

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

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**Wyoming Content and Performance Standards**

**Science**

Grade: 3 - Adopted: 2016

CONTENT STANDARD		LIFE SCIENCE
BENCHMARK	3-LS1.	From Molecules to Organisms: Structures & Processes

GRADE LEVEL EXAMPLE 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		LIFE SCIENCE
BENCHMARK	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics

GRADE LEVEL EXAMPLE 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		LIFE SCIENCE
BENCHMARK	3-LS4.	Biological Evolution: Unity and Diversity

GRADE LEVEL EXAMPLE 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.

**Social Studies Online**

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?

GRADE LEVEL EXAMPLE	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.
		<a href="#">Social Studies Online</a> <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>

GRADE LEVEL EXAMPLE	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.
		<a href="#">Social Studies Online</a> <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>

CONTENT STANDARD		EARTH AND SPACE SCIENCE
BENCHMARK	3-ESS2.	Earth's Systems

GRADE LEVEL EXAMPLE	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
		<a href="#">Social Studies Online</a> <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>

GRADE LEVEL EXAMPLE	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>

CONTENT STANDARD		EARTH AND SPACE SCIENCE
BENCHMARK	3-ESS3.	Earth and Human Activity

GRADE LEVEL EXAMPLE	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>

**Wyoming Content and Performance Standards**

**Social Studies**

Grade: **3** - Adopted: **2014/Updated 2018**

CONTENT STANDARD		Content Standard 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.
BENCHMARK		Benchmarks - Students will:

GRADE LEVEL EXAMPLE	SS5.1.1.	Describe the basic rights and responsibilities of citizenship.  <u><b>Social Studies Online</b></u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXAMPLE	SS5.1.2.	Understand the basic local, tribal, state, and national political processes (e.g., campaigning and voting).  <u><b>Social Studies Online</b></u> Grade 2 - Our Government At Work
GRADE LEVEL EXAMPLE	SS5.1.3.	Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).  <u><b>Social Studies Online</b></u> Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast
GRADE LEVEL EXAMPLE	SS5.1.5.	Understand the purposes of the three branches of government (executive, legislative, and judicial).  <u><b>Social Studies Online</b></u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities

CONTENT STANDARD		Content Standard 2 – Culture and Cultural Diversity: Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.
BENCHMARK		Benchmarks - Students will:

GRADE LEVEL EXAMPLE	SS5.2.1.	Identify and describe the ways groups, including Indigenous Tribes of Wyoming (e.g., families, communities, schools, and social organizations), meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to identity (e.g., personal, tribal, ethnic) and daily life (e.g., traditions, beliefs, language, customs).  <u><b>Social Studies Online</b></u> Grade 2 - Living Together Grade 2 - Work and Money Grade 3 - I Am a Consumer
GRADE LEVEL EXAMPLE	SS5.2.2.	Describe, compare and contrast ways in which unique expressions of culture (e.g., tribal affiliation, language, spirituality, stories, folktales, music, art, and dance) influence people.  <u><b>Social Studies Online</b></u> Exploring Cuba Grade 3 - A Country of Cultures Grade 4 - Northeast

GRADE LEVEL EXAMPLE	SS5.2.4.	<p>Identify and describe positive and negative interactions (e.g., withholding of Native American U.S. citizenship until 1924), the tensions among cultural groups, social classes and/or significant individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie, Chief Black Coal, Chief Pocatello, Chief Sharp Nose, and Chief Friday).</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Early Americans</a>  <a href="#">Grade 2 - Our Government At Work</a>  <a href="#">Grade 3 - How The Country Was Settled</a></p>
CONTENT STANDARD		<b>Content Standard 3 – Production, Distribution, and Consumption: Students describe the influence of economic factors on societies and make decisions based on economic principles.</b>
BENCHMARK		<b>Benchmarks - Students will:</b>
GRADE LEVEL EXAMPLE	SS5.3.1.	<p>Give examples of needs, wants, goods, services, scarcity, and choice.</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>
GRADE LEVEL EXAMPLE	SS5.3.2.	<p>Identify basic economic concepts (e.g., supply, demand, price, and trade).</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></p>
GRADE LEVEL EXAMPLE	SS5.3.3.	<p>Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).</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>
GRADE LEVEL EXAMPLE	SS5.3.4.	<p>Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Work and Money</a>  <a href="#">Grade 3 - I Am a Consumer</a></p>
CONTENT STANDARD		<b>Content Standard 4 – Time, Continuity, and Change: Students analyze events, people, problems, and ideas within their historical contexts.</b>
BENCHMARK		<b>Benchmarks - Students will:</b>
GRADE LEVEL EXAMPLE	SS5.4.1.	<p>Describe how small changes can lead to big changes (cause and effect) (e.g., introduction of horses to the Plains tribes, discovery of gold and minerals in the region, discovery of electricity, impact of the Homestead Act and Dawes Act, establishment of water rights and resource management).</p> <p><b><u>Social Studies Online</u></b>  <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></p>

GRADE LEVEL EXAMPLE	SS5.4.2.	Describe how tools and technology make life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or travois to horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands, boiling water prevented spread of disease, railroads and the industrial revolution led to devastation of bison population, and impact of mineral and oil development in the region).
<b><u>Social Studies Online</u></b> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Early Beginnings</a>		

GRADE LEVEL EXAMPLE	SS5.4.4.	Discuss different groups that a person may belong to, including Indigenous Tribes of Wyoming, (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.
<b><u>Social Studies Online</u></b> <a href="#">Grade 2 - Living Together</a>		

CONTENT STANDARD		Content Standard 5 – 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.
BENCHMARK		Benchmarks - Students will:

GRADE LEVEL EXAMPLE	SS5.5.1.	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>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="#">Exploring Cuba</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</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 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Landforms</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">Paris - City of Light - Grades K - 5</a> <a href="#">The Sahara Desert</a>		

GRADE LEVEL EXAMPLE	SS5.5.2.	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 reservation, state, nation, or world.
		<p><b><u>Social Studies Online</u></b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Exploring Cuba</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>Paris - City of Light - Grades K - 5</p> <p>The Sahara Desert</p> <p>Washington, DC - Grades K - 5</p>
GRADE LEVEL EXAMPLE	SS5.5.3.	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., Indigenous Tribes of Wyoming and the Oregon Trail), and how ideas, goods, and/or people move from one area to another.
		<p><b><u>Social Studies Online</u></b></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p>
GRADE LEVEL EXAMPLE	SS5.5.4.	Environment and Society: Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).
		<p><b><u>Social Studies Online</u></b></p> <p>Grade 4 - West Region Geography</p>