

**Main Criteria:** Idaho Content Standards  
**Secondary Criteria:** Virtual Field Trips  
**Subjects:** Science, Social Studies  
**Grade:** 3  
**Correlation Options:** Show Correlated

**Idaho Content Standards  
 Science**

Grade: 3 - Adopted: 2006

<b>STANDARD / COURSE</b>	<b>ID.1.</b>	<b>Nature of Science: Students apply scientific methods to conduct experiments. Students read and give multi-step instructions.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>1.5.</b>	<b>Understand Concepts of Form and Function</b>
<b>GLE / BIG IDEA</b>	<b>3.S.1.5.1.</b>	The student will be able to describe the relationship between shape and use. (573.05.a)  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
<b>STANDARD / COURSE</b>	<b>ID.3.</b>	<b>Biology: Students explore the diversity of plants and animals in their environments. Students demonstrate an understanding of food webs.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.1.</b>	<b>Understand the Theory of Biological Evolution</b>
<b>GLE / BIG IDEA</b>	<b>3.S.3.1.1.</b>	The student will be able to describe the adaptations of plants and animals to their environment. (577.01.a)  <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 Who Lives On a Coral Reef?
<b>STANDARD / COURSE</b>	<b>ID.3.</b>	<b>Biology: Students explore the diversity of plants and animals in their environments. Students demonstrate an understanding of food webs.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.2.</b>	<b>Understand the Relationship between Matter and Energy in Living Systems</b>
<b>GLE / BIG IDEA</b>	<b>3.S.3.2.3.</b>	The student will be able to label a food chain that shows how organisms cooperate and compete in an ecosystem. (578.01.b)  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
<b>GLE / BIG IDEA</b>	<b>3.S.3.2.4.</b>	The student will be able to diagram the food web and explain how organisms both cooperate and compete in ecosystems. (593.01.b)  <u>Virtual Field Trips</u> African Safari

		Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
<b>STANDARD / COURSE</b>	<b>ID.4.</b>	<b>Earth and Space Systems: Students explore the relationship between the sun and Earth.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>4.1.</b>	<b>Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems</b>
<b>GLE / BIG IDEA</b>	<b>3.S.4.1.1.</b>	The student will be able to explain the reasons for length of a day, the seasons, and the year on Earth. (594.01.a)  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
<b>STANDARD / COURSE</b>	<b>ID.5.</b>	<b>Personal and Social Perspectives; Technology: Students identify local environmental issues. Students identify the relationship of tools to scientific investigation.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.1.</b>	<b>Understand Common Environmental Quality Issues, Both Natural and Human Induced</b>
<b>GLE / BIG IDEA</b>	<b>3.S.5.1.1.</b>	The student will be able to identify local environmental issues. (581.01.a)  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
<b>STANDARD / COURSE</b>	<b>ID.5.</b>	<b>Personal and Social Perspectives; Technology: Students identify local environmental issues. Students identify the relationship of tools to scientific investigation.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.2.</b>	<b>Understand the Relationship between Science and Technology</b>
<b>GLE / BIG IDEA</b>	<b>3.S.5.2.1.</b>	The student will be able to describe how technology helps develop tools. (580.01.a)  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>STANDARD / COURSE</b>	<b>ID.5.</b>	<b>Personal and Social Perspectives; Technology: Students identify local environmental issues. Students identify the relationship of tools to scientific investigation.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.3.</b>	<b>Understand the Importance of Natural Resources and the Need to Manage and Conserve Them</b>
<b>GLE / BIG IDEA</b>	<b>3.S.5.3.1.</b>	The student will be able to explain the concept of recycling. (581.03.a)  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us

### Idaho Content Standards

#### Social Studies

Grade: 3 - Adopted: 2009

<b>STANDARD / COURSE</b>	<b>ID.1.</b>	<b>History - Students in Grade 3 build an understanding of the cultural and social development of the United States and trace the role of migration and immigration of people in the development of the United States.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>1.1:</b>	<b>Build an understanding of the cultural and social development of the United States.</b>

<b>GLE / BIG IDEA</b>		<b>By the end of Grade 3, the student will be able to:</b>
<b>OBJECTIVE</b>	<b>3.SS.1.1.1.</b>	Explain that people in the United States share a common heritage through patriotic holidays and symbols. (420.01a)  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
<b>STANDARD / COURSE</b>	<b>ID.1.</b>	History - Students in Grade 3 build an understanding of the cultural and social development of the United States and trace the role of migration and immigration of people in the development of the United States.
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>1.2:</b>	Trace the role of migration and immigration of people in the development of the United States.
<b>GLE / BIG IDEA</b>		<b>By the end of Grade 3, the student will be able to:</b>
<b>OBJECTIVE</b>	<b>3.SS.1.2.2.</b>	Describe how migration and immigration are continuous processes. (417.01b)  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures
<b>OBJECTIVE</b>	<b>3.SS.1.2.3.</b>	Identify reasons for voluntary immigration and involuntary movement of people. (417.01c)  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures
<b>STANDARD / COURSE</b>	<b>ID.2.</b>	Geography - Students in Grade 3 analyze the spatial organizations of people, places, and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>2.1:</b>	Analyze the spatial organizations of people, places, and environment on the earth's surface.
<b>GLE / BIG IDEA</b>		<b>By the end of Grade 3, the student will be able to:</b>
<b>OBJECTIVE</b>	<b>3.SS.2.1.1.</b>	Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood. (426.01a)  <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5
<b>OBJECTIVE</b>	<b>3.SS.2.1.2.</b>	Find the United States, Idaho, the state capital Boise, and own community on a map. (426.01b)  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>OBJECTIVE</b>	<b>3.SS.2.1.3.</b>	Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols. (426.01c)  <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us
<b>OBJECTIVE</b>	<b>3.SS.2.1.5.</b>	Use a number/letter grid to find specific locations on a map. (426.01e)  <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us

STANDARD / COURSE	ID.2.	Geography - Students in Grade 3 analyze the spatial organizations of people, places, and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.3:	Trace the migration and settlement of human populations on the earth's surface.
GLE / BIG IDEA		By the end of Grade 3, the student will be able to:
OBJECTIVE	3.SS.2.3.1.	Analyze past and present settlement patterns of the community. (426.02a)  <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
OBJECTIVE	3.SS.2.3.2.	Identify geographic features influencing settlement patterns of the community. (426.02b)  <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
OBJECTIVE	3.SS.2.3.3.	Compare and contrast city/suburb/town and urban/rural. (426.02c)  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5
STANDARD / COURSE	ID.3.	Economics - Students in Grade 3 explain basic economic concepts, and identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of good personal finance.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.1:	Explain basic economic concepts.
GLE / BIG IDEA		By the end of Grade 3, the student will be able to:
OBJECTIVE	3.SS.3.1.1.	Explain the concepts of supply and demand and the role of the consumer and producer. (424.01b)  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
STANDARD / COURSE	ID.3.	Economics - Students in Grade 3 explain basic economic concepts, and identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of good personal finance.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.4:	Explain the concepts of good personal finance.
GLE / BIG IDEA		By the end of Grade 3, the student will be able to:
OBJECTIVE	3.SS.3.4.1.	Describe the purposes and benefits of savings. (424.01d)  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
STANDARD / COURSE	ID.4.	Civics and Government - Students in Grade 3 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>4.1:</b>	<b>Build an understanding of the foundational principles of the American political system.</b>
<b>GLE / BIG IDEA</b>		<b>By the end of Grade 3, the student will be able to:</b>
<b>OBJECTIVE</b>	<b>3.SS.4.1.1.</b>	<b>Explain why communities have laws. (423.01c)</b>  <b>Virtual Field Trips</b> <b>Grade 2 - Living Together</b> <b>Grade 2 - Our Government At Work</b>
<b>STANDARD / COURSE</b>	<b>ID.4.</b>	<b>Civics and Government - Students in Grade 3 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>4.2:</b>	<b>Build an understanding of the organization and formation of the American system of government.</b>
<b>GLE / BIG IDEA</b>		<b>By the end of Grade 3, the student will be able to:</b>
<b>OBJECTIVE</b>	<b>3.SS.4.2.1.</b>	<b>Identify and explain the basic functions of local governments. (422.01a)</b>  <b>Virtual Field Trips</b> <b>Grade 3 - How Government Helps Our Communities</b>
<b>STANDARD / COURSE</b>	<b>ID.5.</b>	<b>Global Perspectives - Students in Grade 3 build an understanding of multiple perspectives and global interdependence.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.1:</b>	<b>Build an understanding of multiple perspectives and global interdependence.</b>
<b>GLE / BIG IDEA</b>		<b>By the end of Grade 3, the student will be able to:</b>
<b>OBJECTIVE</b>	<b>3.SS.5.1.1.</b>	<b>Explore connections that the local community has with other communities throughout the world.</b>  <b>Virtual Field Trips</b> <b>Grade 2 - Living Together</b> <b>Grade 3 - Geography of Our Communities</b> <b>Grade 3 - How The Country Was Settled</b> <b>Grade 3 - The First Americans</b>