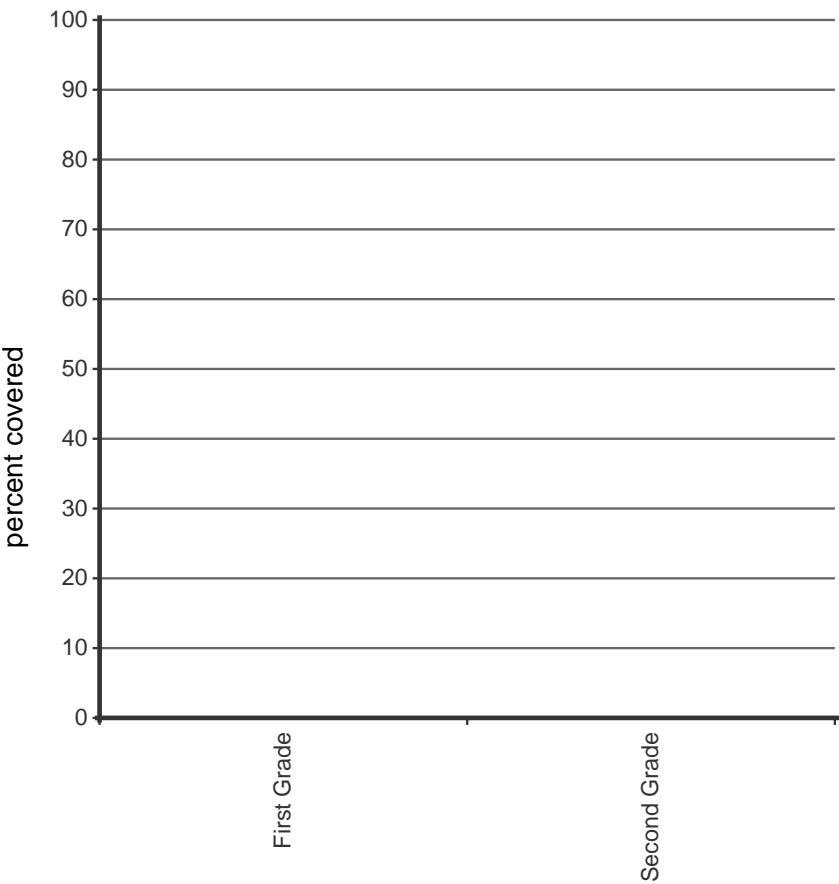
BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

Benchmarks are considered the statements at the lowest level of the document. When reviewing the "Benchmarks Addressed Summary," only the curriculum statements at the lowest level are being reported

- First Grade standards covered :0 of 19 (0%)
- Second Grade standards covered :0 of 19 (0%)

Benchmarks Addressed



## COVERAGE REPORTS ORGANIZED BY STANDARDS/BENCHMARK

This section of the reports lists each curriculum statement in the set choosen for this report and the the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

### First Grade

- First Grade standards covered :0 of 29 (0%)
- First Grade standards covered :0 of 19 (0%)

	First Grade Mississippi State Frameworks   Social Studies (2010)
	Domestic Affairs
1	Understand the symbols, icons, and traditions of community, state, and nation.
1.a	Identify and explain the meaning of state and national symbols, icons, and traditions (e.g., the United States flag, bald eagle, Statue of Liberty, Uncle Sam, George Washington, Thanksgiving, saluting the flag, parades, etc.).
1.b	Explain the general meaning of the pledge of allegiance.
1.c	Identify and discuss songs that express the ideals of the United States of America.
	Global/International Affairs
2	Understand everyday life in different times and places around the world.
2.a	Use a map and/or globe to locate the local community, Mississippi, the United States, the seven continents, and the oceans.
2.b	Identify and apply cardinal directions to maps (i.e., N, E, S, W).
2.c	Identify past and present modes of transportation (air, land, and water) in places around the world (e.g., airplane, spacecraft, horse and buggy, walking, subway, train, etc.).

	<b>First Grade Mississippi State Frameworks   Social Studies (2010)</b>
2.d	Describe how location, weather, and the physical environment affect personal lifestyles (e.g., food, clothing, shelter, transportation, and recreational activities).
	Civil/Human Rights
3	Understand the rights and individual responsibilities of members of families and schools.
3.a	Give examples of the terms "rights" and "responsibility."
3.b	Explain why all humans have rights and responsibilities.
3.c	Demonstrate responsible behavior of individuals in different social groups including, family, peer group, and classmates (e.g., courteous public behavior, honesty, self-control, respect for the rights and property of others, fairness, etc.).
3.d	Identify and discuss the roles of figures of authority in upholding human and civil rights (e.g., parents, teachers, principal).
3.e	Explain the necessity of rules and laws and the consequences of failing to obey them (e.g., raising hand before speaking to eliminate noise and allow every person to be heard; follow school/classroom rules to prevent accidents).
	Economics
4	Understand basic economic concepts and the role of individual choice in a free market economy.
4.a	Describe the concept of exchange and the use of money to purchase goods and services.
4.b	Give examples of goods and services that people buy and use.
4.c	Give examples of the choices people have to make about the goods and services they buy and sell and why they have to make choices.
4.d	Identify the specialized roles and contributions of family members in the workplace (e.g., producing, transporting, and marketing goods and services).

	<b>First Grade Mississippi State Frameworks   Social Studies (2010)</b>
	Culture
5	Understand the unique characteristics of a variety of families and cultures.
5.a	Discuss a variety of different religious, community, and family celebrations and customs.
5.b	Describe celebrations held by members of the class and their families.
5.c	Identify historical figures in various cultures and their characteristics (e.g., Abraham Lincoln, Geronimo, Davy Crocket, George Washington Carver, etc.).

## Second Grade

- Second Grade standards covered :0 of 29 (0%)
- Second Grade standards covered :0 of 19 (0%)

	<b>Second Grade Mississippi State Frameworks   Social Studies (2010)</b>
	Domestic Affairs
1	Understand the concept and development of government.
1.a	Define the terms "government" and "voting."
1.b	Identify the positions and persons who hold local, state, and national offices (e.g., Mayor, Governor, and President).
1.c	Explain the voting process and how results are used.
1.d	Identify the services provided by the government (public schools, fire departments, police departments).
	Global/International Affairs
2	Understand the locations of people, places, and environments and describe their characteristics.

	<b>Second Grade Mississippi State Frameworks   Social Studies (2010)</b>
2.a	Use a map of the North American continent to locate countries, oceans, Great Lakes, and mountain ranges.
2.b	Identify the essential map elements including title, legend, intermediate directional indicators (NE, SE, NW, and SW), scale, and date.
2.c	Use a grid map to locate specific places and geographic features in the neighborhood or community.
2.d	Compare and contrast the effects of location, weather, and physical environment on the way people live (e.g., food, clothing, shelter, transportation, recreation).
	<b>Civil/Human Rights</b>
3	Understand the importance of individual actions and character traits that contribute to advancing civil/human rights.
3.a	Compare and contrast the terms "rights" and "responsibilities."
3.b	Define and give examples of some of the rights students have in the school (e.g., students have the right to come to school, to ask questions, to vote in class elections).
3.c	Discuss the responsibilities of individuals in schools (e.g., respect for the rights and property of others, tolerance, honesty, self-control, compassion, participation in the democratic process, work for the common good, fairness, etc.).
3.d	Explain the role of people in authority (e.g., police officers, city officials, community leaders) in upholding human and civil rights.
3.e	Participate in the development of classroom rules and defining the consequences of failing to obey them.
	<b>Economics</b>
4	Understand how the production, distribution, and consumption of human-made resources and natural resources contribute to the community.



	<b>Second Grade Mississippi State Frameworks   Social Studies (2010)</b>
4.a	Describe production and consumption of human-made goods and services (e.g., food production involves farmers, processors, distributors, weather, land, and water resources; automobile industry involves designers, engineers, welders, robots, etc.).
4.b	Explain how limits on resources affect choices about production and consumption (e.g., farming vs. industrial production; relocating vs. commuting).
4.c	Explain the roles of producers and consumers.
	<b>Culture</b>
5	Understand the unique characteristics of a variety of communities and cultures.
5.a	Identify and discuss expressions of culture evident in neighborhoods (e.g., art, music, literature, religion, food, dance, etc.).
5.b	Compare and contrast neighborhoods to earlier generations in such areas as school, dress, manners, stories, games, and festivals drawing from biographies, oral histories, and folklore.
5.c	Name historical figures of various cultures (e.g., Thomas Jefferson, Thomas Edison, Frederick Douglas, Harriet Tubman, Susan B. Anthony, etc.).

# COVERAGE REPORT ORGANIZED BY PRODUCT TITLE

This section of the reports lists each curriculum statement in the set choosen for this report and the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

## Angle Relationships

- First Grade standards covered :0 of 29 (0%) (0 unique)
- Second Grade standards covered :0 of 29 (0%) (0 unique)

## First Grade

No correlations are available for this product using the selected report criteria

## Second Grade

No correlations are available for this product using the selected report criteria

## Accuracy

- First Grade standards covered :0 of 29 (0%) (0 unique)
- Second Grade standards covered :0 of 29 (0%) (0 unique)

## First Grade

No correlations are available for this product using the selected report criteria

## Second Grade

No correlations are available for this product using the selected report criteria

## STANDARDS/BENCHMARKS NOT ADDRESSED SUMMARY

This section of the report shows all standards that are not addressed by the set of titles used to create this report

## First Grade

	<b>First Grade Mississippi State Frameworks   Social Studies (2010)</b>
	Domestic Affairs
1	Understand the symbols, icons, and traditions of community, state, and nation.
1.a	Identify and explain the meaning of state and national symbols, icons, and traditions (e.g., the United States flag, bald eagle, Statue of Liberty, Uncle Sam, George Washington, Thanksgiving, saluting the flag, parades, etc.).
1.b	Explain the general meaning of the pledge of allegiance.
1.c	Identify and discuss songs that express the ideals of the United States of America.
	Global/International Affairs
2	Understand everyday life in different times and places around the world.
2.a	Use a map and/or globe to locate the local community, Mississippi, the United States, the seven continents, and the oceans.
2.b	Identify and apply cardinal directions to maps (i.e., N, E, S, W).
2.c	Identify past and present modes of transportation (air, land, and water) in places around the world (e.g., airplane, spacecraft, horse and buggy, walking, subway, train, etc.).
2.d	Describe how location, weather, and the physical environment affect personal lifestyles (e.g., food, clothing, shelter, transportation, and recreational activities).

	<b>First Grade Mississippi State Frameworks   Social Studies (2010)</b>
	Civil/Human Rights
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3.c	Demonstrate responsible behavior of individuals in different social groups including, family, peer group, and classmates (e.g., courteous public behavior, honesty, self-control, respect for the rights and property of others, fairness, etc.).
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3.e	Explain the necessity of rules and laws and the consequences of failing to obey them (e.g., raising hand before speaking to eliminate noise and allow every person to be heard; follow school/classroom rules to prevent accidents).
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4.a	Describe the concept of exchange and the use of money to purchase goods and services.
4.b	Give examples of goods and services that people buy and use.
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4.d	Identify the specialized roles and contributions of family members in the workplace (e.g., producing, transporting, and marketing goods and services).
	Culture
5	Understand the unique characteristics of a variety of families and cultures.

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5.a	Discuss a variety of different religious, community, and family celebrations and customs.
5.b	Describe celebrations held by members of the class and their families.
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## Second Grade

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2.b	Identify the essential map elements including title, legend, intermediate directional indicators (NE, SE, NW, and SW), scale, and date.
2.c	Use a grid map to locate specific places and geographic features in the neighborhood or community.

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2.d	Compare and contrast the effects of location, weather, and physical environment on the way people live (e.g., food, clothing, shelter, transportation, recreation).
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3.d	Explain the role of people in authority (e.g., police officers, city officials, community leaders) in upholding human and civil rights.
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