

Main Criteria: Minnesota Academic Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 3
Correlation Options: Show Correlated

Minnesota Academic Standards
Science
 Grade: 3 - Adopted: 2019

CONTENT STANDARD / DOMAIN	1	Exploring phenomena or engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.2.	Planning and carrying out investigations
INDICATORS OF PROGRESS / STRAND	1.2.1.	Students will be able to design and conduct investigations in the classroom, laboratory, and/or field to test students' ideas and questions, and will organize and collect data to provide evidence to support claims the students make about phenomena.
INDICATORS OF PROGRESS		Life Science

INDICATOR 3L.1.2.1.2 Plan and conduct an investigation to - determine how amounts of sunlight and water impact the growth of a plant. (P: 3, CC:2, CI: LS2)

Virtual Field Trips

Grade 2 - Land and Water Around Us

CONTENT STANDARD / DOMAIN	2	Looking at data and empirical evidence to understand phenomena or solve problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.2.	Using mathematics and computational thinking
INDICATORS OF PROGRESS / STRAND	2.2.1.	Students will be able to use mathematics to represent physical variables and their relationships; compare mathematical expressions to the real world; and engage in computational thinking as they use or develop algorithms to describe the natural or designed worlds.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR 3E.2.2.1.1 Organize and electronically present collected data to identify and describe patterns in the amount of daylight in different times of the year. (P: 5, CC: 1, CI: ESS1)

Virtual Field Trips

Grade 2 - Land and Water Around Us

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Developing and using models
INDICATORS OF PROGRESS / STRAND	3.1.1.	Students will be able to develop, revise, and use models to represent the students' understanding of phenomena or systems as they develop questions, predictions and/or explanations, and communicate ideas to others.

INDICATORS OF PROGRESS		Life Science
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INDICATOR 3L.3.1.1.2 Develop multiple models to describe how organisms have unique and diverse life cycles but all have birth, growth, reproduction, and death in common. (P: 2, CC: 4, CI: LS1)

Virtual Field Trips

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.2.	Constructing explanations and designing solutions
INDICATORS OF PROGRESS / STRAND	3.2.1.	Students will be able to apply scientific principles and empirical evidence (primary or secondary) to explain the causes of phenomena or identify weaknesses in explanations developed by the students or others.

INDICATORS OF PROGRESS		Life Science
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INDICATOR 3L.3.2.1.1 Construct an explanation using evidence from various sources for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. (P: 6, CC: 2, CI: LS4)

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?

CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.1.	Engaging in argument from evidence
INDICATORS OF PROGRESS / STRAND	4.1.1.	Students will be able to engage in argument from evidence for the explanations the students construct, defend and revise their interpretations when presented with new evidence, critically evaluate the scientific arguments of others, and present counterarguments.

INDICATORS OF PROGRESS		Life Science
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INDICATOR 3L.4.1.1.1 Construct an argument about strategies animals use to survive. (P: 7, CC: 2, CI: LS2)

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	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.2.	Obtaining, evaluating and communicating information
INDICATORS OF PROGRESS / STRAND	4.2.1.	Students will be able to read and interpret multiple sources to obtain information, evaluate the merit and validity of claims and design solutions, and communicate information, ideas, and evidence in a variety of formats.
INDICATORS OF PROGRESS		Life Science

INDICATOR 3L.4.2.1.1 Obtain information from various types of media to support an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (P: 8, CC: 4, CI: LS1)

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Galapagos Islands

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?

Minnesota Academic Standards

Social Studies

Grade: 3 - Adopted: 2012

CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	3.1.1.	Civic Skills
INDICATORS OF PROGRESS	3.1.1.1.	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.

INDICATOR 3.1.1.1.1 Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need.

Virtual Field Trips

Grade 2 - Work and Money

CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Citizenship and Government

INDICATORS OF PROGRESS / STRAND	3.1.2.	Civic Values and Principles of Democracy
INDICATORS OF PROGRESS	3.1.2.3.	The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.

INDICATOR 3.1.2.3.1. Explain the importance of civic discourse (including speaking, listening, voting and respecting diverse viewpoints) and the principles of majority rule and minority rights.

Virtual Field Trips

Grade 2 - Our Government At Work

CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	3.1.4.	Governmental Institutions and Political Processes
INDICATORS OF PROGRESS	3.1.4.7.	The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.

INDICATOR 3.1.4.7.2. Identify the three branches of government (executive, legislative, and judicial) and their primary functions.

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.2.	Economics
INDICATORS OF PROGRESS / STRAND	3.2.2.	Personal Finance
INDICATORS OF PROGRESS	3.2.2.2.	Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.

INDICATOR 3.2.2.2.1. Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
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PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.2.	Economics
INDICATORS OF PROGRESS / STRAND	3.2.3.	Fundamental Concepts
INDICATORS OF PROGRESS	3.2.3.5.	Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.
INDICATOR	3.2.3.5.1.	Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
INDICATOR	3.2.3.5.2.	Explain that consumers have two roles—as sellers of resources and buyers of goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.3.	Geography
INDICATORS OF PROGRESS / STRAND	3.3.1.	Geospatial Skills
INDICATORS OF PROGRESS	3.3.1.1.	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
INDICATOR	3.3.1.1.1.	Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one's community, the state of Minnesota, the United States or the world. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
INDICATOR	3.3.1.1.2.	Create and interpret simple maps of places around the world, local to global; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Northeast The Sahara Desert
CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies

PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.3.	Geography
INDICATORS OF PROGRESS / STRAND	3.3.3.	Human Systems
INDICATORS OF PROGRESS	3.3.3.6.	Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.

INDICATOR	3.3.3.6.1.	Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world. 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 Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert
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CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.3.	Geography
INDICATORS OF PROGRESS / STRAND	3.3.3.	Human Systems
INDICATORS OF PROGRESS	3.3.3.8.	Processes of cooperation and conflict among people influence the division and control of the earth's surface.

INDICATOR	3.3.3.8.1.	Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5
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CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.4.	History
INDICATORS OF PROGRESS / STRAND	3.4.1.	Historical Thinking Skills

INDICATORS OF PROGRESS	3.4.1.2.	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.
INDICATOR	3.4.1.2.1.	Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.
		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

INDICATOR	3.4.1.2.3.	Compare and contrast various ways that different cultures have expressed concepts of time and space.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings

CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.4.	History
INDICATORS OF PROGRESS / STRAND	3.4.2.	Peoples, Cultures and Change Over Time
INDICATORS OF PROGRESS	3.4.2.5.	History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.

INDICATOR	3.4.2.5.1.	Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.
		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