

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Nevada Academic Content Standards

Science

Grade: 3 - Adopted: 2014

CONTENT STANDARD	NV.3-LS.	LIFE SCIENCE
STRAND / INDICATOR	3-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL EXPECTATION	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	NV.3-LS.	LIFE SCIENCE
STRAND / INDICATOR	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL EXPECTATION	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	NV.3-LS.	LIFE SCIENCE
STRAND / INDICATOR	3-LS4.	Biological Evolution: Unity and Diversity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL EXPECTATION	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?
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	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	NV.3-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	3-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	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	NV.3-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	3-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL EXPECTATION	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

Nevada Academic Content Standards

Social Studies

Grade: 3 - Adopted: 2011

CONTENT STANDARD	NV.S1.0.	Social Studies Skills - As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills.
STRAND / INDICATOR		Content Literacy
INDICATOR / GRADE LEVEL EXPECTATION	S1.3.2.	Identify main idea and sequence of events in a social studies context. <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
CONTENT STANDARD	NV.S1.0.	Social Studies Skills - As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills.

STRAND / INDICATOR		Information, Media & Technology Literacy
INDICATOR / GRADE LEVEL EXPECTATION	S1.3.10.	Read maps, graphs, charts, and diagrams for information. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
CONTENT STANDARD	NV.H1.0.	People, Cultures, and Civilizations - Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		United States & Nevada
INDICATOR / GRADE LEVEL EXPECTATION	H1.3.1.	Learn about individuals in the community and discuss their contributions. <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 2 - Work and Money Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
CONTENT STANDARD	NV.H2.0.	Nation Building and Development - Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		United States & Nevada
INDICATOR / GRADE LEVEL EXPECTATION	H2.3.2.	Explain how memorials help us to honor and remember people. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
CONTENT STANDARD	NV.H3.0.	Social Responsibility & Change - Students understand how social ideas and individual action lead to social, political, economic, and technological change. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		United States & Nevada
INDICATOR / GRADE LEVEL EXPECTATION	H3.3.2.	Determine what it means to be an American citizen and describe the achievements of famous and ordinary citizens. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
INDICATOR / GRADE LEVEL EXPECTATION	H3.3.3.	Define ethnicity and explain that people who make contributions to their communities include those who have diverse ethnic origins, customs, and traditions. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures
INDICATOR / GRADE LEVEL EXPECTATION	H3.3.4.	Demonstrate respect for each other, the community, and the world. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
CONTENT STANDARD	NV.G5.0.	The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Map Elements & Concepts

INDICATOR / GRADE LEVEL EXPECTATION	G5.3.2.	Differentiate between a city and a state using appropriate examples. <u>Virtual Field Trips</u> 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 Washington, DC - Grades K - 5
CONTENT STANDARD	NV.G5.0.	The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Map Selection & Analysis
INDICATOR / GRADE LEVEL EXPECTATION	G5.3.3.	Compare uses of maps and globes. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
INDICATOR / GRADE LEVEL EXPECTATION	G5.3.4.	Identify and explain simple spatial patterns on a map, i.e., population centers, farmland, mountains. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
CONTENT STANDARD	NV.G5.0.	The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Map Construction
INDICATOR / GRADE LEVEL EXPECTATION	G5.3.5.	Construct a simple map including a title, symbols, and directions from a bird's eye view. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
CONTENT STANDARD	NV.G5.0.	The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Map Use & Geographic Tools
INDICATOR / GRADE LEVEL EXPECTATION	G5.3.6.	Recognize different types of special maps, i.e., neighborhood, school, and classroom. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
CONTENT STANDARD	NV.G6.0.	Places & Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Application of Concepts & Characteristics of Places & Regions
INDICATOR / GRADE LEVEL EXPECTATION	G6.3.1.	Distinguish between physical (natural) and human (man-made) features. <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

INDICATOR / GRADE LEVEL EXPECTATION	G6.3.2.	Identify characteristics of neighborhoods and communities, i.e., physical geographical differences, land use, population density. <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
CONTENT STANDARD	NV.G6.0.	Places & Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Cultural Identity & Perspective
INDICATOR / GRADE LEVEL EXPECTATION	G6.3.3.	Identify ways people express culture. <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures Jerusalem - Then and Now (Younger Grades) Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR / GRADE LEVEL EXPECTATION	G6.3.4.	List ways people view their own communities, i.e., a ranching community, a tourist destination. <u>Virtual Field Trips</u> Exploring Cuba
CONTENT STANDARD	NV.G6.0.	Places & Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Location
INDICATOR / GRADE LEVEL EXPECTATION	G6.3.6.	Locate and name the states surrounding Nevada. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
CONTENT STANDARD	NV.G7.0.	Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Rural & Urban Communities
INDICATOR / GRADE LEVEL EXPECTATION	G7.3.3.	List reasons why people choose to live in urban or rural communities. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5
CONTENT STANDARD	NV.G8.0.	Environment and Society - Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Changes in the Physical Environment
INDICATOR / GRADE LEVEL EXPECTATION	G8.3.1.	Predict possible geographic changes that could take place in the neighborhood or community. <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
CONTENT STANDARD	NV.G8.0.	Environment and Society - Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Technology & Modifications of the Physical Environment
INDICATOR / GRADE LEVEL EXPECTATION	G8.3.3.	Compare ways people modify the physical environment. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
CONTENT STANDARD	NV.G8.0.	Environment and Society - Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Effects of Natural Hazards on Human Systems
INDICATOR / GRADE LEVEL EXPECTATION	G8.3.4.	Identify people, groups, and organizations that respond to natural hazards. <u>Virtual Field Trips</u> Exploring Cuba Grade 2 -Land and Water Around Us
CONTENT STANDARD	NV.G8.0.	Environment and Society - Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Management of Earth's Resources
INDICATOR / GRADE LEVEL EXPECTATION	G8.3.5.	Describe ways humans depend on and manage natural resources within their communities. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD	NV.E9.0.	The Market Economy - Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Incentives, Choice and Cost
INDICATOR / GRADE LEVEL EXPECTATION	E9.3.1.	Identify needs as high priority wants, and wants as goods, services, or leisure activities. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONTENT STANDARD	NV.E9.0.	The Market Economy - Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Consumers
INDICATOR / GRADE LEVEL EXPECTATION	E9.3.2.	Give examples of prices consumers have paid when buying goods and services.

		<u>Virtual Field Trips</u> Grade 3 - Businesses At Work
CONTENT STANDARD	NV.E9.0.	The Market Economy - Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Producers
INDICATOR / GRADE LEVEL EXPECTATION	E9.3.3.	Give examples of prices set by businesses for selling goods and services. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
CONTENT STANDARD	NV.E9.0.	The Market Economy - Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Employees
INDICATOR / GRADE LEVEL EXPECTATION	E9.3.4.	Demonstrate an understanding of income and give examples. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONTENT STANDARD	NV.E10.0.	The U.S. Economy As A Whole - Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Forms & Functions of Money
INDICATOR / GRADE LEVEL EXPECTATION	E10.3.1.	Identify forms of money used by people across time and place. <u>Virtual Field Trips</u> Grade 2 - Work and Money
CONTENT STANDARD	NV.E10.0.	The U.S. Economy As A Whole - Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Interest, Saving Borrowing
INDICATOR / GRADE LEVEL EXPECTATION	E10.3.2.	Define banking terms, including saving, interest, and borrowing. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONTENT STANDARD	NV.E11.0.	The Dynamic Economy - Students will identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Entrepreneurship
INDICATOR / GRADE LEVEL EXPECTATION	E11.3.1.	Identify and explain what business owners do. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work

CONTENT STANDARD	NV.E12.0.	The International Economy - Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		International Interdependence
INDICATOR / GRADE LEVEL EXPECTATION	E12.3.1.	Differentiate between barter and monetary trade. <u>Virtual Field Trips</u> Exploring Cuba Grade 2 - Work and Money Grade 3 - Businesses At Work
CONTENT STANDARD	NV.C13.0.	Citizenship and the Law - Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Rules & Law
INDICATOR / GRADE LEVEL EXPECTATION	C13.3.1.	Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure. <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 2 - Our Government At Work
CONTENT STANDARD	NV.C13.0.	Citizenship and the Law - Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Rights
INDICATOR / GRADE LEVEL EXPECTATION	C13.3.2.	Discuss that democracy involves voting, majority rule, and setting rules. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
CONTENT STANDARD	NV.C13.0.	Citizenship and the Law - Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Symbols
INDICATOR / GRADE LEVEL EXPECTATION	C13.3.5.	Explain why we have patriotic activities, holidays, and symbols. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
CONTENT STANDARD	NV.C16.0.	Global Relations - Students explain the different political systems in the world and how those systems relate to the United States and its citizens. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Global Relations
INDICATOR / GRADE LEVEL EXPECTATION	C16.3.1.	Identify their city, state, and country. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities