

Main Criteria: Nebraska Core Academic Content Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Nebraska Core Academic Content Standards

Science

Grade: 3 - Adopted: 2010

CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.2.	Nature of Science
INDICATOR	5.1.2.	Students will describe how scientists go about their work.
STRAND		Science and Society
GRADE LEVEL EXPECTATION	5.1.2.b.	Recognize that new discoveries are always being made which impact scientific knowledge <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.1.	Structure and Function of Living Systems
INDICATOR	5.3.1.	Students will investigate and compare the characteristics of living things.
STRAND		Characteristics of Living Organisms
GRADE LEVEL EXPECTATION	5.3.1.b.	Identify how parts of plants and animals function to meet basic needs (e.g., leg of an insect helps an insect move, root of a plant helps the plant obtain water) <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?
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.2.	Heredity
INDICATOR	5.3.2.	Students will identify variations of inherited characteristics and life cycles.
STRAND		Reproduction
GRADE LEVEL EXPECTATION	5.3.2.b.	Identify the life cycle of an organism <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models

		of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.3.	Flow of Matter and Energy in Ecosystems
INDICATOR	5.3.3.	Students will describe relationships within an ecosystem.
STRAND		Flow of Energy
GRADE LEVEL EXPECTATION	5.3.3.b.	Identify the role of producers, consumers, and decomposers in an ecosystem <u>Virtual Field Trips</u> The Amazon Rainforest
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.3.	Flow of Matter and Energy in Ecosystems
INDICATOR	5.3.3.	Students will describe relationships within an ecosystem.
STRAND		Ecosystems
GRADE LEVEL EXPECTATION	5.3.3.c.	Recognize the living and nonliving factors that impact the survival of organisms in an ecosystem <u>Virtual Field Trips</u> The Amazon Rainforest
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.3.	Flow of Matter and Energy in Ecosystems
INDICATOR	5.3.3.	Students will describe relationships within an ecosystem.
STRAND		Impact on Ecosystems
GRADE LEVEL EXPECTATION	5.3.3.d.	Recognize all organisms cause changes, some beneficial and some detrimental, in the environment where they live <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 How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.4.	Biodiversity
INDICATOR	5.3.4.	Students will describe changes in organisms over time.
STRAND		Biological Adaptations
GRADE LEVEL EXPECTATION	5.3.4.a.	Describe adaptations made by plants or animals to survive environmental changes <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?
CONTENT STANDARD	NE.SC 4:	EARTH AND SPACE SCIENCES: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
STRAND	4.2.	Earth Structures and Processes
INDICATOR	5.4.2.	Students will observe and describe Earth's materials, structure, and processes.
STRAND		Properties of Earth Materials
GRADE LEVEL EXPECTATION	5.4.2.a.	Describe the characteristics of rocks, minerals, soil, water, and the atmosphere <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
CONTENT STANDARD	NE.SC 4:	EARTH AND SPACE SCIENCES: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
STRAND	4.2.	Earth Structures and Processes
INDICATOR	5.4.2.	Students will observe and describe Earth's materials, structure, and processes.
STRAND		Earth's Processes
GRADE LEVEL EXPECTATION	5.4.2.b.	Identify weathering, erosion, and deposition as processes that build up or break down Earth's surface <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities
CONTENT STANDARD	NE.SC 4:	EARTH AND SPACE SCIENCES: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
STRAND	4.2.	Earth Structures and Processes
INDICATOR	5.4.2.	Students will observe and describe Earth's materials, structure, and processes.
STRAND		Use of Earth Materials
GRADE LEVEL EXPECTATION	5.4.2.c.	Identify how Earth materials are used (fuels, building materials, sustaining plant life) <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
CONTENT STANDARD	NE.SC 4:	EARTH AND SPACE SCIENCES: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
STRAND	4.3.	Energy in Earth's Systems
INDICATOR	5.4.3.	Students will observe and describe the effects of energy changes on Earth.
STRAND		Weather and Climate
GRADE LEVEL EXPECTATION	5.4.3.c.	Recognize the difference between weather, climate, and seasons <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest

CONTENT STANDARD	NE.SC 4:	EARTH AND SPACE SCIENCES: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
STRAND	4.4.	Earth's History
INDICATOR	5.4.4.	Students will describe environments based on fossil evidence.
STRAND		Past/Present Earth
GRADE LEVEL EXPECTATION	5.4.4.a.	Describe how slow processes (erosion, weathering, deposition, uplift) and rapid processes (landslides, volcanic eruptions, earthquakes, violent storms) change Earth's surface <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities

Nebraska Core Academic Content Standards

Social Studies

Grade: 3 - Adopted: 2012

CONTENT STANDARD	NE.SS.1.	Grade 3 (Community)
STRAND	SS 3.1.	Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
INDICATOR		Forms and Functions of Government
STRAND	SS 3.1.1.	Students will identify and explain the structure and function of their local governments.
GRADE LEVEL EXPECTATION	SS 3.1.1.a.	Identify the structure and functions of local government <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION	SS 3.1.1.b.	Describe the reasons for laws in our community <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 2 - Our Government At Work
GRADE LEVEL EXPECTATION	SS 3.1.1.c.	Identify and explain a variety of roles leaders, citizens, and others play in local government <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
CONTENT STANDARD	NE.SS.1.	Grade 3 (Community)
STRAND	SS 3.1.	Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
INDICATOR		Civic Participation
STRAND	SS 3.1.2.	Students will understand the impact of individual and group decisions at a local level.
GRADE LEVEL EXPECTATION	SS 3.1.2.a.	Identify rights and responsibilities of citizens (e.g., voting, public service projects,) at the local level <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION	SS 3.1.2.b.	Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr.

		Day, 4th of July, Memorial Day, President's Day, Flag Day) <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
GRADE LEVEL EXPECTATION	SS 3.1.2.c.	Identify ways students can be engaged to have an impact in their local community <u>Virtual Field Trips</u> Grade 2 - Work and Money
GRADE LEVEL EXPECTATION	SS 3.1.2.d.	Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner <u>Virtual Field Trips</u> African Safari Exploring Cuba Galapagos Islands Grade 2 - Early Americans Grade 2 - Living Together Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 2 -Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Businesses At Work Grade 3 - Geography of Our Communities Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled Grade 3 - I Am a Consumer Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. Jerusalem - Then and Now (Younger Grades) Paris - City of Light - Grades K - 5 Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Washington, DC - Grades K - 5
GRADE LEVEL EXPECTATION	SS 3.1.2.e.	Identify local leaders and the impact of their decisions that effect public policy <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
CONTENT STANDARD	NE.SS.1.	Grade 3 (Community)
STRAND	SS 3.2.	Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
INDICATOR		Markets
STRAND	SS 3.2.2.	Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.
GRADE LEVEL EXPECTATION	SS 3.2.2.b.	Discuss why producers combine resources to make goods and services (profit) <u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
GRADE LEVEL EXPECTATION	SS 3.2.2.c.	Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training) <u>Virtual Field Trips</u>

		Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONTENT STANDARD	NE.SS.1.	Grade 3 (Community)
STRAND	SS 3.2.	Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
INDICATOR		Institutions
STRAND	SS 3.2.3.	Students will cite evidence of how money (coins and currency) makes trading easier than bartering.
GRADE LEVEL EXPECTATION	SS 3.2.3.a.	Identify historical examples of trading among early settlers <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD	NE.SS.1.	Grade 3 (Community)
STRAND	SS 3.2.	Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
INDICATOR		Financial Literacy
STRAND	SS 3.2.6.	Students will use knowledge of currency to solve real-world problems.
GRADE LEVEL EXPECTATION	SS 3.2.6.a.	Given a budget, students will be able to make choices as to what to purchase and what to give up <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
CONTENT STANDARD	NE.SS.1.	Grade 3 (Community)
STRAND	SS 3.2.	Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
INDICATOR		Globalization
STRAND	SS 3.2.12.	Students will describe how the local community trades with the rest of the world.
GRADE LEVEL EXPECTATION	SS 3.2.12.a.	Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef) <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
CONTENT STANDARD	NE.SS.1.	Grade 3 (Community)
STRAND	SS 3.3.	Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
INDICATOR		The World in Spatial Terms
STRAND	SS 3.3.1.	Students will explore where (spatial) and why people, places and environments are organized in the state.
GRADE LEVEL EXPECTATION	SS 3.3.1.c.	Analyze why things are located where they are in the community (e.g., Why are stores located on main streets? Where is my house located compared to the school?) <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
GRADE LEVEL EXPECTATION	SS 3.3.1.d.	Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city) <u>Virtual Field Trips</u>

		Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
GRADE LEVEL EXPECTATION	SS 3.3.1.e.	Identify the continents, oceans, and hemispheres <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	NE.SS.1.	Grade 3 (Community)
STRAND	SS 3.3.	Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
INDICATOR		Places and Regions
STRAND	SS 3.3.2.	Students will compare the characteristics of places and regions.
GRADE LEVEL EXPECTATION	SS 3.3.2.a.	Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/ residential areas, hills, waterways) <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
GRADE LEVEL EXPECTATION	SS 3.3.2.b.	Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state) <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 - Living Together Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans 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	NE.SS.1.	Grade 3 (Community)
STRAND	SS 3.3.	Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
INDICATOR		Physical Systems
STRAND	SS 3.3.3.	Students will identify natural processes in their physical world.
GRADE LEVEL EXPECTATION	SS 3.3.3.a.	Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition) <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
CONTENT STANDARD	NE.SS.1.	Grade 3 (Community)
STRAND	SS 3.3.	Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

INDICATOR		Human/Environment Interaction
STRAND	SS 3.3.5.	Students will identify the relationship between humans and the physical environment.
GRADE LEVEL EXPECTATION	SS 3.3.5.b.	Explain how human activities change Earth (e.g., agriculture, transportation, industry) <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
GRADE LEVEL EXPECTATION	SS 3.3.5.c.	Explain the importance of Earth's natural resources (e.g., minerals, air, water, land) <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.
CONTENT STANDARD	NE.SS.1.	Grade 3 (Community)
STRAND	SS 3.3.	Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
INDICATOR		Application of Geography to Issues and Events
STRAND	SS 3.3.6.	Students will use geographic skills to make connections to issues and events.
GRADE LEVEL EXPECTATION	SS 3.3.6.b.	Identify how geography impacts spatial problem solving (e.g., a new school must be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city) <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