

**Main Criteria:** Maryland College and Career-Ready Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**Maryland College and Career-Ready Standards**

**Science**

**Grade: 3 - Adopted: 2013**

STRAND / TOPIC / STANDARD	NGSS.3- LS.	LIFE SCIENCE
TOPIC / INDICATOR	3-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE      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.

**Social Studies Online**

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

STRAND / TOPIC / STANDARD	NGSS.3- LS.	LIFE SCIENCE
TOPIC / INDICATOR	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE      3-LS2-1.      Construct an argument that some animals form groups that help members survive.

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STRAND / TOPIC / STANDARD	NGSS.3- LS.	LIFE SCIENCE
TOPIC / INDICATOR	3-LS4.	Biological Evolution: Unity and Diversity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	3-LS4-2.	<p>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.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Galapagos Islands</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
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OBJECTIVE	3-LS4-3.	<p>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.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Galapagos Islands</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
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OBJECTIVE	3-LS4-4.	<p>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.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Galapagos Islands</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
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STRAND / TOPIC / STANDARD	NGSS.3-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	3-ESS2.	Earth's Systems
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	3-ESS2-1.	<p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - West Region Geography</a></p>
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OBJECTIVE	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">The Sahara Desert</a>
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STRAND / TOPIC / STANDARD	NGSS.3-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	3-ESS3.	Earth and Human Activity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a>
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**Maryland College and Career-Ready Standards**

**Social Studies**

Grade: **3** - Adopted: **2020**

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	1.0.	Civics

INDICATOR / PROFICIENCY LEVEL	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>	
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STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World

INDICATOR / PROFICIENCY LEVEL		<p>Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 2-5  Amazon Rainforest - People and Threats - Grades 2-5  Exploring Cuba  Grade 2 - Early Americans  Grade 2 - Living Together  Grade 3 - A Country of Cultures  Grade 3 - How The Country Was Settled  Grade 3 - The First Americans  Grade 4 - Midwest Region Today  Grade 4 - Northeast  Grade 4 - Southwest Region Today  Grade 4 - West Region Early Beginnings  Grade 4 - West Region Geography  Washington, DC - Grades K - 5</p>
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	3.0.	Geography
INDICATOR / PROFICIENCY LEVEL		<p>Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p><b><u>Social Studies Online</u></b>  African Safari  Amazon Rainforest - Grades 2-5  Amazon Rainforest - People and Threats - Grades 2-5  Exploring Cuba  Grade 2 - Land and Water Around Us  Grade 3 - Geography of Our Communities  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Northeast  Grade 4 - Southeast Region of the U.S.  Grade 4 - Southwest Region Early Beginnings  Grade 4 - Southwest Region Today  Grade 4 - West Region Early Beginnings  Grade 4 - West Region Geography  Grade 4 - West Region Landforms  Grade 4 - West Region Today  How Coral Reefs Are Formed  Paris - City of Light - Grades K - 5  The Sahara Desert  Who Lives On a Coral Reef?</p>
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	4.0.	Economics

INDICATOR / PROFICIENCY LEVEL		<p>Students will inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Work and Money</a>  <a href="#">Grade 3 - Businesses At Work</a>  <a href="#">Grade 3 - I Am a Consumer</a></p>
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STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	5.0.	History

INDICATOR / PROFICIENCY LEVEL		<p>Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Early Americans</a>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Midwest Region Today</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Rome - The Eternal City</a>  <a href="#">Washington, DC - Grades K - 5</a></p>
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STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Individuals and groups have the ability to positively impact their communities. Unit Question: How can we make a difference in our community?
INDICATOR / PROFICIENCY LEVEL		Civic Virtues: What virtues are important for living together in a democracy?
OBJECTIVE		Students will analyze civic virtue by:

EXPECTATION		<p>explaining how democracy relies on engagement including voting and volunteering in civic organizations.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Our Government At Work</a>  <a href="#">Grade 2 - Work and Money</a></p>
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EXPECTATION		<p>interacting with local civic and/or community leaders.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Work and Money</a></p>
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EXPECTATION	examining the principles expressed in the Declaration of Independence and U.S. Constitution.
	<a href="#">Social Studies Online</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How Government Helps Our Communities</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - Northeast</a>
STRAND / TOPIC / STANDARD	Unit 1: Civics
TOPIC / INDICATOR	Unit Enduring Understanding: Individuals and groups have the ability to positively impact their communities. Unit Question: How can we make a difference in our community?
INDICATOR / PROFICIENCY LEVEL	Democratic Government: What does democracy look like in the United states?
OBJECTIVE	Students will analyze the local, state, and national levels of government by:

EXPECTATION defining the legislative, executive, and judicial branches of government.

[Social Studies Online](#)  
[Grade 2 - Our Government At Work](#)  
[Grade 3 - How Government Helps Our Communities](#)  
[Washington, DC - Grades K - 5](#)

EXPECTATION comparing the responsibilities of local, state, and national government.

[Social Studies Online](#)  
[Grade 2 - Our Government At Work](#)  
[Grade 3 - How Government Helps Our Communities](#)  
[Washington, DC - Grades K - 5](#)

EXPECTATION identifying the leaders of local, state, and national government in various branches of government.

[Social Studies Online](#)  
[Grade 2 - Our Government At Work](#)  
[Grade 3 - How Government Helps Our Communities](#)

EXPECTATION determining the importance of voting in democratic government.

[Social Studies Online](#)  
[Grade 2 - Our Government At Work](#)

STRAND / TOPIC / STANDARD	Unit 1: Civics
TOPIC / INDICATOR	Unit Enduring Understanding: Individuals and groups have the ability to positively impact their communities. Unit Question: How can we make a difference in our community?
INDICATOR / PROFICIENCY LEVEL	Informed Action: How can I contribute to my community?
OBJECTIVE	Students will address local community issues by:

EXPECTATION	explaining the importance of civic participation in their community.
	<b><u>Social Studies Online</u></b> Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
EXPECTATION	examining a current issue on the local, state, and national level and its impact on their community.
	<b><u>Social Studies Online</u></b> Grade 2 - Work and Money
EXPECTATION	analyzing ways of influencing local, state, and/or national governments to address a current issue.
	<b><u>Social Studies Online</u></b> Grade 2 - Work and Money
EXPECTATION	identifying individuals and groups who share a common concern for addressing a current issue on the state, local, and/or national level.
	<b><u>Social Studies Online</u></b> Grade 2 - Work and Money
EXPECTATION	developing a plan for effectively organizing and communicating a plan for addressing a current issue.
	<b><u>Social Studies Online</u></b> Grade 2 - Work and Money
EXPECTATION	implementing an informed civic action plan on a current issue.
	<b><u>Social Studies Online</u></b> Grade 2 - Work and Money

STRAND / TOPIC / STANDARD		Unit 3: History
TOPIC / INDICATOR		Unit Enduring Understanding: Cultures of the past have influenced the way we live today. Unit Question: How have cultures from the past influenced the present?
INDICATOR / PROFICIENCY LEVEL		Cultural Change Over Time: How did people live in the past?
OBJECTIVE		Students will analyze early regional cultural groups by:

EXPECTATION	comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment.
	<b><u>Social Studies Online</u></b> African Safari Exploring Cuba Galapagos Islands Grade 3 - A Country of Cultures Grade 4 - Northeast Paris - City of Light - Grades K - 5 Rome - The Eternal City

EXPECTATION	contrasting the lives of early European explorers, colonists, indentured servants, and enslaved Africans.
	<b><u>Social Studies Online</u></b> Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.

STRAND / TOPIC / STANDARD		Unit 3: History
TOPIC / INDICATOR		Unit Enduring Understanding: Cultures of the past have influenced the way we live today. Unit Question: How have cultures from the past influenced the present?
INDICATOR / PROFICIENCY LEVEL		How did early groups influence how we live today?
OBJECTIVE		Students will analyze influences of early cultural groups by:

EXPECTATION	analyzing photographs, images, and text from the past to learn about key historical figures.
	<b><u>Social Studies Online</u></b> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Today Washington, DC - Grades K - 5

EXPECTATION	interpreting evidence of the past to make claims about how individuals and groups shaped their region.
	<b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Early Americans Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - West Region Early Beginnings

EXPECTATION	developing and implementing informed action plans for communicating and expressing claims about the region's historical influences.
	<b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5