

**Main Criteria:** Wyoming Content and Performance Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**Wyoming Content and Performance Standards**

**Science**

Grade: 3 - Adopted: 2009

<b>CONTENT STANDARD</b>	<b>WY.1.</b>	<b>Concepts and Processes:</b> In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation. Concepts in Life Systems, Earth and Space Systems, and Physical Systems are taught within the context of the following Unifying Concepts and Processes of Science: Systems, classification, order and organization; Evidence, models, and explanations; Cycles and change over time; Measurement and Form and function.
<b>BENCHMARK</b>	<b>SC4.1.1.</b>	<b>Life Systems: Characteristics of Organisms:</b> Students describe observable characteristics of living things, including structures that serve specific functions and everyday 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?
<b>BENCHMARK</b>	<b>SC4.1.2.</b>	<b>Life Systems: Life Cycles of Organisms:</b> Students sequence life cycles of living things, and recognize that plants and animals resemble their parents.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
<b>BENCHMARK</b>	<b>SC4.1.3.</b>	<b>Life Systems: Organisms and Their Environments:</b> Students show connections between living things, their basic needs, and the 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?
<b>BENCHMARK</b>	<b>SC4.1.4.</b>	<b>Earth and Space Systems: Properties of Earth Materials:</b> Students investigate water, air, rocks, and soils to compare basic properties of earth materials.  <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
<b>BENCHMARK</b>	<b>SC4.1.6.</b>	<b>Earth and Space Systems: Changes in Earth and Sky:</b> Students describe observable changes in earth and sky, including rapid and

		gradual changes to the earth's surface, and daily and seasonal changes in the weather.  <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
<b>CONTENT STANDARD</b>	WY.3.	History and Nature of Science in Personal and Social Decisions: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.
<b>BENCHMARK</b>	SC4.3.1.	Students recognize the nature and history of science.
<b>GRADE LEVEL EXAMPLE</b>	SC4.3.1.a.	Discuss how scientific ideas change over time.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
<b>GRADE LEVEL EXAMPLE</b>	SC4.3.1.b.	Describe contributions of scientists.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
<b>CONTENT STANDARD</b>	WY.3.	History and Nature of Science in Personal and Social Decisions: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.
<b>BENCHMARK</b>	SC4.3.2.	Students recognize how scientific information is used to make decisions.
<b>GRADE LEVEL EXAMPLE</b>	SC4.3.2.a.	Identify and describe local science issues, such as environmental hazards or resource management.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
<b>GRADE LEVEL EXAMPLE</b>	SC4.3.2.b.	Suggest feasible solutions and personal action plans to address an identified issue.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?

### Wyoming Content and Performance Standards

#### Social Studies

Grade: 3 - Adopted: 2014

<b>CONTENT STANDARD</b>	WY.SS5.1.	Citizenship, Government, and Democracy: Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.
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<b>BENCHMARK</b>		<b>Students will:</b>
<b>GRADE LEVEL EXAMPLE</b>	SS5.1.1.	Describe the basic rights and responsibilities of citizenship.  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
<b>GRADE LEVEL EXAMPLE</b>	SS5.1.2.	Understand the basic local, state, and national political processes (e.g., campaigning and voting).  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
<b>GRADE LEVEL EXAMPLE</b>	SS5.1.3.	Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
<b>GRADE LEVEL EXAMPLE</b>	SS5.1.4.	Understand the purpose of the legal system.  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
<b>GRADE LEVEL EXAMPLE</b>	SS5.1.5.	Understand the purposes of the three branches of government.  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
<b>CONTENT STANDARD</b>	WY.SS5.2.	<b>Culture and Cultural Diversity: Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.</b>
<b>BENCHMARK</b>		<b>Students will:</b>
<b>GRADE LEVEL EXAMPLE</b>	SS5.2.4.	Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie).  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
<b>CONTENT STANDARD</b>	WY.SS5.3.	<b>Production, Distribution, and Consumption: Students describe the influence of economic factors on societies and make decisions based on economic principles.</b>
<b>BENCHMARK</b>		<b>Students will:</b>
<b>GRADE LEVEL EXAMPLE</b>	SS5.3.1.	Give examples of needs, wants, goods, services, scarcity, and choice.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
<b>GRADE LEVEL EXAMPLE</b>	SS5.3.2.	Identify basic economic concepts (e.g., supply, demand, price, and trade).  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work
<b>GRADE LEVEL EXAMPLE</b>	SS5.3.4.	Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer

<b>CONTENT STANDARD</b>	<b>WY.SS5.4.</b>	<b>Time, Continuity, and Change: Students analyze events, people, problems, and ideas within their historical contexts.</b>
<b>BENCHMARK</b>		<b>Students will:</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SS5.4.1.</b>	Describe how small changes can lead to big changes (cause and effect) (e.g., discovery of electricity).  <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
<b>CONTENT STANDARD</b>	<b>WY.SS5.5.</b>	<b>People, Places, and Environments: Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.</b>
<b>BENCHMARK</b>		<b>Students will:</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SS5.5.1.</b>	<b>Spatial: Apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts.</b>  <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
<b>GRADE LEVEL EXAMPLE</b>	<b>SS5.5.2.</b>	<b>Physical Place and Region: Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize and compare areas within the state, nation, or world.</b>  <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
<b>GRADE LEVEL EXAMPLE</b>	<b>SS5.5.3.</b>	<b>Human Place and Movement: Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life), past and present settlement patterns (e.g., American Indians and the Oregon Trail), and how ideas, goods, and/or people move from one area to another.</b>  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest - Part 2 - Younger Grades