

Main Criteria: Mississippi Standards and Frameworks

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Mississippi Standards and Frameworks

Science

Grade: 3 - Adopted: 2010

COMPETENCY	MS.3.	Life Science: Describe the characteristics, structures, life cycles, and environments of organisms.
OBJECTIVE	3.a.	Research and explain diverse life forms (including vertebrates and invertebrates) that live in different environments and the structures that serve different functions in their survival (e.g., methods of movement, defense, camouflage). (DOK 2) <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?
OBJECTIVE	3.b.	Identify and describe the purpose of the digestive, nervous, skeletal, and muscular systems of the body. (DOK 1) <u>Virtual Field Trips</u> How Coral Reefs Are Formed
OBJECTIVE	3.c.	Investigate the relationships between the basic needs of different organisms and discern how adaptations enable an organism to survive in a particular environment. (DOK 2) <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?
OBJECTIVE	3.d.	Illustrate how the adult animal will look, when given pictures of young animals (e.g., birds, fish, cats, frogs, caterpillars, etc.) (DOK 2) <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
OBJECTIVE	3.e.	Recall that organisms can survive only when in environments (deserts, tundras, forests, grasslands, taigas, wetlands) in which their needs are met and interpret the interdependency of plants and animals within a food chain, including producer, consumer, decomposer, herbivore, carnivore, omnivore, predator, and prey. (DOK 2) <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?
COMPETENCY	MS.4.	Earth and Space Science: Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.
OBJECTIVE	4.b.	Compare and contrast changes in the Earth's surface that are due to slow processes (erosion, weathering, mountain building) and rapid processes (landslides, volcanic eruptions, earthquakes, floods, asteroid collisions). (DOK 2) <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
COMPETENCY	MS.4.	Earth and Space Science: Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.
OBJECTIVE	4.c.	Gather and display local weather information such as temperature, precipitation, clouds, etc., on graphs and use graphs of weather patterns to predict weather conditions. (DOK 3)
NUMBERED ITEMS	4.c.2.	Cloud types (cirrus, stratus, cumulus) <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
OBJECTIVE	4.d.	Identify the causes and effects of various types of air, land, and water pollution and infer ways to protect the environment. (DOK 3) <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us Who Lives On a Coral Reef?

Mississippi Standards and Frameworks

Social Studies

Grade: 3 - Adopted: 2011

COMPETENCY	MS.3.	THIRD GRADE (COMMUNITY/LOCAL GOVERNMENT)
OBJECTIVE		Global Affairs
NUMBERED ITEMS	3.2.	Understand the interdependence of people, places, and environment that make up the local community.
INDICATOR	3.2.b.	Use maps and globes to find relative and absolute locations in regard to different communities (e.g., longitude, latitude, and spatial perspective). (DOK 1) <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
COMPETENCY	MS.3.	THIRD GRADE (COMMUNITY/LOCAL GOVERNMENT)
OBJECTIVE		Civil Rights/Human Rights
NUMBERED ITEMS	3.3.	Understand the historical circumstances and conditions of civil human rights struggles in local communities.
INDICATOR	3.3.a.	Identify important beliefs commonly held by Americans about themselves and their government (e.g., following individual rights and freedoms, common good, respect for law, importance of work, education, volunteerism, conflict resolutions, etc.). (DOK 1) <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities

INDICATOR	3.3.b.	Explain why certain civic responsibilities (e.g., following civic protocol, celebrating historic figures, etc.) are important to individuals and to the community. (DOK 1) <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
INDICATOR	3.3.c.	Describe different ways people in a community can influence their local government. (e.g., voting, running for office, or participating in meetings). (DOK 1) <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
COMPETENCY	MS.3.	THIRD GRADE (COMMUNITY/LOCAL GOVERNMENT)
OBJECTIVE		Economics
NUMBERED ITEMS	3.4.	Understand basic economic concepts and their effects on our community.
INDICATOR	3.4.a.	Identify the ways in which a community depends upon other communities to provide for its wants and needs and goods and services. (DOK 2) <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
INDICATOR	3.4.b.	Define what a "tax" is and the purpose of paying taxes. (DOK 1) <u>Virtual Field Trips</u> Grade 2 - Work and Money
INDICATOR	3.4.c.	Identify resources and scarcity of resources within the community. (DOK 1) <u>Virtual Field Trips</u> Grade 2 - Work and Money
INDICATOR	3.4.d.	Describe opportunity costs of choices made in the community. (DOK 2) <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
INDICATOR	3.4.e.	Describe the division of labor within the community (e.g., interdependence of various jobs and careers). (DOK 2) <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
COMPETENCY	MS.3.	THIRD GRADE (COMMUNITY/LOCAL GOVERNMENT)
OBJECTIVE		Culture
NUMBERED ITEMS	3.5.	Understand how the diversity of people and customs affects the local community.
INDICATOR	3.5.a.	Explain how cultural artifacts represent cultures in local communities. (e.g., pictures, animals, and masks.). (DOK 1) <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
INDICATOR	3.5.b.	Compare and contrast celebrations of various groups within the local community. (DOK 2) <u>Virtual Field Trips</u> Exploring Cuba

INDICATOR	3.5.c.	<p>Research and identify historical figures of various cultures (e.g., Martin Luther King, Jr., Betsy Ross, Franklin D. Roosevelt, Rosa Parks, etc.). (DOK 2)</p> <p><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</p>
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