

Main Criteria: California Content Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies **Grade:** 3
Correlation Options: Show Correlated

California Content Standards
Science
 Grade: 3 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.3-LS.	LIFE SCIENCE
PERFORMANCE STANDARD / MODE	3-LS1.	From Molecules to Organisms: Structures and Processes
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 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.

Virtual Field Trips
[Galapagos Islands](#)
[Grade 4 - West Region Geography](#)
[How Coral Reefs Are Formed](#)

CONTENT STANDARD / DOMAIN / PART	CA.3-LS.	LIFE SCIENCE
PERFORMANCE STANDARD / MODE	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 3-LS2-1. Construct an argument that some animals form groups that help members survive.

Virtual Field Trips
[African Safari](#)
[Amazon Rainforest - Grades 2-5](#)
[How Coral Reefs Are Formed](#)
[The Sahara Desert](#)
[Who Lives On a Coral Reef?](#)

CONTENT STANDARD / DOMAIN / PART	CA.3-LS.	LIFE SCIENCE
PERFORMANCE STANDARD / MODE	3-LS4.	Biological Evolution: Unity and Diversity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	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. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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FOUNDATION / PROFICIENCY LEVEL	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. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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FOUNDATION / PROFICIENCY LEVEL	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. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Today Who Lives On a Coral Reef?
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CONTENT STANDARD / DOMAIN / PART	CA.3- ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	3-ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	3-ESS2- 1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Virtual Field Trips African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography
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FOUNDATION / PROFICIENCY LEVEL	3-ESS2- 2.	Obtain and combine information to describe climates in different regions of the world. <u>Virtual Field Trips</u> Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert
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CONTENT STANDARD / DOMAIN / PART	CA.3- ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	3-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	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
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California Content Standards
Social Studies
Grade: 3 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.3.	Continuity and Change
PERFORMANCE STANDARD / MODE	3.1.	Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

EXPECTATION / SUBSTRAND	3.1.1.	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today
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EXPECTATION / SUBSTRAND	3.1.2.	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline). <u>Virtual Field Trips</u> Amazon Rainforest - Grades 2-5
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CONTENT STANDARD / DOMAIN / PART	CA.3.	Continuity and Change
PERFORMANCE STANDARD / MODE	3.2.	Students describe the American Indian nations in their local region long ago and in the recent past.

EXPECTATION / SUBSTRAND	3.2.1.	Describe national identities, religious beliefs, customs, and various folklore traditions. Virtual Field Trips Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	3.2.2.	Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools). Virtual Field Trips Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	3.2.3.	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. Virtual Field Trips Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	3.2.4.	Discuss the interaction of new settlers with the already established Indians of the region. Virtual Field Trips Grade 4 - West Region Early Beginnings
CONTENT STANDARD / DOMAIN / PART	CA.3.	Continuity and Change
PERFORMANCE STANDARD / MODE	3.3.	Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
EXPECTATION / SUBSTRAND	3.3.1.	Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. Virtual Field Trips Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography
CONTENT STANDARD / DOMAIN / PART	CA.3.	Continuity and Change
PERFORMANCE STANDARD / MODE	3.4.	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
EXPECTATION / SUBSTRAND	3.4.1.	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. Virtual Field Trips Grade 2 - Living Together Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans

EXPECTATION / SUBSTRAND	3.4.2.	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. Virtual Field Trips Grade 2 - Our Government At Work Grade 2 - Work and Money
EXPECTATION / SUBSTRAND	3.4.3.	Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol). Virtual Field Trips Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast Washington, DC - Grades K - 5
EXPECTATION / SUBSTRAND	3.4.4.	Understand the three branches of government, with an emphasis on local government. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
EXPECTATION / SUBSTRAND	3.4.5.	Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government. Virtual Field Trips Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	3.4.6.	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.). Virtual Field Trips Grade 2 - Early Americans Grade 2 - Our Government At Work
CONTENT STANDARD / DOMAIN / PART	CA.3.	Continuity and Change
PERFORMANCE STANDARD / MODE	3.5.	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
EXPECTATION / SUBSTRAND	3.5.1.	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. Virtual Field Trips Grade 3 - Businesses At Work Grade 4 - Northeast Grade 4 - West Region Geography
EXPECTATION / SUBSTRAND	3.5.2.	Understand that some goods are made locally, some elsewhere in the United States, and some abroad. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer

EXPECTATION / SUBSTRAND	3.5.4.	Discuss the relationship of students' 'work' in school and their personal human capital. Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONTENT STANDARD / DOMAIN / PART	C.A.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	K-5.CST.2.	Students correctly apply terms related to time, including past, present, future, decade, century, and generation. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
EXPECTATION / SUBSTRAND	K-5.CST.3.	Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
EXPECTATION / SUBSTRAND	K-5.CST.4.	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
EXPECTATION / SUBSTRAND	K-5.CST.5.	Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.REPV.	Research, Evidence, and Point of View

EXPECTATION / SUBSTRAND K-5.REPV.2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Virtual Field Trips

Grade 2 - Land and Water Around Us
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Today
Rome - The Eternal City

CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.HI.	Historical Interpretation

EXPECTATION / SUBSTRAND K-5.HI.1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.

Virtual Field Trips

Grade 2 - Early Americans
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Today
Rome - The Eternal City
Washington, DC - Grades K - 5

EXPECTATION / SUBSTRAND	K-5.HI.2.	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
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Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Exploring Cuba

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

Grade 4 - West Region Today

Paris - City of Light - Grades K - 5

The Sahara Desert

Washington, DC - Grades K - 5

EXPECTATION / SUBSTRAND	K-5.HI.3.	Students identify and interpret the multiple causes and effects of historical events.
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Virtual Field Trips

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

EXPECTATION / SUBSTRAND	K-5.HI.4.	Students conduct cost-benefit analyses of historical and current events.
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Virtual Field Trips

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City