

**Main Criteria:** West Virginia Content Standards and Objectives

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**West Virginia Content Standards and Objectives**

**Science**

Grade: 3 - Adopted: 2016

CONTENT STANDARD / COURSE	WV.S.3.	Science
CONTENT STANDARD / OBJECTIVE	S.3.GS.	General Science Content
OBJECTIVE / EXPECTATION		Interdependent Relationships in Ecosystems
GRADE LEVEL EXPECTATION	S.3.GS.5.	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?
GRADE LEVEL EXPECTATION	S.3.GS.7.	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 How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
GRADE LEVEL EXPECTATION	S.3.GS.8.	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 / COURSE	WV.S.3.	Science
CONTENT STANDARD / OBJECTIVE	S.3.GS.	General Science Content
OBJECTIVE / EXPECTATION		Inheritance and Variation of Traits: Life Cycles and Traits
GRADE LEVEL EXPECTATION	S.3.GS.9.	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
GRADE LEVEL EXPECTATION	S.3.GS.12.	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?
CONTENT STANDARD / COURSE	WV.S.3.	Science
CONTENT STANDARD / OBJECTIVE	S.3.GS.	General Science Content
OBJECTIVE / EXPECTATION		Weather and Climate
GRADE LEVEL EXPECTATION	S.3.GS.13.	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	S.3.GS.14.	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
GRADE LEVEL EXPECTATION	S.3.GS.15.	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

### West Virginia Content Standards and Objectives

#### Social Studies

Grade: 3 - Adopted: 2016

CONTENT STANDARD / COURSE	WV.SS.3.	Third Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.3.C.	Civics
OBJECTIVE / EXPECTATION	SS.3.1.	Identify and explain the following commonly-held American democratic values, principles and beliefs:
GRADE LEVEL EXPECTATION	SS.3.1.a.	Diversity.  <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures
GRADE LEVEL EXPECTATION	SS.3.1.d.	Community service.  <u>Virtual Field Trips</u> Grade 2 - Work and Money
CONTENT STANDARD / COURSE	WV.SS.3.	Third Grade Standards

<b>CONTENT STANDARD / OBJECTIVE</b>	<b>SS.3.C.</b>	<b>Civics</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>SS.3.2.</b>	Determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy.  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
<b>OBJECTIVE / EXPECTATION</b>	<b>SS.3.3.</b>	Investigate significant cultural contributions of various groups creating our multicultural society.  <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled
<b>OBJECTIVE / EXPECTATION</b>	<b>SS.3.4.</b>	Examine historical conflicts and their resolutions (e.g., The Boston Tea Party, conflict between Native Americans and explorers).  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - The First Americans
<b>OBJECTIVE / EXPECTATION</b>	<b>SS.3.5.</b>	Examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran's Day and Memorial Day).  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
<b>OBJECTIVE / EXPECTATION</b>	<b>SS.3.6.</b>	Participate in a local service project to discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities.  <u>Virtual Field Trips</u> Grade 2 - Work and Money
<b>CONTENT STANDARD / COURSE</b>	<b>WV.SS.3.</b>	<b>Third Grade Standards</b>
<b>CONTENT STANDARD / OBJECTIVE</b>	<b>SS.3.G.</b>	<b>Geography</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>SS.3.12.</b>	Use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.).  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
<b>OBJECTIVE / EXPECTATION</b>	<b>SS.3.13.</b>	Distinguish between a continent, country, state and capital.  <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. Washington, DC - Grades K - 5
<b>OBJECTIVE / EXPECTATION</b>	<b>SS.3.14.</b>	Label maps to demonstrate knowledge of map skills (e.g., label cardinal directions, intermediate directions, borders, continents, oceans, Equator, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole and Prime Meridian).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>OBJECTIVE / EXPECTATION</b>	<b>SS.3.18.</b>	Recognize, define and illustrate world geographic features (e.g., peninsulas, islands, mountains, canyons, plateaus, mesas, harbors,

		<p>gulfs, rivers, deserts, forests, valleys and plains).</p> <p><u>Virtual Field Trips</u>  African Safari  Exploring Cuba  Galapagos Islands  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</p>
OBJECTIVE / EXPECTATION	SS.3.19.	<p>Compare and contrast regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment.</p> <p><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.  Washington, DC - Grades K - 5</p>
OBJECTIVE / EXPECTATION	SS.3.20.	<p>Create a legend to identify the path of major explorers and chart those journeys on a world map (e.g., Marco Polo, Christopher Columbus, John Cabot, Hernando Cortes and Sir Walter Raleigh).</p> <p><u>Virtual Field Trips</u>  Grade 3 - The First Americans</p>
CONTENT STANDARD / COURSE	WV.SS.3.	Third Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.3.H.	History
OBJECTIVE / EXPECTATION	SS.3.21.	Examine the settlement of North America by Native Americans.
GRADE LEVEL EXPECTATION	SS.3.21.a.	<p>Illustrate the spread of the Native American population into the various regions of North America.</p> <p><u>Virtual Field Trips</u>  Grade 2 - Early Americans  Grade 3 - The First Americans</p>
GRADE LEVEL EXPECTATION	SS.3.21.b.	<p>Determine settlement patterns based on natural resources.</p> <p><u>Virtual Field Trips</u>  Grade 2 - Early Americans  Grade 3 - The First Americans</p>
GRADE LEVEL EXPECTATION	SS.3.21.c.	<p>Explain how Native American groups adapted to geographic factors of a given region.</p> <p><u>Virtual Field Trips</u>  Grade 2 - Early Americans  Grade 3 - The First Americans</p>
GRADE LEVEL EXPECTATION	SS.3.21.d.	<p>Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used).</p> <p><u>Virtual Field Trips</u>  Grade 2 - Early Americans  Grade 3 - A Country of Cultures  Grade 3 - The First Americans</p>
GRADE LEVEL EXPECTATION	SS.3.21.e.	<p>Make historical inferences by analyzing artifacts and illustrations.</p> <p><u>Virtual Field Trips</u></p>

		Grade 2 - Early Americans Grade 3 - The First Americans
GRADE LEVEL EXPECTATION	SS.3.21.f.	Analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers).  <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - The First Americans
CONTENT STANDARD / COURSE	WV.SS.3.	Third Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.3.H.	History
OBJECTIVE / EXPECTATION	SS.3.22.	Determine the causes and effects of European exploration.
GRADE LEVEL EXPECTATION	SS.3.22.a.	Chronologically organize major explorers and determine the reasons for their journeys (e.g., Marco Polo, Amerigo Vespucci, Christopher Columbus, John Cabot, Hernando Cortes, Balboa, Ponce de Leon, Sir Walter Raleigh, etc.).  <u>Virtual Field Trips</u> Grade 3 - The First Americans

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