

Main Criteria: Washington DC Academic Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Washington DC Academic 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.

Social Studies Online

Galapagos Islands

Grade 4 - West Region Geography

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.

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

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.	<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><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?</p>
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EXPECTATION	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><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?</p>
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EXPECTATION	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><u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Today Who Lives On a Coral Reef?</p>
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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.	<p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p><u>Social Studies Online</u> African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography</p>
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EXPECTATION	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world. <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert
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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>Social Studies Online</u> Grade 3 - Geography of Our Communities
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Washington DC Academic Standards
Social Studies
Grade: 3 - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	1	Changing Geography of Washington, DC

STUDENT EXPECTATION / ESSENTIAL SKILL	3.1.	Analyze maps, demographic data and images of Washington, DC to answer a specific question about how the Washington region has changed over time. <u>Social Studies Online</u> Washington, DC - Grades K - 5
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STUDENT EXPECTATION / ESSENTIAL SKILL	3.2.	Use cardinal directions, map scales, legends and titles to locate Washington, DC on a map, and identify significant physical features and natural characteristics of the Washington metropolitan area. <u>Social Studies Online</u> Washington, DC - Grades K - 5
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STUDENT EXPECTATION / ESSENTIAL SKILL	3.3.	Analyze maps and images of the Washington, DC region from different historical eras to develop claims about how the physical landscape has changed over time. <u>Social Studies Online</u> Washington, DC - Grades K - 5
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STUDENT EXPECTATION / ESSENTIAL SKILL	3.4.	Describe how different groups have interacted with the environment over time, and compare the ways in which Washingtonians interact with their environment with the ways that individuals in at least two global communities interact with their environment. <u>Social Studies Online</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.5.	Compare the physical, economic and demographic features of the District of Columbia to America's 50 states and territories, including size and population. <u>Social Studies Online</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.7.	Analyze how populations in Washington, DC have changed over time, including population increases, immigration and examples of racial and ethnic integration, segregation, and displacement (e.g., in Southwest DC). <u>Social Studies Online</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.8.	Analyze photographs, maps and demographic information from one neighborhood in Washington, DC between the 17th century and the modern era to make a claim about how the community has changed over time. <u>Social Studies Online</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.9.	Explain the impact of at least one significant urban planning decision in the history of Washington, DC on the health and composition of different communities in Washington, DC (e.g., redlining, public transit planning, the construction of highway 295). <u>Social Studies Online</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.10.	Evaluate modern proposals to alter the urban geography of Washington, DC, and take action to support or oppose a change. <u>Social Studies Online</u> Washington, DC - Grades K - 5
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	2	Shaping the Early History of Washington, DC
STUDENT EXPECTATION / ESSENTIAL SKILL	3.11.	Evaluate the utility of different representations of Washington, DC and the Chesapeake region, and use them to answer specific questions about the past. <u>Social Studies Online</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.12.	Create a personal history of Washington, DC using oral histories, written sources and artifacts collected from family or community members. <u>Social Studies Online</u> Washington, DC - Grades K - 5

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	3	Building the Capital City

STUDENT EXPECTATION / ESSENTIAL SKILL	3.17.	<p>Explain how the economic conditions in the Chesapeake Bay region led to a slave economy and the difference between indentured servitude and enslavement.</p> <p><u>Social Studies Online</u> Washington, DC - Grades K - 5</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	3.18.	<p>Describe the lives, experiences, culture, and communities of free and enslaved Black Americans in the Chesapeake Bay region during the 18th century.</p> <p><u>Social Studies Online</u> Washington, DC - Grades K - 5</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	3.19.	<p>Explain the role of individuals living in the Chesapeake region, including women, Indigenous peoples and Black Washingtonians in the movement for independence from England.</p> <p><u>Social Studies Online</u> Washington, DC - Grades K - 5</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	3.20.	<p>Explain the reasons for and consequence of the selection of Washington, DC as the nation's capital city.</p> <p><u>Social Studies Online</u> Washington, DC - Grades K - 5</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	3.21.	<p>Explain how the history of slavery impacted different neighborhoods and institutions in Washington, DC, including Georgetown University, the U.S. Capitol building, the White House and the “Yellow House”.</p> <p><u>Social Studies Online</u> Washington, DC - Grades K - 5</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	3.22.	<p>Analyze the lived experiences of different Washingtonians in the 19th century, including efforts to resist enslavement and the growth of a free Black community in the District.</p> <p><u>Social Studies Online</u> Washington, DC - Grades K - 5</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	3.23.	<p>Evaluate the role of Washingtonians and Washington, DC during and directly following the Civil War, including the reasons many formerly enslaved people settled in Washington, DC, the impact of DC Emancipation Day, and the efforts of Black families to reunite following emancipation.</p> <p><u>Social Studies Online</u> Washington, DC - Grades K - 5</p>

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	4	The Evolving History of Washington, DC

STUDENT EXPECTATION / ESSENTIAL SKILL	3.24.	Analyze changes in Washington, DC between the Civil War and the 1950s, including the impact of segregation, "Black Codes," immigration and industry on the District, using primary sources and demographic data. <u>Social Studies Online</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.25.	Evaluate the cultural and civic impact of significant people and institutions that comprised the Black U Street community in the 1920s and 1930s. <u>Social Studies Online</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.26.	Explain the reasons for the growth of Asian American, Latinx, East African, and Caribbean communities in Washington, DC, and efforts taken by different individuals to claim a voice in the city, such as the organization of the Latino festival or the role of a community organization. <u>Social Studies Online</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.27.	Identify significant political movements that took place in Washington, DC, including the women's suffrage movement, the 1963 March on Washington for Jobs and Freedom and the Poor People's March. <u>Social Studies Online</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.28.	Evaluate the impact of significant political movements, including labor movements, the Civil Rights movement, the Disability Rights movement, LGBTQ+ liberation and women's suffrage on life for District of Columbia residents. <u>Social Studies Online</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.29.	Compare and contrast the lived experiences of diverse individuals who lived in the Washington region during different time periods (e.g., Benjamin Banneker, Anna Julia Cooper, William Costin, Frederick Douglass, Henry Fleet, Opechancanough, Carlos Manuel Rosario). <u>Social Studies Online</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.30.	Explain the reasons for the rise of the Home Rule movement and its impact on the rights and freedoms of District residents. <u>Social Studies Online</u> Washington, DC - Grades K - 5
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	5	Today's Washington, DC
STUDENT EXPECTATION / ESSENTIAL SKILL	3.32.	Discuss the factors that affect the credibility of websites about contemporary policy and social issues in Washington, DC when provided with details about a source. <u>Social Studies Online</u> Washington, DC - Grades K - 5

STUDENT EXPECTATION / ESSENTIAL SKILL	3.37.	<p>Evaluate the legacy of immigration in the District and explain the contributions of different Washingtonians to the cultural landscape of Washington, DC including but not limited to Latinx, European, Asian American and African American communities.</p> <p><u>Social Studies Online</u> Washington, DC - Grades K - 5</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	3.38.	<p>Analyze how groups maintain their cultural heritage and how this heritage is manifested in the symbols, traditions and culture of Washington, DC.</p> <p><u>Social Studies Online</u> Washington, DC - Grades K - 5</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	3.40.	<p>Explain the history and legacy of cultural expressions that are unique to Washingtonians (e.g., go-go, Smithsonian Institution museums, embassies).</p> <p><u>Social Studies Online</u> Washington, DC - Grades K - 5</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	3.41.	<p>Analyze the history and legacy of major monuments and historical sites in and around Washington, DC.</p> <p><u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	3.42.	<p>Evaluate different perspectives on the challenges facing current residents, and develop a plan for action to address one of those challenges.</p> <p><u>Social Studies Online</u> Washington, DC - Grades K - 5</p>