

Main Criteria: Arizona's College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Arizona's College and Career Ready Standards

Science

Grade: 3 - Adopted: 2004 / Updated 2005

STRAND	AZ.SC03-S2.	History and Nature of Science
CONCEPT / STANDARD	SC03-S2C1.	History of Science as a Human Endeavor: Identify individual and cultural contributions to scientific knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC03-S2C1-01.	Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., John Muir [naturalist], supports Strand 4; Thomas Edison [inventor], supports Strand 5; Mae Jemison [engineer, physician, astronaut], supports Strand 6; Edmund Halley [scientist], supports Strand 6). <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STRAND	AZ.SC03-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SC03-S3C1.	Changes in Environments: Describe the interactions between human populations, natural hazards, and the environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC03-S3C1-02.	Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides). <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STRAND	AZ.SC03-S3.	Science in Personal and Social Perspectives
CONCEPT / STANDARD	SC03-S3C2.	Science and Technology in Society: Understand the impact of technology.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC03-S3C2-02.	Describe the development of different technologies (e.g., communication, entertainment, transportation, medicine) in response to resources, needs, and values. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
STRAND	AZ.SC03-S4.	Life Science
CONCEPT / STANDARD	SC03-S4C1.	Characteristics of Organisms: Understand that basic structures in plants and animals serve a function.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC03-S4C1-01.	Describe the function of the following plant structures: roots - absorb nutrients; stems - provide support; leaves - synthesize food; flowers - attract pollinators and produce seeds for reproduction. <u>Virtual Field Trips</u> The Amazon Rainforest
STRAND	AZ.SC03-S4.	Life Science

CONCEPT / STANDARD	SC03-S4C3.	Organisms and Environments: Understand the relationships among various organisms and their environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC03-S4C3-01.	Identify the living and nonliving components of an ecosystem. <u>Virtual Field Trips</u> The Amazon Rainforest
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC03-S4C3-02.	Examine an ecosystem to identify microscopic and macroscopic organisms. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC03-S4C3-03.	Explain the interrelationships among plants and animals in different environments: producers - plants; consumers - animals; decomposers - fungi, insects, bacteria. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest Who Lives On a Coral Reef?
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC03-S4C3-04.	Describe how plants and animals cause change in their environment. <u>Virtual Field Trips</u> How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC03-S4C3-05.	Describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce, and thrive. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND	AZ.SC03-S4.	Life Science
CONCEPT / STANDARD	SC03-S4C4.	Diversity, Adaptation, and Behavior: Identify plant and animal adaptations.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC03-S4C4-01.	Identify adaptations of plants and animals that allow them to live in specific environments. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC03-S4C4-02.	Describe ways that species adapt when introduced into new environments.

		<u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC03-S4C4-03.	Cite examples of how a species' inability to adapt to changing conditions in the ecosystem led to the extinction of that species. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us The Amazon Rainforest - Part 2 - Younger Grades
STRAND	AZ.SC03-S6.	Earth and Space Science
CONCEPT / STANDARD	SC03-S6C1.	Properties of Earth Materials: Identify the basic properties of Earth materials.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC03-S6C1-06.	Describe ways humans use Earth materials (e.g., fuel, building materials, growing food). <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades

Arizona's College and Career Ready Standards

Social Studies

Grade: 3 - Adopted: 2005 / Updated 2006

STRAND	AZ.SS03-S1.	American History
CONCEPT / STANDARD	SS03-S1C1.	Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S1C1-02.	Recognize how archaeological research adds to our understanding of the past. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - The First Americans
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S1C1-03.	Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past. <u>Virtual Field Trips</u> Grade 3 - The First Americans
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S1C1-04.	Retell stories to describe past events, people and places. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
STRAND	AZ.SS03-S1.	American History

CONCEPT / STANDARD	SS03-S1C3.	Exploration and Colonization 1500s - 1700s: The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S1C3-04.	Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land). <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND	AZ.SS03-S1.	American History
CONCEPT / STANDARD	SS03-S1C6.	Civil War and Reconstruction 1850 - 1877: Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S1C6-01.	Recognize that there were issues (e.g., slavery, states' rights, South seceded from the Union) associated with the Civil War. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 4 - Southeast Region of the U.S.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S1C6-02.	Discuss contributions of people (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass) during the Civil War era. <u>Virtual Field Trips</u> Grade 2 - Early Americans
STRAND	AZ.SS03-S1.	American History
CONCEPT / STANDARD	SS03-S1C7.	Emergence of the Modern United States 1875 - 1929: Economic, social, and cultural changes transformed the U.S. into a world power.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S1C7-01.	Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S1C7-02.	Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled
STRAND	AZ.SS03-S1.	American History
CONCEPT / STANDARD	SS03-S1C9.	Postwar United States 1945 - 1970s: Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S1C9-01.	Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Cesar Chavez) worked for and supported the rights and freedoms of others. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STRAND	AZ.SS03-S1.	American History
CONCEPT / STANDARD	SS03-S1C10.	Contemporary United States 1970s - Present: Current events and issues continue to shape our nation and our involvement in the global community.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S1C10-02.	Discuss the connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g.,

		<p>newspapers, magazines, television, Internet, books, maps).</p> <p><u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5</p>
STRAND	AZ.SS03-S2.	World History
CONCEPT / STANDARD	SS03-S2C1.	Research Skills for History: Historical research is a process in which students examine topics or questions related to historical studies and/or current issues.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S2C1-02.	<p>Recognize how archaeological research adds to our understanding of the past.</p> <p><u>Virtual Field Trips</u> Grade 3 - The First Americans</p>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S2C1-03.	<p>Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</p> <p><u>Virtual Field Trips</u> Grade 3 - The First Americans</p>
STRAND	AZ.SS03-S2.	World History
CONCEPT / STANDARD	SS03-S2C2.	Early Civilizations: The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S2C2-03.	<p>Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in Ancient Rome contributed to the development of their own and later civilizations.</p> <p><u>Virtual Field Trips</u> Rome - The Eternal City - Part 1</p>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S2C2-04.	<p>Discuss the contributions of political and military leaders of Ancient Rome (e.g., Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.</p> <p><u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
STRAND	AZ.SS03-S2.	World History
CONCEPT / STANDARD	SS03-S2C5.	Encounters and Exchange: Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S2C5-02.	<p>Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa).</p> <p><u>Virtual Field Trips</u> Grade 3 - The First Americans</p>
STRAND	AZ.SS03-S3.	Civics/Government
CONCEPT / STANDARD	SS03-S3C1.	Foundations of Government: The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S3C1-01.	<p>Describe national symbols and monuments that represent American democracy and values: a) Statue of Liberty; b) Ellis Island; c) Lincoln Memorial; d) the U. S. Capitol.</p> <p><u>Virtual Field Trips</u> Grade 2 - Our Government At Work</p>

		Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S3C1-02.	Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S3C1-03.	Describe how people in the community and state work together to achieve common goals. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S3C1-04.	Describe the significance of national holidays: a) Presidents' Day; b) Martin Luther King, Jr. Day; c) Veterans' Day; d) Memorial Day; e) Constitution Day; f) Labor Day. <u>Virtual Field Trips</u> Exploring Cuba
STRAND	AZ.SS03-S3.	Civics/Government
CONCEPT / STANDARD	SS03-S3C2.	Structure of Government: The United States structure of government is characterized by the separation and balance of powers.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S3C2-01.	Discuss the three branches of state and national government: a) Executive; b) Legislative; c) Judicial. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S3C2-02.	Recognize that there are different levels of government (e.g., local, tribal, county, state, national). <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
STRAND	AZ.SS03-S3.	Civics/Government
CONCEPT / STANDARD	SS03-S3C4.	Rights, Responsibilities, and Roles of Citizenship: The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S3C4-01.	Describe the rights and responsibilities of citizenship: a) good sportsmanship; b) participation and cooperation; c) rules and consequences; d) voting. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S3C4-02.	Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering). <u>Virtual Field Trips</u> Grade 2 - Work and Money
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S3C4-03.	Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND	AZ.SS03-S4.	Geography

CONCEPT / STANDARD	SS03-S4C1.	The World in Spatial Terms: The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C1-01.	Discuss that different types of maps (e.g., political, physical, thematic) serve various purposes. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C1-04.	Construct maps using symbols to represent human and physical features. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C1-06.	Recognize characteristics of human and physical features: a) physical (i.e., ocean continent, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula); b) human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city). <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C1-07.	Locate physical and human features using maps, illustrations, images, or globes: a) physical (i.e., seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula); b) human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads). <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Washington, DC - Grades K - 5
STRAND	AZ.SS03-S4.	Geography
CONCEPT / STANDARD	SS03-S4C2.	Places and Regions: Places and regions have distinct physical and cultural characteristics.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C2-01.	Locate major physical and human features from content studied (e.g., Greece, Canada, Spain, United States) on maps and globes. <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Washington, DC - Grades K - 5

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C2-02.	Describe how physical and human characteristics of places change from past to present. <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND	AZ.SS03-S4.	Geography
CONCEPT / STANDARD	SS03-S4C3.	Physical Systems: Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C3-01.	Describe major factors that impact human populations and the environment. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C3-02.	Explain the relationships among plants and animals in different environments. <u>Virtual Field Trips</u> African Safari Galapagos Islands
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C3-03.	Describe ways species adapt to environments and what happens if they cannot adapt. <u>Virtual Field Trips</u> African Safari Galapagos Islands
STRAND	AZ.SS03-S4.	Geography
CONCEPT / STANDARD	SS03-S4C4.	Human Systems: Human cultures, their nature, and distribution affect societies and the Earth.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C4-03.	Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, continent). <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C4-04.	Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied. <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C4-05.	Discuss that Ancient Civilizations have changed from past to present. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C4-06.	Discuss the major economic activities and land use (e.g., harvesting natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.

		<u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
STRAND	AZ.SS03-S4.	Geography
CONCEPT / STANDARD	SS03-S4C5.	Environment and Society: Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C5-02.	Describe ways of protecting natural resources. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S4C5-03.	Identify resources that are renewable, recyclable, and non-renewable. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
STRAND	AZ.SS03-S5.	Economics
CONCEPT / STANDARD	SS03-S5C1.	Foundations of Economics: The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S5C1-01.	Identify how scarcity requires people to make choices due to their unlimited wants and needs. <u>Virtual Field Trips</u> Grade 2 - Work and Money
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S5C1-02.	Identify opportunity costs in personal decision-making situations. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S5C1-03.	Identify goods and services (e.g., fire and police protection, immunizations, library) provided by local government. <u>Virtual Field Trips</u> Grade 2 - Work and Money
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S5C1-04.	Give examples of trade in the local community (e.g., farmers supply the grocer). <u>Virtual Field Trips</u> Grade 2 - Work and Money
STRAND	AZ.SS03-S5.	Economics
CONCEPT / STANDARD	SS03-S5C2.	Microeconomics: Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S5C2-01.	Discuss different ways individuals can earn money. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer

STRAND	AZ.SS03-S5.	Economics
CONCEPT / STANDARD	SS03-S5C5.	Personal Finance: Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS03-S5C5-01.	<p>Discuss costs and benefits of personal spending and saving choices.</p> <p>Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer</p>

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