

Main Criteria: Massachusetts Curriculum Frameworks

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Science

Grade: 3 - Adopted: 2016

FOCUS / COURSE	MA.3-ESS.	Grade 3: Earth and Space Sciences
STRAND	ESS2.	Earth's Systems

STANDARD / CONCEPT / SKILL	3-ESS2-1.	Use graphs and tables of local weather data to describe and predict typical weather during a particular season in an area.
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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

STANDARD / CONCEPT / SKILL	3-ESS2-2.	Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region.
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Virtual Field Trips

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

FOCUS / COURSE	MA.3-ESS.	Grade 3: Earth and Space Sciences
STRAND	ESS3.	Earth and Human Activity

STANDARD / CONCEPT / SKILL	3-ESS3-1.	Evaluate the merit of a design solution that reduces the damage caused by weather.
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Virtual Field Trips

Grade 3 - Geography of Our Communities

FOCUS / COURSE	MA.3-LS.	Grade 3: Life Science
STRAND	LS1.	From Molecules to Organisms: Structures and Processes

STANDARD / CONCEPT / SKILL	3-LS1-1.	Use simple graphical representations to show that different types of organisms have unique and diverse life cycles. Describe that all organisms have birth, growth, reproduction, and death in common but there are a variety of ways in which these happen.
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Virtual Field Trips

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

FOCUS / COURSE	MA.3-LS.	Grade 3: Life Science
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STRAND	LS4.	Biological Evolution: Unity and Diversity
STANDARD / CONCEPT / SKILL	3-LS4-2.	Use evidence to construct an explanation for how the variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction. 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?
STANDARD / CONCEPT / SKILL	3-LS4-3.	Construct an argument with evidence that in a particular environment some organisms can survive well, some survive less well, and some cannot survive. 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?
STANDARD / CONCEPT / SKILL	3-LS4-4.	Analyze and interpret given data about changes in a habitat and describe how the changes may affect the ability of organisms that live in that habitat to survive and reproduce. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us How Coral Reefs Are Formed Who Lives On a Coral Reef?

Massachusetts Curriculum Frameworks

Social Studies

Grade: 3 - Adopted: 2018

FOCUS / COURSE		Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12
STRAND	1	Demonstrate civic knowledge, skills, and dispositions.

STANDARD / CONCEPT / SKILL	Civic knowledge includes the core knowledge in the Content Standards relating to civics and government, economics, geography, and history.
	Virtual Field Trips African Safari Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities 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 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today How Coral Reefs Are Formed Paris - City of Light - Grades K - 5 Rome - The Eternal City The Sahara Desert Who Lives On a Coral Reef?
STANDARD / CONCEPT / SKILL	Civic participatory skills encompass knowing how to make and support arguments, use the political process to communicate with elected officials and representatives of government, and plan strategically for civic change.
	Virtual Field Trips Grade 2 - Our Government At Work
STANDARD / CONCEPT / SKILL	Civic dispositions encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others.
	Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities

STRAND	7	Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science.
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Virtual Field Trips

African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Exploring Cuba
 Galapagos Islands
 Grade 2 - Early Americans
 Grade 2 - Land and Water Around Us
 Grade 2 - Living Together
 Grade 2 - Our Government At Work
 Grade 2 - Work and Money
 Grade 3 - A Country of Cultures
 Grade 3 - Businesses At Work
 Grade 3 - Geography of Our Communities
 Grade 3 - How Government Helps Our Communities
 Grade 3 - How The Country Was Settled
 Grade 3 - I Am a Consumer
 Grade 3 - The First Americans
 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 Early Beginnings
 Grade 4 - West Region Geography
 Grade 4 - West Region Landforms
 Grade 4 - West Region Today
 How Coral Reefs Are Formed
 Jerusalem - Then and Now (Younger Grades)
 Paris - City of Light - Grades K - 5
 Rome - The Eternal City
 The Sahara Desert
 Washington, DC - Grades K - 5
 Who Lives On a Coral Reef?

FOCUS / COURSE		Grade 3 Content Standards: Massachusetts, Home to Many Different People
STRAND	Topic 1.	Massachusetts cities and towns today and in history – Supporting Question: How can people get involved in government?
STANDARD / CONCEPT / SKILL	3	Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities:

INDICATOR	b.	city and town governments provide a way for people to participate in making decisions about providing services, spending funds, protecting rights, and providing community safety
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Virtual Field Trips

Grade 3 - How Government Helps Our Communities

INDICATOR	c.	Massachusetts communities have either a city or a town form of government (e.g., cities are governed by elected mayors and city council members; towns are governed by an elected group of people, in many towns called a “select board,” appointed town manager, and elected town meeting members or an open town meeting in which all citizens can participate; public schools are governed by elected or appointed school committees or boards of trustees) <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
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INDICATOR	e.	people can volunteer (give their time and knowledge) to the community and neighborhood by activities such as monitoring river water quality; growing and distributing produce from a school or community garden; running errands or shoveling snow for neighbors; welcoming newcomers and helping them learn English, helping new neighbors register to vote <u>Virtual Field Trips</u> Grade 2 - Work and Money
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FOCUS / COURSE		Grade 3 Content Standards: Massachusetts, Home to Many Different People
STRAND	Topic 2.	The geography and Native Peoples of Massachusetts – Supporting Question: How did Native Peoples live in New England before Europeans arrived?

STANDARD / CONCEPT / SKILL	1	On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features (e.g., rivers, lakes, ocean shoreline, capes and bays, and mountain ranges). <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Northeast
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STANDARD / CONCEPT / SKILL	2	On a political map of the current United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine). <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Northeast
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FOCUS / COURSE		Grade 3 Content Standards: Massachusetts, Home to Many Different People
STRAND	Topic 2.	The geography and Native Peoples of Massachusetts – Supporting Question: How did Native Peoples live in New England before Europeans arrived?
STANDARD / CONCEPT / SKILL	3	Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region:

INDICATOR	a.	the names of at least three native groups (e.g., Abenaki/Wabanaki, Massachusett, Mohican/Stockbridge, Narragansett, Nipmuc, Wampanoag) <u>Virtual Field Trips</u> Grade 2 - Early Americans
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FOCUS / COURSE		Grade 3 Content Standards: Massachusetts, Home to Many Different People
STRAND	Topic 4.	The Pilgrims, the Plymouth Colony, and Native Communities – Supporting Question: What were the challenges for women and men in the early years in Plymouth?

STANDARD / CONCEPT / SKILL	1	Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people:
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INDICATOR a. the purpose of the Mayflower Compact and the principle of self-government

Virtual Field Trips

Grade 2 - Early Americans

Grade 4 - Northeast

INDICATOR c. contacts with the native leaders Samoset and Massasoit, events leading to a celebration to give thanks for the harvest, and subsequent relationships between Europeans and Native Peoples in southeastern Massachusetts

Virtual Field Trips

Grade 2 - Early Americans

Grade 4 - Northeast

FOCUS / COURSE		Grade 3 Content Standards: Massachusetts, Home to Many Different People
STRAND	Topic 5.	The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans – Supporting Question: How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts?

STANDARD /
CONCEPT /
SKILL 4 Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population.

Virtual Field Trips

Grade 4 - Southeast Region of the U.S.

FOCUS / COURSE		Grade 3 Content Standards: Massachusetts, Home to Many Different People
STRAND	Topic 5.	The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans – Supporting Question: How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts?
STANDARD / CONCEPT / SKILL	5	Explain the importance of maritime commerce and the practice of bartering – exchanging goods or services without payment in money – in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials:

INDICATOR a. the fishing and shipbuilding industries

Virtual Field Trips

Grade 2 - Early Americans

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

FOCUS / COURSE		Grade 3 Content Standards: Massachusetts, Home to Many Different People
STRAND	Topic 6.	Massachusetts in the 18th century through the American Revolution – Supporting Questions: Why is Massachusetts important to the nation's history? How did different views about the fairness of taxes and government lead to the American Revolution?
STANDARD / CONCEPT / SKILL	2	Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period:

INDICATOR	b.	the Boston Tea Party (1773), a political protest against taxes on tea by patriots who called themselves the Sons of Liberty, dressed as Native Peoples
		Virtual Field Trips Grade 3 - The First Americans

INDICATOR	e.	the beginning of the Revolution at Lexington and Concord, Massachusetts (April, 1775) and the Battle of Bunker Hill in Charlestown, Massachusetts (June, 1775) and the roles of Revolutionary leaders such as Paul Revere, John Hancock, John and Abigail Adams, Samuel Adams, and Peter Salem
		Virtual Field Trips Grade 2 - Early Americans

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STRAND	Topic 6.	Massachusetts in the 18th century through the American Revolution – Supporting Questions: Why is Massachusetts important to the nation's history? How did different views about the fairness of taxes and government lead to the American Revolution?

STANDARD / CONCEPT / SKILL	3	Analyze how the colonists' sense of justice denied led to declaring independence, and what the words of the Declaration of Independence say about what its writers believed.
		Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast

STANDARD / CONCEPT / SKILL	4	Explain how, after the Revolution, the leaders of the new United States had to write a plan for how to govern the nation, and that this plan is called the Constitution. Explain that the rights of citizens are spelled out in the Constitution's first ten Amendments, known as the Bill of Rights; explain that full citizenship rights were restricted to white male property owners over the age of 21 in the new Republic.
		Virtual Field Trips Grade 3 - How Government Helps Our Communities

FOCUS / COURSE		History and Social Science and the Standards for Literacy
STRAND		Grade 3 Standards for Reading Informational Text [RI]
STANDARD / CONCEPT / SKILL		Key Ideas and Details

INDICATOR	3	Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.
		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

FOCUS / COURSE		History and Social Science and the Standards for Literacy
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STRAND		Grade 3 Standards for Reading Informational Text [RI]
STANDARD / CONCEPT / SKILL		Craft and Structure

INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases relevant to a grade 3 topic or subject area.

Virtual Field Trips

Grade 4 - Northeast

The Sahara Desert

FOCUS / COURSE		History and Social Science and the Standards for Literacy
STRAND		Grade 3 Standards for Reading Informational Text [RI]
STANDARD / CONCEPT / SKILL		Integration of Knowledge and Ideas

INDICATOR 7 Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

FOCUS / COURSE		History and Social Science and the Standards for Literacy
STRAND		Grade 3 Speaking and Listening Standards [SL]
STANDARD / CONCEPT / SKILL		Comprehension and Collaboration

INDICATOR 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Galapagos Islands Grade 2 - Early Americans Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - A Country of Cultures Grade 3 - Businesses At Work Grade 3 - Geography of Our Communities Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled Grade 3 - I Am a Consumer Grade 3 - The First Americans 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 Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today How Coral Reefs Are Formed Jerusalem - Then and Now (Younger Grades) Paris - City of Light - Grades K - 5 Rome - The Eternal City The Sahara Desert Washington, DC - Grades K - 5 Who Lives On a Coral Reef?
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FOCUS / COURSE		History and Social Science and the Standards for Literacy
STRAND		Grade 3 Speaking and Listening Standards [SL]
STANDARD / CONCEPT / SKILL		Comprehension and Collaboration

INDICATOR	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Exploring Cuba

Galapagos Islands

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Grade 4 - West Region Landforms

Grade 4 - West Region Today

How Coral Reefs Are Formed

Jerusalem - Then and Now (Younger Grades)

Paris - City of Light - Grades K - 5

Rome - The Eternal City

The Sahara Desert

Washington, DC - Grades K - 5

Who Lives On a Coral Reef?

Virtual Field Trips

African Safari

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