

**Main Criteria:** Utah Core Standards  
**Secondary Criteria:** Virtual Field Trips  
**Subjects:** Science, Social Studies  
**Grade:** 3  
**Correlation Options:** Show Correlated

**Utah Core Standards  
Science**

Grade: 3 - Adopted: 2002

<b>STANDARD / AREA OF LEARNING</b>	<b>UT.1.</b>	<b>Intended Learning Outcome: Use Science Process and Thinking Skills.</b>
<b>OBJECTIVE / STRAND</b>	1.a.	Observe simple objects and patterns and report their observations.  <u>Virtual Field Trips</u> Who Lives On a Coral Reef?
<b>OBJECTIVE / STRAND</b>	1.d.	Compare things and events.  <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>OBJECTIVE / STRAND</b>	1.g.	Develop and use simple classification systems.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.II.</b>	<b>Students will understand that organisms depend on living and nonliving things within their environment.</b>
<b>OBJECTIVE / STRAND</b>	II.1.	Classify living and nonliving things in an environment.
<b>INDICATOR / CLUSTER</b>	II.1.c.	Classify living and nonliving things in an environment.  <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>STANDARD / AREA OF LEARNING</b>	<b>UT.II.</b>	<b>Students will understand that organisms depend on living and nonliving things within their environment.</b>
<b>OBJECTIVE / STRAND</b>	II.2.	Describe the interactions between living and nonliving things in a small environment.
<b>INDICATOR / CLUSTER</b>	II.2.a.	Identify living and nonliving things in a small environment (e.g., terrarium, aquarium, flowerbed) composed of living and nonliving things.  <u>Virtual Field Trips</u> The Amazon Rainforest
<b>INDICATOR / CLUSTER</b>	II.2.b.	Predict the effects of changes in the environment (e.g., temperature, light, moisture) on a living organism.  <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 Who Lives On a Coral Reef?
INDICATOR / CLUSTER	II.2.c.	Observe and record the effect of changes (e.g., temperature, amount of water, light) upon the living organisms and nonliving things in a small-scale environment.  <u>Virtual Field Trips</u> How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR / CLUSTER	II.2.e.	Pose a question about the interaction between living and nonliving things in the environment that could be investigated by observation.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?

### Utah Core Standards

#### Social Studies

Grade: 3 - Adopted: 2010

STANDARD / AREA OF LEARNING	UT.I.	Community and Culture: Students will understand how geography influences community location and development.
OBJECTIVE / STRAND	I.B.	The geography of a community influences the cultural development of the humans who inhabit the community. There are relationships between climate, natural resources, and other geographic characteristics and a community's cultural development. The unique characteristics of an area influence where and how communities develop, their relative wealth and power, and how they adapt to changes.
INDICATOR / CLUSTER	I.1:	Determine the relationships between human settlement and geography.
EXPECTATION / STANDARD	I.1.b.	Use map features to make logical inferences and describe relationships between human settlement and physical geography (e.g. population density in relation to latitude, cities' proximity to water, utilization of natural resources).  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
EXPECTATION / STANDARD	I.1.c.	Compare the shapes and purposes of natural and human-made boundaries of cities, counties and states.  <u>Virtual Field Trips</u> 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 Washington, DC - Grades K - 5
STANDARD / AREA OF LEARNING	UT.I.	Community and Culture: Students will understand how geography influences community location and development.

OBJECTIVE / STRAND	I.B.	The geography of a community influences the cultural development of the humans who inhabit the community. There are relationships between climate, natural resources, and other geographic characteristics and a community's cultural development. The unique characteristics of an area influence where and how communities develop, their relative wealth and power, and how they adapt to changes.
INDICATOR / CLUSTER	I.2:	Describe how various communities have adapted to existing environments and how other communities have modified the environment.
EXPECTATION / STANDARD	I.2.a.	Describe the major world ecosystems (i.e. desert, plain, tropic, tundra, grassland, mountain, forest, wetland).  <u>Virtual Field Trips</u> African Safari Galapagos Islands Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / STANDARD	I.2.b.	Identify important natural resources of world ecosystems.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
EXPECTATION / STANDARD	I.2.c.	Describe how communities have modified the environment to accommodate their needs (e.g. logging, storing water, building transportation systems).  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / STANDARD	I.2.d.	Investigate ways different communities have adapted into an ecosystem.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / AREA OF LEARNING	UT.I.	Community and Culture: Students will understand how geography influences community location and development.
OBJECTIVE / STRAND	I.B.	The geography of a community influences the cultural development of the humans who inhabit the community. There are relationships between climate, natural resources, and other geographic characteristics and a community's cultural development. The unique characteristics of an area influence where and how communities develop, their relative wealth and power, and how they adapt to changes.
INDICATOR / CLUSTER	I.3:	Analyze ways cultures use, maintain, and preserve the physical environment.
EXPECTATION / STANDARD	I.3.a.	Identify ways people use the physical environment (e.g. agriculture, recreation, energy, industry).  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us

		The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / STANDARD	I.3.b.	Compare changes in the availability and use of natural resources over time.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
EXPECTATION / STANDARD	I.3.c.	Describe ways to conserve and protect natural resources (e.g. reduce, reuse, recycle).  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
EXPECTATION / STANDARD	I.3.d.	Compare perspectives of various communities toward the natural environment.  <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 2 -Land and Water Around Us Grade 3 - The First Americans The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / STANDARD	I.3.e.	Make inferences about the positive and negative impacts of human-caused change to the physical environment.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / AREA OF LEARNING	UT.II.	Community and Culture: Students will understand cultural factors that shape a community.
OBJECTIVE / STRAND	II.B.	All people exist within cultures, or the way of life of a group of people. All human communities have cultural attributes. These attributes change over time in response to changes in the world around them. Indigenous cultures in North and South America demonstrate these attributes, and teachers are encouraged to select examples from these rich cultural traditions.
INDICATOR / CLUSTER	II.1:	Evaluate key factors that determine how a community develops.
EXPECTATION / STANDARD	II.1.a.	Identify the elements of culture (e.g. language, religion, customs, artistic expression, systems of exchange).  <u>Virtual Field Trips</u> Exploring Cuba Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans Jerusalem - Then and Now (Younger Grades) Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / STANDARD	II.1.b.	Describe how stories, folktales, music, and artistic creations serve as expressions of culture.  <u>Virtual Field Trips</u> Exploring Cuba Grade 2 - Early Americans

		Grade 3 - A Country of Cultures Grade 3 - The First Americans
EXPECTATION / STANDARD	II.1.c.	Compare elements of the local community with communities from different parts of the world (e.g. industry, economic specialization )  <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / STANDARD	II.1.d.	Identify and explain the interrelationship of the environment (e.g. location, natural resources, climate) and community development (e.g. food, shelter, clothing, industries, markets, recreation, artistic creations).  <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 - Early Americans Grade 2 -Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / STANDARD	II.1.e.	Examine changes in communities that can or have occurred when two or more cultures interact.  <u>Virtual Field Trips</u> Grade 3 - The First Americans
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INDICATOR / CLUSTER	II.2:	Explain how selected indigenous cultures of the Americas have changed over time.
EXPECTATION / STANDARD	II.2.a.	Describe and compare early indigenous people of the Americas (e.g. Eastern Woodlands, Plains, Great Basin, Southwestern, Arctic, Incan, Aztec, Mayan).  <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - The First Americans
EXPECTATION / STANDARD	II.2.b.	Analyze how these cultures changed with the arrival of people from Europe, and how the cultures of the Europeans changed.  <u>Virtual Field Trips</u> Grade 3 - The First Americans
EXPECTATION / STANDARD	II.2.c.	Identify how indigenous people maintain cultural traditions today.  <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans

STANDARD / AREA OF LEARNING	UT.III.	Community and Culture: Students will understand the principles of civic responsibility in classroom, community, and country.
OBJECTIVE / STRAND	III.B.	There are purposes and roles of representative government. People are elected in this nation to represent the views of other people. There are rights people have within this government. There are multiple functions and services of government. Community members have rights, and with those rights come responsibilities. For a community to function effectively, community members must understand and accept those responsibilities. Recognizing and considering the viewpoints of others is essential in a community.
INDICATOR / CLUSTER	III.1:	Describe the rights and responsibilities inherent in being a contributing member of a community.
EXPECTATION / STANDARD	III.1.a.	Identify how these rights and responsibilities are reflected in the patriotic symbols and traditions of the United States (i.e. Pledge of Allegiance, flag etiquette).  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
EXPECTATION / STANDARD	III.1.b.	List the responsibilities community members have to one another.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
EXPECTATION / STANDARD	III.1.c.	Identify why these responsibilities are important for a functioning community (e.g. voting, jury duty, taxpaying, obedience to laws).  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
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OBJECTIVE / STRAND	III.B.	There are purposes and roles of representative government. People are elected in this nation to represent the views of other people. There are rights people have within this government. There are multiple functions and services of government. Community members have rights, and with those rights come responsibilities. For a community to function effectively, community members must understand and accept those responsibilities. Recognizing and considering the viewpoints of others is essential in a community.
INDICATOR / CLUSTER	III.2:	Identify ways community needs are met by government.
EXPECTATION / STANDARD	III.2.a.	Differentiate between personal and community needs.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
EXPECTATION / STANDARD	III.2.b.	Identify roles of representative government (e.g. make laws, maintain order, levy taxes, provide public services).  <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 2 - Our Government At Work
EXPECTATION / STANDARD	III.2.c.	Research community needs and the role government serves in meeting those needs.  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
STANDARD / AREA OF LEARNING	UT.III.	Community and Culture: Students will understand the principles of civic responsibility in classroom, community, and country.
OBJECTIVE / STRAND	III.B.	There are purposes and roles of representative government. People are elected in this nation to represent the views of other people.

		There are rights people have within this government. There are multiple functions and services of government. Community members have rights, and with those rights come responsibilities. For a community to function effectively, community members must understand and accept those responsibilities. Recognizing and considering the viewpoints of others is essential in a community.
<b>INDICATOR / CLUSTER</b>	<b>III.3:</b>	<b>Apply principles of civic responsibility.</b>
<b>EXPECTATION / STANDARD</b>	<b>III.3.a.</b>	Engage in meaningful dialogue about the community and current events within the classroom, school, and local community.  <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
<b>EXPECTATION / STANDARD</b>	<b>III.3.b.</b>	Identify and consider the diverse viewpoints of the people who comprise a community.  <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans