

Mississippi Social Studies Framework



The intent of the Mississippi Social Studies Framework is to promote an understanding of the world, human interaction, cultural diversity, cultural heritage and to equip students with the knowledge and understanding of the past, which is essential for coping with the present and planning for the future. (Introduction)

By the end of Grade 12, students enrolled in the one semester course, United States Government, will have an understanding of

- ❖ civic life
- ❖ politics
- ❖ the constitutional process
- ❖ the rights and responsibilities of citizens

In SIRS' study of the Mississippi Social Studies Framework, we see a direct correlation between the goals and objectives that are emphasized and the framework upon which SIRS Interactive Citizenship has been developed. SIRS Interactive Citizenship content emphasizes the generalizations and concepts that act as the framework for understanding democratic political institutions and their emergence throughout history, while the Discovery and Inquiry activities and related chapter lessons exemplify our commitment to critical thinking skills.

What Citizens Need to Know About Government, addresses the expectations for the study of **United States Government** and presents a framework for understanding America's ongoing struggle to realize the ideals of the Declaration of Independence and the U.S. Constitution and each citizen's role in this democracy. Through this framework, students are able to connect the past and the present as well as appreciate universal historical themes and dilemmas by accessing primary sources such as, biographies, documents, diaries, letters, legends and speeches and links to related articles and web sites while focusing on the basic concepts of government. Thus, students develop the higher order thinking skills deemed necessary by the Mississippi Social Studies Framework.

<<http://www.mde.k12.ms.us/acad/id/curriculum/ss/ssusg/htm>>[2001, November 29]



Mississippi Social Studies Framework
United States Government
correlation with
What Citizens Need to Know About Government



Competencies

1. Explain how geography, economics, and history have influenced the political development of the United States.

a. Trace the historical development of the United States political system.

- *Chapter 1 traces the roots of American democracy back to our European heritage.*
- *Chapter 2 traces the formation of the United States government from the Constitutional Convention to the final draft document.*

b. Describe how the Constitution embodies the principles of American democracy.

- *Chapter 3 discusses the structure and content of the Constitution.*

c. Compare/contrast capitalism and other economic systems.

- *Economic topics will be presented in a future Interactive Citizenship textbook.*

d. Describe the impact of the different branches of government on American society.

- *Chapters 4 – 7 explore the three branches of government in detail. Students can access web sites for the House of Representatives, Senate, Supreme Court and the White House to learn about current issues facing our society.*

2. Analyze the United States federal form of government.

a. Identify the structure of the United States federal system according to the Constitution and its amendments (e.g., separation of powers, checks and balances, judicial review, etc.)

- *Chapter 2, The Federal Government, explores the federal system of government. The principles of separation of powers, and checks and balances as set forth by the Constitution are explained.*

b. Evaluate the flexibility of the United States Constitution (e.g., language, amendment process, etc.)

- *Chapter 3 gives students access to the Constitution via a link to the original document enabling them to read the document as written.*
- *In Chapter 9, students can read the Constitutional Amendments to understand how the struggle for rights is a never-ending struggle.*

3. Describe the impact of science and technology on the political development of the United States.

a. Analyze the impact of the media on United States democracy (e.g., print, television, etc.)

- *Chapter 13 explores the impact the media has on United States democracy. Students can read about the relationship between the President and the press and link to such web sites as Media Awareness Network's Statistics and Public Opinion.*

b. Describe the influence of technology on the political process (e.g., polls, television, Internet, E-mail, etc.)

- *Chapter 13 examines how polls and television influence public policy. A link to the Gallup Organization allows students to read supplemental articles and view a*
- *video segments on current news topics.*

4. Describe the relationship of people, places, and environments with the government.

a. Describe the effects of different migration patterns in the United States.

- *In Chapter 18, students can read about the impact events such as the Industrial Revolution and Civil War had on the environment.*

b. Explain how federal laws have affected the environment.

- *In Chapter 18, students learn about governmental actions taken to address environmental concerns. Links to agencies such as the Environmental Protection Agency (EPA) and Department of Energy (DOE) are provided.*

c. Analyze population trends and their impact on a representative government (e.g., electoral college, census, etc.).

- *Students may access the Electoral College web site from Chapter 14, The Vote.*
- *Students learn about reapportionment in Chapter 6.*

d. Interpret the impact of political parties, special interest groups, and political action committees (PACS) on United States politics.

- *In Chapter 13, students learn about public opinion polls, such as exit polls, special interest groups, such as Common Cause, and Political Action Committees, such as the National Conservative PAC.*

5. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

a. Interpret special purpose maps.

- *Students can interpret special purpose maps like the one found in Chapter 19 entitled, "Special Agricultural regions of the U.S."*

b. Analyze information on graphs, charts, tables, timelines.

- *What Citizens Need to Know contains a multitude of graphs that enhance text chapters and related materials.*

c. Analyze political cartoons.

- *Political cartoons, such as the cartoon, "Gerrymandering," found in Chapter 6, allow students to understand the role political cartoons play in the political arena.*

d. Utilize primary and secondary sources.

- *Primary and secondary source documents are an integral part of every chapter.*

6. Explain how civic responsibilities are important to Americans as citizens of the United States and a global community.

a. Explain the rights, roles, privileges, and responsibilities of citizens in American democracy (e.g., The Bill of Rights, etc.).

- *Chapter 9 thoroughly examines the Bill of Rights.*

b. Compare the United States government to other governments of the world.

- *Chapter 1 provides a comparative analysis of world governments in historical and contemporary contexts.*