

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: 2019

STANDARD / AREA OF LEARNING		SEEd - Grade 3 (2019)
OBJECTIVE / STRAND	Strand 3.1:	WEATHER AND CLIMATE PATTERNS
INDICATOR / CLUSTER		Weather is a minute-by-minute, day-by-day variation of the atmosphere's condition on a local scale. Scientists record patterns of weather across different times and areas so that they can make weather forecasts. Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over a long period of time. A variety of weather-related hazards result from natural processes. While humans cannot eliminate natural hazards, they can take steps to reduce their impact.

EXPECTATION / STANDARD Standard 3.1.1. Analyze and interpret data to reveal patterns that indicate typical weather conditions expected during a particular season. Emphasize students gathering data in a variety of ways and representing data in tables and graphs. Examples of data could include temperature, precipitation, or wind speed. (ESS2.D)

Virtual Field Trips
African Safari
Grade 2 - Land and Water Around Us
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Northeast
Grade 4 - West Region Geography

EXPECTATION / STANDARD Standard 3.1.2. Obtain and communicate information to describe climate patterns in different regions of the world. Emphasize how climate patterns can be used to predict typical weather conditions. Examples of climate patterns could be average seasonal temperature and average seasonal precipitation. (ESS2.D)

Virtual Field Trips
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

EXPECTATION / STANDARD Standard 3.1.3. Design a solution that reduces the effects of a weather-related hazard. Define the problem, identify criteria and constraints, develop possible solutions, analyze data from testing solutions, and propose modifications for optimizing a solution. Examples could include barriers to prevent flooding or wind-resistant roofs. (ESS3.B, ETS1.A, ETS1.B, ETS1.C)

Virtual Field Trips
Grade 3 - Geography of Our Communities

STANDARD / AREA OF LEARNING		SEEd - Grade 3 (2019)
OBJECTIVE / STRAND	Strand 3.2:	EFFECTS OF TRAITS ON SURVIVAL

INDICATOR / CLUSTER		Organisms (plants and animals, including humans) have unique and diverse life cycles, but they all follow a pattern of birth, growth, reproduction, and death. Different organisms vary in how they look and function because they have different inherited traits. An organism's traits are inherited from its parents and can be influenced by the environment. Variations in traits between individuals in a population may provide advantages in surviving and reproducing in particular environments. When the environment changes, some organisms have traits that allow them to survive, some move to new locations, and some do not survive. Humans can design solutions to reduce the impact of environmental changes on organisms.
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EXPECTATION / STANDARD	Standard 3.2.1.	Develop and use models to describe changes that organisms go through during their life cycles. Emphasize that organisms have unique and diverse life cycles but follow a pattern of birth, growth, reproduction, and death. Examples of changes in life cycles could include how some plants and animals look different at different stages of life or how other plants and animals only appear to change size in their life. (LS1.B)
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Virtual Field Trips

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

EXPECTATION / STANDARD	Standard 3.2.4.	Construct an explanation showing how variations in traits and behaviors can affect the ability of an individual to survive and reproduce. Examples of traits could include large thorns protecting a plant from being eaten or strong smelling flowers to attracting certain pollinators. Examples of behaviors could include animals living in groups for protection or migrating to find more food. (LS2.D, LS4.B)
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Virtual Field Trips

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?

EXPECTATION / STANDARD	Standard 3.2.5.	Engage in argument from evidence that in a particular habitat (system) some organisms can survive well, some survive less well, and some cannot survive at all. Emphasize that organisms and habitats form systems in which the parts depend upon each other. Examples of evidence could include needs and characteristics of the organisms and habitats involved such as cacti growing in dry, sandy soil but not surviving in wet, saturated soil. (LS4.C)
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Virtual Field Trips

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?

EXPECTATION / STANDARD	Standard 3.2.6.	Design a solution to a problem caused by a change in the environment that impacts the types of plants and animals living in that environment. Define the problem, identify criteria and constraints, and develop possible solutions. Examples of environmental changes could include changes in land use, water availability, temperature, food, or changes caused by other organisms. (LS2.C, LS4.D, ETS1.A, ETS1.B, ETS1.C)
		Virtual Field Trips 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?

Utah Core Standards
Social Studies
Grade: **3** - Adopted: **2022**

STANDARD / AREA OF LEARNING		THIRD GRADE
OBJECTIVE / STRAND	3.1:	TYPES OF GOVERNMENT AND THE UNITED STATES AND UTAH CONSTITUTIONS - Students will learn about and compare different types of government. They will identify significant ideas in the United States and Utah Constitutions, as well as compare similarities and differences between the documents.
INDICATOR / CLUSTER	3.1.2:	Explain why the first three words of the United States Constitution are vital to the workings of representative government. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
INDICATOR / CLUSTER	3.1.3:	Summarize how the Constitution of the United States is the supreme law of the land, and explain how laws provide order and stability. Virtual Field Trips Grade 2 - Living Together Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
INDICATOR / CLUSTER	3.1.4:	Identify the rights protected by the First Amendment in the Bill of Rights, and analyze how those rights affect them. Virtual Field Trips Grade 2 - Our Government At Work
INDICATOR / CLUSTER	3.1.5:	Explain how the Constitution balances power between the three branches of government at both the state and federal levels (checks and balances). Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
STANDARD / AREA OF LEARNING		THIRD GRADE

OBJECTIVE / STRAND	3.2:	YOUR COMMUNITY - Students analyze the communities in which they live, including geography, relative size, and interdependent relationships.
INDICATOR / CLUSTER	3.2.1:	Locate their community, city or town, state, country, and continent on print and digital maps of the earth, and contrast their sizes and the relationships in scale. Virtual Field Trips Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - West Region Geography
INDICATOR / CLUSTER	3.2.2:	Describe how geography (that is, physical features and natural resources) has shaped where and how their community developed, how it sustains itself, and how it will sustain itself in the future. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities
INDICATOR / CLUSTER	3.2.3:	Define their own cultures or the cultures of their communities (for example, art, music, food, dance, system of writing, architecture, government to which they are regularly exposed or of which they are part). Virtual Field Trips Grade 2 - Living Together Grade 3 - A Country of Cultures
STANDARD / AREA OF LEARNING		THIRD GRADE
OBJECTIVE / STRAND	3.3:	YOUR RIGHTS AND RESPONSIBILITIES AS A COMMUNITY MEMBER - Students delineate their civic rights and responsibilities as members of their community and the limits to their rights when they conflict with the rights of others. Students are introduced to the concepts of civil rights, public virtue, and civic engagement.
INDICATOR / CLUSTER	3.3.2:	Reflect upon the processes used to address needs and reach solutions within their family, their classroom, or other groups of which they are a part. Compare those to the democratic processes used to address needs and reach solutions within their communities. Virtual Field Trips Grade 2 - Living Together Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
INDICATOR / CLUSTER	3.3.4:	Describe some of the civic roles that people fulfill within their community, and explain the reasons why people choose to serve in those roles and how they benefit the community. Virtual Field Trips Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
INDICATOR / CLUSTER	3.3.5:	Explain how their community's leaders are elected or appointed and effective ways to work together with them to improve the community. Virtual Field Trips Grade 3 - How Government Helps Our Communities

INDICATOR / CLUSTER	3.3.6:	Describe why governments collect taxes and how they decide how to use them. Virtual Field Trips Grade 2 - Work and Money
INDICATOR / CLUSTER	3.3.7:	Discuss how the choices of individuals and leaders affect their community and its future (for example, supporting local businesses, volunteering, voting). Virtual Field Trips Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
INDICATOR / CLUSTER	3.3.8:	Collaborate with peers to address a need in their local community through service. Virtual Field Trips Grade 2 - Work and Money
STANDARD / AREA OF LEARNING		THIRD GRADE
OBJECTIVE / STRAND	3.4:	CONNECTING YOUR COMMUNITY TO THE WORLD - Students learn about one or more communities in other regions of the world. Students use what they have learned in the first three Strands about their own community as a basis for comparison. These communities could reflect the diverse heritage of class members and community members.
INDICATOR / CLUSTER	3.4.1:	Choose a community outside of the United States. Locate that community on both print and digital maps of the Earth, their continent, country, and city or town, and contrast their sizes and the relationships in scale. Virtual Field Trips African Safari Exploring Cuba Galapagos Islands Paris - City of Light - Grades K - 5 Rome - The Eternal City
INDICATOR / CLUSTER	3.4.2:	Research the geography (that is, physical features and natural resources) of the community they chose in 3.4.1, and make inferences regarding how the geography influenced the cultures that have developed there. Virtual Field Trips African Safari Exploring Cuba Galapagos Islands Paris - City of Light - Grades K - 5 Rome - The Eternal City
INDICATOR / CLUSTER	3.4.3:	Define the cultures of the community they chose in 3.4.1 (for example, art, music, food, dance, system of writing, architecture, government, religion). Virtual Field Trips African Safari Exploring Cuba Galapagos Islands Paris - City of Light - Grades K - 5 Rome - The Eternal City

INDICATOR / CLUSTER	3.4.4:	Examine the types of government found in the community they chose in 3.4.1, and compare them with the government of their community (for example, how community leaders are selected, how the government maintains order, keeps people safe, and makes and enforces rules and laws; the role of a community member; the inclusion of immigrants). Virtual Field Trips Exploring Cuba
INDICATOR / CLUSTER	3.4.5:	Examine how and why the community they chose in 3.4.1 has adapted to and/or modified its environment over time, and identify the consequences of these environmental changes. Virtual Field Trips African Safari Exploring Cuba Galapagos Islands Paris - City of Light - Grades K - 5 Rome - The Eternal City