

Grade 3 - Natural History Museum Related State Content Standards

English-Language Arts

LISTENING AND SPEAKING

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things or experiences.
(various exhibit halls)

History-Social Science

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

1. Describe national identities, religious beliefs, customs, and various folklore traditions. *(Hall of Native American Cultures, Hall of California History)*
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools). *(Hall of Native American Cultures, Hall of California History)*
4. Discuss the interaction of new settlers with the already established Indians of the region. *(Hall of Native American Cultures, Hall of California History)*

3.3 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.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. *(Hall of California History, Hall of Native American Cultures, Hall of American History)*

Science

LIFE SCIENCES

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- a. *Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. (Insect Zoo, Discovery Center, African and North American habitat halls, Hall of Birds, Marine Hall, Dinosaurs Hall, Cenozoic Hall)*
- b. *Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands. (Insect Zoo, Discovery Center, African and North American habitat halls, Hall of Birds, Marine Hall, Dinosaurs Hall, Cenozoic Hall)*
- d. *Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. (Insect Zoo, Discovery Center, African and North American habitat halls, Hall of Birds, Marine Hall, Dinosaurs Hall, Cenozoic Hall)*
- e. *Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today. (Insect Zoo, Discovery Center, African and North American habitat halls, Hall of Birds, Marine Hall, Dinosaurs Hall, Cenozoic Hall)*

Visual Arts

3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Identify art observed in daily life. *(Hall of Native American Cultures, Gems and Minerals Hall)*

Diversity of the Visual Arts

- 3.3 Discuss art objects from various places and times. *(Hall of Native American Cultures, Hall of California History, Ancient Latin America Hall, Gems and Minerals Hall)*