

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Science

Grade: 3 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.3.2.	Interdependent Relationships in Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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?
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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?
STRAND / DOMAIN / UNIFYING THEME	NY.3.3.	Inheritance and Variation of Traits: Life Cycles and Traits
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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?
STRAND / DOMAIN / UNIFYING THEME	NY.3.4.	Weather and Climate
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	3-ESS2-3.	Plan and conduct an investigation to determine the connections between weather and water processes in Earth systems. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us

**New York State Learning Standards and Core Curriculum
Social Studies**

Grade: 3 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.3P.	Grade 3: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	3P.A.	Gathering, Interpreting and Using Evidence
STANDARD / CONCEPTUAL UNDERSTANDING	3P.A.1.	Develop questions about a world community. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
STRAND / DOMAIN / UNIFYING THEME	NY.3P.	Grade 3: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	3P.B.	Chronological Reasoning and Causation
STANDARD / CONCEPTUAL UNDERSTANDING	3P.B.1.	Explain how three or more events are related to one another. <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 / CONCEPTUAL UNDERSTANDING	3P.B.3.	Identify causes and effects, using examples from his/her life or from a current event or history.

		<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 / CONCEPTUAL UNDERSTANDING	3P.B.4.	Recognize continuity and change over periods of time. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - The First Americans
STANDARD / CONCEPTUAL UNDERSTANDING	3P.B.6.	Recognize and identify patterns of continuity and change in world communities. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - The First Americans
STRAND / DOMAIN / UNIFYING THEME	NY.3P.	Grade 3: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	3P.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDING	3P.C.1.	Identify a world region by describing a characteristic that places within it have in common. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / CONCEPTUAL UNDERSTANDING	3P.C.3.	Describe a historical event in a world community. <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 / CONCEPTUAL UNDERSTANDING	3P.C.5.	Describe a historical development in a world community with specific details, including time and place. <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
STRAND / DOMAIN / UNIFYING THEME	NY.3P.	Grade 3: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	3P.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDING	3P.D.1.	Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models. Describe where places are in relation to each other and describe connections between places. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STANDARD / CONCEPTUAL UNDERSTANDING	3P.D.2.	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water— that are not directly made by humans). <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
STANDARD / CONCEPTUAL UNDERSTANDING	3P.D.3.	Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / CONCEPTUAL UNDERSTANDING	3P.D.5.	Describe how human activities alter places and regions. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND / DOMAIN / UNIFYING THEME	NY.3P.	Grade 3: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	3P.E.	Economics and Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	3P.E.1.	Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions. <u>Virtual Field Trips</u> Grade 2 - Work and Money
STANDARD / CONCEPTUAL UNDERSTANDING	3P.E.3.	Identify products found in world communities and the various ways that people in those communities pay for products. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
STANDARD / CONCEPTUAL UNDERSTANDING	3P.E.4.	Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities. <u>Virtual Field Trips</u> Exploring Cuba Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
STRAND / DOMAIN / UNIFYING THEME	NY.3P.	Grade 3: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	3P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDING	3P.F.2.	Participate in activities that focus on a classroom, school, or world community issue or problem. <u>Virtual Field Trips</u> Grade 2 - Work and Money
STANDARD / CONCEPTUAL UNDERSTANDING	3P.F.4.	Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community. <u>Virtual Field Trips</u> Grade 2 - Work and Money
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World

CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	3.1.	Geographic regions have unifying characteristics and can be studied using a variety of tools.
EXPECTATION / CONTENT SPECIFICATION	3.1a.	Earth is comprised of water and large land masses that can be divided into distinct regions.
GRADE EXPECTATION	3.1a.1.	Students will identify the continents and oceans, by using globes and maps. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	3.1.	Geographic regions have unifying characteristics and can be studied using a variety of tools.
EXPECTATION / CONTENT SPECIFICATION	3.1b.	Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.
GRADE EXPECTATION	3.1b.1.	Students will identify the differences between a globe and a map. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
GRADE EXPECTATION	3.1b.2.	Students will examine a variety of maps for at least two of the selected world communities, looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, vegetation, and resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city). <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
GRADE EXPECTATION	3.1b.3.	Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify differences for at least one of the selected world communities. <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
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	3.2.	The location of world communities can be described using geographic tools and vocabulary.
EXPECTATION / CONTENT SPECIFICATION	3.2a.	World communities can be located on globes and maps.
GRADE EXPECTATION	3.2a.1.	Students will examine where each selected world community is located.

		<u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	3.3.	Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.
EXPECTATION / CONTENT SPECIFICATION	3.3b.	People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.
GRADE EXPECTATION	3.3b.1.	Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Time, Continuity, and Change
STANDARD / CONCEPTUAL UNDERSTANDING	3.4.	Each community or culture has a unique history, including heroic figures, traditions, and holidays.
EXPECTATION / CONTENT SPECIFICATION	3.4b.	Arts, music, dance, and literature develop through a community's history.
GRADE EXPECTATION	3.4b.1.	Students will explore the arts, music, dance, and literature of each selected world community. <u>Virtual Field Trips</u> Exploring Cuba
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Development, Movement, and Interaction of Cultures
STANDARD / CONCEPTUAL UNDERSTANDING	3.5.	Communities share cultural similarities and differences across the world.
EXPECTATION / CONTENT SPECIFICATION	3.5a.	The structure and activities of families and schools share similarities and differences across world communities.
GRADE EXPECTATION	3.5a.1.	Students will compare and contrast the structure and activities of families and schools in each selected community with their own. <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Development, Movement, and Interaction of Cultures

STANDARD / CONCEPTUAL UNDERSTANDING	3.5.	Communities share cultural similarities and differences across the world.
EXPECTATION / CONTENT SPECIFICATION	3.5b.	Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.
GRADE EXPECTATION	3.5b.1.	Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices. <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
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Development, Movement, and Interaction of Cultures
STANDARD / CONCEPTUAL UNDERSTANDING	3.6.	Communities from around the world interact with other people and communities and exchange cultural ideas and practices.
EXPECTATION / CONTENT SPECIFICATION	3.6a.	Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.
GRADE EXPECTATION	3.6a.2.	Students will examine people, goods, and ideas from each selected world community that have diffused into other communities and their effects on those communities. <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - Businesses At Work
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	3.8.	The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.
EXPECTATION / CONTENT SPECIFICATION	3.8c.	When faced with prejudice and discrimination, people can take steps to support social action and change.
GRADE EXPECTATION	3.8c.1.	Students will investigate steps people can take to support social action and change. <u>Virtual Field Trips</u> Grade 2 - Work and Money
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Creation, Expansion, and Interaction of Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	3.9.	Communities meet their needs and wants in a variety of ways, forming the basis for their economy.
EXPECTATION / CONTENT SPECIFICATION	3.9a.	World communities use human and natural resources in different ways.
GRADE EXPECTATION	3.9a.1.	Students will investigate available resources for each selected world community and how these resources are used to meet basic needs and wants.

		<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.
GRADE EXPECTATION	3.9a.2.	Students will explore the concepts of surplus and scarcity in relation to resources for each selected world community. <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.
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Creation, Expansion, and Interaction of Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	3.9.	Communities meet their needs and wants in a variety of ways, forming the basis for their economy.
EXPECTATION / CONTENT SPECIFICATION	3.9b.	People in communities have various ways of meeting their basic needs and earning a living.
GRADE EXPECTATION	3.9b.1.	Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
GRADE EXPECTATION	3.9b.2.	Students will examine the various ways people earn a living and how this has changed, if at all, over time in each selected world community. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Creation, Expansion, and Interaction of Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	3.10.	Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?
EXPECTATION / CONTENT SPECIFICATION	3.10a.	Communities around the world produce goods and provide services.
GRADE EXPECTATION	3.10a.1.	Students will determine what goods are produced and services are provided in each selected world community. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
GRADE EXPECTATION	3.10a.2.	Students will examine how the goods are produced within each selected world community. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work

STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Creation, Expansion, and Interaction of Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	3.10.	Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?
EXPECTATION / CONTENT SPECIFICATION	3.10b.	World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.
GRADE EXPECTATION	3.10b.1.	Students will examine each selected world community in terms of what products and/or services it exports to other communities. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
GRADE EXPECTATION	3.10b.2.	Students will examine each selected world community in terms of what products and/or services it imports from other communities. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
GRADE EXPECTATION	3.10b.3.	Students will explore the basic economic concepts of supply and demand and how they influence prices and trade. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
GRADE EXPECTATION	3.10b.4.	Students will examine how technological developments in transportation and communication have influenced trade over time. <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - Businesses At Work