

Main Criteria: South Dakota Content Standards
Secondary Criteria: Virtual Field Trips Subject
s: Science, Social Studies
Grade: 3
Correlation Options: Show Correlated

South Dakota Content Standards
Science
Grade: 3 - Adopted: 2015

GOAL/STRAND	SD.3.LSS	Third Grade Life Science Standards
INDICATOR/BE NCHMARK	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. (SEP: 1 ; DCI: LS1.B; CCC: Patterns) Virtual Field Trips Galapagos Islands Grade 4 - West Region Geography How Coral Reefs Are Formed
INDICATOR/BE NCHMARK	3-LS2-1.	Construct an argument that some animals form groups that help members survive. (SEP: 7; DCI: LS2.D; CCC: Cause/Effect) Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
INDICATOR/BE NCHMARK	3-LS4-2.	Use evidence and reasoning 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. (SEP: 6; DCI: LS4.B; CCC: Cause/Effect) 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?
INDICATOR/BE NCHMARK	3-LS4-3.	Construct an argument with evidence how some organisms thrive, some struggle to survive, and some cannot survive in a particular habitat. (SEP: 7; DCI: LS4.C; CCC: Cause/Effect) 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 The Sahara Desert

INDICATOR/BE NCHMARK	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. (SEP: 7; DCI: LS2.C, LS4.D; CCC: Systems, Technology)
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?		

GOAL/STRAND	SD.3.ESS	Third Grade Earth and Space Science Standards
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INDICATOR/BE NCHMARK	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (SEP: 4; DCI: ESS2.D; CCC: Patterns)
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		

INDICATOR/BE NCHMARK	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world. (SEP: 8; DCI: ESS2.D ; CCC: Patterns)
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		

INDICATOR/BE NCHMARK	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. (SEP: 7; DCI: ESS3.B ; CCC: Cause/Effect, Technology)
Virtual Field Trips Grade 3 - Geography of Our Communities		

South Dakota Content Standards

Social Studies

Grade: 3 - Adopted: 2023

GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763
INDICATOR/BE NCHMARK		WORLD HISTORY: To 60 B.C.E.
STANDARD	3.SS.1.	Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.

SUPPORTING SKILLS	B.	As preparation for study of the American Revolution, but not limited to that study, the student can demonstrate how taxes work using counters, drawings, or mathematics. E
Virtual Field Trips Grade 2 - Work and Money		

GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763
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INDICATOR/BENCHMARK		WORLD HISTORY: To 60 B.C.E.
STANDARD	3.SS.2.	The student demonstrates knowledge of American and South Dakota geography.
SUPPORTING SKILLS	A.	The student locates on a map and describes the features of America's physical geography, including: G: ocean coastlines; Gulf of Mexico; Hudson River; Appalachian Mountains; Ohio River; Great Lakes; Niagara Falls; Mississippi River; local geography Virtual Field Trips 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 Washington, DC - Grades K - 5
SUPPORTING SKILLS	B.	The student locates on a map all fifty states in America. G Virtual Field Trips Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings
SUPPORTING SKILLS	C.	The student locates on a map the major regions of the United States, including: G: New England; The East Coast; The Great Lakes; The Great Plains; The Mid-Atlantic; The Midwest; The Pacific Northwest; The South; The Southwest; The West Coast; Alaska; Hawaii Virtual Field Trips 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 Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5
SUPPORTING SKILLS	D.	The student locates New York City and Philadelphia on a map and spells their names correctly. G Virtual Field Trips Grade 4 - Northeast
SUPPORTING SKILLS	E.	The student locates Washington, D.C. on a map and identifies it as our nation's capital. G Virtual Field Trips Washington, DC - Grades K - 5
GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763

INDICATOR/BE NCHMARK		WORLD HISTORY: To 60 B.C.E.
STANDARD	3.SS.3.	The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.

SUPPORTING SKILLS D. The student explains the major historical events, cultural features, and stories of the ancient Hebrews. H

Virtual Field Trips
Jerusalem - Then and Now (Younger Grades)

GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763
INDICATOR/BE NCHMARK		WORLD HISTORY: To 60 B.C.E.
STANDARD	3.SS.4.	The student demonstrates knowledge of Ancient Greece and the Roman Republic.

SUPPORTING SKILLS F. The student explains the stories and events surrounding the founding of Rome and the Roman Republic. H

Virtual Field Trips
Rome - The Eternal City

SUPPORTING SKILLS G. The student explains the major cultural features and contributions of Rome, including in architecture, engineering, sculpture, the Latin language, and republican institutions and practices. HC

Virtual Field Trips
Rome - The Eternal City

GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763
INDICATOR/BE NCHMARK		AMERICAN HISTORY: 1492-1763
STANDARD	3.SS.5.	The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.

SUPPORTING SKILLS B. The student describes the similarities and differences in lifestyle, traditional warfare, and culture between two historical or present Native American tribes, one of which is from South Dakota, such as the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7), Mandan, Sahnish (Arikara), Cheyenne, Crow, Otoe, and Hidatsa. H

Virtual Field Trips
Grade 3 - The First Americans

SUPPORTING SKILLS D. The student locates Jamestown, Plymouth, and Boston on a map. G

Virtual Field Trips
Grade 3 - The First Americans

SUPPORTING SKILLS E. The student explains the various European motivations for exploration. H

Virtual Field Trips
Grade 3 - The First Americans
Grade 4 - West Region Early Beginnings

SUPPORTING SKILLS G. The student tells the biography of Christopher Columbus, including: H: his theories about a faster western route to Asia; his four voyages; his death in poverty and humiliation

Virtual Field Trips
Grade 3 - The First Americans
Grade 4 - West Region Early Beginnings

GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1492-1763
STANDARD	3.SS.6.	The student demonstrates knowledge of European exploration and settlement of what would become the United States.

SUPPORTING SKILLS D. The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes. H

Virtual Field Trips

Grade 3 - The First Americans

SUPPORTING SKILLS E. The student tells the story of the founding of Jamestown, including: H: the stories of John Smith, Matoaka (Pocahontas), and John Rolfe; the Starving Time; the cultivation of tobacco; the arrival of Africans from a Dutch slave ship captured by the English

Virtual Field Trips

Grade 3 - The First Americans

SUPPORTING SKILLS F. The student tells the story of the founding of Plymouth and Massachusetts Bay, including: HC: the stories of William Bradford and John Winthrop; the backgrounds and motivations of the Mayflower passengers; the Mayflower Compact; the assistance of the Wampanoag; the first Thanksgiving; the meaning of John Winthrop's "city upon a hill"

Virtual Field Trips

Grade 2 - Early Americans

Grade 3 - The First Americans

Grade 4 - Northeast

SUPPORTING SKILLS G. The student tells of the founding of the following colonies: Connecticut, Rhode Island, New York, Maryland, Pennsylvania, and Georgia. H

Virtual Field Trips

Grade 4 - Northeast

GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1492-1763
STANDARD	3.SS.7.	The student demonstrates knowledge of colonial America.

SUPPORTING SKILLS C. The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies. E

Virtual Field Trips

Grade 2 - Early Americans

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

SUPPORTING SKILLS D. The student explains the status and effects of each of the following in colonial society, and the extents to which these were the rare in history: private property, education, local self-government, and religious freedom. HCE

Virtual Field Trips

Grade 2 - Early Americans

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

SUPPORTING SKILLS	E.	The student explains how the “American” colonist was generally defined by certain traits, including being hard-working, determined, religious, skeptical of authority, and self-governing. HCE Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans
SUPPORTING SKILLS	F.	The student explains how England's relationship toward the colonists amounted to a “salutary neglect” and the ways this relationship benefitted the colonists. HC Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast