

**Main Criteria:** South Carolina Standards & Learning

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**South Carolina Standards & Learning**

**Science**

Grade: 3 - Adopted: 2014

STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4A.	Conceptual Understanding: Earth is made of materials (including rocks, minerals, soil, and water) that have distinct properties. These materials provide resources for human activities.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4A.1.	Analyze and interpret data from observations and measurements to describe and compare different Earth materials (including rocks, minerals, and soil) and classify each type of material based on its distinct physical properties.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	3.E.4A.2.	Develop and use models to describe and classify the pattern distribution of land and water features on Earth.  <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 Who Lives On a Coral Reef?
INDICATOR	3.E.4A.3.	Obtain and communicate information to exemplify how humans obtain, use, and protect renewable and nonrenewable Earth resources.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4B.	Conceptual Understanding: Earth's surface has changed over time by natural processes and by human activities. Humans can take steps to reduce the impact of these changes.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4B.1.	Develop and use models to describe the characteristics of Earth's continental landforms and classify landforms as volcanoes, mountains, valleys, canyons, plains, and islands.  <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
INDICATOR	3.E.4B.2.	Plan and conduct scientific investigations to determine how natural processes (including weathering, erosion, and gravity) shape Earth's surface.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
INDICATOR	3.E.4B.3.	Obtain and communicate information to explain how natural events (such as fires, landslides, earthquakes, volcanic eruptions, or floods) and human activities (such as farming, mining, or building) impact the environment.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR	3.E.4B.4.	Define problems caused by a natural event or human activity and design devices or solutions to reduce the impact on the environment.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STANDARD / COURSE	SC.3.L.	LIFE SCIENCE: ENVIRONMENTS AND HABITATS
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.L.5.	The student will demonstrate an understanding of how the characteristics and changes in environments and habitats affect the diversity of organisms.
PERFORMANCE DESCRIPTOR / STANDARD	3.L.5A.	Conceptual Understanding: The characteristics of an environment (including physical characteristics, temperature, availability of resources, or the kinds and numbers of organisms present) influence the diversity of organisms that live there. Organisms can survive only in environments where their basic needs are met. All organisms need energy to live and grow. This energy is obtained from food. The role an organism serves in an ecosystem can be described by the way in which it gets its energy.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.L.5A.1.	Analyze and interpret data about the characteristics of environments (including salt and fresh water, deserts, grasslands, forests, rain forests, and polar lands) to describe how the environment supports a variety of organisms.  <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?
INDICATOR	3.L.5A.2.	Develop and use a food chain model to classify organisms as producers, consumers, and decomposers and to describe how

		organisms obtain energy. <u>Virtual Field Trips</u> The Amazon Rainforest
<b>STANDARD / COURSE</b>	<b>SC.3.L.</b>	<b>LIFE SCIENCE: ENVIRONMENTS AND HABITATS</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>	<b>3.L.5.</b>	The student will demonstrate an understanding of how the characteristics and changes in environments and habitats affect the diversity of organisms.
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>3.L.5B.</b>	Conceptual Understanding: When the environment or habitat changes, some plants and animals survive and reproduce, some move to new locations, and some die. Fossils can be used to infer characteristics of environments from long ago.
<b>GRADE LEVEL EXAMPLE / STAGE</b>		Students who demonstrate this understanding can:
<b>INDICATOR</b>	<b>3.L.5B.1.</b>	Obtain and communicate information to explain how changes in habitats (such as those that occur naturally or those caused by organisms) can be beneficial or harmful to the organisms that live there.  <u>Virtual Field Trips</u> African Safari 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?
<b>INDICATOR</b>	<b>3.L.5B.2.</b>	Develop and use models to explain how changes in a habitat cause plants and animals to respond in different ways (such as hibernating, migrating, responding to light, death, or extinction).  <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?

**South Carolina Standards & Learning  
Social Studies**

Grade: 3 - Adopted: 2011

<b>STANDARD / COURSE</b>	<b>SC.3.</b>	<b>South Carolina Studies</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>	<b>3-3:</b>	The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>		People establish governments to provide stability and ensure the protection of their rights as citizens. To understand the causes and results of the American Revolution on South Carolina, the student will utilize the knowledge and skills set forth in the following indicators:
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>3-3.1.</b>	Summarize the causes of the American Revolution, including Britain's passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence.  <u>Virtual Field Trips</u>

		Grade 2 - Early Americans Grade 3 - The First Americans
GRADE LEVEL EXAMPLE / STAGE	3-3.5.	Outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and supreme court), and the basic powers of each branch.  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STANDARD / COURSE	SC.3.	South Carolina Studies
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3-4:	The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina.
PERFORMANCE DESCRIPTOR / STANDARD		South Carolina played a key role in events that occurred before, during, and after the Civil War; and those events, in turn, greatly affected the state. To understand South Carolina's experiences during this tumultuous time, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	3-4.2.	Summarize the development of slavery in antebellum South Carolina, including the invention of the cotton gin and the subsequent expansion of and economic dependence on slavery.  <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXAMPLE / STAGE	3-4.6.	Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms.  <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STANDARD / COURSE	SC.3-SSLS.	Social Studies Literacy Skills for the Twenty-First Century
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3-SSLS.1.	Literacy Skills for Social Studies
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.1.2.	Recognize maps, mental maps, and geographic models as representations of spatial relationships.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.1.3.	Find and describe the location and condition of places.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.1.4.	Understand that people make choices based on the scarcity of resources.  <u>Virtual Field Trips</u> Grade 2 - Work and Money
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.1.7.	Identify cause-and-effect relationships.  <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
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.1.8.	Distinguish between wants and needs and between consumers and producers.

		<u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.1.9.	Distinguish between past, present, and future time.  <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
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.1.14.	Identify his or her place in the family, school, and community.  <u>Virtual Field Trips</u> Grade 2 - Living Together
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.1.15.	Practice responsible citizenship within his or her school, community, and state.  <u>Virtual Field Trips</u> Grade 2 - Work and Money
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.1.16.	Identify political, social, and economic institutions that affect the student, the school, and the community.  <u>Virtual Field Trips</u> Grade 2 - Living Together
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.1.17.	Explain the use of barter and money in exchange for goods and services.  <u>Virtual Field Trips</u> Grade 2 - Work and Money
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.1.18.	Distinguish between the public and private sectors of the economy.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.1.19.	Explain the importance of the connection between education and success in life.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.1.20.	Explain the importance of jobs in the fulfillment of personal and social goals.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
STANDARD / COURSE	SC.3-SSLS.	Social Studies Literacy Skills for the Twenty-First Century
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3-SSLS.3.	Literacy in History/Social Studies, Science, and Other Technical Subjects
PERFORMANCE DESCRIPTOR / STANDARD	3-SSLS.3.2.	Use visual elements as aids to understand where, when, why, and how.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us