

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: 2009

CONTENT STANDARD / DOMAIN	MN.3.1.	The Nature of Science and Engineering
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.3.	Interactions Among Science, Technology, Engineering, Mathematics, and Society
INDICATORS OF PROGRESS / STRAND	3.1.3.2.	The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.
INDICATORS OF PROGRESS	3.1.3.2.2.	Recognize that the practice of science and/or engineering involves many different kinds of work and engages men and women of all ages and backgrounds. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
CONTENT STANDARD / DOMAIN	MN.3.3.	Earth and Space Science
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.3.3.	The Universe
INDICATORS OF PROGRESS / STRAND	3.3.3.1.	The student will understand that the sun and moon have locations and movements that can be observed and described.
INDICATORS OF PROGRESS	3.3.3.1.1.	Observe and describe the daily and seasonal changes in the position of the sun and compare observations. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
CONTENT STANDARD / DOMAIN	MN.3.4.	Life Science
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.4.1.	Structure and Function in Living Systems
INDICATORS OF PROGRESS / STRAND	3.4.1.1.	The student will understand that living things are diverse with many different characteristics that enable them to grow, reproduce and survive.
INDICATORS OF PROGRESS	3.4.1.1.1.	Compare how the different structures of plants and animals serve various functions of growth, survival and reproduction. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
INDICATORS OF PROGRESS	3.4.1.1.2.	Identify common groups of plants and animals using observable physical characteristics, structures and behaviors.

		<u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
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**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. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> 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.

		<u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
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. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work
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. <u>Virtual Field Trips</u> 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.

		<u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
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. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
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. <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
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. <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
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.

		<u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
INDICATOR	3.4.1.2.3.	Compare and contrast various ways that different cultures have expressed concepts of time and space. <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
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. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2