

**Main Criteria:** Mississippi Standards and Frameworks

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**Mississippi Standards and Frameworks**

**Science**

Grade: **3** - Adopted: **2010**

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

COMPETENCY	MS.3.	Life Science: Describe the characteristics, structures, life cycles, and environments of organisms.
OBJECTIVE	3.a.	Research and explain diverse life forms (including vertebrates and invertebrates) that live in different environments and the structures that serve different functions in their survival (e.g., methods of movement, defense, camouflage). (DOK 2)  <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 - Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
OBJECTIVE	3.b.	Identify and describe the purpose of the digestive, nervous, skeletal, and muscular systems of the body. (DOK 1)  <u>Social Studies Online</u> How Coral Reefs Are Formed
OBJECTIVE	3.c.	Investigate the relationships between the basic needs of different organisms and discern how adaptations enable an organism to survive in a particular environment. (DOK 2)  <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 - Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
OBJECTIVE	3.d.	Illustrate how the adult animal will look, when given pictures of young animals (e.g., birds, fish, cats, frogs, caterpillars, etc.) (DOK 2)  <u>Social Studies Online</u> Galapagos Islands

		Galapagos Islands - Espagnol How Coral Reefs Are Formed
OBJECTIVE	3.e.	Recall that organisms can survive only when in environments (deserts, tundras, forests, grasslands, taigas, wetlands) in which their needs are met and interpret the interdependency of plants and animals within a food chain, including producer, consumer, decomposer, herbivore, carnivore, omnivore, predator, and prey. (DOK 2)  <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
COMPETENCY	MS.4.	Earth and Space Science: Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.
OBJECTIVE	4.b.	Compare and contrast changes in the Earth's surface that are due to slow processes (erosion, weathering, mountain building) and rapid processes (landslides, volcanic eruptions, earthquakes, floods, asteroid collisions). (DOK 2)  <u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities
COMPETENCY	MS.4.	Earth and Space Science: Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.
OBJECTIVE	4.c.	Gather and display local weather information such as temperature, precipitation, clouds, etc., on graphs and use graphs of weather patterns to predict weather conditions. (DOK 3)
NUMBERED ITEMS	4.c.2.	Cloud types (cirrus, stratus, cumulus)  <u>Social Studies Online</u> Grade 2 - Land and Water Around Us
OBJECTIVE	4.d.	Identify the causes and effects of various types of air, land, and water pollution and infer ways to protect the environment. (DOK 3)  <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol Grade 2 - Land and Water Around Us Who Lives On a Coral Reef?

### Mississippi Standards and Frameworks

#### Social Studies

Grade: 3 - Adopted: 2011

COMPETENCY	MS.3.	THIRD GRADE (COMMUNITY/LOCAL GOVERNMENT)
OBJECTIVE		Global Affairs
NUMBERED ITEMS	3.2.	Understand the interdependence of people, places, and environment that make up the local community.
INDICATOR	3.2.b.	Use maps and globes to find relative and absolute locations in regard to different communities (e.g., longitude, latitude, and spatial perspective). (DOK 1)  <u>Social Studies Online</u> Grade 2 - Land and Water Around Us

COMPETENCY	MS.3.	THIRD GRADE (COMMUNITY/LOCAL GOVERNMENT)
OBJECTIVE		Civil Rights/Human Rights
NUMBERED ITEMS	3.3.	Understand the historical circumstances and conditions of civil human rights struggles in local communities.
INDICATOR	3.3.a.	<p>Identify important beliefs commonly held by Americans about themselves and their government (e.g., following individual rights and freedoms, common good, respect for law, importance of work, education, volunteerism, conflict resolutions, etc.). (DOK 1)</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities</p>
INDICATOR	3.3.b.	<p>Explain why certain civic responsibilities (e.g., following civic protocol, celebrating historic figures, etc.) are important to individuals and to the community. (DOK 1)</p> <p><u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities</p>
INDICATOR	3.3.c.	<p>Describe different ways people in a community can influence their local government. (e.g., voting, running for office, or participating in meetings). (DOK 1)</p> <p><u>Social Studies Online</u> Grade 2 - Our Government At Work</p>
COMPETENCY	MS.3.	THIRD GRADE (COMMUNITY/LOCAL GOVERNMENT)
OBJECTIVE		Economics
NUMBERED ITEMS	3.4.	Understand basic economic concepts and their effects on our community.
INDICATOR	3.4.a.	<p>Identify the ways in which a community depends upon other communities to provide for its wants and needs and goods and services. (DOK 2)</p> <p><u>Social Studies Online</u> Grade 3 - Businesses At Work</p>
INDICATOR	3.4.b.	<p>Define what a "tax" is and the purpose of paying taxes. (DOK 1)</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money</p>
INDICATOR	3.4.c.	<p>Identify resources and scarcity of resources within the community. (DOK 1)</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money</p>
INDICATOR	3.4.d.	<p>Describe opportunity costs of choices made in the community. (DOK 2)</p> <p><u>Social Studies Online</u> Grade 3 - I Am a Consumer</p>
INDICATOR	3.4.e.	<p>Describe the division of labor within the community (e.g., interdependence of various jobs and careers). (DOK 2)</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer</p>
COMPETENCY	MS.3.	THIRD GRADE (COMMUNITY/LOCAL GOVERNMENT)
OBJECTIVE		Culture
NUMBERED ITEMS	3.5.	Understand how the diversity of people and customs affects the local community.

INDICATOR	3.5.a.	<p>Explain how cultural artifacts represent cultures in local communities. (e.g., pictures, animals, and masks.). (DOK 1)</p> <p><u>Social Studies Online</u>  Grade 2 - Living Together  Grade 3 - Geography of Our Communities  Grade 3 - How The Country Was Settled  Grade 3 - The First Americans</p>
INDICATOR	3.5.b.	<p>Compare and contrast celebrations of various groups within the local community. (DOK 2)</p> <p><u>Social Studies Online</u>  Exploring Cuba</p>
INDICATOR	3.5.c.	<p>Research and identify historical figures of various cultures (e.g., Martin Luther King, Jr., Betsy Ross, Franklin D. Roosevelt, Rosa Parks, etc.). (DOK 2)</p> <p><u>Social Studies Online</u>  Grade 2 - Early Americans  Grade 3 - How The Country Was Settled  Grade 3 - The First Americans  Washington, DC - Grades K - 5</p>

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