

Main Criteria: California Content Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

California Content Standards

Science

Grade: 3 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.3-LS.	LIFE SCIENCE
PERFORMANCE STANDARD / MODE	3-LS1.	From Molecules to Organisms: Structures and Processes
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:
FOUNDATION / PROFICIENCY LEVEL	3-LS1-1.	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
CONTENT STANDARD / DOMAIN / PART	CA.3-LS.	LIFE SCIENCE
PERFORMANCE STANDARD / MODE	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:
FOUNDATION / PROFICIENCY LEVEL	3-LS2-1.	Construct an argument that some animals form groups that help members survive. <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed Who Lives On a Coral Reef?
CONTENT STANDARD / DOMAIN / PART	CA.3-LS.	LIFE SCIENCE
PERFORMANCE STANDARD / MODE	3-LS4.	Biological Evolution: Unity and Diversity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:
FOUNDATION / PROFICIENCY LEVEL	3-LS4-2.	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. <u>Virtual Field Trips</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?
FOUNDATION / PROFICIENCY LEVEL	3-LS4-3.	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

		<u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
FOUNDATION / PROFICIENCY LEVEL	3-LS4-4.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
CONTENT STANDARD / DOMAIN / PART	CA.3-ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	3-ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:
FOUNDATION / PROFICIENCY LEVEL	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. <u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us
FOUNDATION / PROFICIENCY LEVEL	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest
CONTENT STANDARD / DOMAIN / PART	CA.3-ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	3-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:
FOUNDATION / PROFICIENCY LEVEL	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities

California Content Standards

Social Studies

Grade: 3 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.3.	Continuity and Change
PERFORMANCE STANDARD / MODE	3.1.	Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

EXPECTATION / SUBSTRAND	3.1.1.	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
CONTENT STANDARD / DOMAIN / PART	CA.3.	Continuity and Change
PERFORMANCE STANDARD / MODE	3.2.	Students describe the American Indian nations in their local region long ago and in the recent past.
EXPECTATION / SUBSTRAND	3.2.1.	Describe national identities, religious beliefs, customs, and various folklore traditions. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans
CONTENT STANDARD / DOMAIN / PART	CA.3.	Continuity and Change
PERFORMANCE STANDARD / MODE	3.4.	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
EXPECTATION / SUBSTRAND	3.4.1.	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
EXPECTATION / SUBSTRAND	3.4.2.	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 2 - Work and Money
EXPECTATION / SUBSTRAND	3.4.3.	Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol). <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
EXPECTATION / SUBSTRAND	3.4.4.	Understand the three branches of government, with an emphasis on local government. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
EXPECTATION / SUBSTRAND	3.4.5.	Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities

EXPECTATION / SUBSTRAND	3.4.6.	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.). <u>Virtual Field Trips</u> Grade 2 - Early Americans
CONTENT STANDARD / DOMAIN / PART	CA.3.	Continuity and Change
PERFORMANCE STANDARD / MODE	3.5.	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
EXPECTATION / SUBSTRAND	3.5.2.	Understand that some goods are made locally, some elsewhere in the United States, and some abroad. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work
EXPECTATION / SUBSTRAND	3.5.4.	Discuss the relationship of students' 'work' in school and their personal human capital. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	K-5.CST.2.	Students correctly apply terms related to time, including past, present, future, decade, century, and generation. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION / SUBSTRAND	K-5.CST.3.	Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION / SUBSTRAND	K-5.CST.4.	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
EXPECTATION / SUBSTRAND	K-5.CST.5.	Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. <u>Virtual Field Trips</u>

		Grade 2 -Land and Water Around Us Rome - The Eternal City - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.REPV.	Research, Evidence, and Point of View
EXPECTATION / SUBSTRAND	K-5.REPV.2.	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.HI.	Historical Interpretation
EXPECTATION / SUBSTRAND	K-5.HI.1.	Students summarize the key events of the era they are studying and explain the historical contexts of those events. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 Washington, DC - Grades K - 5
EXPECTATION / SUBSTRAND	K-5.HI.2.	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Washington, DC - Grades K - 5
EXPECTATION / SUBSTRAND	K-5.HI.3.	Students identify and interpret the multiple causes and effects of historical events. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans

		Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
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