

Main Criteria: Tennessee Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Tennessee Academic Standards

Science

Grade: 3 - Adopted: 2007

STRAND / STANDARD / COURSE	TN.T/E.	Technology and Engineering
CONCEPTUAL STRAND / GUIDING QUESTION	CS.T/E.	Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.T/E.	How do science concepts, engineering skills, and applications of technology improve the quality of life?
LEARNING EXPECTATION	GLE.0307.T/E.	Grade Level Expectations
INDICATOR	GLE.0307.T/E.1.	Describe how tools, technology, and inventions help to answer questions and solve problems. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	GLE.0307.T/E.2.	Recognize that new tools, technology, and inventions are always being developed. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	GLE.0307.T/E.3.	Identify appropriate materials, tools, and machines that can extend or enhance the ability to solve a specified problem. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	GLE.0307.T/E.4.	Recognize the connection between scientific advances, new knowledge, and the availability of new tools and technologies. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STRAND / STANDARD / COURSE	TN.T/E.	Technology and Engineering
CONCEPTUAL STRAND / GUIDING QUESTION	CS.T/E.	Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.T/E.	How do science concepts, engineering skills, and applications of technology improve the quality of life?
LEARNING EXPECTATION	0307.T/E.	Checks for Understanding
INDICATOR	0307.T/E.1.	Explain how different inventions and technologies impact people and other living organisms. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	0307.T/E.2.	Design a tool or a process that addresses an identified problem caused by human activity.

		<u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.T/E.	Technology and Engineering
CONCEPTUAL STRAND / GUIDING QUESTION	CS.T/E.	Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.T/E.	How do science concepts, engineering skills, and applications of technology improve the quality of life?
LEARNING EXPECTATION	SPI.0307.T/E.	State Performance Indicators
INDICATOR	SPI.0307.T/E.1.	Select a tool, technology, or invention that was used to solve a human problem. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	SPI.0307.T/E.2.	Recognize the connection between a scientific advance and the development of a new tool or technology. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STRAND / STANDARD / COURSE	TN.1.	Life Science: Cells
CONCEPTUAL STRAND / GUIDING QUESTION	CS.1.	All living things are made of cells that perform functions necessary for life.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.1.	How are plant and animals cells organized to carry on the processes of life?
LEARNING EXPECTATION	GLE.0307.1.	Grade Level Expectations
INDICATOR	GLE.0307.1.1.	Use magnifiers to make observations of specific plant and body parts and describe their functions. <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?
STRAND / STANDARD / COURSE	TN.1.	Life Science: Cells
CONCEPTUAL STRAND / GUIDING QUESTION	CS.1.	All living things are made of cells that perform functions necessary for life.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.1.	How are plant and animals cells organized to carry on the processes of life?
LEARNING EXPECTATION	0307.1.	Checks for Understanding
INDICATOR	0307.1.1.	Use a magnifier to investigate and describe the function of root hairs, stem cross sections, and leaf veins. <u>Virtual Field Trips</u> The Amazon Rainforest
STRAND / STANDARD / COURSE	TN.1.	Life Science: Cells
CONCEPTUAL STRAND / GUIDING QUESTION	CS.1.	All living things are made of cells that perform functions necessary for life.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.1.	How are plant and animals cells organized to carry on the processes of life?
LEARNING EXPECTATION	SPI.0307.1.	State Performance Indicators

INDICATOR	SPI.0307.1.1.	Identify specific parts of a plant and describe their function. <u>Virtual Field Trips</u> The Amazon Rainforest
STRAND / STANDARD / COURSE	TN.2.	Life Science: Interdependence
CONCEPTUAL STRAND / GUIDING QUESTION	CS.2.	All life is interdependent and interacts with the environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.2.	How do living things interact with one another and with the non-living elements of their environment?
LEARNING EXPECTATION	0307.2.	Checks for Understanding
INDICATOR	0307.2.2.	Label a drawing of an environment to illustrate interrelationships among plants and animals. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR	0307.2.3.	Construct a diagram to demonstrate how plants, animals, and the environment interact to provide basic life requirements <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef?
STRAND / STANDARD / COURSE	TN.3.	Life Science: Flow of Matter and Energy
CONCEPTUAL STRAND / GUIDING QUESTION	CS.3.	Matter and energy flow through the biosphere.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.3.	What scientific information explains how matter and energy flow through the biosphere?
LEARNING EXPECTATION	0307.3.	Checks for Understanding
INDICATOR	0307.3.1.	Label a diagram to illustrate the food relationships that exist between plant and animals. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR	0307.3.2.	Create a chart to show how plants and animals satisfy their energy requirements. <u>Virtual Field Trips</u> The Amazon Rainforest
INDICATOR	0307.3.3.	Identify structures used by different plants and animals to meet their basic energy requirements. <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?

INDICATOR	0307.3.4.	Use a piece of text to obtain basic information about how plants and animals obtain food. <u>Virtual Field Trips</u> The Amazon Rainforest
STRAND / STANDARD / COURSE	TN.3.	Life Science: Flow of Matter and Energy
CONCEPTUAL STRAND / GUIDING QUESTION	CS.3.	Matter and energy flow through the biosphere.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.3.	What scientific information explains how matter and energy flow through the biosphere?
LEARNING EXPECTATION	SPI.0307.3.	State Performance Indicators
INDICATOR	SPI.0307.3.1.	Identify the basic needs of plants and animals. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us How Coral Reefs Are Formed
INDICATOR	SPI.0307.3.2.	Recognize that animals obtain their food by eating plants and other animals. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest Who Lives On a Coral Reef?
STRAND / STANDARD / COURSE	TN.4.	Life Science: Heredity
CONCEPTUAL STRAND / GUIDING QUESTION	CS.4.	Plants and animals reproduce and transmit hereditary information between generations.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.4.	What are the principal mechanisms by which living things reproduce and transmit information between parents and offspring?
LEARNING EXPECTATION	GLE.0307.4.	Grade Level Expectations
INDICATOR	GLE.0307.4.1.	Identify the different life stages through which plants and animals pass. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
STRAND / STANDARD / COURSE	TN.4.	Life Science: Heredity
CONCEPTUAL STRAND / GUIDING QUESTION	CS.4.	Plants and animals reproduce and transmit hereditary information between generations.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.4.	What are the principal mechanisms by which living things reproduce and transmit information between parents and offspring?
LEARNING EXPECTATION	0307.4.	Checks for Understanding
INDICATOR	0307.4.1.	Sequence diagrams that illustrate various stages in the development of an organism. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
INDICATOR	0307.4.2.	Create a timeline to depict the changes that occur during an organism's life cycle.

		<u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
STRAND / STANDARD / COURSE	TN.4.	Life Science: Heredity
CONCEPTUAL STRAND / GUIDING QUESTION	CS.4.	Plants and animals reproduce and transmit hereditary information between generations.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.4.	What are the principal mechanisms by which living things reproduce and transmit information between parents and offspring?
LEARNING EXPECTATION	SPI.0307.4.	State Performance Indicators
INDICATOR	SPI.0307.4.1.	Select an illustration that shows how an organism changes as it develops. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
STRAND / STANDARD / COURSE	TN.5.	Life Science: Biodiversity and Change
CONCEPTUAL STRAND / GUIDING QUESTION	CS.5.	A rich variety of complex organisms have developed in response to a continually changing environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.5.	How does natural selection explain how organisms have changed over time?
LEARNING EXPECTATION	GLE.0307.5.	Grade Level Expectations
INDICATOR	GLE.0307.5.1.	Explore the relationship between an organism's characteristics and its ability to survive in a particular environment. <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?
INDICATOR	GLE.0307.5.2.	Classify organisms as thriving, threatened, endangered, or extinct. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.5.	Life Science: Biodiversity and Change
CONCEPTUAL STRAND / GUIDING QUESTION	CS.5.	A rich variety of complex organisms have developed in response to a continually changing environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.5.	How does natural selection explain how organisms have changed over time?
LEARNING EXPECTATION	0307.5.	Checks for Understanding
INDICATOR	0307.5.1.	Create representations of animals that have characteristics necessary to survive in a particular environment. <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?
INDICATOR	0307.5.2.	Investigate the connection between an organism's characteristics and its ability to survive in a specific environment. <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?
INDICATOR	0307.5.3.	Describe how environmental factors change over place and time. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR	0307.5.4.	Determine how changes in an environmental variable can affect plants and animals of an area. <u>Virtual Field Trips</u> How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR	0307.5.5.	Construct a diorama that shows plants and animals in an appropriate environment. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR	0307.5.6.	Identify evidence used to determine the previous existence of an organism. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
INDICATOR	0307.5.7.	Use a data chart or informational text to classify organisms as thriving, threatened, endangered, or extinct. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.5.	Life Science: Biodiversity and Change
CONCEPTUAL STRAND / GUIDING QUESTION	CS.5.	A rich variety of complex organisms have developed in response to a continually changing environment.

GUIDING QUESTION / LEARNING EXPECTATION	GQ.5.	How does natural selection explain how organisms have changed over time?
LEARNING EXPECTATION	SPI.0307.5.	State Performance Indicators
INDICATOR	SPI.0307.5.1.	Investigate an organism's characteristics and evaluate how these features enable it to survive in a particular environment. <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?
INDICATOR	SPI.0307.5.2.	Investigate populations of different organisms and classify them as thriving, threatened, endangered, or extinct. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	SPI.0307.5.3.	Match the organism with evidence of its prior existence. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STRAND / STANDARD / COURSE	TN.7.	Earth and Space Science: The Earth
CONCEPTUAL STRAND / GUIDING QUESTION	CS.7.	Major geologic events that occur over eons or brief moments in time continually shape and reshape the surface of the Earth, resulting in continuous global change.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.7.	How is the earth affected by long-term and short term geological cycles and the influence of man?
LEARNING EXPECTATION	GLE.0307.7.	Grade Level Expectations
INDICATOR	GLE.0307.7.1.	Use information and illustrations to identify the earth's major landforms and water bodies. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR	GLE.0307.7.4.	Design a simple investigation to demonstrate how earth materials can be conserved or recycled. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STRAND / STANDARD / COURSE	TN.7.	Earth and Space Science: The Earth
CONCEPTUAL STRAND / GUIDING QUESTION	CS.7.	Major geologic events that occur over eons or brief moments in time continually shape and reshape the surface of the Earth, resulting in continuous global change.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.7.	How is the earth affected by long-term and short term geological cycles and the influence of man?

LEARNING EXPECTATION	0307.7.	Checks for Understanding
INDICATOR	0307.7.1.	Use a Venn diagram to compare and contrast two different landforms or bodies of water. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR	0307.7.4.	Design and evaluate a method for reusing or recycling classroom materials. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
INDICATOR	0307.7.5.	Create a web that demonstrates the link between basic human needs and the earth's resources. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.7.	Earth and Space Science: The Earth
CONCEPTUAL STRAND / GUIDING QUESTION	CS.7.	Major geologic events that occur over eons or brief moments in time continually shape and reshape the surface of the Earth, resulting in continuous global change.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.7.	How is the earth affected by long-term and short term geological cycles and the influence of man?
LEARNING EXPECTATION	SPI.0307.7.	State Performance Indicators
INDICATOR	SPI.0307.7.1.	Classify landforms and bodies of water according to their geological features and identify them on a map. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR	SPI.0307.7.4.	Determine methods for conserving natural resources. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STRAND / STANDARD / COURSE	TN.8.	Earth and Space Science: The Atmosphere
CONCEPTUAL STRAND / GUIDING QUESTION	CS.8.	The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.8.	How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?
LEARNING EXPECTATION	GLE.0307.8.	Grade Level Expectations

INDICATOR	GLE.0307.8.3.	Identify cloud types associated with particular atmospheric conditions. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
INDICATOR	GLE.0307.8.4.	Predict the weather based on cloud observations. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STRAND / STANDARD / COURSE	TN.8.	Earth and Space Science: The Atmosphere
CONCEPTUAL STRAND / GUIDING QUESTION	CS.8.	The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.8.	How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?
LEARNING EXPECTATION	0307.8.	Checks for Understanding
INDICATOR	0307.8.2.	Identify major cloud types and associate them with particular weather conditions. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STRAND / STANDARD / COURSE	TN.8.	Earth and Space Science: The Atmosphere
CONCEPTUAL STRAND / GUIDING QUESTION	CS.8.	The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.8.	How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?
LEARNING EXPECTATION	SPI.0307.8.	State Performance Indicators
INDICATOR	SPI.0307.8.2.	Match major cloud types with specific atmospheric conditions. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us

**Tennessee Academic Standards
Social Studies**

Grade: 3 - Adopted: 2013

STRAND / STANDARD / COURSE	TN.3.	World Geography and Cultures
CONCEPTUAL STRAND / GUIDING QUESTION		Geography
GUIDING QUESTION / LEARNING EXPECTATION	3.2.	Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
GUIDING QUESTION / LEARNING EXPECTATION	3.4.	Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes deserts, deltas, island s, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads. <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
GUIDING QUESTION / LEARNING EXPECTATION	3.5.	Explain the difference between relative and absolute location. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
GUIDING QUESTION / LEARNING EXPECTATION	3.8.	Interpret digital sources and informational text to describe how humans interact with their environment. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
GUIDING QUESTION / LEARNING EXPECTATION	3.11.	Analyze how natural resources have impacted the economy of each region and their connections to global trade. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
GUIDING QUESTION / LEARNING EXPECTATION	3.12.	Discuss how unique weather forces impact the geography and population of a region or continent (hurricanes, earthquakes, floods, tornadoes, drought). <u>Virtual Field Trips</u> Exploring Cuba Grade 2 -Land and Water Around Us
GUIDING QUESTION / LEARNING EXPECTATION	3.13.	Summarize how people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.3.	World Geography and Cultures
CONCEPTUAL STRAND / GUIDING QUESTION		North America
GUIDING QUESTION / LEARNING EXPECTATION	3.14.	Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music. (C, H) <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
GUIDING QUESTION / LEARNING EXPECTATION	3.15.	Use information gained from timelines, primary sources, media, and informational text to identify major historical events and patterns in North America. (C, G, H, P) Suggestions are as follows: Mayan Culture, Aztec Culture, Colonial America, the American Revolution, and current events.

		<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
GUIDING QUESTION / LEARNING EXPECTATION	3.16.	Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P, TN) Suggestions are as follows: Christopher Columbus, Benjamin Franklin, George Washington, Daniel Boone, Nancy Ward, Thomas Jefferson, Betsy Ross, Noah Webster, Abraham Lincoln, Su san B. Anthony, Harriett Tubman, Geronimo, George Washington Carver, Georgia O’Keefe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, and Barack Obama. <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
GUIDING QUESTION / LEARNING EXPECTATION	3.18.	Identify and locate on a map: Canada, Mexico, Central America, and the 50 states of the U.S. (G) <u>Virtual Field Trips</u> Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Washington, DC - Grades K - 5
GUIDING QUESTION / LEARNING EXPECTATION	3.20.	Identify on a map major cities of the continent (Charleston, Chicago, Knoxville, Los Angeles, Memphis, Mexico City, Miami, Montreal, Nashville, New York, Seattle, Washington D.C.). (G, TN) <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5
GUIDING QUESTION / LEARNING EXPECTATION	3.21.	Locate the states that comprise the regions of the United States. (G) <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.
STRAND / STANDARD / COURSE	TN.3.	World Geography and Cultures
CONCEPTUAL STRAND / GUIDING QUESTION		North America
GUIDING QUESTION / LEARNING EXPECTATION	3.22.	Identify major physical features on a map (G, TN):
LEARNING EXPECTATION	3.22.2.	Mountains– Alaska Range, Appalachian, Cascade, Rockies <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.
LEARNING EXPECTATION	3.22.3.	Bodies of Water – Arctic, Atlantic, Great Lakes, Great Salt Lake, Gulf of Mexico, Hudson Bay, Niagara Falls, Pacific <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.
STRAND / STANDARD / COURSE	TN.3.	World Geography and Cultures

CONCEPTUAL STRAND / GUIDING QUESTION		North America
GUIDING QUESTION / LEARNING EXPECTATION	3.25.	Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E) <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
GUIDING QUESTION / LEARNING EXPECTATION	3.26.	Describe how goods and services are exchanged on local, regional, and international levels including transportation methods and bartering and monetary exchange. (C, E, G, TN) <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - Businesses At Work
GUIDING QUESTION / LEARNING EXPECTATION	3.28.	Discuss the structure and purpose of government. (P) <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
STRAND / STANDARD / COURSE	TN.3.	World Geography and Cultures
CONCEPTUAL STRAND / GUIDING QUESTION		Europe
GUIDING QUESTION / LEARNING EXPECTATION	3.39.	Describe the diverse but unified nature of people within a continent or region, identifying the distinct contribution made by their culture including language, clothing, food, art, beliefs, customs, and music. (C, H) <u>Virtual Field Trips</u> Paris - City of Light - Grades K - 5
GUIDING QUESTION / LEARNING EXPECTATION	3.40.	Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P) Suggestions are as follows: Olympics in Ancient Greece, Roman Empire, monarchies, European discovery of the New World, historical narratives of major European immigrant groups and their journeys to America, and current events. <u>Virtual Field Trips</u> Paris - City of Light - Grades K - 5 Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
GUIDING QUESTION / LEARNING EXPECTATION	3.41.	Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom). (G) <u>Virtual Field Trips</u> Paris - City of Light - Grades K - 5
STRAND / STANDARD / COURSE	TN.3.	World Geography and Cultures
CONCEPTUAL STRAND / GUIDING QUESTION		Africa
GUIDING QUESTION / LEARNING EXPECTATION	3.46.	Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H) <u>Virtual Field Trips</u> African Safari
STRAND / STANDARD / COURSE	TN.3.	World Geography and Cultures
CONCEPTUAL STRAND / GUIDING QUESTION		Asia

GUIDING QUESTION / LEARNING EXPECTATION	3.62.	Describe how goods and services are exchanged on local and international levels. (E, G) <u>Virtual Field Trips</u> Exploring Cuba Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
STRAND / STANDARD / COURSE	TN.3.	World Geography and Cultures
CONCEPTUAL STRAND / GUIDING QUESTION		Antarctica
GUIDING QUESTION / LEARNING EXPECTATION	3.67.	Read and interpret information about the impact of people on the environment. (G) <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades

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