

Main Criteria: Maine Learning Results
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 3
Correlation Options: Show Correlated

**Maine Learning Results
 Science**

Grade: 3 - Adopted: 2007

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| STRAND / DOMAIN | ME.A. | Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology. |
| CATEGORY / PERFORMANCE INDICATOR | A.1. | Systems: Students explain interactions between parts that make up whole man-made and natural things. |
| STANDARD | A.1.a. | <p>Give examples that show how individual parts of organisms, ecosystems, or man-made structures can influence one another.</p> <p><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?</p> |
| STANDARD | A.1.b. | <p>Explain ways that things including organisms, ecosystems, or man-made structures may not work as well (or at all) if a part is missing, broken, worn out, mismatched, or misconnected.</p> <p><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 The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p> |
| STRAND / DOMAIN | ME.A. | Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology. |
| CATEGORY / PERFORMANCE INDICATOR | A.3. | Constancy and Change: Students identify and represent basic patterns of change in the physical setting, the living environment, and the technological world. |
| STANDARD | A.3.a. | <p>Recognize patterns of change including steady, repetitive, irregular, or apparently unpredictable change.</p> <p><u>Virtual Field Trips</u> 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?</p> |
| STRAND / DOMAIN | ME.C. | The Scientific and Technological Enterprise: Students understand the history and nature of scientific knowledge and technology, the |

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| | | processes of inquiry and technological design, and the impacts science and technology have on society and the environment. |
| CATEGORY / PERFORMANCE INDICATOR | C.3. | Science, Technology, and Society: Students identify and describe the influences of science and technology on people and the environment. |
| STANDARD | C.3.b. | Give examples of changes in the environment caused by natural or man-made influences. <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 The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef? |
| STANDARD | C.3.c. | Explain that natural resources are limited, and that reusing, recycling, and reducing materials and using renewable resources is important. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest - Part 2 - Younger Grades |
| STRAND / DOMAIN | ME.D. | The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe. |
| CATEGORY / PERFORMANCE INDICATOR | D.2. | Earth: Students describe the properties of Earth's surface materials, the processes that change them, and cycles that affect the Earth. |
| STANDARD | D.2.c. | Explain how wind, waves, water, and ice reshape the surface of Earth. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities |
| STANDARD | D.2.f. | Explain how the substance called air surrounds things, takes up space, and its movement can be felt as wind. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us |
| STRAND / DOMAIN | ME.E. | The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs. |
| CATEGORY / PERFORMANCE INDICATOR | E.1. | Biodiversity: Students compare living things based on their behaviors, external features, and environmental needs. |
| STANDARD | E.1.a. | Describe how living things can be sorted in many ways, depending on which features or behaviors are used to sort them, and apply this understanding to sort living things. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef? |

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| STANDARD | E.1.b. | Describe the changes in external features and behaviors of an organism during its life cycle. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed |
| STRAND / DOMAIN | ME.E. | The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs. |
| CATEGORY / PERFORMANCE INDICATOR | E.2. | Ecosystems: Students describe ways organisms depend upon, interact within, and change the living and non-living environment as well as ways the environment affects organisms. |
| STANDARD | E.2.a. | Explain how changes in an organism's habitat can influence its survival. <u>Virtual Field Trips</u> 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? |
| STANDARD | E.2.b. | Describe that organisms all over the Earth are living, dying, and decaying and new organisms are being produced by the old ones. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed |
| STANDARD | E.2.c. | Describe some of the ways in which organisms depend on one another, including animals carrying pollen and dispersing seeds. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest - Part 2 - Younger Grades |
| STANDARD | E.2.d. | Explain how the food of most animals can be traced back to plants and how animals use food for energy and repair. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef? |
| STANDARD | E.2.e. | Explain how organisms can affect the environment in different ways. <u>Virtual Field Trips</u> How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef? |
| STRAND / DOMAIN | ME.E. | The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand |

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| | | similarities and differences between humans and other organisms and the interconnections of these interdependent webs. |
| CATEGORY / PERFORMANCE INDICATOR | E.3. | Cells: Students describe how living things are made up of one or more cells and the ways cells help organisms meet their basic needs. |
| STANDARD | E.3.b. | Compare how needs of living things are met in single-celled and multi-celled organisms. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest - Part 2 - Younger Grades |

**Maine Learning Results
Social Studies**

Grade: 3 - Adopted: 2007

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| STRAND / DOMAIN | ME.A. | Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts. |
| CATEGORY / PERFORMANCE INDICATOR | A.3. | Taking Action Using Social Studies Knowledge and Skills: Students select, plan, and participate in a civic action or service-learning project based on a classroom, school or local community asset or need, and describe evidence of the project's effectiveness and civic contribution. <u>Virtual Field Trips</u> Grade 2 - Work and Money |
| STRAND / DOMAIN | ME.B. | Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world. |
| CATEGORY / PERFORMANCE INDICATOR | B.1. | Knowledge, Concepts, Themes, and Patterns of Civics/Government: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States. |
| STANDARD | B.1.a. | Explain that the study of government includes how governments are organized and how citizens participate. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities |
| STANDARD | B.1.b. | Explain and provide examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities |
| STANDARD | B.1.c. | Explain and give examples of governmental structures including the legislative, executive, and judicial branches and the local, State, and national levels of government. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities |
| STANDARD | B.1.d. | Explain how leaders are elected and how laws are made and implemented. |

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| | | <u>Virtual Field Trips</u> Grade 2 - Our Government At Work |
| STANDARD | B.1.e. | Explain that the structures and processes of government are described in documents, including the Constitutions of Maine and the United States. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans |
| STRAND / DOMAIN | ME.B. | Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world. |
| CATEGORY / PERFORMANCE INDICATOR | B.2. | Rights, Duties, Responsibilities, and Citizen Participation in Government: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democracy. |
| STANDARD | B.2.a. | Identify the rights, duties, and responsibilities of citizens within the class, school, or community. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities |
| STANDARD | B.2.b. | Identify and describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans |
| STANDARD | B.2.c. | Provide examples of how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 2 - Work and Money |
| STRAND / DOMAIN | ME.B. | Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world. |
| CATEGORY / PERFORMANCE INDICATOR | B.3. | Individual, Cultural, International, and Global Connections in Civics and Government: Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world, including Maine Native Americans. |
| STANDARD | B.3.a. | Identify examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities |
| STANDARD | B.3.b. | Describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various cultures in the United States and the world. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities |
| STRAND / DOMAIN | ME.C. | Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of |

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| | | production, distribution, and consumption in the community, Maine, the United States, and world. |
| CATEGORY / PERFORMANCE INDICATOR | C.1. | Economic Knowledge, Concepts, Themes, and Patterns: Students understand personal economics and the basis of the economies of the community, Maine, the United States, and various regions of the world. |
| STANDARD | C.1.a. | Explain that economics includes the study of scarcity which leads to economic choices about what goods and services will be produced, how they will be distributed, and for whom they will be produced. <u>Virtual Field Trips</u> Grade 2 - Work and Money |
| STANDARD | C.1.b. | Explain how entrepreneurs and other producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer |
| STANDARD | C.1.c. | Describe situations in which personal choices are related to the use of financial resources and financial institutions including the use of money, consumption, savings, investment, and banking. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer |
| STRAND / DOMAIN | ME.D. | Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world. |
| CATEGORY / PERFORMANCE INDICATOR | D.1. | Geographic Knowledge, Concepts, Themes, and Patterns: Students understand the geography of the community, Maine, the United States, and various regions of the world. |
| STANDARD | D.1.a. | Explain that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life. <u>Virtual Field Trips</u> African Safari Exploring Cuba Galapagos Islands Grade 2 -Land and Water Around Us Grade 4 - Southeast Region of the U.S. The Amazon Rainforest |
| STANDARD | D.1.b. | Create visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities |
| STANDARD | D.1.c. | Identify the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools. <u>Virtual Field Trips</u> Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 |

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| STRAND / DOMAIN | ME.D. | Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world. |
| CATEGORY / PERFORMANCE INDICATOR | D.2. | Individual, Cultural, International, and Global Connections in Geography: Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities. |
| STANDARD | D.2.a. | Identify examples of how geographic features unify communities and regions as well as support diversity. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades |
| STANDARD | D.2.b. | Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - The First Americans |
| STRAND / DOMAIN | ME.E. | History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world. |
| CATEGORY / PERFORMANCE INDICATOR | E.1. | Historical Knowledge, Concepts, Themes, and Patterns: Students understand various major eras in the history of the community, Maine, and the United States. |
| STANDARD | E.1.a. | Explain that history includes the study of past human experience based on available evidence from a variety of sources. <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 |
| STANDARD | E.1.b. | Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States. <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 |
| STANDARD | E.1.c. | Trace and explain how the history of democratic principles is preserved in historic symbols, monuments and traditions important in the community, Maine, and the United States. <u>Virtual Field Trips</u> Exploring Cuba Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5 |
| STRAND / DOMAIN | ME.E. | History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world. |
| CATEGORY / PERFORMANCE INDICATOR | E.2. | Individual, Cultural, International, and Global Connections in History: Students understand historical aspects of unity and diversity in the community, Maine, and the United States, including Maine Native American communities. |
| STANDARD | E.2.a. | Describe examples in the history of the United States of diverse and shared values and traditions. |

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| | | <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures |
| STANDARD | E.2.b. | Describe various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community, Maine, and the United States. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures |

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