

Main Criteria: Washington DC Academic Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Washington DC Academic Standards

Science

Grade: 3 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.3-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	3-LS1.	From Molecules to Organisms: Structures and Processes
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION 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 / STRAND / DISCIPLINE	DC.3-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION 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 / STRAND / DISCIPLINE	DC.3-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	3-LS4.	Biological Evolution: Unity and Diversity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	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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EXPECTATION	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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EXPECTATION	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 / STRAND / DISCIPLINE	DC.3-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	3-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	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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EXPECTATION	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 / STRAND / DISCIPLINE	DC.3-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	3-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	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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Washington DC Academic Standards
Social Studies
Grade: 3 - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	1	Changing Geography of Washington, DC

STUDENT EXPECTATION / ESSENTIAL SKILL	3.1.	Analyze maps, demographic data and images of Washington, DC to answer a specific question about how the Washington region has changed over time. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
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STUDENT EXPECTATION / ESSENTIAL SKILL	3.2.	Use cardinal directions, map scales, legends and titles to locate Washington, DC on a map, and identify significant physical features and natural characteristics of the Washington metropolitan area. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
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STUDENT EXPECTATION / ESSENTIAL SKILL	3.3.	Analyze maps and images of the Washington, DC region from different historical eras to develop claims about how the physical landscape has changed over time. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
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STUDENT EXPECTATION / ESSENTIAL SKILL	3.4.	Describe how different groups have interacted with the environment over time, and compare the ways in which Washingtonians interact with their environment with the ways that individuals in at least two global communities interact with their environment. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.5.	Compare the physical, economic and demographic features of the District of Columbia to America's 50 states and territories, including size and population. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.7.	Analyze how populations in Washington, DC have changed over time, including population increases, immigration and examples of racial and ethnic integration, segregation, and displacement (e.g., in Southwest DC). Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.8.	Analyze photographs, maps and demographic information from one neighborhood in Washington, DC between the 17th century and the modern era to make a claim about how the community has changed over time. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.9.	Explain the impact of at least one significant urban planning decision in the history of Washington, DC on the health and composition of different communities in Washington, DC (e.g., redlining, public transit planning, the construction of highway 295). Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.10.	Evaluate modern proposals to alter the urban geography of Washington, DC, and take action to support or oppose a change. Virtual Field Trips Washington, DC - Grades K - 5
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	2	Shaping the Early History of Washington, DC
STUDENT EXPECTATION / ESSENTIAL SKILL	3.11.	Evaluate the utility of different representations of Washington, DC and the Chesapeake region, and use them to answer specific questions about the past. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.12.	Create a personal history of Washington, DC using oral histories, written sources and artifacts collected from family or community members. Virtual Field Trips Washington, DC - Grades K - 5

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	3	Building the Capital City

STUDENT EXPECTATION / ESSENTIAL SKILL	3.17.	Explain how the economic conditions in the Chesapeake Bay region led to a slave economy and the difference between indentured servitude and enslavement. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.18.	Describe the lives, experiences, culture, and communities of free and enslaved Black Americans in the Chesapeake Bay region during the 18th century. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.19.	Explain the role of individuals living in the Chesapeake region, including women, Indigenous peoples and Black Washingtonians in the movement for independence from England. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.20.	Explain the reasons for and consequence of the selection of Washington, DC as the nation's capital city. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.21.	Explain how the history of slavery impacted different neighborhoods and institutions in Washington, DC, including Georgetown University, the U.S. Capitol building, the White House and the “Yellow House”. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.22.	Analyze the lived experiences of different Washingtonians in the 19th century, including efforts to resist enslavement and the growth of a free Black community in the District. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.23.	Evaluate the role of Washingtonians and Washington, DC during and directly following the Civil War, including the reasons many formerly enslaved people settled in Washington, DC, the impact of DC Emancipation Day, and the efforts of Black families to reunite following emancipation. Virtual Field Trips Washington, DC - Grades K - 5

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	4	The Evolving History of Washington, DC

STUDENT EXPECTATION / ESSENTIAL SKILL	3.24.	Analyze changes in Washington, DC between the Civil War and the 1950s, including the impact of segregation, "Black Codes," immigration and industry on the District, using primary sources and demographic data. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.25.	Evaluate the cultural and civic impact of significant people and institutions that comprised the Black U Street community in the 1920s and 1930s. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.26.	Explain the reasons for the growth of Asian American, Latinx, East African, and Caribbean communities in Washington, DC, and efforts taken by different individuals to claim a voice in the city, such as the organization of the Latino festival or the role of a community organization. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.27.	Identify significant political movements that took place in Washington, DC, including the women's suffrage movement, the 1963 March on Washington for Jobs and Freedom and the Poor People's March. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.28.	Evaluate the impact of significant political movements, including labor movements, the Civil Rights movement, the Disability Rights movement, LGBTQ+ liberation and women's suffrage on life for District of Columbia residents. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.29.	Compare and contrast the lived experiences of diverse individuals who lived in the Washington region during different time periods (e.g., Benjamin Banneker, Anna Julia Cooper, William Costin, Frederick Douglass, Henry Fleet, Opechancanough, Carlos Manuel Rosario). Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.30.	Explain the reasons for the rise of the Home Rule movement and its impact on the rights and freedoms of District residents. Virtual Field Trips Washington, DC - Grades K - 5
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	5	Today's Washington, DC
STUDENT EXPECTATION / ESSENTIAL SKILL	3.32.	Discuss the factors that affect the credibility of websites about contemporary policy and social issues in Washington, DC when provided with details about a source. Virtual Field Trips Washington, DC - Grades K - 5

STUDENT EXPECTATION / ESSENTIAL SKILL	3.37.	Evaluate the legacy of immigration in the District and explain the contributions of different Washingtonians to the cultural landscape of Washington, DC including but not limited to Latinx, European, Asian American and African American communities. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.38.	Analyze how groups maintain their cultural heritage and how this heritage is manifested in the symbols, traditions and culture of Washington, DC. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.40.	Explain the history and legacy of cultural expressions that are unique to Washingtonians (e.g., go-go, Smithsonian Institution museums, embassies). <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.41.	Analyze the history and legacy of major monuments and historical sites in and around Washington, DC. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.42.	Evaluate different perspectives on the challenges facing current residents, and develop a plan for action to address one of those challenges. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5