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**2018**  
**Mississippi**  
**College- and**  
**Career-**  
**Readiness**  
**Standards for**  
**the Social**  
**Studies**

**Third Grade**



# 2018 Mississippi College- and Career-Readiness Standards for the Social Studies

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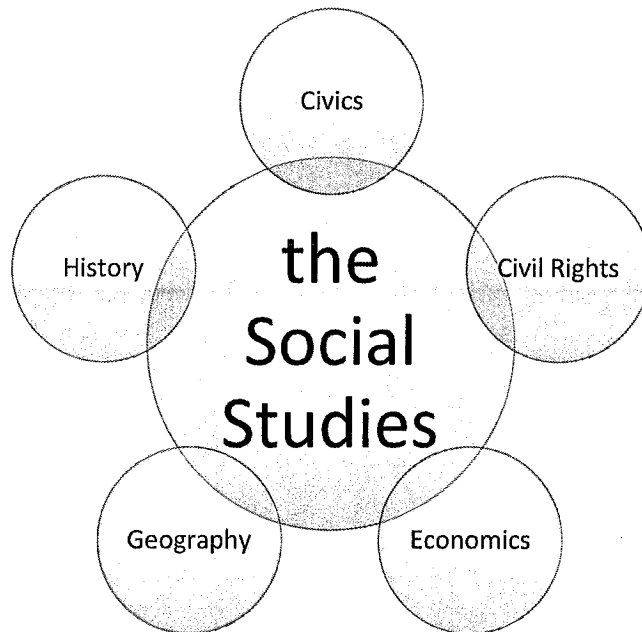
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## STRANDS

The different content strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and present and help them acquire critical thinking skills to make informed decisions in the future. The **2018 Mississippi College- and Career-Readiness Standards for the Social Studies** is comprised of five (5) essential content strands: Civics, Civil Rights, Economics, Geography, and History.



### Civics Strand

The civics strand should provide students with a basic understanding of civic life, politics, and government. It should help them understand the workings of their own and other political systems as well as the relationship of American politics and government to world affairs. Civics instruction provides a basis for understanding the rights and responsibilities of citizens in American constitutional democracy and a framework for competent and responsible participation. The civics strand should be expanded by related learning experiences, in both school and community, that enable students to learn how to participate in their own governance.

### **Civil Rights Strand**

Mississippi Code 37-13-193 requires the Mississippi Department of Education to work with the Mississippi Civil Rights Education Commission to incorporate civil rights education into the state's K-12 educational programs. Civil rights education, as understood by the writers of this framework, is defined as the mastery of content, skills and values that are learned from a focused and meaningful exploration of civil rights issues (both past and present), locally, nationally and globally. This education should lead learners to understand and appreciate issues such as social justice, power relations, diversity, mutual respect, and civic engagement. Students should acquire a working knowledge of tactics engaged by civil rights activists to achieve social change. Among these are: demonstrations, resistance, organizing, and collective action/unity. The content was incorporated as a content strand throughout the entire K-12 framework at the recommendation of the Mississippi Civil Rights Commission.

### **Economics Strand**

The economic strand should help students gain an understanding of economic concepts, while demonstrating an understanding of economic and financial literacy in order to make informed financial decisions throughout their lives. The strand is integrated throughout the K-12 curriculum emphasizing economic reasoning. Throughout the K-12 curriculum, students will grasp an understanding of markets and the U.S. economy in a global setting.

### **Geography Strand**

The geography strand equips students with the knowledge, skills, and perspectives of world geography. Students will learn how to use geographic thinking and information to make well-reasoned decisions and to solve personal and community problems. The geography strand will enable students to use geographic perspectives, knowledge, and skills to engage in ethical action with regard to self, other people, other species, and Earth's diverse cultures and natural environments.

### **History Strand**

The history strand investigates events that change the way people live. History is a record of the past, of people who changed society. We learn history from 2 sources: primary and secondary sources. The strand looks into how the past shape does the present, how have people and events changed society, and how have influences of other, more powerful countries, affected countries today.

### Sequencing

Kindergarten	Citizenship at Home and School
First Grade	Citizenship at School
Second Grade	School and the Community
Third Grade	Local Government
Fourth Grade	Mississippi Studies and Regions
Fifth Grade	United States History from Pre-Columbian Era to American Revolution
Sixth Grade	Civics and the World
Seventh Grade	Early World History or Compacted
Eighth Grade	United States History from Exploration to 1877

### Organization of Document

- Grade Level or Course →
- Theme or Description →
- Standards →
- Strand →

KINDERGARTEN	
THEME: CITIZENSHIP AT HOME AND SCHOOL	
CIVICS	
STANDARD	OBJECTIVE(S)
<b>CI.K.1</b> Examine how individuals play different roles and exercise good citizenship.	1. Identify characteristics of a good citizen. 2. Propose ways on how to be a good citizen at home and in the classroom.
<b>CI.K.2</b> Demonstrate knowledge of how to be a good citizen.	1. Define citizen, citizenship, rights, and responsibilities. 2. Name rights and responsibilities of individuals. 3. Distinguish the difference between rights and responsibilities. 4. Identify the role of rules. 5. Explain the role of consequences when rules are not followed.
<b>CI.K.3</b> Describe the role and responsibilities of authority figures.	1. Identify authority figures. 2. Explain the role of an authority figure. 3. Determine the responsibilities of authority figures. 4. Explain how all people can play important roles in a community.
ECONOMICS	
STANDARD	OBJECTIVE(S)

**THIRD GRADE**

**THEME: CITIZENSHIP IN LOCAL GOVERNMENT**

**CIVICS**

**STANDARD**

**OBJECTIVE(S)**

**CI.3.1**

Explain how an individual exercises rights and responsibilities within community and local government.

1. Identify core and civic virtues.
2. Compare and contrast figures of authority and their positions pertaining to upholding civic responsibilities.

**CI.3.2**

Demonstrate knowledge of community and local government.

1. Identify the three branches of government at local level.
2. Demonstrate how and why the local government creates and enforces laws.
3. Analyze why laws are important to a community.
4. Categorize services provided by the local community and government.

**CI.3.3**

Compare and contrast how all people, not just official leaders, play important roles in local government and portrays good citizenship.

1. Categorize the way Americans feel about their rights and responsibilities. e.g. individual rights and freedoms, the common good, and respecting the law.
2. Argue the characteristics of a responsible citizen.

**ECONOMICS**

**STANDARD**

**OBJECTIVE(S)**

**E.3.1**

Analyze the role of money within a community and local government.

1. Define tax and the purpose of paying taxes.
2. Identify taxable goods and services within the local community.
3. Interpret job sources and availability.

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<p><b>E.3.2</b> Evaluate the role of trade within a community and local government.</p>	<ol style="list-style-type: none"> <li>1. Define trade.</li> <li>2. Distinguish between import and export.</li> <li>3. Identify local products and resources involved in trade with the local community.</li> <li>4. Investigate the origin of local products for sale in the local community.</li> </ol>
<p><b>E.3.3</b> Explain how people earn income.</p>	<ol style="list-style-type: none"> <li>1. Describe the skills and knowledge required to produce certain goods and services.</li> <li>2. Evaluate the impact of skills and knowledge on an individual's income.</li> <li>3. Explain how economic development determines where people can choose to live.</li> </ol>
<p><b>CIVIL RIGHTS</b></p>	
<p><b>STANDARD</b></p>	
<p><b>CR.3.1</b> Explain how a democracy relies on people's responsible participation.</p>	<p style="text-align: center;"><b>OBJECTIVE(S)</b></p> <ol style="list-style-type: none"> <li>1. Define democracy.</li> <li>2. Explain the voting process.</li> </ol>
<p><b>CR.3.2</b> Examine how cultural diversity strengthens the community.</p>	<ol style="list-style-type: none"> <li>1. Analyze cultural artifacts and the representations of the community.</li> <li>2. Debate how historical figures respond to cultural changes, needs and concerns of people.</li> </ol>
<p><b>CR.3.3</b> Examine Declaration of Independence, Constitution, and Bill of Rights in order to recognize basic principles of democracy and civil liberties.</p>	<ol style="list-style-type: none"> <li>1. Identify civil liberties within the First Amendment.</li> <li>2. Cite examples of how civil liberties are exercised in the local community.</li> </ol>



**GEOGRAPHY**

STANDARD	OBJECTIVE(S)
<p><b>G.3.1</b> Identify ways humans have altered the physical environment.</p>	<ol style="list-style-type: none"> <li>1. Explain how various industries, such as farming, fishing, timber, etc. have altered the physical environment.</li> <li>2. Utilize vocabulary associated with human influence on the environment.</li> </ol>
<p><b>G.3.2</b> Identify ways natural disasters affects the physical environment.</p>	<ol style="list-style-type: none"> <li>1. Identify characteristics of a natural disaster.</li> <li>2. Explain how local, state, and national governments cooperate to manage natural disasters.</li> <li>3. Evaluate how natural disasters can alter settlement patterns.</li> </ol>
<p><b>G.3.3</b> Explain how technological advancements have influenced the environment.</p>	<ol style="list-style-type: none"> <li>1. Evaluate how different energy sources have impacted the environment.</li> <li>2. Explain how communication and technological innovations have altered the environment.</li> <li>3. Recognize the geographic impact of using oil and various energy sources in the twenty-first century. Ex. Oil, petroleum, nuclear power, and solar power.</li> </ol>
<p><b>G.3.4</b> Recognize maps, graphs, and other representations of the earth.</p>	<ol style="list-style-type: none"> <li>1. Evaluate patterns of populations of distribution.</li> </ol>
<p><b>G.3.5</b> Describe the relationship between locations of resources and patterns of population distribution.</p>	<ol style="list-style-type: none"> <li>1. Define renewable and nonrenewable resources.</li> <li>2. Categorize types of energy resources as renewable and nonrenewable.</li> </ol>

**HISTORY**

STANDARD	OBJECTIVE(S)
<p><b>H.3.1</b> Identify and describe the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.</p>	<ol style="list-style-type: none"> <li>1. Explain who held power in each type of government.</li> <li>2. Compare and contrast the different types of government related to source of authority, limits on power and examples of each.</li> <li>3. Cite an example of each type of government from history.</li> </ol>
<p><b>H.3.2</b> Explain the role of Representative Democracy in framing the American government.</p>	<ol style="list-style-type: none"> <li>1. Explain the roles of the three branches of government.</li> <li>2. Compare and contrast separation of powers and check and balances.</li> <li>3. Explain the role of popular sovereignty in maintaining a democracy.</li> </ol>
<p><b>H.3.3</b> Trace the history of voting rights in America.</p>	<ol style="list-style-type: none"> <li>1. Define voting, suffrage and franchise.</li> <li>2. Illustrate the expansion of voting rights in America.</li> </ol>