

Main Criteria: Connecticut Core Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Connecticut Core Standards

Science

Grade: 3 - Adopted: 2015

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

Connecticut Core Standards

Social Studies

Grade: 3 - Adopted: 2015

DOMAIN / CONTENT STANDARD	CT.SS.3.	CONNECTICUT AND LOCAL HISTORY
STATE FRAMEWORK	3.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 3, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Connecticut and local history. In third grade, history is supported through an interdisciplinary approach that includes civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 3 should lead to deep and enduring understanding (C3, p. 29).

GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		Civic and Political Institutions
INDICATOR	CIV 3.2.	<p>Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.</p> <p><u>Virtual Field Trips</u> Grade 2 - Our Government At Work</p>
INDICATOR	CIV 3.3.	<p>Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p><u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities</p>
DOMAIN / CONTENT STANDARD	CT.SS.3.	CONNECTICUT AND LOCAL HISTORY
STATE FRAMEWORK	3.2.	<p>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 3, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Connecticut and local history. In third grade, history is supported through an interdisciplinary approach that includes civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 3 should lead to deep and enduring understanding (C3, p. 29).</p>
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		Participation and Deliberation: Applying Civic Virtues and Democratic Principles
INDICATOR	CIV 3.4.	<p>Identify core civic virtues and democratic principles that guide government, society, and communities.</p> <p><u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities</p>
INDICATOR	CIV 3.5.	<p>Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</p> <p><u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities</p>
DOMAIN / CONTENT STANDARD	CT.SS.3.	CONNECTICUT AND LOCAL HISTORY
STATE FRAMEWORK	3.2.	<p>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 3, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Connecticut and local history. In third grade, history is supported through an interdisciplinary approach that includes civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 3 should lead to deep and enduring understanding (C3, p. 29).</p>
GRADE LEVEL EXPECTATION		ECONOMICS
INDICATOR		Exchange and Markets
INDICATOR	ECO 3.2.	<p>Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.</p> <p><u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us</p>

		Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
DOMAIN / CONTENT STANDARD	CT.SS.3.	CONNECTICUT AND LOCAL HISTORY
STATE FRAMEWORK	3.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 3, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Connecticut and local history. In third grade, history is supported through an interdisciplinary approach that includes civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 3 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		ECONOMICS
INDICATOR		National Economy
INDICATOR	ECO 3.4.	Explain the ways in which the government pays for the goods and services it provides. <u>Virtual Field Trips</u> Grade 2 - Work and Money
DOMAIN / CONTENT STANDARD	CT.SS.3.	CONNECTICUT AND LOCAL HISTORY
STATE FRAMEWORK	3.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 3, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Connecticut and local history. In third grade, history is supported through an interdisciplinary approach that includes civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 3 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		GEOGRAPHY
INDICATOR		Human-Environment Interaction: Places, Regions, and Culture
INDICATOR	GEO 3.5.	Explain how the cultural and environmental characteristics of places change over time. <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
DOMAIN / CONTENT STANDARD	CT.SS.3.	CONNECTICUT AND LOCAL HISTORY
STATE FRAMEWORK	3.4.	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in Connecticut and Local History (Grade 3) will individually and with others:
GRADE LEVEL EXPECTATION	INQ 3-5.16.	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. <u>Virtual Field Trips</u> Grade 2 - Work and Money

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