

Main Criteria: Montana Content Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Montana Content Standards

Science

Grade: 3 - Adopted: 2016

CONTENT STANDARD / DOMAIN	MT.3.LS.	LIFE SCIENCE content standards for third grade are that each student will:
BENCHMARK / STANDARD	3.LS.1.	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 <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?
BENCHMARK / STANDARD	3.LS.2.	Make a claim about the effectiveness of a solution to a problem caused when the environment changes and that the types of plants and animals that live there may change <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
BENCHMARK / STANDARD	3.LS.3.	Construct a cause and effect argument communicating some animals, including humans, form groups and communities that help members survive <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed Who Lives On a Coral Reef?
BENCHMARK / STANDARD	3.LS.5.	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
BENCHMARK / STANDARD	3.LS.8.	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 <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?
CONTENT STANDARD / DOMAIN	MT.3.ESS.	EARTH AND SPACE SCIENCE content standards for third grade are that each student will:
BENCHMARK / STANDARD	3.ESS.1.	Obtain and represent data using tables and graphical displays to describe observed and predicted weather conditions during a particular season <u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us
BENCHMARK / STANDARD	3.ESS.2.	Obtain and combine information to describe climate patterns in different regions of the world <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest
BENCHMARK / STANDARD	3.ESS.3.	Make a claim based on information 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

Montana Content Standards

Social Studies

Grade: 3 - Adopted: 2000

CONTENT STANDARD / DOMAIN	MT.1.	Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
BENCHMARK / STANDARD	1.1.	Students will identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). <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
CONTENT STANDARD / DOMAIN	MT.2.	Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.
BENCHMARK / STANDARD	2.1.	Students will explain the purpose and various levels of government. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
BENCHMARK / STANDARD	2.2.	Students will recognize local, state, tribal and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president). <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
BENCHMARK / STANDARD	2.3.	Students will identify the major responsibilities of local, state, tribal and federal government. <u>Virtual Field Trips</u>

		Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
BENCHMARK / STANDARD	2.4.	Students will explain how governments provide for needs and wants of people by establishing order and security and managing conflict. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities Grade 3 - I Am a Consumer
BENCHMARK / STANDARD	2.5.	Students will identify and explain the individual's responsibilities to family, peers and the community, including the need for civility, respect for diversity and the rights of others. <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities
CONTENT STANDARD / DOMAIN	MT.3.	Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).
BENCHMARK / STANDARD	3.1.	Students will identify and use various representations of the Earth (e.g., maps, globes, photographs, latitude and longitude, scale). <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
BENCHMARK / STANDARD	3.2.	Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders). <u>Virtual Field Trips</u> African Safari Exploring Cuba Galapagos Islands 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
BENCHMARK / STANDARD	3.3.	Students will describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters). <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
BENCHMARK / STANDARD	3.5.	Students will use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us

		Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Washington, DC - Grades K - 5
BENCHMARK / STANDARD	3.6.	Students will identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes. <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 4 - Southeast Region of the U.S. The Amazon Rainforest
BENCHMARK / STANDARD	3.7.	Students will describe and compare the ways in which people in different regions of the world interact with their physical environments. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
CONTENT STANDARD / DOMAIN	MT.4.	Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
BENCHMARK / STANDARD	4.1.	Students will identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
BENCHMARK / STANDARD	4.3.	Students will examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events. <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
BENCHMARK / STANDARD	4.4.	Students will identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays, in the history of Montana, American Indian tribes, and the United States. <u>Virtual Field Trips</u> Exploring Cuba Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
BENCHMARK / STANDARD	4.5.	Students will identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation,

		communications). <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - The First Americans
BENCHMARK / STANDARD	4.6.	Students will recognize that people view and report historical events differently. <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
BENCHMARK / STANDARD	4.7.	Students will explain the history, culture, and current status of the American Indian tribes in Montana and the United States. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans
CONTENT STANDARD / DOMAIN	MT.5.	Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.
BENCHMARK / STANDARD	5.1.	Students will give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards). <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
BENCHMARK / STANDARD	5.2.	Students will identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
BENCHMARK / STANDARD	5.3.	Students will distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., interstate highway system or U.S. Postal Service). <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
BENCHMARK / STANDARD	5.4.	Students will describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States, and the world. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
BENCHMARK / STANDARD	5.5.	Students will explain the roles of money, banking, and savings in everyday life. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONTENT STANDARD / DOMAIN	MT.6.	Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.
BENCHMARK / STANDARD	6.1.	Students will identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety)

		<p>and contribute to personal identity.</p> <p><u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer</p>
BENCHMARK / STANDARD	6.2.	<p>Students will describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance).</p> <p><u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures Jerusalem - Then and Now (Younger Grades) Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades</p>
BENCHMARK / STANDARD	6.3.	<p>Students will identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.</p> <p><u>Virtual Field Trips</u> Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans</p>
BENCHMARK / STANDARD	6.6.	<p>Students will identify roles in group situations (e.g., student, family member, peer member).</p> <p><u>Virtual Field Trips</u> Grade 2 - Living Together</p>