

**Main Criteria:** Utah Core Standards  
**Secondary Criteria:** Virtual Field Trips  
**Subjects:** Science, Social Studies  
**Grade:** 4  
**Correlation Options:** Show Correlated

**Utah Core Standards**  
**Science**

Grade: 4 - 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.1.</b>	<b>Students will understand that water changes state as it moves through the water cycle.</b>
<b>OBJECTIVE / STRAND</b>	I.1.	Describe the relationship between heat energy, evaporation and condensation of water on Earth.
<b>INDICATOR / CLUSTER</b>	I.1.a.	Identify the relative amount and kind of water found in various locations on Earth (e.g., oceans have most of the water, glaciers and snowfields contain most fresh water).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks West - Nevada, California
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.1.</b>	<b>Students will understand that water changes state as it moves through the water cycle.</b>
<b>OBJECTIVE / STRAND</b>	I.2.	Describe the water cycle.
<b>INDICATOR / CLUSTER</b>	I.2.c.	Identify locations that hold water as it passes through the water cycle (e.g., oceans, atmosphere, fresh surface water, snow, ice, and ground water).  <u>Virtual Field Trips</u> National Parks of the Western Region - Part 1
<b>INDICATOR / CLUSTER</b>	I.2.e.	Describe how the water cycle relates to the water supply in your community.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks West - Nevada, California

STANDARD / AREA OF LEARNING	UT.III.	Students will understand the basic properties of rocks, the processes involved in the formation of soils, and the needs of plants provided by soil.
OBJECTIVE / STRAND	III.1.	Identify basic properties of minerals and rocks.
INDICATOR / CLUSTER	III.1.a.	Describe the differences between minerals and rocks.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks West - Wyoming, Utah
STANDARD / AREA OF LEARNING	UT.III.	Students will understand the basic properties of rocks, the processes involved in the formation of soils, and the needs of plants provided by soil.
OBJECTIVE / STRAND	III.2.	Explain how the processes of weathering and erosion change and move materials that become soil.
INDICATOR / CLUSTER	III.2.a.	Identify the processes of physical weathering that break down rocks at Earth's surface (i.e., water movement, freezing, plant growth, wind).  <u>Virtual Field Trips</u> National Parks West - Wyoming, Utah
INDICATOR / CLUSTER	III.2.b.	Distinguish between weathering (i.e., wearing down and breaking of rock surfaces) and erosion (i.e., the movement of materials).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
INDICATOR / CLUSTER	III.2.c.	Model erosion of Earth materials and collection of these materials as part of the process that leads to soil (e.g., water moving sand in a playground area and depositing this sand in another area).  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STANDARD / AREA OF LEARNING	UT.III.	Students will understand the basic properties of rocks, the processes involved in the formation of soils, and the needs of plants provided by soil.
OBJECTIVE / STRAND	III.3.	Observe the basic components of soil and relate the components to plant growth.
INDICATOR / CLUSTER	III.3.d.	Explain how plants may help control the erosion of soil.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STANDARD / AREA OF LEARNING	UT.V.	Students will understand the physical characteristics of Utah's wetlands, forests, and deserts and identify common organisms for each environment.
OBJECTIVE / STRAND	V.1.	Describe the physical characteristics of Utah's wetlands, forests, and deserts.
INDICATOR / CLUSTER	V.1.a.	Compare the physical characteristics (e.g., precipitation, temperature, and surface terrain) of Utah's wetlands, forests, and deserts.  <u>Virtual Field Trips</u>

		<p>African Safari  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1</p>
INDICATOR / CLUSTER	V.1.b.	<p>Describe Utah's wetlands (e.g., river, lake, stream, and marsh areas where water is a major feature of the environment) forests (e.g., oak, pine, aspen, juniper areas where trees are a major feature of the environment), and deserts (e.g., areas where the lack of water provided an environment where plants needing little water are a major feature of the environment).</p> <p><u>Virtual Field Trips</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol  Grade 3 - Geography of Our Communities  How Coral Reefs Are Formed  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1  The Amazon Rainforest  Who Lives On a Coral Reef?</p>
INDICATOR / CLUSTER	V.1.c.	<p>Locate examples of areas that have characteristics of wetlands, forests, or deserts in Utah.</p> <p><u>Virtual Field Trips</u>  African Safari  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1</p>
INDICATOR / CLUSTER	V.1.d.	<p>Based upon information gathered, classify areas of Utah that are generally identified as wetlands, forests, or deserts.</p> <p><u>Virtual Field Trips</u>  African Safari  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1</p>
INDICATOR / CLUSTER	V.1.e.	<p>Create models of wetlands, forests, and deserts.</p> <p><u>Virtual Field Trips</u>  African Safari  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1</p>
STANDARD / AREA OF LEARNING	UT.V.	<p>Students will understand the physical characteristics of Utah's wetlands, forests, and deserts and identify common organisms for each environment.</p>
OBJECTIVE / STRAND	V.2.	<p>Describe the common plants and animals found in Utah environments and how these organisms have adapted to the environment in which they live.</p>
INDICATOR / CLUSTER	V.2.a.	<p>Identify common plants and animals that inhabit Utah's forests, wetlands, and deserts.</p> <p><u>Virtual Field Trips</u>  African Safari  National Parks - West - Alaska &amp; Hawaii</p>

		National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
INDICATOR / CLUSTER	V.2.b.	Cite examples of physical features that allow particular plants and animals to live in specific environments (e.g., duck has webbed feet, cactus has waxy coating).  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR / CLUSTER	V.2.c.	Describe some of the interactions between animals and plants of a given environment (e.g., woodpecker eats insects that live on trees of a forest, brine shrimp of the Great Salt Lake eat algae and birds feed on brine shrimp).  <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?
INDICATOR / CLUSTER	V.2.d.	Identify the effect elevation has on types of plants and animals that live in a specific wetland, forest, or desert.  <u>Virtual Field Trips</u> African Safari National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
INDICATOR / CLUSTER	V.2.e.	Find examples of endangered Utah plants and animals and describe steps being taken to protect them.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / AREA OF LEARNING	UT.V.	Students will understand the physical characteristics of Utah's wetlands, forests, and deserts and identify common organisms for each environment.
OBJECTIVE / STRAND	V.3.	Use a simple scheme to classify Utah plants and animals.
INDICATOR / CLUSTER	V.3.a.	Explain how scientists use classification schemes.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?

INDICATOR / CLUSTER	V.3.b.	<p>Use a simple classification system to classify unfamiliar Utah plants or animals (e.g., fish/amphibians/reptile/bird/mammal, invertebrate/vertebrate, tree/shrub/grass, deciduous/conifers).</p> <p><u>Virtual Field Trips</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol  How Coral Reefs Are Formed  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1  The Amazon Rainforest  Who Lives On a Coral Reef?</p>
STANDARD / AREA OF LEARNING	UT.V.	Students will understand the physical characteristics of Utah's wetlands, forests, and deserts and identify common organisms for each environment.
OBJECTIVE / STRAND	V.4.	Observe and record the behavior of Utah animals.
INDICATOR / CLUSTER	V.4.a.	<p>Observe and record the behavior of birds (e.g., caring for young, obtaining food, surviving winter).</p> <p><u>Virtual Field Trips</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1  The Amazon Rainforest</p>
INDICATOR / CLUSTER	V.4.b.	<p>Describe how the behavior and adaptations of Utah mammals help them survive winter (e.g., obtaining food, building homes, hibernation, migration).</p> <p><u>Virtual Field Trips</u>  African Safari  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  The Amazon Rainforest</p>
INDICATOR / CLUSTER	V.4.c.	<p>Research and report on the behavior of a species of Utah fish (e.g., feeding on the bottom or surface, time of year and movement of fish to spawn, types of food and how it is obtained).</p> <p><u>Virtual Field Trips</u>  Galapagos Islands  Galapagos Islands - Espagnol  National Parks - West - Alaska &amp; Hawaii  The Amazon Rainforest  Who Lives On a Coral Reef?</p>
INDICATOR / CLUSTER	V.4.d.	<p>Compare the structure and behavior of Utah amphibians and reptiles.</p> <p><u>Virtual Field Trips</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol  National Parks West - Nevada, California  The Amazon Rainforest  Who Lives On a Coral Reef?</p>
INDICATOR / CLUSTER	V.4.e.	Use simple classification schemes to sort Utah's common insects and spiders.

		<u>Virtual Field Trips</u> The Amazon Rainforest
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**Utah Core Standards  
Social Studies**

Grade: 4 - Adopted: 2010

<b>STANDARD / AREA OF LEARNING</b>	<b>UT.I.</b>	<b>Utah Studies: Students will understand the relationship between the physical geography in Utah and human life.</b>
<b>OBJECTIVE / STRAND</b>	<b>I.B.</b>	Utah's physical geography has a direct impact on the cultures of the various peoples who have inhabited it throughout time. By learning about the physical geography of Utah and how it has changed over time, students will be able to understand the interrelationships between the physical geography of Utah and human cultural development.
<b>INDICATOR / CLUSTER</b>	<b>I.1:</b>	<b>Classify major physical geographic attributes of Utah.</b>
<b>EXPECTATION / STANDARD</b>	<b>I.1.a.</b>	Identify Utah's latitude, longitude, hemisphere, climate, natural resources, landforms, and regions using a variety of geographic tools.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>EXPECTATION / STANDARD</b>	<b>I.1.b.</b>	Examine the forces at work in creating the physical geography of Utah (e.g. erosion, seismic activity, climate change).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.I.</b>	<b>Utah Studies: Students will understand the relationship between the physical geography in Utah and human life.</b>
<b>OBJECTIVE / STRAND</b>	<b>I.B.</b>	Utah's physical geography has a direct impact on the cultures of the various peoples who have inhabited it throughout time. By learning about the physical geography of Utah and how it has changed over time, students will be able to understand the interrelationships between the physical geography of Utah and human cultural development.
<b>INDICATOR / CLUSTER</b>	<b>I.2:</b>	<b>Analyze how physical geography affects human life in Utah.</b>
<b>EXPECTATION / STANDARD</b>	<b>I.2.a.</b>	Identify population concentrations in the state and infer causal relationships between population and physical geography.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>EXPECTATION / STANDARD</b>	<b>I.2.d.</b>	Make inferences about the relationships between the physical geography of Utah and the state's communication and transportation systems (e.g. trails, roads, telegraph, rail lines).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>EXPECTATION / STANDARD</b>	<b>I.2.e.</b>	Examine the interactions between physical geography and public health and safety (e.g. inversions, earthquakes, flooding, fire).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>EXPECTATION / STANDARD</b>	<b>I.2.f.</b>	Explain how archaeology informs about the past (e.g. artifacts, ruins, excavations).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.I.</b>	<b>Utah Studies: Students will understand the relationship between the physical geography in Utah and human life.</b>

OBJECTIVE / STRAND	I.B.	Utah's physical geography has a direct impact on the cultures of the various peoples who have inhabited it throughout time. By learning about the physical geography of Utah and how it has changed over time, students will be able to understand the interrelationships between the physical geography of Utah and human cultural development.
INDICATOR / CLUSTER	I.3:	Analyze how human actions modify the physical environment.
EXPECTATION / STANDARD	I.3.a.	Describe how and why humans have changed the physical environment of Utah to meet their needs (e.g. reservoirs, irrigation, climate, transportation systems and cities).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
EXPECTATION / STANDARD	I.3.b.	Explain viewpoints regarding environmental issues (e.g. species protection, land use, pollution controls, mass transit, water rights, trust lands).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STANDARD / AREA OF LEARNING	UT.III.	Utah Studies: Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.
OBJECTIVE / STRAND	III.B.	Representative government has developed in Utah. People who live in Utah have rights and responsibilities associated with representative government. People have created systems of power and authority within this government.
INDICATOR / CLUSTER	III.1:	Describe the responsibilities and rights of individuals in a representative government as well as in the school and community.
EXPECTATION / STANDARD	III.1.a.	Identify rights of a citizen (e.g. voting, peaceful assembly, freedom of religion).  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
EXPECTATION / STANDARD	III.1.b.	Identify responsibilities of a citizen (e.g. jury duty, obeying the law, paying taxes).  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
EXPECTATION / STANDARD	III.1.e.	Describe and model ways that citizens can participate in civic responsibilities (e.g. current issue analysis, recycling, volunteering with civic organizations, letter writing).  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
EXPECTATION / STANDARD	III.1.g.	Recognize and demonstrate respect for United States and Utah symbols (i.e. Pledge of Allegiance, flag etiquette).  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
STANDARD / AREA OF LEARNING	UT.III.	Utah Studies: Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.
OBJECTIVE / STRAND	III.B.	Representative government has developed in Utah. People who live in Utah have rights and responsibilities associated with representative government. People have created systems of power and authority within this government.
INDICATOR / CLUSTER	III.2:	Analyze the different ways people have organized governments in Utah to meet community needs.
EXPECTATION / STANDARD	III.2.c.	Compare the roles and responsibilities of state, county, and local officials.

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