

Main Criteria: DC Educational Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

DC Educational 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. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol 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. <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed 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. <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?
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.

		<u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
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. <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?
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. <u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us
EXPECTATION	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest
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

DC Educational Standards

Social Studies

Grade: 3 - Adopted: 2011

CONTENT STANDARD / STRAND / DISCIPLINE	DC.3.	Geography and History of the District of Columbia
STANDARD / ESSENTIAL SKILL		GEOGRAPHY OF DC
STUDENT EXPECTATION / ESSENTIAL SKILL	3.1.	Students use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of Washington, DC, and the local community.

EXPECTATION	3.1.1.	Compare and contrast the differences between a contemporary map of Washington, DC, and maps of this area at the end of the 18th and 19th centuries. (G) <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
EXPECTATION	3.1.2.	Identify and locate major physical features and natural characteristics (e.g., bodies of water, land forms, natural resources, and weather) in Washington, DC. (G) <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
EXPECTATION	3.1.3.	Identify and locate major monuments and historical sites in and around Washington, DC (e.g., the Jefferson and Lincoln memorials, Smithsonian museums, Library of Congress, White House, Capitol, Washington Monument, National Archives, Arlington National Cemetery, African American Civil War Museum, Anacostia Museum, Vietnam Veterans Memorial, Iwo Jima Memorial, Frederick Douglass House, Mary McCleod Bethune House, Wilson Building, and Mount Vernon). (G, P) <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
EXPECTATION	3.1.4.	Describe the various types of communities within the city (e.g., Chinatown, Foggy Bottom, Adams Morgan, Anacostia, and Georgetown), beginning with the community in which the elementary school is located. (G, S) <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
CONTENT STANDARD / STRAND / DISCIPLINE	DC.3.	Geography and History of the District of Columbia
STANDARD / ESSENTIAL SKILL		GOVERNMENT OF DC
STUDENT EXPECTATION / ESSENTIAL SKILL	3.2.	Students understand the basic structure of the Washington, DC, government.
EXPECTATION	3.2.2.	Explain why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (P) <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
EXPECTATION	3.2.3.	Identify the different ways people in a community can influence their local government (e.g., by voting, running for office, testifying at hearings, or participating in meetings). <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
EXPECTATION	3.2.4.	Describe the distinctions between local, state, and national government. (P) <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
CONTENT STANDARD / STRAND / DISCIPLINE	DC.3.	Geography and History of the District of Columbia
STANDARD / ESSENTIAL SKILL		ECONOMY OF THE LOCAL REGION
STUDENT EXPECTATION / ESSENTIAL SKILL	3.3.	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

EXPECTATION	3.3.1.	Outline the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. (G, E) <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
EXPECTATION	3.3.2.	Explain what a tax is and the purposes for taxes, and with the help of their teachers and parents, provide examples of different kinds of taxes (e.g., property, sales, and income taxes). (E) <u>Virtual Field Trips</u> Grade 2 - Work and Money
EXPECTATION	3.3.3.	Describe the specialization in jobs and businesses and provide examples of specialized businesses in the community. (E) <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
EXPECTATION	3.3.4.	Define what bartering is (e.g., trading baseball cards with each other) and how money makes it easier for people to get things they want. (E) <u>Virtual Field Trips</u> Grade 2 - Work and Money
CONTENT STANDARD / STRAND / DISCIPLINE	DC.3.	Geography and History of the District of Columbia
STANDARD / ESSENTIAL SKILL		HISTORY OF DC (18TH–20TH CENTURIES)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.4.	Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.
EXPECTATION	3.4.1.	Compare and contrast how people in the past met their needs in different ways (e.g., hunting and gathering, subsistence agriculture, barter, commerce, and manufacturing). (E) <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
EXPECTATION	3.4.2.	Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the 18th, 19th, and 20th centuries. (H, P, S) <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
EXPECTATION	3.4.3.	Understand the unique nature of Washington, DC, as the nation’s capital, a multicultural urban city, and the jurisdiction that provides the state and local government for its residents. (P, S) <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
EXPECTATION	3.4.4.	Explain how Washington, DC, was selected and named as our capital city. (P,S) <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
EXPECTATION	3.4.5.	Identify and research outstanding statements of moral and civic principles made in Washington, DC, as well as the leaders who delivered them, that contributed to the struggle to extend equal rights to all Americans (e.g., Lincoln and his second inaugural address, Frederick Douglass and his speech against lynching at the Metropolitan AME Church, Martin Luther King Jr. and his speeches

		at the Lincoln Memorial in 1957 and 1963, and Rodolfo “Corky” Gonzales at the Poor People’s March). (P) <u>Virtual Field Trips</u> Grade 2 - Early Americans Washington, DC - Grades K - 5
CONTENT STANDARD / STRAND / DISCIPLINE	DC.3.	Geography and History of the District of Columbia
STANDARD / ESSENTIAL SKILL		HISTORY OF DC (18TH–20TH CENTURIES)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.5.	Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. (G, P) <u>Virtual Field Trips</u> Washington, DC - Grades K - 5

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