



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for the Mississippi College- and Career-Readiness Standards

Social Studies

THIRD GRADE
Citizenship in
Local Government



2024



MISSISSIPPI
DEPARTMENT OF
EDUCATION





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INTRODUCTION

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in social studies, equipping citizens to solve complex problems, and establishing fluent communication skills while preparing students for college, career, and civic life. Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies serve as a roadmap for teachers to plan and implement effective instruction that aligns with academic standards in the social studies content area. These guides provide a framework for teachers to develop learning objectives, select appropriate instructional strategies, and design assessments that measure student understanding and mastery of social studies concepts and skills. The Instructional Planning Guides are designed to be robust and relevant to the real world, reflecting the knowledge and skills students need to succeed in college and careers and allowing students to compete in the global economy.

PURPOSE

This document is designed to provide districts, instructional coaches, and K-12 social studies teachers with a basis for curriculum development. The purpose of Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies is to ensure that teachers have access to high-quality resources and support to create engaging and relevant social studies learning experiences that prepare students to be informed and active citizens. These guides can also help teachers differentiate instruction to meet the needs of diverse learners, promote cultural understanding and appreciation, and integrate technology and other resources to enhance student learning.

DEVELOPMENT

Through the adoption of the 2022 Mississippi College and Career Readiness Standards for Social Studies, a committee consisting of 62 members from every congressional district recognized the need to provide educators with a comprehensive resource to develop their curriculum. The resulting Instructional Planning Guides were developed to suggest learning activities and real-world connections that are accessible and equitable for all educators in the state of Mississippi. These guides are intended to serve as a valuable tool to support educators in designing effective instruction that aligns with the standards, fosters student engagement, and prepares them for success beyond the classroom.



DISCLAIMER

The purpose of the Social Studies Instructional Planning Guides (IPGs) provided herein, which are developed by the Mississippi Department of Education, is to offer instructional support to educators. The IPGs are not intended to serve as a comprehensive curriculum for the classroom.

All learning activities, suggested skills, real-world connections, differentiation techniques, and instructional strategies outlined in the IPGs are offered as optional resources. They are designed to serve as a guide to assist in the development and enhancement of your own curriculum.

While the Social Studies IPGs aim to provide valuable insights and recommendations, it is important for educators to exercise their professional judgment and expertise when utilizing the provided materials. It is not mandatory to strictly adhere to the suggestions outlined in the IPGs, as individual teaching styles, classroom dynamics, and student characteristics may necessitate adaptations and modifications.



RESOURCES

Civic Resources:

- iCivics: Offers educational games, lesson plans, and interactive activities to teach kids about civics and government.: <https://www.icivics.org/>

Economic Resources:

- Junior Achievement: Provides interactive lessons and resources on economics, entrepreneurship, and financial literacy for young learners.: <https://www.juniorachievement.org/>
- Federal Reserve Education: Offers lessons, videos, and activities to teach kids about basic economic concepts. Website: <https://www.federalreserveeducation.org/>

Civil Rights Resources:

- National Civil Rights Museum: Offers virtual exhibits, educational resources, and lesson plans focused on the Civil Rights Movement. <https://www.civilrights museum.org/>

Geography Resources:

- National Geographic Kids: Provides educational resources on geography, including maps, quizzes, and videos. <https://kids.nationalgeographic.com/geography/>
- World Geography Games: Offers interactive geography games and quizzes to help kids learn about countries, capitals, and more. <https://world-geography-games.com/>

History Resources:

- Smithsonian's History Explorer: Features lesson plans, activities, and interactive resources on various historical topics. <https://historyexplorer.si.edu/>
- Ducksters: Offers history lessons, biographies, and interactive quizzes for young learners. <https://www.ducksters.com/>
- Ben's Guide to the U.S. Government: Provides educational resources on the U.S. government and how it works, designed specifically for kids.: <https://bensguide.gpo.gov/>



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SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

CIVICS

Standard 3.CI.1: *Examine the influence of democratic values on the lives of citizens.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define democracy.2. Recognize fundamental democratic values.3. Discuss the evidence of democratic values at home, school, and local organizations.	<ul style="list-style-type: none">• Democracy• Citizen• Rights• Responsibilities• Equality• Justice• Voting• Majority rule• Freedom of Speech• Rule of Law



Learning Activities (Civics: Standard 3.CI.1)

- **Cafeteria Vote:** Present an option of having ice cream after lunch on Friday or doughnuts for breakfast on Tuesday. Have the class vote on the options. Explain to them that they have participated in a democratic process.
- **Create a class constitution:** Have students work in small groups to create a class constitution that outlines their rights, responsibilities, and rules for behavior. This will help them understand the principles of democracy and the importance of rules and responsibilities.
- **Research a famous leader:** Assign students to research a famous leader who promoted democratic values, such as Abraham Lincoln or Mahatma Gandhi. They can create a poster or presentation highlighting the leader's accomplishments and their impact on democratic values.
- **Debate a current issue:** Choose a current issue and have students debate the pros and cons of different positions. This will help them understand the importance of freedom of speech and how people can have different opinions while still respecting each other.
- **Explore civil rights:** Teach students about civil rights leaders like Martin Luther King Jr. or Rosa Parks and discuss how they fought for equal rights and justice. Students can create a timeline or write a report on the civil rights movement.
- **Visit a government building:** Plan a field trip to a local government building, such as a courthouse or city hall. Students can learn about the different branches of government and how they work to serve citizens.
- **Write to an elected official:** Have students write a letter to an elected official about an issue that matters to them. This will help them understand the importance of citizen participation in democracy and the power of voicing their opinions.
- **Preamble Activity:** Have students read the Preamble in groups. If there are words students are unfamiliar with, ask students to ask each other about the meaning of the word before they decide to look it up. Discuss the Preamble as a class and identify the words that students had difficulty understanding.



Real World Connections (Civics: Standard 3.CI.1)

- **Local government:** Take a field trip to a local government building such as a city hall or county courthouse. Students can learn about how local government operates and how elected officials represent citizens.
- **Voting:** Discuss the importance of voting and how it's a way for citizens to participate in the democratic process. Students can learn about how elections work, and how to register to vote when they become eligible.
- **Human rights:** Talk about human rights, and how democratic values emphasize the importance of treating all people equally. You can use current events as examples to help students understand the impact of human rights issues on real people's lives.
- **Community service:** Encourage students to participate in community service projects, such as picking up litter or volunteering at a local food bank. This will help them understand the importance of being responsible citizens and giving back to their community.
- **Role models:** Highlight the accomplishments of role models who have promoted democratic values and made a positive impact in the world. You can discuss famous figures like Abraham Lincoln, Martin Luther King Jr., Malala Yousafzai, or even people in your local community who have made a difference.
- **Constitution and Bill of Rights:** Discuss the Constitution and the Bill of Rights, and how they protect citizens' rights and limit the power of government. You can also discuss how these documents have been amended over time to better reflect our society's values and beliefs.
- **Freedom of speech:** Teach students about freedom of speech and how it's a fundamental democratic value. Discuss how people can express their opinions and ideas without fear of censorship, and how this value is essential to a functioning democracy.
- **Historical events:** Connect current events to historical events where democratic values played a role. For example, you can discuss how the civil rights movement led to greater equality for all citizens, or how the Women's Suffrage movement helped secure the right to vote for women.



Differentiation (Civics: Standard 3.CI.1)

- **Conduct a mock election:** For students who need extra support, provide simplified materials that explain the democratic process and voting. For advanced learners, challenge them to research and present on multiple candidates or to create a campaign strategy.
- **Create a class constitution:** For students who need extra support, provide a template or scaffolded organizer to help them structure their ideas. For advanced learners, challenge them to think beyond the classroom and create a constitution for a larger community or even a country.
- **Research a famous leader:** For students who need extra support, provide resources such as biographies or video clips that summarize the leader's accomplishments. For advanced learners, challenge them to research a lesser-known leader and present on their impact on democratic values.
- **Debate a current issue:** For students who need extra support, provide sentence starters or prompts to help them articulate their thoughts. For advanced learners, challenge them to research both sides of the issue and present on the counterarguments.
- **Explore civil rights:** For students who need extra support, provide visual aids or graphic organizers to help them understand the timeline and context of the civil rights movement. For advanced learners, challenge them to research and present on a specific event or leader within the movement.
- **Visit a government building:** For students who need extra support, provide a guided tour or scavenger hunt to help them engage with the information. For advanced learners, challenge them to research and present on a specific aspect of government, such as the legislative process or the judiciary system.
- **Write to an elected official:** For students who need extra support, provide a template or guiding questions to help them structure their letter. For advanced learners, challenge them to research their elected official's voting record and analyze their positions on various issues.
- **Play a board game:** For students who need extra support, provide visual aids or simplified instructions to help them understand the rules of the game. For advanced learners, challenge them to create their own board game that simulates a democratic process or government structure.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

CIVICS

Standard 3.CI.2: *Demonstrate knowledge of the three branches of government at the federal, state, and local levels.*

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Identify the three branches of government and the purpose of each branch. 2. Discuss the roles of leaders in each branch of government at the federal, state, and local levels, including both municipal and county governments. 3. Recognize locations where government is practiced at the national, state, and local levels. 4. Compare and contrast services provided to communities and citizens by the federal, state, and local governments (e.g., security, people with disabilities, human services, etc.). 	<ul style="list-style-type: none"> • Legislative Branch • Executive Branch • Judicial Branch • Separation of Powers • Checks and Balances • Federal Government • State Government • Local Government • Mayor • Governor • President • Congress • Supreme Court • Municipal Government • County Government • Services • Human Services • Federalism



Learning Activities (Civics: Standard 3.CI.2)

- **Three Branches of Government Activity:** Have students create a visual aid, such as a poster or a brochure, that explains the roles of the legislative, executive, and judicial branches of government. For example, they could draw a diagram that shows how a bill becomes a law, or create a flowchart that explains how the branches check and balance each other.
- **Leaders in Government Research:** Assign students to research and create presentations on leaders in each branch of government at the federal, state, and local levels. They could present on the role and responsibilities of the President, Senators, Governors, Mayors, and more.
- **Government Scavenger Hunt:** Create a scavenger hunt for students to find different locations where government is practiced at the national, state, and local levels. For example, they could visit a courthouse to learn about the judicial branch or a state capitol to learn about the legislative branch.
- **Service Comparison Chart:** Create a chart that compares and contrasts the services provided by federal, state, and local governments. They could research services such as security, people with disabilities, human services, etc. and compare how these services differ or overlap at different levels of government.
- **Government Simulation Game:** Work in groups to simulate different roles in government, such as a Senator or a Governor, and make decisions about services provided to communities and citizens. They could discuss and debate different approaches to providing these services and analyze the impact of their decisions.
- **Community Needs Assessment:** Assign students to research the needs of their local community, such as access to healthcare or affordable housing, and create proposals for how federal, state, or local governments could address these needs. They could present their proposals to the class or to local government officials.
- **Constitution Analysis:** Read and analyze the United States Constitution, with a focus on the principles of separation of powers and checks and balances. They could create charts or diagrams to explain how these principles are reflected in the Constitution and in the structure of our government.
- **Branches of Government Game:** Create a game where students match different government functions, such as "make laws" or "enforce laws," to the appropriate branch of government. For an extra challenge, include scenarios where different branches of government need to work together to solve a problem.



Real World Connections (Civics: Standard 3.CI.2)

- **Three Branches of Government:** Students can connect the three branches of government to their own lives by discussing how laws are created and enforced in their community. They can also explore how local and state governments interact with the federal government.
- **Leaders in Government:** Students can connect with leaders in government by researching and learning about the background and experiences of leaders in their local community or state. They can also explore the impact of leadership decisions on the community.
- **Government Locations:** Students can visit local government locations, such as city hall, the courthouse, or the state capitol building, to gain a deeper understanding of how government operates at different levels. They can observe government officials in action and ask questions about the decision-making process.
- **Services Provided by Government:** Students can connect with the services provided by government by researching and volunteering with local organizations that provide support for people in need, such as food banks or homeless shelters. They can also explore the impact of government policies on access to these services.
- **Constitution and Bill of Rights:** Students can connect with the Constitution and Bill of Rights by exploring the historical context of these documents and how they have influenced the development of our government and society. They can also examine current issues related to the Constitution, such as debates over the interpretation of the Second Amendment.
- **Branches of Government in Action:** Students can connect with the branches of government in action by following current events and news stories related to government, such as the passage of a new law or the appointment of a new Supreme Court justice. They can also participate in mock trials or debates to understand how the judicial and legislative branches operate.
- **Voting and Civic Participation:** Students can connect with government by exploring the importance of voting and civic participation. They can learn about the voting process and the impact of their own participation in local, state, and national elections. They can also explore ways to become involved in their community through volunteering and advocacy.



Differentiation (Civics: Standard 3.CI.2)

Three Branches of Government:

- For visual learners, create graphic organizers or mind maps to illustrate the roles and responsibilities of each branch of government.
- For kinesthetic learners, create a role-playing activity where students act out the roles of different branches of government and work together to create and pass a law.
- For auditory learners, create a podcast or video where students explain the different branches of government and how they work together.

Leaders in Government:

- For visual learners, create a poster or infographic showcasing leaders in government at different levels and their roles and responsibilities.
- For kinesthetic learners, create a mock election activity where students campaign for a local office and participate in a classroom vote.
- For auditory learners, create a guest speaker event where local government leaders visit the classroom and discuss their experiences and responsibilities.

Government Locations:

- For visual learners, create a virtual tour or photo gallery of different government locations at different levels.
- For kinesthetic learners, plan a field trip to a local government location and provide a scavenger hunt or guided activity to help students explore and learn.
- For auditory learners, create an audio guide or podcast for a virtual or in-person tour of a government location.

Services Provided by Government:

- For visual learners, create a visual aid or infographic comparing and contrasting the services provided by different levels of government.
- For kinesthetic learners, create a volunteer activity where students participate in a local government service project, such as a park clean-up or food bank distribution.
- For auditory learners, create a guest speaker event where representatives from local government services, such as police or fire departments, discuss their roles and responsibilities.

**Constitution and Bill of Rights:**

- For visual learners, create a visual aid or interactive website that showcases key principles and amendments in the Constitution and Bill of Rights.
- For kinesthetic learners, create a mock constitutional convention where students create their own constitution and discuss the importance of different amendments.
- For auditory learners, create a podcast or audio guide exploring the historical context and significance of the Constitution and Bill of Rights.

Branches of Government in Action:

- For visual learners, create a visual timeline or infographic that illustrates the decision-making process of a current event related to government.
- For kinesthetic learners, create a mock trial or debate where students act out different roles in a current event related to government.
- For auditory learners, create a news podcast or video that discusses current events related to government and explores different perspectives on the issue.

Voting and Civic Participation:

- For visual learners, create a visual aid or infographic that explains the voting process and how to become involved in civic activities.
- For kinesthetic learners, create a classroom election or mock vote where students research and vote on local or national issues.
- For auditory learners, create a podcast or audio guide that discusses the importance of voting and civic participation and explores different ways to become involved in the community.



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CIVICS

Standard 3.CI.3: *Examine the requirements of civic leadership.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Identify the three branches of government and the purpose of each branch.2. Discuss the roles of leaders in each branch of government at the federal, state, and local levels, including both municipal and county governments.3. Recognize locations where government is practiced at the national, state, and local levels.4. Compare and contrast services provided to communities and citizens by the federal, state, and local governments (e.g., security, people with disabilities, human services, etc.).	<ul style="list-style-type: none">• Qualifications• Character Traits• Civic Virtues• Elected Leaders• Citizens



Learning Activities (Civics: Standard 3.CI.3)

Qualifications for Candidacy:

- Have students ask each other what qualifications a person should have to be a leader at the federal, local, and state levels.
- Compile a list and create a graph chart as a class to analyze what students consider the most and least important qualification.
- Place students in specified centers of federal, local, and state levels of government. Research the qualifications for running for different government positions at the federal, state, and local levels and create a chart or diagram to compare and contrast them.
- Role-play a mock election and have students come up with a candidate and campaign platform that meets the qualifications for a specific government position.

Character Traits and Civic Virtues:

- Read biographies of national, state, or local leaders and identify the character traits and civic virtues that helped them succeed in their roles.
- Create a class mural or collage that highlights examples of positive character traits and civic virtues, along with quotes or images that illustrate them.

Responsibilities of Elected Leaders and Citizens:

- Organize a class debate on the responsibilities of elected leaders versus the responsibilities of citizens in maintaining peaceful and orderly communities.
- Invite a local elected official or community leader to speak to the class about their responsibilities and how they work to promote a peaceful and orderly community.

Compare and Contrast Services Provided by Different Levels of Government:

- Research and compare the services provided by the federal, state, and local governments, such as security, people with disabilities, human services, and more.
- Create a chart or diagram that compares and contrasts the roles and responsibilities of the different levels of government in providing services to citizens.

**Analyze Common Character Traits of Leaders:**

- Read and discuss stories of national, state, or local leaders and analyze the character traits they exhibited.
- Have students create a "Leadership Trait" book where they draw a portrait of a leader and write about the leadership traits that person exhibits.

Identify Locations of Government:

- Research and create a map that identifies the locations where government is practiced at the national, state, and local levels.
- Role-play a community where different types of governments exist, and students locate the various forms of government on a map.



Real World Connections (Civics: Standard 3.CI.3)

Qualifications for Candidacy:

- Research current candidates running for political office and analyze whether they meet the qualifications for candidacy at the federal, state, and local levels.
- Invite a local elected official to speak to the class about their experience running for office and the qualifications needed for their position.

Character Traits and Civic Virtues:

- Research current leaders at the national, state, or local level and identify the character traits and civic virtues that they exhibit.
- Invite a local leader to speak to the class about their leadership journey and the character traits they believe are important for success.

Responsibilities of Elected Leaders and Citizens:

- Connect with local organizations that work to promote peaceful and orderly communities, such as a community watch program or neighborhood association, and invite a representative to speak to the class.
- Volunteer for a community service project, such as a park cleanup or a food drive, to understand their responsibilities as citizens in maintaining a peaceful and orderly community.

Compare and Contrast Services Provided by Different Levels of Government:

- Research and analyze current events that highlight the roles and responsibilities of the different levels of government in providing services to citizens.
- Take a field trip to a local government building, such as a courthouse or city hall, to observe how government works and the services it provides to citizens.

Analyze Common Character Traits of Leaders:

- Research and analyze historical leaders, such as George Washington or Martin Luther King Jr., and identify the character traits that made them successful.
- Invite a local historian to speak to the class about the leadership traits of historical leaders who made an impact in their community.



Identify Locations of Government:

- Take a field trip to a local government building, such as a courthouse or city hall, to observe how government works and the different levels of government that exist.
- Invite a local government official to speak to the class about the different locations where government is practiced at the national, state, and local levels.



Differentiation (Civics: Standard 3.CI.3)

Qualifications for Candidacy:

- Provide visual aids, such as graphic organizers or diagrams, to help students understand the qualifications for candidacy at the federal, state, and local levels.
- Pair growing readers with a more advanced student to read and discuss candidate qualifications.

Character Traits and Civic Virtues:

- Work in small groups to research and analyze the character traits and civic virtues of national, state, and local leaders.
- Provide sentence starters or graphic organizers to help growing writers identify character traits and civic virtues.

Responsibilities of Elected Leaders and Citizens:

- Allow students to choose a community service project that aligns with their interests and abilities.
- Provide alternative forms of assessment, such as a video or podcast, to allow students to demonstrate their understanding of the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.

Compare and Contrast Services Provided by Different Levels of Government:

- Use real-world examples from the students' own communities to compare and contrast the services provided by different levels of government.
- Allow students to work in small groups to research and analyze specific services provided by federal, state, and local governments.

Analyze Common Character Traits of Leaders:

- Provide biographical information about historical leaders to scaffold learning for growing readers.
- Allow students to choose a historical leader to research and present to the class in a format of their choice, such as a poster or PowerPoint.

Identify Locations of Government:

- Use maps or visual aids to help students understand the different locations where government is practiced at the national, state, and local levels.



- Allow students to choose a government building to research and present to the class in a format of their choice, such as a model or diorama.



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ECONOMICS

Standard 3.E.1: *Investigate how local governments obtain and use money to benefit their communities.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define tax.2. Discuss the types and purpose of taxes paid by citizens to the government (e.g., sales tax, property tax, income tax, etc.).3. Identify goods and services provided by a local government to its community.4. Examine how a local community benefits from the goods and services provided by the local government.	<ul style="list-style-type: none">• Tax• Sales Tax• Property Tax• Income Tax• Revenue• Budget• Public Services• Infrastructure• Local Government• Community Benefits



Learning Activities (Economics: Standard 3.E.1)

- **Tax literature:** Read the book *Taxes, Taxes! Where the Money Goes (Money Matters)*. Have students list the public good and/or service in the correct column. (Some items will be listed under more than one column) Reiterate that the government uses this money from the citizens for everyone to benefit.
- **Tax vocabulary match:** Create a worksheet with tax vocabulary words on one side and definitions on the other side. Have students match the word to its definition.
- **Tax Discussion:** Have a class discussion about the different types of taxes and why they are important. Ask students to give examples of goods and services that taxes pay for.
- **Goods and services scavenger hunt:** Have students go on a scavenger hunt around the school or community to identify goods and services provided by the local government. They can take pictures or make a list of what they find.
- **Community benefits poster:** Have students create a poster or infographic that illustrates how their community benefits from the goods and services provided by the local government. They can include pictures, graphs, and examples.
- **Budget simulation:** Divide the class into groups and give each group a set amount of money to allocate for public services and programs. Have them create a budget that includes taxes and explain their choices to the class.
- **Role-play:** Divide the class into groups and have each group act out a scenario in which they are discussing the types and purpose of taxes paid by citizens to the government. They can include arguments for and against certain taxes.
- **Local government interview:** Invite a local government official to speak to the class about the goods and services provided by the local government. Have students prepare questions to ask during the interview.
- **Tax calculation practice:** Create a worksheet with different income levels and tax rates. Have students calculate how much income tax someone would owe based on their income level.
- **Service reflection journal:** Have students keep a journal throughout the school year in which they reflect on how they benefit from the goods and services provided by the local government. They can write about their experiences and observations.



- **Goods and services research project:** Have students choose a specific good or service provided by the local government and research its history, purpose, and impact on the community. They can create a presentation or report to share with the class.



Real World Connections (Economics: Standard 3.E.1)

- **Check Stub and Receipt:** Display a copy of the check stub with Mississippi taxes and receipts.
- **Field trip to a government building:** Take students on a field trip to a local government building such as a city hall or courthouse. They can observe government officials in action and learn about the services provided to the community.
- **Guest speaker:** Invite a local government official such as a city council member or mayor to speak to the class about the services provided by the government and how taxes are used to fund them.
- **Community service project:** Have students participate in a community service project such as a park clean-up or food bank volunteer work. This can help students understand the importance of community services and how taxes are used to support them.
- **News article analysis:** Have students read news articles about local government services and taxes. They can analyze the information presented in the article and discuss how it relates to what they have learned in class.
- **Online research:** Have students use the internet to research the types of taxes paid by citizens and how they are used to fund government services. They can also research the impact of taxes on the community.
- **Interview with a taxpayer:** Have students interview someone in their community who pays taxes. They can ask about the types of taxes they pay and how they feel about the services provided by the government.
- **Budget analysis:** Have students analyze a local government budget to understand how taxes are used to fund services and programs. They can identify areas where the budget could be improved or changed.
- **Current events discussion:** Have students discuss current events related to government services and taxes. They can analyze the impact of these events on the community and how they relate to what they have learned in class.
- **Career exploration:** Have students research careers in government such as city manager or budget analyst. They can learn about the qualifications and responsibilities of these careers and how they relate to government services and taxes.
- **Community survey:** Have students create and conduct a survey to gather opinions from community members about government services and taxes. They can use the data to analyze how the community feels about these topics.



Differentiation (Economics: Standard 3.E.1)

- **Visual learners:** For students who are visual learners, provide them with diagrams, charts, and infographics that illustrate the different types of taxes and how they are used to fund government services.
- **Kinesthetic learners:** For students who are kinesthetic learners, provide them with hands-on activities such as a budget simulation game or a mock city council meeting where they can practice making decisions about government services and taxes.
- **Collaborative learners:** For students who are collaborative learners, provide them with group activities such as a community service project or a budget analysis group project where they can work together to solve problems related to government services and taxes.
- **Verbal learners:** For students who are verbal learners, provide them with opportunities to discuss government services and taxes in class or participate in debates or class discussions about current events related to these topics.
- **Independent learners:** For students who are independent learners, provide them with research assignments or independent projects such as creating a budget proposal for a local government or writing a research paper on the impact of taxes on the community.
- **Differentiated materials:** Provide students with different materials such as articles, videos, or interactive web resources that cater to their learning styles and abilities.
- **Tiered assignments:** Offer students assignments that are tiered based on their readiness level. For example, some students may work on basic tax concepts while others work on more advanced tax topics.
- **Modified assignments:** Provide modified assignments for students with special needs or learning difficulties. This may include providing simplified language or extra support in completing tasks.
- **Scaffolding:** Provide students with scaffolding such as graphic organizers, outlines, or checklists to help them complete tasks related to government services and taxes.
- **Varied assessment:** Offer students varied assessments such as oral presentations, written reports, or multimedia projects to demonstrate their understanding of government services and taxes.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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ECONOMICS

Standard 3.E.2: *Evaluate how individuals and communities use resources and trade to meet needs.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define trade, import, and export.2. Contrast imports and exports.3. Identify local resources and products exported from the local community and state.4. Trace the origin of products for sale in the local community.5. Compare and contrast producing and buying goods to meet needs.	<ul style="list-style-type: none">• Trade• Import• Export• Local resources• Products• Origin• Buying• Producing



Learning Activities (Economics: Standard 3.E.2)

- **Trade Simulation:** Have students participate in a classroom simulation where they trade goods and services with each other. Students can learn about trade agreements, supply and demand, and the concept of trade deficits.
- **Import/Export Sorting Game:** Provide students with pictures or examples of various imported and exported products, and have them sort them into two categories. This activity can help students identify the differences between imports and exports, and understand how they affect trade between countries.
- **Local Resource Mapping:** Students can create a map of their local community and identify the natural resources and products that are exported from their community and state. This activity can help students understand the importance of local economies and how they contribute to global trade.
- **Product Origin Research:** Assign students a product that they use in their daily life, such as a phone or a piece of clothing, and have them research its origin. Students can then present their findings to the class and discuss how the product's origin affects its price, availability, and quality.
- **Goods and Services Market:** Students can set up a marketplace in the classroom where they produce and sell goods and services to each other. This activity can help students understand the difference between producing and buying goods and services, as well as the concept of supply and demand.



Real World Connections (Economics: Standard 3.E.2)

- **Field Trip to a Local Port:** Take students on a field trip to a local port to observe the import and export of goods. Students can learn about the shipping process and see firsthand how goods are transported around the world.
- **Guest Speaker from Local Business:** Invite a guest speaker from a local business that imports or exports goods to speak to the class. Students can learn about the challenges and benefits of conducting business in the global marketplace.
- **Researching Global Markets:** Assign students to research the economies and trading partners of various countries around the world. Students can learn about the different types of imports and exports in different regions and how they contribute to the global economy.
- **Local Resource Study:** Have students conduct a study of the natural resources and products produced in their local community. Students can learn about the local economy and how it contributes to the global market.
- **Examining Product Labels:** Have students examine the labels of various products they use in their daily lives and identify where they were made and where their components were sourced from. Students can learn about the complexities of global trade and the interconnectedness of the global market.



Differentiation (Economics: Standard 3.E.2)

- **Trade Bingo:** Create a bingo game with images of different types of imports and exports. Students can work in small groups to identify each item and discuss where it comes from and where it goes.
- **Trade Simulation:** Participate in a trade simulation game where they take on the roles of different countries and negotiate trade deals with each other. This can be done as a whole class activity or in small groups.
- **Resource Scavenger Hunt:** Assign students to go on a scavenger hunt around their local community to identify different natural resources and products produced in the area. Students can work in small groups and create presentations to share their findings with the class.
- **Product Label Analysis:** Provide students with a variety of product labels and have them work in small groups to analyze where the products were made and where their components were sourced from. Students can then create a visual display or presentation to share their findings with the class.
- **Trading Card Game:** Create a trading card game where students collect cards representing different products and resources from around the world. The game can be played in small groups and students can practice trading cards to simulate global trade.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

ECONOMICS

Standard 3.E.3: *Evaluate how individuals and communities use resources and trade to meet needs.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define economic development.2. Examine the relationship between economic development, employment opportunities, and where people choose to live.3. Evaluate the impact of an individual’s knowledge and skills on their opportunities for employment and income.4. Explain how the availability of resources influences where people live.	<ul style="list-style-type: none">• Economic Development• Employment Opportunities• Location Preferences• Migration Patterns• Workforce• Labor Market• Human Capital• Income Inequality• Poverty• Resources• Land Use• Economic Growth• Standard of Living• Cost of Living• Urbanization



Learning Activities (Economics: Standard 3.E.3)

- **Economic Development Presentation:** Students research and present on the economic development of a particular region, analyzing factors such as employment opportunities, resources, and population trends.
- **Where Do You Want to Live?:** Students explore how economic development can impact where people choose to live by researching different regions and discussing the factors that would influence their decision.
- **Career Match Game:** Students play a game matching different careers to the skills and knowledge required for success in that profession, emphasizing the relationship between an individual's skills and employment opportunities.
- **Resource Scavenger Hunt:** Students conduct a scavenger hunt around the school or local community to identify different resources and discuss how their availability impacts the community and individuals.
- **Income Inequality Simulation:** Students participate in a simulation that illustrates the impact of income inequality on individuals and the community, emphasizing how economic development can influence the standard of living.
- **Urbanization Research Project:** Students research and present on the process of urbanization, including the social, economic, and environmental impacts on communities and individuals.
- **Cost of Living Comparison:** Students research and compare the cost of living in different regions, analyzing factors such as housing, transportation, and food costs.
- **Migration Patterns Mapping:** Students map out the migration patterns of different groups throughout history, discussing the factors that influenced their decision to move and how economic development played a role.
- **Land Use and Economic Development Debate:** Students participate in a debate discussing the impact of different types of land use (e.g. agriculture, residential, commercial) on economic development and the community.



- **Case Studies in Economic Development:** Students analyze case studies of different regions experiencing economic development or decline, discussing the factors that led to the outcome and potential solutions.



Real World Connections (Economics: Standard 3.E.3)

- **Economic Development:** Students can research and analyze how economic development has impacted their local community, state, or country. They can examine the growth of businesses, job opportunities, and changes in the community as a result of economic development.
- **Employment Opportunities:** Students can conduct interviews with individuals in different professions to understand the skills and knowledge required for their jobs. They can also research job markets and salaries for different professions in their local area.
- **Impact of Skills and Knowledge:** Students can analyze how education and skills can impact employment opportunities and income levels. They can research and discuss the differences in income levels and job opportunities between individuals with different levels of education.
- **Availability of Resources:** Students can investigate how the availability of natural resources, such as water, land, and minerals, can impact where people live and work. They can also discuss how access to resources can influence the economic development of different regions.



Differentiation (Economics: Standard 3.E.3)

- **Visual learners:** Have students create a concept map or graphic organizer showing the relationship between economic development, employment opportunities, and where people choose to live.
- **Kinesthetic learners:** Create a role-playing activity where students take on the roles of different people (e.g. factory worker, farmer, small business owner) and act out how economic development affects their employment opportunities and where they choose to live.
- **Auditory learners:** Hold a class discussion where students share their thoughts and ideas on how an individual's knowledge and skills impact their opportunities for employment and income.
- **Additional support:** Provide them with visual aids such as pictures and diagrams to help them understand the concepts of economic development and the impact of resources on where people live.
- **Advanced learners:** Research and present case studies on how economic development has impacted different regions around the world, including employment opportunities, migration patterns, and the availability of resources.



SUGGESTED

INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

CIVIL RIGHTS

Standard 3.CR.1: *Evaluate the role of cooperation and compromise within and across various groups.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Identify principals of democracy within the Declaration of Independence.2. Define and identify civil liberties within the First Amendment.3. Compare and contrast principles of democracy and civil liberties.4. Explain how individuals exercise principles of democracy and civil liberties in daily life.5. Evaluate the qualities that build unity among diverse populations.	<ul style="list-style-type: none">• Democracy• Declaration of Independence• Principles• Civil liberties• First Amendment• Compare• Contrast• Exercise



Learning Activities (Civil Rights: Standard 3.CR.1)

- **Primary Source Activity:** Read aloud the **Declaration of Independence** from “We hold these truths..” to “consent of the governed” Provide this copy to all of your students in its original language. Ask them to highlight the words that they know and CIRCLE the words that they do not know.
- **Principles of Democracy Sorting Activity:** Provide students with a set of index cards, each containing a principle of democracy such as "equality," "popular sovereignty," or "rule of law." Have students work in small groups to sort the cards into categories based on similar themes or concepts. Then, as a class, discuss how each principle is reflected in the Declaration of Independence.
- **First Amendment Brainstorm:** As a class, brainstorm different civil liberties protected by the First Amendment, such as freedom of speech, religion, and the press. Have students work in pairs or small groups to research and present on a specific civil liberty, including its definition and examples of how it is exercised in daily life.
- **Democracy vs. Civil Liberties Venn Diagram:** Provide students with a Venn diagram and ask them to compare and contrast the principles of democracy and civil liberties. Have them fill in the overlapping portion with examples of how the two concepts work together, and the separate portions with examples of how they differ.
- **Daily Life Reflection:** Ask students to reflect on their own lives and identify instances where they have exercised principles of democracy or civil liberties. Have them write a short paragraph or create a visual representation of their experiences, and share with the class.
- **Historical Analysis:** Have students analyze primary source documents related to the Declaration of Independence and the First Amendment, such as the text of the documents themselves or speeches and letters from key historical figures. Have students identify examples of principles of democracy and civil liberties, and discuss how they were relevant to the historical context.
- **Debate:** Divide students into groups and assign them a principle of democracy or civil liberty to debate in a structured format. Students should be encouraged to use evidence to support their arguments and respond to counterarguments.
- **Current Events Analysis:** Have students read and analyze news articles or current event stories related to principles of democracy and civil liberties. Students should discuss how these concepts are being exercised or challenged in contemporary society, and how they relate to historical context.



Real World Connections (Civil Rights: Standard 3.CR.1)

- The principles of democracy within the Declaration of Independence can be connected to real-world examples such as the United States Constitution and the election process in the United States.
- Civil liberties within the First Amendment can be connected to real-world examples such as freedom of speech and religion in the United States, and how these rights are protected and exercised by individuals and groups.
- Compare and contrast principles of democracy and civil liberties can be connected to real-world examples such as studying and analyzing different countries' governmental systems and how they approach civil liberties and democracy.
- Understand how individuals exercise principles of democracy and civil liberties in daily life can be connected to real-world examples such as participating in local government meetings or volunteering for political campaigns, or even understanding and exercising one's own rights and freedoms as a citizen.



Differentiation (Civil Rights: Standard 3.CR.1)

For students who need extra support:

- Use simplified versions of the Declaration of Independence to identify the principles of democracy, and work on comprehension through guided reading activities.
- Provide graphic organizers or visual aids to help students understand the concepts and principles.

For students who are at grade level:

- Have students read and analyze the First Amendment and identify the civil liberties it protects.
- Have students participate in a class discussion to compare and contrast the principles of democracy and civil liberties.

For students who are advanced:

- Have students research and present on different forms of democracy and how they are implemented in different countries.
- Have students research and analyze Supreme Court cases related to civil liberties and present their findings to the class.

For students who have different learning styles:

- Use hands-on activities such as creating a mock election or debate to help students understand and apply the principles of democracy.
- Incorporate technology such as videos or interactive games to engage visual and auditory learners.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

CIVIL RIGHTS

Standard 3.CR.2: *Assess the reliance of democracy on citizen participation.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define voting, suffrage, and franchise.2. Explain the voting process.3. Illustrate the expansion of voting rights in America.4. Identify how citizens participate in democracy apart from exercising the right to vote	<ul style="list-style-type: none">• Residential• Commercial• Industrial• Agricultural• Urbanization• Land Use• Infrastructure• Environment• Ecosystem• Sustainability



Learning Activities (Civil Rights: Standard 3.CR.2)

- **Read Aloud:** Read aloud a book from MDE’s Equipped Booklist to understand the history of voting rights and activists who worked to secure voting rights. Have students summarize the story in two-three sentences.
- **Vocabulary Sorting:** Have students sort vocabulary words (residential, commercial, industrial, and agricultural) into categories based on their definitions.
- **Community Walk:** Take a walk around the local community with students and have them identify examples of residential, commercial, industrial, and agricultural areas.
- **Research Project:** Assign students a research project on a specific industry (e.g. agriculture) and have them create a presentation on how that industry impacts the local community and environment.
- **Habitat Mapping:** Have students create a map of their local community, marking the locations of residential, commercial, industrial, and agricultural areas, and then identify the impact of each on the environment.
- **Debate:** Divide the class into groups and have them debate the pros and cons of development in residential, commercial, industrial, and agricultural areas.



Real World Connections (Civil Rights: Standard 3.CR.2)

- Real estate agents can give examples of different types of residential, commercial, industrial, and agricultural properties within the local community and state.
- Local business owners or industry leaders can discuss the commercial and industrial areas of the community and the types of businesses they represent. Farmers or agricultural experts can discuss the different types of crops and livestock raised in the area.
- Take a field trip to a local construction site or natural park to observe the ways in which humans have altered the physical environment for shelter, work, and recreation.
- Environmental scientists can discuss how human modifications to the environment have impacted air and water quality, wildlife habitats, and overall ecosystem health.



Differentiation (Civil Rights: Standard 3.CR.2)

- **Vocabulary Sort:** Provide students with a list of words related to the four types of areas: residential, commercial, industrial, and agricultural. Have them sort the words into the correct category.
- **Virtual Field Trip:** Take students on a virtual field trip to explore the different areas of the local community and state. Provide audio descriptions for students who may need additional help with reading or have visual impairments. After the trip, have students complete a reflection activity to describe what they learned about each area.
- **Hands-On Modification:** Have students work in small groups to create a model of a community, including residential, commercial, industrial, and agricultural areas. Then, have students modify the model to include their own ideas for how humans can better coexist with the environment. For example, they may add bike lanes or green spaces.
- **Persuasive Writing:** Have students write a persuasive essay arguing for or against a specific human modification to the environment. They should use evidence to support their argument and consider the potential positive and negative effects on the environment and the community. Provide sentence starters or graphic organizers for students who may need additional help with organizing their thoughts.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

GEOGRAPHY

Standard 3.G.1: *Analyze how humans have altered the Earth to meet their needs.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define residential, commercial, industrial, and agricultural.2. Describe the residential, commercial, industrial, and agricultural areas of the local community and state.3. Explain how humans have altered the physical environment for shelter, work, and recreation.4. Discuss how human modifications have affected the environment	<ul style="list-style-type: none">• Residential• Commercial• Industrial• Agricultural• Physical Environment• Shelter• Work• Recreation• Modifications• Environment



Learning Activities (Geography: Standard 3.G.1)

- **Vocabulary Scavenger Hunt:** Give students a list of the vocabulary words and have them find examples of each type of land use in their local community. For example, they might take a picture of a residential neighborhood, a commercial district, an industrial park, and a farm.
- **Community Map Project:** Have students create a map of their local community that shows the different types of land use. They can use symbols or colors to represent residential, commercial, industrial, and agricultural areas.
- **Field Trip:** Take students on a field trip to visit different types of land use in the local community. For example, you might visit a residential neighborhood, a shopping center, a factory, and a farm.
- **Environmental Impact Report:** Have students research and write a report on how a proposed development project (such as a new housing development or a shopping center) would affect the environment. They can consider factors such as air and water pollution, habitat destruction, and traffic congestion.
- **Habitat Restoration Project:** Have students work in groups to identify an area in the community that has been damaged by human activity (such as a polluted stream or a degraded park) and develop a plan to restore it. They can present their plan to the class and/or the local community.
- **Debate:** Divide the class into two teams and have them debate the pros and cons of different types of land use. For example, one team might argue that residential development is more important than agricultural development, while the other team argues the opposite.
- **Cause and Effect:** Place students in centers and ask them to list the causes and effects of people modifying the environment for various use.



Real World Connections (Geography: Standard 3.G.1)

- **Field Trip:** Take the students on a field trip to visit different types of buildings in the community, such as houses, apartment buildings, offices, factories, farms, and parks. Have them observe and identify the different types of land use.
- **Community Mapping:** Create a map of their local community and state, identifying the different types of land use in each area. This can include residential, commercial, industrial, and agricultural areas.
- **Guest Speaker:** Invite a local urban planner or architect to speak to the class about how they plan and design residential, commercial, industrial, and agricultural areas in a community. This can also include a discussion on the environmental impact of human modifications.
- **Research Project:** Research how different types of land use have changed over time in their local community or state. This can include the history of urbanization, the effects of suburbanization, or the impact of industrialization.
- **Environmental Study:** Conduct an environmental study of a particular area in the community, such as a park or a stream. They can identify any human modifications and analyze how they have affected the natural environment.
- **Community Service Project:** Participate in a community service project that involves environmental conservation or preservation. This can include cleaning up a park or planting trees in a residential area. This activity can help them understand the importance of balancing human needs with environmental sustainability.
- **Debate:** Hold a class debate on the pros and cons of different types of land use, such as residential vs. commercial or industrial vs. agricultural. This can help students develop critical thinking skills and consider different perspectives on the issue.



Differentiation (Geography: Standard 3.G.1)

- **Vocabulary Word Wall:** For students who may need additional help with vocabulary, create a word wall with the vocabulary words and accompanying pictures. This can help them to visualize and remember the meanings of the words.
- **Field Trip:** For students who learn best through hands-on experiences, take them on a field trip to a local residential, commercial, industrial, or agricultural area. This can give them a real-life understanding of the concepts.
- **Compare and Contrast:** For students who need to practice comparing and contrasting, have them create Venn diagrams or charts to compare and contrast the different types of areas in the community.
- **Inquiry-Based Research:** For students who enjoy researching and exploring on their own, have them conduct research on how humans have altered the physical environment in their local community and state. They can present their findings in a report or presentation.
- **Artistic Expression:** For students who prefer expressing themselves through art, have them create drawings or paintings of residential, commercial, industrial, and agricultural areas. This can help them to visualize and understand the different types of areas.
- **Collaborative Projects:** For students who work well in groups, have them work together to create a model of a residential, commercial, industrial, or agricultural area. They can present their models to the class and explain the features of each type of area.
- **Technology Integration:** For students who are proficient in technology, have them use online mapping tools and satellite imagery to explore and analyze the different types of areas in their community and state.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

GEOGRAPHY

Standard 3.G.2: *Investigate natural disasters' effect on the Earth.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define natural disasters.2. Identify characteristics of a natural disaster.3. Explain how local, state, and national governments cooperate to manage natural disasters.4. Evaluate settlement patterns after a natural disaster.	<ul style="list-style-type: none">• Natural Disasters• Hurricanes• Tornadoes• Avalanches• Wildfires• Tsunamis• Monsoons• Earthquakes• Flooding



Learning Activities (Geography: Standard 3.G.2)

- **Natural Disaster Simulation:** Have students identify characteristics of a specific natural disaster (e.g., earthquakes, tornadoes, hurricanes, etc.). Have all centers answer this question “Can this natural disaster happen in our area?” Allow students to speculate.
- **Vocabulary Word Wall:** For students who may need additional help with vocabulary, create a word wall with the vocabulary words and accompanying pictures. This can help them to visualize and remember the meanings of the words.
- **Field Trip:** For students who learn best through hands-on experiences, take them on a field trip to a local residential, commercial, industrial, or agricultural area. This can give them a real-life understanding of the concepts.
- **Compare and Contrast:** For students who need to practice comparing and contrasting, have them create Venn diagrams or charts to compare and contrast the different types of areas in the community.
- **Inquiry-Based Research:** For students who enjoy researching and exploring on their own, have them conduct research on how humans have altered the physical environment in their local community and state. They can present their findings in a report or presentation.
- **Artistic Expression:** For students who prefer expressing themselves through art, have them create drawings or paintings of residential, commercial, industrial, and agricultural areas. This can help them to visualize and understand the different types of areas.
- **Collaborative Projects:** For students who work well in groups, have them work together to create a model of a residential, commercial, industrial, or agricultural area. They can present their models to the class and explain the features of each type of area.
- **Technology Integration:** For students who are proficient in technology, have them use online mapping tools and satellite imagery to explore and analyze the different types of areas in their community and state.



Real World Connections (Geography: Standard 3.G.2)

- Invite a local emergency management official or first responder to speak to the class about natural disasters in your area.
- Assign students to research and present on a specific type of natural disaster, including its causes, characteristics, and potential impacts on human settlements.
- Have students work in groups to create a disaster preparedness plan for their local community, considering cooperation between local, state, and national governments and other organizations.
- Watch news clips or read articles about natural disasters that have occurred recently, and discuss with students how settlement patterns have been affected in those areas.
- Visit a local museum or exhibition related to natural disasters, such as a hurricane or earthquake exhibit.



Differentiation (Geography: Standard 3.G.2)

- **Natural Disaster Research:** Provide students with a list of specific natural disasters to research based on their interests or learning level. For example, some students could research hurricanes, while others could research floods or wildfires. You could also provide different levels of resources or guidance for the research depending on the students' needs.
- **Disaster Preparedness Plan:** Provide different levels of support or guidance for the groups creating the disaster preparedness plan. Some groups may need more structure or templates to follow, while others may be able to work more independently. Additionally, you could assign roles within each group based on the students' abilities and interests.
- **Disaster Response Simulation:** Assign different roles to students based on their abilities and interests. For example, some students could be emergency responders, while others could be community leaders or residents affected by the disaster. You could also provide different levels of support or guidance for the simulation depending on the students' needs.
- **Settlement Pattern Analysis:** Provide different levels of guidance or resources for the research and analysis. Some students may need more guidance on how to analyze settlement patterns, while others may be able to work more independently. You could also provide different levels of complexity for the settlements that students research, depending on their learning level.
- **Guest Speaker:** Provide different levels of preparation or support for the students to engage with the guest speaker. Some students may need more guidance on how to ask questions or participate in the discussion, while others may be able to engage more independently. Additionally, you could assign specific roles or questions to students based on their abilities and interests.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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GEOGRAPHY

Standard 3.G.3: *Assess energy sources of the Earth.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define renewable and nonrenewable resources.2. Identify sources of energy (e.g., oil, petroleum, nuclear power, solar power, etc.).3. Categorize energy sources as renewable and nonrenewable.4. Examine the impact that human use of resources has on the Earth.	<ul style="list-style-type: none">• Renewable Resources• Nonrenewable Resources• Sources of Energy• Fossil fuels• Sustainability• Conservation• Carbon Footprint• Global Warming• Wind Power• Solar Power



Learning Activities (Geography: Standard 3.G.3)

- **Renewable vs. Nonrenewable Sorting Activity:** Create cards with various energy sources listed, such as wind, oil, solar, natural gas, and coal. Have students work in groups to sort the cards into two categories: renewable and nonrenewable. Then, as a class, discuss the characteristics of each category and the implications of using these resources.
- **Energy Source Research Project:** Assign each student or small group a different energy source to research, such as hydroelectric power or geothermal energy. Have them create a presentation or poster that includes information on what the energy source is, how it is produced, its advantages and disadvantages, and whether it is renewable or nonrenewable.
- **Field Trip to a Renewable Energy Site:** Take students on a field trip to a local renewable energy site, such as a wind farm or a solar panel installation. Have them observe the site and take notes on how the energy is produced, the benefits of the renewable resource, and any challenges or drawbacks.
- **Impact of Resource Use Debate:** Divide the class into two groups and assign each group a stance on the issue of resource use and its impact on the Earth. Have them research and prepare arguments for their position, then hold a debate where each group presents their arguments and responds to the other side's points.
- **Energy Conservation Challenge:** Have students track their energy use at home over the course of a week, including electricity, gas, and water. Then, challenge them to find ways to conserve energy and reduce their use. As a class, discuss the impact that small changes in energy use can have on the environment and the importance of being mindful of resource use.



Real World Connections (Geography: Standard 3.G.3)

- Take a field trip to a local park or nature center and identify examples of renewable and nonrenewable resources found in nature, such as solar power and fossil fuels.
- Invite a local energy expert to speak to the class about different sources of energy and their impact on the environment.
- Conduct a class survey to determine how many students use renewable sources of energy, such as solar panels or wind turbines, at home. Discuss the advantages and disadvantages of these energy sources.
- Research and discuss current events related to energy and the environment, such as climate change, oil spills, or the development of new renewable energy technologies.



Differentiation (Geography: Standard 3.G.3)

- For students who may need additional help with the concept of renewable and nonrenewable resources, provide hands-on activities such as sorting objects or pictures into categories of renewable and nonrenewable resources. Use visuals and real-life examples to help them understand the difference.
- For students who need additional support with identifying sources of energy, create a word bank or picture chart that includes common energy sources. Provide sentence frames to help them make connections between the sources and their uses.
- For students who need to be challenged, have them research and present on lesser-known renewable and nonrenewable resources. Encourage them to think critically about how these resources are used and their impact on the environment.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

GEOGRAPHY

Standard 3.G.4: *Interpret and recognize maps, graphs, and other representations of the Earth.*

Objectives	Vocabulary
1. Analyze patterns of population distributions.	<ul style="list-style-type: none"> • Population Density • Urbanization • Migration • Demographics • Birth Rate • Death Rate • Immigration • Emigration • Megacities • Rural-urban Continuum



Learning Activities (Geography: Standard 3.G.4)

- **Population Graphing:** Research and gather data on the population of different cities or countries around the world. Then, they can use this data to create population graphs and analyze patterns of population distributions, such as urbanization or rural depopulation.
- **Map Analysis:** Provide students with maps of different regions or countries and have them analyze patterns of population distribution. They can look for patterns such as population clusters, population density, or population migration patterns.
- **Data Visualization:** Create data visualizations, such as charts or graphs, to represent patterns of population distribution. They can use data from different sources, such as the U.S. Census Bureau, to analyze and represent population patterns.
- **Comparative Analysis:** Assign students to compare and contrast the population patterns of two different countries or regions. They can research and analyze factors such as natural resources, climate, geography, and history to explain the differences in population patterns.
- **Simulation Activity:** Divide the class into groups and assign them different scenarios, such as a growing city or a rural farming community. Have each group analyze the patterns of population distribution within their scenario, and come up with solutions to address population issues such as overpopulation or depopulation.
- **Guest Speaker:** Invite a demographer or population expert to speak to the class about population patterns and distribution. They can provide examples of different population patterns, discuss factors that influence population distribution, and answer questions from students.



Real World Connections (Geography: Standard 3.G.4)

- **Population Graphing:** Research and collect data on the population of different countries or regions. Then, they can create graphs to represent the data and compare the population patterns between different areas.
- **Population Mapping:** Using maps, students can analyze the population patterns of different regions. They can identify areas of high and low population density and discuss the reasons for these patterns.
- **Population Research:** Research the population patterns of a specific country or region. They can analyze the demographic characteristics of the population such as age, gender, ethnicity, and religion.
- **Historical Population Analysis:** Students can analyze the population patterns of a country or region over time. They can investigate factors that influenced changes in population such as migration, urbanization, and economic development.
- **Predicting Population Trends:** Based on current population patterns and demographic trends, students can make predictions about future population growth or decline in a specific region or country.
- **Case Studies:** Students can analyze case studies of specific regions or countries and their population patterns. They can compare and contrast the demographic and geographic factors that affect population patterns.
- **Fieldwork:** Students can conduct fieldwork in their local community to analyze population patterns. They can observe population density, demographic characteristics, and changes in population over time.



Differentiation (Geography: Standard 3.G.3)

- **Visual aids:** For visual learners, provide maps, graphs, and other visual aids to help them understand population patterns. You could also use color-coded maps to help students see population densities in different regions.
- **Collaborative activities:** Group work can be helpful for students who learn better through collaboration and discussion. Have them work together to analyze and compare population patterns in different regions, or to create their own maps and graphs.
- **Hands-on activities:** Kinesthetic learners may benefit from hands-on activities such as creating 3D models of population patterns, using manipulatives to represent different population densities, or physically mapping out population distributions in a designated area.
- **Varied reading materials:** Students who may need additional help with reading may benefit from varied reading materials such as articles, textbooks, infographics, and videos to help them understand the concept of population patterns.
- **Language Support:** For students who are learning English or have limited proficiency, providing language support such as translated materials, visual aids, and simplified explanations can be helpful. You could also pair them up with a buddy or have them work with a language tutor to help them understand the content.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

HISTORY

Standard 3.H.1: *Analyze the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.2. Cite an example of each type of government from history.3. Compare and contrast the different types of government related to the source of authority, how leaders are chosen, limits on power, and the role of citizens.	<ul style="list-style-type: none">• Monarchy• Dictatorship• Representative Democracy• Direct Democracy• Aristocracy



Learning Activities (History: Standard 3.H.1)

- **Research project:** Assign each student a type of government and have them research and create a presentation on its history, leaders, and characteristics.
- **Role-playing activity:** Divide the class into groups and assign each group a type of government. Have them act out scenarios to demonstrate how their type of government functions.
- **Graphic organizer:** Create a chart or graphic organizer that compares and contrasts the different types of government based on the source of authority, how leaders are chosen, limits on power, and the role of citizens.
- **Classroom debate:** Divide the class into groups and assign each group a type of government. Have them prepare arguments for and against their type of government, and hold a classroom debate where each group presents their arguments and responds to questions from the other groups.
- **Current events analysis:** Read news articles about different types of governments around the world, and analyze how they function in practice based on the characteristics of their type of government.
- **Interview project:** Have students interview individuals from different countries who have experienced different types of government, and ask them about their experiences and opinions on the strengths and weaknesses of their government system.
- **Gallery walk:** Create a gallery walk where students move around the classroom and observe posters or displays created by their classmates about different types of government. Students can take notes and ask questions as they observe each display.



Real World Connections (History: Standard 3.H.1)

- Students could research and present on current or historical examples of each type of government. For example, they could study the monarchy in the United Kingdom, the dictatorship in North Korea, the aristocracy in ancient Greece, the representative democracy in the United States, and the direct democracy in ancient Athens.
- Students could compare and contrast the different types of government in the context of current events. For example, they could analyze the differences between the democratic government in the United States and the autocratic government in China.
- Students could role-play different types of government and debate the merits and drawbacks of each. For example, they could debate the benefits of direct democracy (where citizens vote directly on laws) versus representative democracy (where citizens elect representatives to make laws on their behalf).
- Students could discuss the importance of citizen participation in different types of government. For example, they could compare the level of citizen involvement in a direct democracy (where citizens have a direct say in the laws that are passed) versus an aristocracy (where power is held by a small, elite group of individuals).



Differentiation (History: Standard 3.H.1)

- **Graphic organizers:** Provide graphic organizers such as Venn diagrams, T-charts, and mind maps to help students compare and contrast the different types of government. For students who need additional support, provide partially completed organizers or sentence frames.
- **Role-playing:** Assign students to different roles in a mock government and have them act out scenarios that illustrate the differences between the types of government. For example, in a dictatorship, the leader has complete control, while in a democracy, citizens have the power to vote for their leaders.
- **Multimedia resources:** Provide videos, images, and other multimedia resources to engage visual and auditory learners. These resources can help students better understand the different types of government and their characteristics.
- **Tiered assignments:** Offer different levels of assignments based on students' abilities. For example, more advanced students could be asked to compare and contrast additional types of government, or to analyze how the different types of government affect the lives of citizens.
- **Collaborative learning:** Encourage students to work in small groups to complete assignments or projects. This can help students who may need additional help with independent work and also provides opportunities for more advanced students to help and mentor their peers.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

HISTORY

Standard 3.H.2: *Examine the framework of the United States government.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Discuss why the United States was established as a representative democracy.2. Evaluate the importance of checks and balances to a representative democracy.	<ul style="list-style-type: none">• Representative Democracy• Checks and Balances• Separation of Powers• Constitution• Government• Founding Fathers• Legislative Branch• Executive Branch• Judicial Branch• Federalism



Learning Activities (History: Standard 3.H.2)

- **In their Words:** Ask students to describe the three branches of government in their words.
- **Class Decisions:** Have students discuss whether they would prefer a king, queen, or president to represent them and explain why.
- **Case Studies:** Give students examples of situations where checks and balances were either followed or not followed in a representative democracy. Have them analyze the case studies and discuss why checks and balances are important in preventing abuse of power.
- **Branches of Government:** Teach students about the three branches of government and their respective roles in a representative democracy. Have them create a diagram or a poster that illustrates the checks and balances between the branches.
- **Reading and Discussion:** Have students read and discuss historical documents, such as the Federalist Papers, that explain the principles behind representative democracy and the importance of checks and balances.
- **Role Play:** Assign students different roles in a fictional scenario where one branch of government tries to overstep its power. Have them act out the scenario and discuss the importance of checks and balances in preventing such a situation.
- **Current Events Analysis:** Have students analyze current events and how checks and balances are being exercised in real-life situations. This can be done through reading news articles or watching news clips and discussing as a class.
- **Guest Speaker:** Invite a local government official or representative to speak to the class about the importance of checks and balances and how they are implemented in our government.



Real World Connections (History: Standard 3.H.2)

- Visit a local government office or watch a government meeting online to learn more about how a representative democracy works in practice.
- Research current events and news stories about the use of checks and balances in the United States government and discuss them with peers or family members.
- Interview a local government official or representative to learn more about their role in ensuring a representative democracy in the community.
- Participate in a mock election or model United Nations to gain a better understanding of how representative democracy works in practice.
- Visit a historical site related to the American Revolution and discuss the establishment of the United States as a representative democracy.



Differentiation (History: Standard 3.H.2)

- **Modified Debate:** For students who may need additional help with public speaking, have them prepare a written argument instead of a verbal one. They can present their argument to the class or teacher for feedback.
- **Graphic Organizer:** For students who prefer visual learning, provide a graphic organizer that breaks down the key points of why the United States was established as a representative democracy and the importance of checks and balances.
- **Role Play with Script:** For students who benefit from structured activities, provide a script for the role-play scenario and have them practice their lines before acting out the scene.
- **Video Analysis:** For students who enjoy multimedia presentations, have them watch a video that explains representative democracy and checks and balances, and then discuss it as a class.
- **Socratic Seminar:** For students who enjoy group discussions, have a Socratic seminar where students take turns asking each other questions about the establishment of the United States as a representative democracy and the importance of checks and balances.
- **Visual Aids:** For students who may need additional help with reading comprehension, provide visual aids such as pictures, diagrams, or videos that illustrate the concepts of representative democracy and checks and balances.