

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

Utah Core Standards
Science
Grade: K - Adopted: 2019

STANDARD / AREA OF LEARNING		SEEd - Kindergarten (2019)
OBJECTIVE / STRAND	Strand K.1:	WEATHER PATTERNS
INDICATOR / CLUSTER		Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather to identify patterns over time. Weather scientists forecast severe weather so that communities can prepare for and respond to these events. Sunlight warms Earth's surface.

EXPECTATION / STANDARD Standard K.1.1. Obtain, evaluate, and communicate information about local, observable weather conditions to describe patterns over time. Emphasize the students' collection and sharing of data. Examples of data could include sunny, cloudy, windy, rainy, cold, or warm. (ESS2.D)

Virtual Field Trips
Grade 1 - The Earth Around Us

STANDARD / AREA OF LEARNING		SEEd - Kindergarten (2019)
OBJECTIVE / STRAND	Strand K.2:	LIVING THINGS AND THEIR SURROUNDINGS
INDICATOR / CLUSTER		Living things (plants and animals, including humans) depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature. The characteristics of surroundings influence where living things are naturally found. Plants and animals affect and respond to their surroundings.

EXPECTATION / STANDARD Standard K.2.3. Obtain, evaluate, and communicate information about how living things (plants and animals, including humans) affect their surroundings to survive. Examples could include squirrels digging in the ground to hide their food, plant roots breaking concrete, or humans building shelters. (ESS2.E)

Virtual Field Trips
Grade 1 - Life Long Ago
Grade 1 - The Earth Around Us

EXPECTATION / STANDARD Standard K.2.4. Design and communicate a solution to address the effects that living things (plants and animals, including humans) experience while trying to survive in their surroundings. Define the problem by asking questions and gathering information, convey designs through sketches, drawings, or physical models, and compare designs. Emphasize students working from a plant, animal, or human perspective. Examples could include a plant growing to get more sunlight, a beaver building a dam, or humans caring for the Earth by reusing and recycling natural resources. (ESS3.C, ETS1.A, ETS1.B, ETS1.C)

Virtual Field Trips
Grade 1 - The Earth Around Us

Utah Core Standards
Social Studies
Grade: K - Adopted: 2022

STANDARD / AREA OF LEARNING		KINDERGARTEN
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OBJECTIVE / STRAND	K.1:	HISTORY - Students will understand that history is the study of events, people, and places of other times.
INDICATOR / CLUSTER	K.1.1:	Compare how people lived in earlier times and how their lives would be different today (for example, growing food, making clothing, living by different rules and laws). Virtual Field Trips Grade 1 - Life Long Ago
INDICATOR / CLUSTER	K.1.2:	Use a variety of texts to analyze and retell the stories of a diverse range of key historical figures, including some from United States history, and make inferences about why they are remembered and honored as people who exemplify the traits of honesty, integrity, morality, civility, duty, honor, service, respect, and obedience to law. Virtual Field Trips Grade 1 - Let's Learn About the Government Washington, DC - Grades K - 5
INDICATOR / CLUSTER	K.1.3:	Explain how families provide physical, social, and emotional support and how each family has its own unique history. Virtual Field Trips Grade 1 - Families and Neighbors
STANDARD / AREA OF LEARNING		KINDERGARTEN
OBJECTIVE / STRAND	K.2:	GEOGRAPHY - Students will demonstrate knowledge of basic physical and human geographical concepts.
INDICATOR / CLUSTER	K.2.3:	Recognize and describe geographical features in their community that make it unique (for example, mountains, rivers, lakes, roads). Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
STANDARD / AREA OF LEARNING		KINDERGARTEN
OBJECTIVE / STRAND	K.3:	CIVICS
INDICATOR / CLUSTER	K.3.2:	List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members (for example, honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law). Virtual Field Trips Grade 1 - Let's Learn About the Government
INDICATOR / CLUSTER	K.3.3:	Identify ways that people work together to build a strong community (for example, parents, religious leaders, teachers and other school personnel, police officers, firefighters, soldiers, business owners). Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government

INDICATOR / CLUSTER	K.3.4:	Explain why national, state, and other symbols and actions (including the United States flag, the Pledge of Allegiance, the bald eagle, the Utah flag) are considered important. What rules and traditions have been made to reflect that importance?
		<u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Washington, DC - Grades K - 5

STANDARD / AREA OF LEARNING		KINDERGARTEN
OBJECTIVE / STRAND	K.4:	ECONOMICS

INDICATOR / CLUSTER	K.4.1:	Make distinctions between basic human needs and individual wants and how that can change over time.
		<u>Virtual Field Trips</u> Grade 1 - All About Work

INDICATOR / CLUSTER	K.4.2:	Relate how different types of work can help people and communities meet their needs and wants.
		<u>Virtual Field Trips</u> Grade 1 - All About Work

INDICATOR / CLUSTER	K.4.3:	Identify ways that people use money, including spending, saving, and sharing.
		<u>Virtual Field Trips</u> Grade 1 - All About Work

Main Criteria: Utah Core Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 1
Correlation Options: Show Correlated

Utah Core Standards
Science
 Grade: 1 - Adopted: 2019

STANDARD / AREA OF LEARNING		SEEd - Grade 1 (2019)
OBJECTIVE / STRAND	Strand 1.1:	SEASONS AND SPACE PATTERNS
INDICATOR / CLUSTER		Seasonal patterns of motion of the Sun, Moon, and stars can be observed, described, and predicted. These patterns may vary depending on the region, location, or time of year.

EXPECTATION / STANDARD Standard 1.1.1. Obtain, evaluate, and communicate information about the movement of the Sun, Moon, and stars to describe predictable patterns. Examples of patterns could include how the Sun and Moon appear to rise in one part of the sky, move across the sky, and set; or how stars, other than the Sun, are visible at night but not during the day. (ESS1.A)

Virtual Field Trips
 Grade 2 - Land and Water Around Us

EXPECTATION / STANDARD Standard 1.1.2. Obtain, evaluate, and communicate information about the patterns observed at different times of the year to relate the amount of daylight to the time of year. Emphasize the variation in daylight patterns at different times of the day and different times of the year. Examples could include varying locations and regions throughout the state, country, and world. (ESS1.B)

Virtual Field Trips
 Grade 1 - The Earth Around Us
 Grade 2 - Land and Water Around Us

EXPECTATION / STANDARD Standard 1.1.3. Design a device that measures the varying patterns of daylight. Define the problem by asking questions and gathering information, convey designs through sketches, drawings, or physical models, and compare and test designs. Examples could include sundials for telling the time or tracking the movement of shadows throughout the day. (ESS1.B, ETS1.A, ETS1.B, ETS1.C)

Virtual Field Trips
 Grade 1 - The Earth Around Us
 Grade 2 - Land and Water Around Us

STANDARD / AREA OF LEARNING		SEEd - Grade 1 (2019)
OBJECTIVE / STRAND	Strand 1.2:	THE NEEDS OF LIVING THINGS AND THEIR OFFSPRING
INDICATOR / CLUSTER		Living things (plants and animals, including humans) depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature. Plants and animals have external features that allow them to survive in a variety of environments. Young plants and animals are similar but not exactly like their parents. In many kinds of animals, parents and offspring engage in behaviors that help the offspring to survive.

EXPECTATION / STANDARD Standard 1.2.1. Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Emphasize investigations that test one variable at a time. (LS1.C)

Virtual Field Trips
 Grade 2 - Land and Water Around Us

EXPECTATION / STANDARD	Standard 1.2.2.	Construct an explanation by observing patterns of external features of living things that survive in different locations. Emphasize how plants and nonhuman animals, found in specific surroundings, share similar physical characteristics. Examples could include that plants living in dry areas are more likely to have thick outer coatings that hold in water, animals living in cold locations have longer and thicker fur, or most desert animals are awake at night. (LS1.A, LS1.D)
Virtual Field Trips Grade 2 - Land and Water Around Us		

Utah Core Standards
Social Studies
Grade: 1 - Adopted: 2022

STANDARD / AREA OF LEARNING		FIRST GRADE
OBJECTIVE / STRAND	1.1:	HISTORY - Students will examine important events and historical figures in the community, state, and nation.

INDICATOR / CLUSTER	1.1.2:	Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).
Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Early Americans Washington, DC - Grades K - 5		

STANDARD / AREA OF LEARNING		FIRST GRADE
OBJECTIVE / STRAND	1.2:	GEOGRAPHY - Students will use geographic tools and map skills to explore the ways geography, climate, and natural resources affect the way people live and work.

INDICATOR / CLUSTER	1.2.2:	Differentiate between natural and engineered geographical features in an area (for example, engineered geographic features include highways, bridges, airports, railroads, buildings, dams, reservoirs).
Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Paris - City of Light - Grades K - 5		

INDICATOR / CLUSTER	1.2.3:	Use maps and globes to locate their local community, Utah, the United States, the seven continents, and the five oceans (that is, Africa, Antarctica, Asia, Australia, Europe, North America, South America; Antarctic [Southern] Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean).
Virtual Field Trips Grade 2 - Land and Water Around Us		

STANDARD / AREA OF LEARNING		FIRST GRADE
OBJECTIVE / STRAND	1.3:	CIVICS - Students will analyze their role as citizens in a school and a community.

INDICATOR / CLUSTER	1.3.2:	Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions. Virtual Field Trips Grade 1 - All About Work Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 2 - Our Government At Work Grade 2 - Work and Money
INDICATOR / CLUSTER	1.3.3:	Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
INDICATOR / CLUSTER	1.3.4:	Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Our Government At Work Washington, DC - Grades K - 5
INDICATOR / CLUSTER	1.3.5:	Demonstrate characteristics of responsible citizenship (for example, respect others' property, treat people with dignity, find solutions to conflicts, take responsibility for one's actions, take care of school grounds). Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
STANDARD / AREA OF LEARNING		FIRST GRADE
OBJECTIVE / STRAND	1.4:	ECONOMICS - Students will explain how to prioritize their economic wants and make basic financial decisions.
INDICATOR / CLUSTER	1.4.1:	Explain the costs and benefits of spending and saving in order to meet needs and wants. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
INDICATOR / CLUSTER	1.4.2:	Identify ways people make a living in the community. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
INDICATOR / CLUSTER	1.4.3:	Identify and explain the roles and contributions of consumers, producers, and distributors in the community. Virtual Field Trips Grade 2 - Work and Money

Main Criteria: Utah Core Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 2
Correlation Options: Show Correlated

Utah Core Standards

Science

Grade: 2 - Adopted: 2019

STANDARD / AREA OF LEARNING		SEEd - Grade 2 (2019)
OBJECTIVE / STRAND	Strand 2.1:	CHANGES IN THE EARTH'S SURFACE
INDICATOR / CLUSTER		Earth has an ancient history of slow and gradual surface changes, punctuated with quick but powerful geologic events like volcanic eruptions, flooding, and earthquakes. Water and wind play a significant role in changing Earth's surface. The effects of wind and water can cause both slow and quick changes to the surface of the Earth. Scientists and engineers design solutions to slow or prevent wind or water from changing the land.

EXPECTATION / STANDARD Standard 2.1.1. Develop and use models illustrating the patterns of landforms and water on Earth. Examples of models could include valleys, canyons, or floodplains and could depict water in the solid or liquid state. (ESS2.B)

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

EXPECTATION / STANDARD Standard 2.1.2. Construct an explanation about changes in Earth's surface that happen quickly or slowly. Emphasize the contrast between fast and slow changes. Examples of fast changes could include volcanic eruptions, earthquakes, or landslides. Examples of slow changes could include the erosion of mountains or the shaping of canyons. (ESS1.C)

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

EXPECTATION / STANDARD Standard 2.1.3. Design solutions to slow or prevent wind or water from changing the shape of land. Define the problem by asking questions and gathering information, convey designs through sketches, drawings, or physical models, and compare and test designs. Examples of solutions could include retaining walls, dikes, windbreaks, shrubs, trees, and grass to hold back wind, water, and land. (ESS2.A, ESS2.C, ETS1.A, ETS1.B, ETS1.C)

Virtual Field Trips

Grade 3 - Geography of Our Communities

STANDARD / AREA OF LEARNING		SEEd - Grade 2 (2019)
OBJECTIVE / STRAND	Strand 2.2:	LIVING THINGS AND THEIR HABITATS
INDICATOR / CLUSTER		Living things (plants and animals, including humans) need water, air, and resources from the land to survive and live in habitats that provide these necessities. The physical characteristics of plants and animals reflect the habitat in which they live. Animals also have modified behaviors that help them survive, grow, and meet their needs. Humans sometimes mimic plant and animal adaptations to survive in their environment.

EXPECTATION / STANDARD	Standard 2.2.1.	Obtain, evaluate, and communicate information about patterns of living things (plants and animals, including humans) in different habitats. Emphasize the diversity of living things in land and water habitats. Examples of patterns in habitats could include descriptions of temperature or precipitation and the types of plants and animals found in land habitats. (LS2.C, LS4.C, LS4.D)
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
EXPECTATION / STANDARD	Standard 2.2.2.	Plan and carry out an investigation of the structure and function of plant and animal parts in different habitats. Emphasize how different plants and animals have different structures to survive in their habitat. Examples could include the shallow roots of a cactus in the desert or the seasonal changes in the fur coat of a wolf. (LS1.A, LS4.A, LS4.D)
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
EXPECTATION / STANDARD	Standard 2.2.4.	Design a solution to a human problem by mimicking the structure and function of plants and/or animals and how they use their external parts to help them survive, grow, and meet their needs. Define the problem by asking questions and gathering information, convey designs through sketches, drawings, or physical models, and compare and test designs. Examples could include a human wearing a jacket to mimic the fur of an animal or a webbed foot to design a better swimming fin. (LS1.A, LS1.D, ETS1.A, ETS1.B, ETS1.C)
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

Utah Core Standards

Social Studies

Grade: 2 - Adopted: 2022

STANDARD / AREA OF LEARNING		SECOND GRADE
OBJECTIVE / STRAND	2.1:	HISTORY - Students use historical thinking skills to explore continuity and change in their community, Utah, and the United States.

INDICATOR / CLUSTER	2.1.1:	Use primary sources (for example, artifacts and documents such as interviews, photographs, newspapers, speakers, stories, songs) to document the chronology of important events in their personal, family, school, local, or broader community history (including three significant events).
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Virtual Field Trips
[Grade 1 - The Earth Around Us](#)

INDICATOR / CLUSTER	2.1.2:	Use primary sources to identify how their community has changed or remained the same over time, and make inferences about the reasons why. Virtual Field Trips Grade 1 - The Earth Around Us
INDICATOR / CLUSTER	2.1.3:	Summarize key ideas included in the Declaration of Independence (for example, purpose of government, equality, representative government, limited government, rule of law, natural rights, common good). Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Early Americans Grade 3 - The First Americans
INDICATOR / CLUSTER	2.1.4:	Retell the histories of key people and events connected to state and national symbols, landmarks, and essential documents (for example, Thomas Jefferson and the Declaration of Independence, Francis Scott Key and The Star Spangled Banner, Abraham Lincoln and the Lincoln Memorial, Theodore Roosevelt and Woodrow Wilson and national parks, Utah pioneers and Utah's nickname and motto). Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
INDICATOR / CLUSTER	2.1.5:	Identify the achievements of significant Americans, including those from local and other diverse perspectives, and explain their importance. Virtual Field Trips Grade 1 - Life Long Ago Grade 1 - The Earth Around Us Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
STANDARD / AREA OF LEARNING		SECOND GRADE
OBJECTIVE / STRAND	2.2:	GEOGRAPHY - Students develop an understanding of the relationship between people and their physical environment using geographic tools, technology, and map skills.
INDICATOR / CLUSTER	2.2.3:	Identify examples of major geographical features in their local region, state, and country and their significance for the people who live there. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans

INDICATOR / CLUSTER	2.2.4:	Describe how location, climate, and physical features affect where people live and work, and how communities modify the environment to meet their needs over time (for example, irrigation, dams, reservoirs, roads, buildings, bridges). Virtual Field Trips Amazon Rainforest - Grades 2-5
INDICATOR / CLUSTER	2.2.5:	Describe and give examples of interdependent relationships between vegetation, animal life, geographic features, and people specific to a local region (for example, irrigation, water conservation, farming, helping neighbors, ranching, providing vegetation that supports pollinators, protection of endangered animals). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed Paris - City of Light - Grades K - 5 The Sahara Desert Who Lives On a Coral Reef?
INDICATOR / CLUSTER	2.2.6:	Identify natural resources, and cite ways people show stewardship through responsible use, conservation, protection, and replenishment. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans
INDICATOR / CLUSTER	2.2.7:	On a map of the world, locate where their families or other families in the community historically came from. With support, curate and share information about the traditional food, cultural customs, recreation, religion, and music of that country and/or region. Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures

STANDARD / AREA OF LEARNING		SECOND GRADE
OBJECTIVE / STRAND	2.3:	CIVICS - Students are introduced to the concept of government. Students learn about the rights and responsibilities of citizenship, explain how people must work together to resolve conflict, and understand the importance of respecting differences.

INDICATOR / CLUSTER	2.3.1:	Define the essential qualities of good community members (for example, honesty, integrity, morality, civility, duty, honor, service, respect, and obedience to law). Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
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INDICATOR / CLUSTER	2.3.2:	Describe the rights and responsibilities of citizens in the United States and Utah. Virtual Field Trips Grade 3 - How Government Helps Our Communities
INDICATOR / CLUSTER	2.3.3:	Provide examples of ways in which responsible community members have worked together to resolve conflicts, solve problems, and create unity within their community. Virtual Field Trips Grade 1 - All About Work Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 2 - Work and Money Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
INDICATOR / CLUSTER	2.3.4:	Consider why it is necessary for cities and towns to have governments, and describe ways local representative government promotes the general welfare of their community (for example, water, sewer, garbage pick-up, road and trail maintenance, public schools). Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 3 - How Government Helps Our Communities
INDICATOR / CLUSTER	2.3.5:	Identify current leaders (for example, family, school, community, governor, national leaders) and their responsibilities. Discuss the traits of effective leaders. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
INDICATOR / CLUSTER	2.3.6:	Identify celebrations and state and national holidays that remember and honor people and events in the history of Utah and the United States. Virtual Field Trips Grade 1 - Families and Neighbors Grade 3 - A Country of Cultures

STANDARD / AREA OF LEARNING		SECOND GRADE
OBJECTIVE / STRAND	2.4:	ECONOMICS - Students develop an understanding of basic economic concepts necessary to make informed individual and family decisions. Students use basic economic principles to explain how businesses supply goods and services to consumers.

INDICATOR / CLUSTER	2.4.1:	Explain the benefits of personal savings. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
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INDICATOR / CLUSTER	2.4.2:	Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
INDICATOR / CLUSTER	2.4.3:	Describe and compare a variety of services provided by local economic institutions, including businesses and non-profit organizations. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
INDICATOR / CLUSTER	2.4.4:	Describe how people can be both producers and consumers of local goods and services. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
INDICATOR / CLUSTER	2.4.5:	Identify the specialized work necessary to manufacture, transport, and market goods and services. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer

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)
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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

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: 2019

STANDARD / AREA OF LEARNING		SEEd - Grade 4 (2019)
OBJECTIVE / STRAND	Strand 4.1:	ORGANISMS FUNCTIONING IN THEIR ENVIRONMENT
INDICATOR / CLUSTER		Through the study of organisms, inferences can be made about environments both past and present. Plants and animals have both internal and external structures that serve various functions for growth, survival, behavior, and reproduction. Animals use different sense receptors specialized for particular kinds of information to understand and respond to their environment. Some kinds of plants and animals that once lived on Earth can no longer be found. However, fossils from these organisms provide evidence about the types of organisms that lived long ago and the nature of their environments. Additionally, the presence and location of certain fossil types indicate changes that have occurred in environments over time.

EXPECTATION / STANDARD Standard 4.1.1. Construct an explanation from evidence that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Emphasize how structures support an organism's survival in its environment and how internal and external structures of plants and animals vary within the same and across multiple Utah environments. Examples of structures could include thorns on a stem to prevent predation or gills on a fish to allow it to breathe underwater. (LS1.A)

Virtual Field Trips

African Safari
Amazon Rainforest - Grades 2-5
Canada: Coast to Coast
Galapagos Islands
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 4.1.2. Develop and use a model of a system to describe how animals receive different types of information from their environment through their senses, process the information in their brain, and respond to the information. Emphasize how animals are able to use their perceptions and memories to guide their actions. Examples could include models that explain how animals sense and then respond to different aspects of their environment such as sounds, temperature, or smell. (LS1.D)

Virtual Field Trips

Grade 4 - West Region Geography
Who Lives On a Coral Reef?

STANDARD / AREA OF LEARNING		SEEd - Grade 4 (2019)
OBJECTIVE / STRAND	Strand 4.3:	WAVE PATTERNS
INDICATOR / CLUSTER		Waves are regular patterns of motion that transfer energy and have properties such as amplitude (height of the wave) and wavelength (spacing between wave peaks). Waves in water can be directly observed. Light waves cause objects to be seen when light reflected from objects enters the eye. Humans use waves and other patterns to transfer information.

EXPECTATION / STANDARD	Standard 4.3.3.	Design a solution to an information transfer problem using wave patterns. Define the problem, identify criteria and constraints, develop possible solutions using models, analyze data from testing solutions, and propose modifications for optimizing a solution. Examples could include using light to transmit a message in Morse code or using lenses and mirrors to see objects that are far away. (PS4.C, ETS1.A, ETS1.B, ETS1.C)
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Virtual Field Trips

Grade 3 - Geography of Our Communities

Utah Core Standards

Social Studies

Grade: 4 - Adopted: 2022

STANDARD / AREA OF LEARNING		FOURTH GRADE
OBJECTIVE / STRAND	4.1:	UTAH'S UNIQUE GEOGRAPHY - Students will examine Utah's geography, and analyze its historical and current impacts on residents.

INDICATOR / CLUSTER	4.1.1:	Use a variety of geographic tools to identify Utah and its surrounding states: latitude, longitude, hemisphere, climate, natural resources, landforms, and regions (for example, Rocky Mountains, Colorado Plateau, Basin and Ridge Region).
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Virtual Field Trips

Grade 4 - West Region Geography

INDICATOR / CLUSTER	4.1.2:	Examine maps of Utah's precipitation, temperature, vegetation, population, and natural resources; make inferences about relationships between the data sets. Describe how and why humans have changed the physical environment of Utah to meet their needs (for example, reservoirs, irrigation, climate, transcontinental railroad).
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Virtual Field Trips

Grade 4 - West Region Geography

INDICATOR / CLUSTER	4.1.3:	Describe how the physical geography of Utah has both negative and positive consequences on our health and safety (for example, inversions, earthquakes, aridity, fire, recreation).
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Virtual Field Trips

Grade 4 - West Region Geography

STANDARD / AREA OF LEARNING		FOURTH GRADE
OBJECTIVE / STRAND	4.3:	EXPANSION (1847-1896) - Students will learn about the unprecedented migration, dramatic cultural change and conflicts, and new technologies of this era. Students will study the migration of diverse populations who settled across the region that would become Utah. They will learn about some of the implications of this settlement on Native American communities. Students will evaluate the relationships between the Industrial Revolution, the completion of the transcontinental railroad, other technologies, and the human and physical geography of the region. Students will also learn about the process and challenges Utah faced transforming from a territory to the 45th state.

INDICATOR / CLUSTER	4.3.1:	Use primary sources to compare experiences of at least three groups' migration to Utah between 1847–1896 (for example, members of The Church of Jesus Christ of Latter-day Saints, people from Greece, Italy, China).
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Virtual Field Trips

Grade 4 - West Region Early Beginnings

INDICATOR / CLUSTER	4.3.2:	Explain how Utah's physical geography provided opportunities and imposed constraints for human activities between 1847- 1896 (for example, agriculture, mining, settlement, communication, transportation networks) and how people changed the physical environment to meet their needs. Virtual Field Trips Grade 4 - West Region Early Beginnings
INDICATOR / CLUSTER	4.3.3:	Describe the establishment of communities and the economic development of the Great Basin area under the direction of Brigham Young as the first Territorial Governor of Utah. Virtual Field Trips Grade 4 - West Region Early Beginnings
INDICATOR / CLUSTER	4.3.7:	Explain how the creation of the Transcontinental Railroad and other transportation and communication networks changed Utah's economy and led to greater economic interdependence. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 4 - Northeast Grade 4 - West Region Early Beginnings

STANDARD / AREA OF LEARNING		FOURTH GRADE
OBJECTIVE / STRAND	4.4:	POST-STATEHOOD (1896-1999) - Students will study Utah's continued development as a state, including learning about its Constitution and the role of geography in Utah's economy and settlement patterns. Students will evaluate the roles and functions of different levels and types of governments. They will identify and explain the cultural connections that Utah's diverse communities share.

INDICATOR / CLUSTER	4.4.1:	Identify the function and location of state government. Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values. Virtual Field Trips Grade 3 - How Government Helps Our Communities
INDICATOR / CLUSTER	4.4.2:	Compare the Utah Constitution with the United States Constitution, noting the similarities (including legislative, executive and judicial branches, rights of citizens) and important/ significant differences (for example, role in education, public lands, local governance). Virtual Field Trips Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR / CLUSTER	4.4.5:	Analyze the way local, state, tribal, and federal governments interact with one another. Virtual Field Trips Grade 3 - How Government Helps Our Communities

STANDARD / AREA OF LEARNING		FOURTH GRADE
OBJECTIVE / STRAND	4.5:	A NEW MILLENNIA (2000–PRESENT) - Students will examine, through a 21st century lens, the enduring central themes of diffusion of cultures, global interconnectedness, the importance of creating and sustaining community, and the need for a strong economy. They will recognize that most current events (for example, interactions between Native American sovereign nations and state and federal governments, concerns about water, tensions and questions about the proper role and jurisdiction of local, state, and federal governments, ideas about how best to grow Utah's economy) have their roots deeply embedded in Utah's rich history. They will also understand that, while forced to make even further adaptations as they came into contact with European explorers, Native Americans still thrive as eight sovereign tribal nations in Utah.

INDICATOR / CLUSTER	4.5.3:	Use data and trends to make recommendations for the best sustainable development of Utah's resources (for example, forests, state lands, geology, coal, minerals, oil and gas, state parks, water, wildlife, School Trustlands).
		Virtual Field Trips Grade 4 - West Region Geography
INDICATOR / CLUSTER	4.5.4:	Explain continuity and change over time by comparing experiences of today's immigrants in Utah with those of immigrants in Utah's past.
		Virtual Field Trips Grade 4 - West Region Early Beginnings

Main Criteria: Utah Core Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 5
Correlation Options: Show Correlated

Utah Core Standards
Science
 Grade: 5 - Adopted: 2019

STANDARD / AREA OF LEARNING		SEEd - Grade 5 (2019)
OBJECTIVE / STRAND	Strand 5.1:	CHARACTERISTICS AND INTERACTIONS OF EARTH'S SYSTEMS
INDICATOR / CLUSTER		Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). Within these systems, the location of Earth's land and water can be described. Also, these systems interact in multiple ways. Weathering and erosion are examples of interactions between Earth's systems. Some interactions cause landslides, earthquakes, and volcanic eruptions that impact humans and other organisms. Humans cannot eliminate natural hazards, but solutions can be designed to reduce their impact.

EXPECTATION / STANDARD Standard 5.1.1. Analyze and interpret data to describe patterns of Earth's features. Emphasize most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans while major mountain chains may be found inside continents or near their edges. Examples of data could include maps showing locations of mountains on continents and the ocean floor or the locations of volcanoes and earthquakes. (ESS2.B)

Virtual Field Trips
 Galapagos Islands
 Grade 4 - West Region Geography
 Grade 4 - West Region Landforms
 National Parks - Nevada, California
 National Parks - Wyoming, Utah

EXPECTATION / STANDARD Standard 5.1.2. Use mathematics and computational thinking to compare the quantity of saltwater and freshwater in various reservoirs to provide evidence for the distribution of water on Earth. Emphasize reservoirs such as oceans, lakes, rivers, glaciers, groundwater, and polar ice caps. Examples of using mathematics and computational thinking could include measuring, estimating, graphing, or finding percentages of quantities. (ESS2.C)

Virtual Field Trips
 National Parks - Nevada, California

EXPECTATION / STANDARD Standard 5.1.3. Ask questions to plan and carry out investigations that provide evidence for the effects of weathering and the rate of erosion on the geosphere. Emphasize weathering and erosion by water, ice, wind, gravity, or vegetation. Examples could include observing the effects of cycles of freezing and thawing of water on rock or changing the slope in the downhill movement of water. (ESS2.A, ESS2.E)

Virtual Field Trips
 Grade 4 - Midwest Region Today
 Grade 4 - Southwest Region Early Beginnings
 National Parks - Alaska & Hawaii
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah

EXPECTATION / STANDARD	Standard 5.1.4.	Develop a model to describe interactions between Earth's systems including the geosphere, biosphere, hydrosphere, and/or atmosphere. Emphasize interactions between only two systems at a time. Examples could include the influence of a rainstorm in a desert, waves on a shoreline, or mountains on clouds. (ESS2.A)
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Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

STANDARD / AREA OF LEARNING		SEEd - Grade 5 (2019)
OBJECTIVE / STRAND	Strand 5.3:	CYCLING OF MATTER IN ECOSYSTEMS
INDICATOR / CLUSTER		Matter cycles within ecosystems and can be traced from organism to organism. Plants use energy from the Sun to change air and water into matter needed for growth. Animals and decomposers consume matter for their life functions, continuing the cycling of matter. Human behavior can affect the cycling of matter. Scientists and engineers design solutions to conserve Earth's environments and resources.

EXPECTATION / STANDARD	Standard 5.3.2.	Obtain, evaluate, and communicate information that animals obtain energy and matter from the food they eat for body repair, growth, and motion and to maintain body warmth. Emphasize that the energy used by animals was once energy from the Sun. Cellular respiration will be taught in Grades 6 through 8. (PS3.D, LS1.C)
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Virtual Field Trips

Galapagos Islands

Who Lives On a Coral Reef?

EXPECTATION / STANDARD	Standard 5.3.3.	Develop and use a model to describe the movement of matter among plants, animals, decomposers, and the environment. Emphasize that matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Examples could include simple food chains from ecosystems such as deserts or oceans or diagrams of decomposers returning matter to the environment. Complex interactions in a food web will be taught in Grades 6 through 8. (LS2.A, LS2.B)
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Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

EXPECTATION / STANDARD	Standard 5.3.4.	Evaluate design solutions whose primary function is to conserve Earth's environments and resources. Define the problem, identify criteria and constraints, analyze available data on proposed solutions, and determine an optimal solution. Emphasize how humans can balance everyday needs (agriculture, industry, and energy) while conserving Earth's environments and resources. (ESS3.A, ESS3.C, ETS1.A, ETS1.B, ETS1.C)
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Virtual Field Trips

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

Galapagos Islands

Grade 4 - Northeast

Grade 4 - West Region Geography

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

Who Lives On a Coral Reef?

Utah Core Standards

Social Studies

Grade: 5 - Adopted: 2022

STANDARD / AREA OF LEARNING		FIFTH GRADE
OBJECTIVE / STRAND	5.1:	THE IMPACTS OF GEOGRAPHY AND HUMAN INTERACTION IN NORTH AMERICA (PRE-CONTACT TO EARLY COLONIZATION) - Students will understand how geography had a major impact on the more than 500 tribes and over 50 million indigenous people living in North America prior to European exploration, as well as how it affected methods of exploration. They will evaluate how the Age of Exploration and early colonization opened the way for the global movement of ideas, innovations, foods, and values and how the world was affected in ways that we can still see today.

INDICATOR / CLUSTER	5.1.1:	Cite examples to illustrate how the physical geography of North America (for example, landforms, seasons, weather, bodies of water) influenced the lives of Native American tribal groups.
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Virtual Field Trips

Grade 4 - West Region Early Beginnings

INDICATOR / CLUSTER	5.1.2:	Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization (for example, agriculture, respect for the earth and environment, inventions, fashion, art, government, language, medicines, ritual and ceremony).
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Virtual Field Trips

Grade 4 - West Region Early Beginnings

INDICATOR / CLUSTER	5.1.3:	Use maps and primary/secondary sources to evaluate the push and pull factors that led to exploration and colonization of North America (for example, fleeing persecution, enslavement, economic advancement, indentured servitude, religious freedom/isolationism).
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Virtual Field Trips

Grade 4 - West Region Early Beginnings

STANDARD / AREA OF LEARNING		FIFTH GRADE
OBJECTIVE / STRAND	5.2:	ROAD TO SELF-GOVERNMENT - Students will examine British colonial policies that led colonists to becoming Loyalists, Patriots, or neutral leading up to the American Revolution. They will recognize how the actions of key individuals influenced the outcome of the Revolution. Students will explain how the colonists prevailed in gaining their independence and summarize significant ideas in the Declaration of Independence.

INDICATOR / CLUSTER	5.2.1:	Use primary sources to craft an argument representing different perspectives during the period leading to the American Revolution (for example, men and women who were Loyalists, Patriots, Native Americans, enslaved people). Virtual Field Trips Grade 4 - Northeast
INDICATOR / CLUSTER	5.2.2:	Summarize the most significant ideas found in the Declaration of Independence. Virtual Field Trips Grade 4 - Northeast
INDICATOR / CLUSTER	5.2.3:	Explain how the actions of key individuals and groups influenced the outcome of the American Revolution (for example, George Washington, Thomas Jefferson, Thomas Paine, Benjamin Franklin, Mercy Warren, Alexander Hamilton, King George III, Haudenosaunee (Iroquois) Confederacy, Marquis De Lafayette, Phillis Wheatley). Virtual Field Trips Grade 4 - Northeast
INDICATOR / CLUSTER	5.2.4:	Use evidence from primary and secondary sources to craft an argument that explains how the American colonists prevailed over one of the world's most powerful empires. Virtual Field Trips Grade 4 - Northeast

STANDARD / AREA OF LEARNING		FIFTH GRADE
OBJECTIVE / STRAND	5.3:	UNITED STATES GOVERNMENT AND CITIZENSHIP - Students will demonstrate their understanding of the Constitution and its relevance in their lives, including the Bill of Rights, the branches of government, and how the Constitution has changed and been interpreted over time.

INDICATOR / CLUSTER	5.3.1:	Use examples from the Constitution to investigate and explain the development, general purpose, and significant foundational principles of the United States government (a compound constitutional republic), as well as earlier documents and philosophies used to help develop the Constitution (for example, the Magna Carta, Mayflower Compact, Articles of Confederation, Haudenosaunee (Iroquois) Confederacy). Virtual Field Trips Grade 4 - Northeast
INDICATOR / CLUSTER	5.3.3:	Explain why the Founders established a compound constitutional republic with three branches, and cite historic and current examples of checks and balances. Virtual Field Trips Washington, DC - Grades K - 5

STANDARD / AREA OF LEARNING		FIFTH GRADE
OBJECTIVE / STRAND	5.4:	19TH CENTURY—A TIME OF CHANGE - Students will analyze changes brought by Westward Expansion, the Industrial Revolution, and the movement of people. They will understand the effects of this expansion and movement on Native American people and the preservation of those communities while facing adversity. Students will examine how conflicts and division led to the United States Civil War and the lasting impacts of its outcome.

INDICATOR / CLUSTER	5.4.1:	Use evidence from multiple perspectives (for example, pioneers, 49ers, Black Americans, Chinese Americans, Native Americans, new immigrants, people experiencing religious persecution) to make a case for the most significant social, economic, and environmental changes brought about by Westward Expansion and the Industrial Revolution. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography
INDICATOR / CLUSTER	5.4.2:	Use primary sources to explain the driving forces for why people immigrated and emigrated during the 19th century, as well as the ways that movement changed the nation. Virtual Field Trips Grade 4 - Northeast
INDICATOR / CLUSTER	5.4.3:	Summarize the impacts of forced relocation and assimilation on Native American people and how they have preserved their communities in the face of such adversity. Virtual Field Trips Grade 4 - Southwest Region Early Beginnings
INDICATOR / CLUSTER	5.4.4:	Use primary and secondary sources to compare how differences in economics, politics, and culture (for example, slavery, political and economic competition in Western territories) between the North and South led to the United States Civil War. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR / CLUSTER	5.4.5:	Explain how the actions of key individuals and groups influenced the outcome of the Civil War (for example, Abraham Lincoln, Jefferson Davis, Clara Barton, Robert E. Lee, Ulysses S. Grant, Stonewall Jackson, William Tecumseh Sherman, Harriet Beecher Stowe, Rose O'Neal Greenhow, Frederick Douglass, Harriet Tubman). Virtual Field Trips Grade 4 - Southeast Region of the U.S.
INDICATOR / CLUSTER	5.4.7:	Identify the Civil War's most important outcomes (for example, end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North), and explain how outcomes of the Civil War continue to resonate today. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
STANDARD / AREA OF LEARNING		FIFTH GRADE
OBJECTIVE / STRAND	5.6:	CURRENT NATIONAL ISSUES AND POTENTIAL SOLUTIONS - Students will understand current national issues and explore their rights and responsibilities as citizens and residents of the United States.
INDICATOR / CLUSTER	5.6.3:	Connect the causes and lasting effects of at least two social movements and their leaders in the 20th Century (for example, the Women's Suffrage Movement, labor unions, the Civil Rights Movement, child labor reforms). Virtual Field Trips Washington, DC - Grades K - 5

Main Criteria: Utah Core Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 6
Correlation Options: Show Correlated

Utah Core Standards

Science

Grade: 6 - Adopted: 2015

STANDARD / AREA OF LEARNING		SEEd - Grade 6 (2017)
OBJECTIVE / STRAND	Strand 6.3:	EARTH'S WEATHER PATTERNS AND CLIMATE
INDICATOR / CLUSTER		All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. Heat energy from the Sun, transmitted by radiation, is the primary source of energy that affects Earth's weather and drives the water cycle. Uneven heating across Earth's surface causes changes in density, which result in convection currents in water and air, creating patterns of atmospheric and oceanic circulation that determine regional and global climates.

EXPECTATION / STANDARD Standard 6.3.2 Investigate the interactions between air masses that cause changes in weather conditions. Collect and analyze weather data to provide evidence for how air masses flow from regions of high pressure to low pressure causing a change in weather. Examples of data collection could include field observations, laboratory experiments, weather maps, or diagrams.

Virtual Field Trips
Canada: Coast to Coast

EXPECTATION / STANDARD Standard 6.3.3 Develop and use a model to show how unequal heating of the Earth's systems causes patterns of atmospheric and oceanic circulation that determine regional climates. Emphasize how warm water and air move from the equator toward the poles. Examples of models could include Utah regional weather patterns such as lake-effect snow and wintertime temperature inversions.

Virtual Field Trips
Amazon Rainforest - Grades 2-5
Amazon Rainforest - Grades 6-8
Galapagos Islands

STANDARD / AREA OF LEARNING		SEEd - Grade 6 (2017)
OBJECTIVE / STRAND	Strand 6.4:	STABILITY AND CHANGE IN ECOSYSTEMS
INDICATOR / CLUSTER		The study of ecosystems includes the interaction of organisms with each other and with the physical environment. Consistent interactions occur within and between species in various ecosystems as organisms obtain resources, change the environment, and are affected by the environment. This influences the flow of energy through an ecosystem, resulting in system variations. Additionally, ecosystems benefit humans through processes and resources, such as the production of food, water and air purification, and recreation opportunities. Scientists and engineers investigate interactions among organisms and evaluate design solutions to preserve biodiversity and ecosystem resources.

EXPECTATION / STANDARD	Standard 6.4.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. Emphasize consistent interactions in different environments, such as competition, predation, and mutualism. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii The Sahara Desert Who Lives On a Coral Reef?
EXPECTATION / STANDARD	Standard 6.4.3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Emphasize food webs and the role of producers, consumers, and decomposers in various ecosystems. Examples could include Utah ecosystems such as mountains, Great Salt Lake, wetlands, and deserts. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands Who Lives On a Coral Reef?
EXPECTATION / STANDARD	Standard 6.4.4	Construct an argument supported by evidence that the stability of populations is affected by changes to an ecosystem. Emphasize how changes to living and nonliving components in an ecosystem affect populations in that ecosystem. Examples could include Utah ecosystems such as mountains, Great Salt Lake, wetlands, and deserts. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?
EXPECTATION / STANDARD	Standard 6.4.5	Evaluate competing design solutions for preserving ecosystem services that protect resources and biodiversity based on how well the solutions maintain stability within the ecosystem. Emphasize obtaining, evaluating, and communicating information of differing design solutions. Examples could include policies affecting ecosystems, responding to invasive species or solutions for the preservation of ecosystem resources specific to Utah, such as air and water quality and prevention of soil erosion. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?

Social Studies
Grade: 6 - Adopted: 2022

STANDARD / AREA OF LEARNING		SIXTH GRADE
OBJECTIVE / STRAND	6.1:	WORLD CIVILIZATIONS - Students will compare how the aspects of geography, culture, religion, government, technology, and systems in ancient civilizations met human needs and wants, as well as allowed and encouraged the growth and development of civilizations as humans migrated across the earth. They will compare early governments to the foundations of modern governments.
INDICATOR / CLUSTER	6.1.1:	Discern characteristics needed for the transformation from simple societies to civilizations, and compare those characteristics in at least three different ancient civilizations found in different regions of the world (for example, Mesopotamia, Egypt, Indus River Valley, China, Inca, Aztec, Persia, Greece, Carthage, Gupta, Rome). Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City
INDICATOR / CLUSTER	6.1.2:	Throughout their study of world history, recognize the origins of major world religions (including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism). Evaluate the role religion played in the development of civilizations, colonization, imperialism, and independence movements. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)
INDICATOR / CLUSTER	6.1.4:	Identify some of the economic systems and technologies (for example, irrigation, writing systems, farming techniques, trading and bartering, coins and currency) created by three civilizations found in different regions of the world, and categorize how they met specific human needs or wants. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Mayan Civilization
INDICATOR / CLUSTER	6.1.5:	Use primary and secondary sources to compare the cultures of three civilizations found in different regions of the world and identify examples of cultural expression (for example, architecture, writing, philosophy, artwork). Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome

INDICATOR / CLUSTER	6.1.6:	Compare the purposes and functions of early governments (for example, monarchy, oligarchy, tyranny, pure democracy, republic, theocracy) to modern governments. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
STANDARD / AREA OF LEARNING		SIXTH GRADE
OBJECTIVE / STRAND	6.2:	GLOBALIZATION - Students will compare how the transformation and changes of the post-classical era (Ca. 500 C.E.–1500 C.E.) set in motion the expansion of knowledge through science, language, writing, religion, and technological innovations. They will understand how this created and encouraged a global interconnectedness among distant societies and civilizations that ripples into modern history.
INDICATOR / CLUSTER	6.2.1:	Summarize key tenets of the major world religions (including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism). Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Jerusalem - Then and Now (Older Grades)
INDICATOR / CLUSTER	6.2.2:	Use primary and secondary sources to explain how the spread of religious ideas during the post-classical era influenced globalization (for example, spread of Islam, Crusades, cultural expression through art and architecture, Reformation). Virtual Field Trips Rome - The Eternal City
INDICATOR / CLUSTER	6.2.4:	Use maps to trace how geography affected the ability of humans to connect with each other (for example, economic and cultural expansion, development of international trade, spread of disease). Virtual Field Trips Ancient China - Qin & Han Dynasties Rome - The Eternal City
INDICATOR / CLUSTER	6.2.5:	Critique how and why systems of governance took steps toward self-rule during the post-classical period (for example, the rise of the merchant class, Magna Carta, feudalism in Europe and Japan). Virtual Field Trips Tokyo - City of Contrasts
INDICATOR / CLUSTER	6.2.6:	Generalize how the spread of goods and ideas led to the increased influence of China, India, Southeast Asia, and the Middle East on globalization. Virtual Field Trips Ancient China - Qin & Han Dynasties
STANDARD / AREA OF LEARNING		SIXTH GRADE

OBJECTIVE / STRAND	6.3:	COLONIZATION, IMPERIALISM AND INDEPENDENCE MOVEMENTS - Students will describe how the political and economic impacts of this time period (c. 1500 C.E.–2000 C.E.) created new political ideologies and technology, providing prime conditions and motivations for colonization, imperialism, and independence that continue to be echoed in current conversations.
INDICATOR / CLUSTER	6.3.4:	Explain the causes and effects of at least three events that created political, social, economic, industrial, and/or scientific revolution during the 18th–20th century (for example, the French Revolution, Vietnam, Latin American revolutions, the Enlightenment, independence movements of India and African nations). Virtual Field Trips Exploring Cuba

Main Criteria: Utah Core Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 7
Correlation Options: Show Correlated

Utah Core Standards

Science

Grade: 7 - Adopted: 2015

STANDARD / AREA OF LEARNING		SEEd - Grade 7 (2017)
OBJECTIVE / STRAND	Strand 7.2:	CHANGES TO EARTH OVER TIME
INDICATOR / CLUSTER		Earth's processes are dynamic and interactive, and are the result of energy flowing and matter cycling within and among Earth's systems. Energy from the sun and Earth's internal heat are the main sources driving these processes. Plate tectonics is a unifying theory that explains crustal movements of Earth's surface, how and where different rocks form, the occurrence of earthquakes and volcanoes, and the distribution of fossil plants and animals.

EXPECTATION / STANDARD Standard 7.2.2 Construct an explanation based on evidence for how processes have changed Earth's surface at varying time and spatial scales. Examples of processes that occur at varying time scales could include slow plate motions or rapid landslides. Examples of processes that occur at varying spatial scales could include uplift of a mountain range or deposition of fine sediments.

Virtual Field Trips

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

EXPECTATION / STANDARD Standard 7.2.3 Ask questions to identify constraints of specific geologic hazards and evaluate competing design solutions for maintaining the stability of human- engineered structures, such as homes, roads, and bridges. Examples of geologic hazards could include earthquakes, landslides, or floods.

Virtual Field Trips

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

EXPECTATION / STANDARD Standard 7.2.5 Ask questions and analyze and interpret data about the patterns between plate tectonics and: (1) The occurrence of earthquakes and volcanoes. (2) Continental and ocean floor features. (3) The distribution of rocks and fossils. Examples could include identifying patterns on maps of earthquakes and volcanoes relative to plate boundaries, the shapes of the continents, the locations of ocean structures (including mountains, volcanoes, faults, and trenches), and similarities of rock and fossil types on different continents.

Virtual Field Trips

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Wyoming, Utah

STANDARD / AREA OF LEARNING		SEEd - Grade 7 (2017)
OBJECTIVE / STRAND	Strand 7.4:	REPRODUCTION AND INHERITANCE
INDICATOR / CLUSTER		The great diversity of species on Earth is a result of genetic variation. Genetic traits are passed from parent to offspring. These traits affect the structure and behavior of organisms, which affect the organism's ability to survive and reproduce. Mutations can cause changes in traits that may affect an organism. As technology has developed, humans have been able to change the inherited traits in organisms, which may have an impact on society.

EXPECTATION / STANDARD	Standard 7.4.2	Obtain, evaluate, and communicate information about specific animal and plant adaptations and structures that affect the probability of successful reproduction. Examples of adaptations could include nest building to protect young from the cold, herding of animals to protect young from predators, vocalization of animals and colorful plumage to attract mates for breeding, bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.
Virtual Field Trips African Safari Amazon Rainforest - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California		

STANDARD / AREA OF LEARNING		SEEd - Grade 7 (2017)
OBJECTIVE / STRAND	Strand 7.5:	CHANGES IN SPECIES OVER TIME
INDICATOR / CLUSTER		Genetic variation and the proportion of traits within a population can change over time. These changes can result in evolution through natural selection. Additional evidence of change over time can be found in the fossil record, anatomical similarities and differences between modern and ancient organisms, and embryological development.

EXPECTATION / STANDARD	Standard 7.5.2	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth, under the assumption that natural laws operate today as in the past.
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Virtual Field Trips

Galapagos Islands

Utah Core Standards

Social Studies

Grade: 7 - Adopted: 2016

STANDARD / AREA OF LEARNING	UT.USI.	UNITED STATES HISTORY I
OBJECTIVE / STRAND	USI.1.	THREE WORLDS MEET (Prehistory–Ca. 1650)
INDICATOR / CLUSTER		Europe's exploration of America had a profound impact on the world. For thousands of years, complex and sophisticated American Indian civilizations had flourished in the Americas, separated from other parts of the world by vast bodies of water. After Columbus' arrival, the lands of the Western Hemisphere were forever connected to the rest of the world. The international slave trade forced millions of Africans to the Americas, bringing these "three worlds" together in unprecedented ways. Patterns of trade, exploration, conquest, and settlement have ramifications that continue to the present day.

EXPECTATION / STANDARD	USI.1.3.	Students will draw from multiple perspectives and cite evidence to explain the effects of European exploration, specifically on Africa, the Caribbean, and North and South America.
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Virtual Field Trips

Canada: Our Northern Neighbor

STANDARD / AREA OF LEARNING	UT.USI.	UNITED STATES HISTORY I
OBJECTIVE / STRAND	USI.4.	THE U. S. CONSTITUTION (Ca. 1781–1789)

INDICATOR / CLUSTER		American independence brought with it the need for self-government. Dissatisfaction with inadequate early political structures led to the creation of the Constitution. The Constitutional Convention brought together the greatest political minds of the fledgling nation. Through debate and compromise, the Founding Fathers brought together in a unique way the principles and philosophies that had been theorized and tested for centuries. The Bill of Rights was then added, enumerating the rights of American citizens. In the end, the Constitution and Bill of Rights created the structure of a government that has functioned, survived crises, and evolved for over two centuries, affecting the life of every citizen today.
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EXPECTATION / STANDARD US1.4.2. Students will describe the structure and function of the government that the Constitution creates.

Virtual Field Trips

Washington, DC - Grades 6 - 8

STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.1.	HUMANS AND THEIR PHYSICAL ENVIRONMENT
INDICATOR / CLUSTER		The earth's physical environment varies greatly from place to place. The interactions between physical systems and human systems create opportunities and challenges for people and places. The implications of these interactions affect both physical systems and human systems.

EXPECTATION / STANDARD WG.1.1. Students will describe the significant forces that influence the physical environment, such as plate tectonics, erosion, climate, and natural disasters, and explain how the effects of physical processes vary across regions of the world.

Virtual Field Trips

National Parks - Alaska & Hawaii

EXPECTATION / STANDARD WG.1.2. Students will identify patterns evident in the geographic distribution of ecosystems and biomes and explain how humans interact with them.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

EXPECTATION / STANDARD WG.1.3. Students will cite evidence of how the distribution of natural resources affects physical and human systems.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

EXPECTATION / STANDARD WG.1.4. Students will use geographic reasoning to propose actions that mitigate or solve issues, such as natural disasters, pollution, climate change, and habitat loss.

Virtual Field Trips

Exploring Cuba

STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.2.	POPULATION DISTRIBUTION AND MIGRATION

INDICATOR / CLUSTER		The movement and distribution of people is influenced by many factors, including environmental, cultural, economic, and geopolitical forces. These migration trends alter geographic conditions. Geographers use data to understand population distribution and migration by looking at population characteristics, push and pull factors, and numerous other variables. Analyzing this data offers an opportunity to examine complex and challenging real-world issues.
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EXPECTATION / STANDARD	WG.2.1.	Students will evaluate the impact of population distribution patterns at various scales by analyzing and comparing demographic characteristics such as gender, age, ethnicity, and population density using maps, population pyramids, and other geographic data. Virtual Field Trips Canada: Our Northern Neighbor
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EXPECTATION / STANDARD	WG.2.2.	Students will explain push and pull factors causing voluntary and involuntary migration and the consequences created by the movement of people. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
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EXPECTATION / STANDARD	WG.2.3.	Students will investigate the effects of significant patterns of human movement that shape urban and rural environments over time, such as mass urbanization, immigration, and the movement of refugees. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
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STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.3.	CULTURE
INDICATOR / CLUSTER		Culture is the total sum of human expression. A culture's purpose, as well as how and where cultures originate, diffuse, and change, are all topics worth studying. Students will explore religion, language, ethnicity and other cultural characteristics by looking at patterns and processes. As students explore what people care about and care for, they can learn not only about other cultures but also about the unique attributes of their own culture.

EXPECTATION / STANDARD	WG.3.1.	Students will identify and describe the essential defining characteristics and functions of culture. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
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EXPECTATION / STANDARD	WG.3.2.	Students will explain how the physical environment influences and is influenced by culture. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
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EXPECTATION / STANDARD	WG.3.3.	Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
EXPECTATION / STANDARD	WG.3.4.	Students will identify the causes, methods, and effects for the diffusion and distribution of cultural characteristics among different places and regions. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor
EXPECTATION / STANDARD	WG.3.5.	Students will explain how the basic tenets of world religions affect the daily lives of people. Virtual Field Trips Ancient China - Qin & Han Dynasties Jerusalem - Then and Now (Older Grades)
EXPECTATION / STANDARD	WG.3.6.	Students will cite examples of how globalization creates challenges and opportunities for different cultures. Virtual Field Trips Exploring Cuba

STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.4.	POLITICAL SYSTEMS
INDICATOR / CLUSTER		People organize themselves into distinctive groups. Geographers examine how the interactions between these groups influence the division and control of the earth's surface. Political systems have profound influences on the lives of people, including their access to resources, economic opportunities, and basic rights.

EXPECTATION / STANDARD	WG.4.2.	Students will describe and explain the role physical and human characteristics play in establishing political boundaries. Virtual Field Trips African Safari Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
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STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
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OBJECTIVE / STRAND	WG.5.	ECONOMIC DEVELOPMENT
INDICATOR / CLUSTER		Humans have created complex and varied economic systems. These systems, whether based on free markets or other structures, have various levels of development, infrastructure, and divisions of labor. Economic systems are influenced by their unique landscapes and resources, and their locations influence patterns of interconnections with other economic systems. Geographers can use the insights they learn about economic development to identify patterns or propose solutions to complex issues.

EXPECTATION / STANDARD WG.5.2. Students will describe and compare the function and distribution of economic activities in primary, secondary, and tertiary sectors.

Virtual Field Trips

Canada: Our Northern Neighbor

EXPECTATION / STANDARD WG.5.4. Students will cite examples of various levels of economic interdependence between nations and peoples.

Virtual Field Trips

Exploring Cuba

STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.1.	PREHISTORY TO THE NEOLITHIC REVOLUTION (Ca. 150,000 B.C.E.–1,000 B.C.E.)
INDICATOR / CLUSTER		The advent of farming, sometimes referred to as the Neolithic Revolution, changed the world in profound ways. The transition from procuring to producing food altered the genetic structure of plants and animals. Some societies became sedentary. Inequalities between individuals and societies grew. Land ownership became more important. Specialization and trade became possible. Large-scale warfare became more common. Written records were needed. The changes that resulted from farming created a substantially different world, leading to the formation of the first civilizations and shaping world history.

EXPECTATION / STANDARD WH.1.3. Students will use artifacts and early written records to make inferences about the significance of technological development and diffusion, including writing, in Mesopotamia, Egypt, the Indus River civilization, and the Huang He (Yellow) River civilization.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.2.	THE RISE OF CLASSICAL SOCIETIES (Ca. 1000 B.C.E.–900 C.E.)
INDICATOR / CLUSTER		The classical civilizations of the Mediterranean (Egypt, ancient Israel, Greece, and Rome), Persia, China, India, and other regions have had a significant impact on global belief systems, legal systems, governments, culture, and social systems. Some developed vast empires, consolidating government power in revolutionary and influential structures. Emerging contacts between civilization centers began the diffusion of ideas and technologies. Classical civilizations rose and fell under remarkably similar circumstances, exhibiting global patterns.

EXPECTATION / STANDARD WH.2.1. Students will identify and explain patterns in the development and diffusion and syncretism of world religions and philosophies, including Judaism, Hinduism, Greek philosophy, Confucianism, Buddhism, Christianity, and Islam.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Jerusalem - Then and Now (Older Grades)

EXPECTATION / STANDARD	WH.2.2.	Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome
EXPECTATION / STANDARD	WH.2.3.	Students will make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources. Virtual Field Trips Ancient Greece Ancient Rome Rome - The Eternal City
EXPECTATION / STANDARD	WH.2.4.	Students will explain the impact of early trans-regional trade on the diffusion of religion, ideas, technology, and other aspects of culture. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Rome Jerusalem - Then and Now (Older Grades)
EXPECTATION / STANDARD	WH.2.5.	Students will construct an argument for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Jerusalem - Then and Now (Older Grades) Rome - The Eternal City

STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.3.	AN AGE OF EXPANDING CONNECTIONS (Ca. 500 C.E.–1450 C.E.)
INDICATOR / CLUSTER		The collapse of classical civilizations ushered in an era of unprecedented connection, sometimes referred to as the post-classical period. The fall of some civilizations opened opportunities for the growth of others, most notably the Islamic world. This era brought increasing oceanic and land trade in trans-regional networks. Civilization spread from its traditional centers as powerful states emerged in Japan, the Asian steppes, Sub-Saharan Africa, Europe, Southeast Asia, and other locations. In spite of their relative isolations, civilizations flourished in the Americas.

EXPECTATION / STANDARD	WH.3.2.	Students will evaluate historians' interpretations regarding the patterns in the development of civilizations in the Americas compared to other places in the world. Virtual Field Trips Ancient Mayan Civilization
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STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
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OBJECTIVE / STRAND	WH.4.	GLOBAL INTERACTIONS (Ca. 1400 C.E.–1750 C.E.)
INDICATOR / CLUSTER		During what is sometimes referred to as the early modern period, the balance of global power shifted toward Europe. Europeans gained increasing control of international trade routes. European exploration led to the inclusion of the formerly isolated Americas and Oceanic regions in global systems. Global connections brought drastic environmental and social changes.

EXPECTATION / STANDARD WH.4.2. Students will develop an interpretation of whether the ideas embodied in movements such as the Renaissance, the Reformation, scientific revolution, and Enlightenment led to a changing balance of world power.

Virtual Field Trips
Rome - The Eternal City

STANDARD / AREA OF LEARNING	UT.USII.	UNITED STATES HISTORY II
OBJECTIVE / STRAND	USII.7.	THE COLD WAR ERA AND A CHANGING AMERICA (Ca. 1950–2000)
INDICATOR / CLUSTER		Cold War ideologies have shaped American life and influenced foreign policy since the middle of the 20th century. Cold War rivalries escalated into hot wars in Korea and Vietnam. Alliances led to proxy wars in a number of contested areas. An arms race escalated fears. Eventually, American and Soviet leaders eased Cold War tensions, and the Soviet Union dissolved, ushering in a period of uncertainty in global affairs. American interests in the Middle East have complicated international policies. Differing political philosophies spurred debates over the size and role of government. Throughout the era, American society, education, culture, and politics were shaped by Cold War tensions, technological developments, and changing demographics.

EXPECTATION / STANDARD USII.7.2. Students will use government documents and other primary sources to investigate the motives behind a Cold War policy, event, or foreign operation, such as Truman Doctrine, containment, the domino theory, the Korean conflict, the Bay of Pigs invasion, the Cuban Missile Crisis, the Vietnam War, and Olympic boycotts.

Virtual Field Trips
Exploring Cuba

STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.1.	FOUNDATIONAL PRINCIPLES
INDICATOR / CLUSTER		The framework of the United States Constitution and the functions of government are guided by principles essential for our way of life. An understanding of how these principles are applied in the rule of law, government, and politics is vital in order to be a responsible and effective citizen. Students need to be able to see how the ideals found in the Constitution are present in many of the issues of the day.

EXPECTATION / STANDARD USG.1.2. Students will describe the structure of the United States' form of government as a compound constitutional republic, including the ideas of federalism; checks and balances; separation of powers; commerce, elastic, and supremacy clauses; popular sovereignty; and limited government.

Virtual Field Trips
Washington, DC - Grades 6 - 8

STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.3.	DISTRIBUTION OF POWER

INDICATOR / CLUSTER		The Constitution distributes authority between the legislative, executive, and judicial branches. Additionally, power embedded in the federalist system, or compound constitutional republic, is distributed between the federal, state, and local governments. American Indian tribal governments maintain a unique relationship with other levels and branches of government, adding yet another dimension for consideration. Finally, individuals and groups use a range of strategies and methods for wielding their own political power.
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EXPECTATION / STANDARD USG.3.1. Students will explain the distribution of power among national, state, tribal, and local governments in order to identify how needs are met by governance systems.

Virtual Field Trips

Washington, DC - Grades 6 - 8

STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.4.	FISCAL POLICIES AND DECISIONS
INDICATOR / CLUSTER		Fiscal policies can have profound implications in the daily lives of citizens. An essential component of understanding government and civics rests in deliberating government's role in the economy. Informed citizens understand taxation, budgets, and debt as these concepts relate to the government. Students use this understanding of basic economic principles to make informed decisions, knowing that economic policies are a reflection of economic philosophies and values.

EXPECTATION / STANDARD USG.4.2. Students will explain how government services and other budget priorities are funded through various forms of revenue streams, such as fees, bonding, and regressive and progressive taxes, including property taxes, income taxes, and sales taxes.

Virtual Field Trips

Barcelona

STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.5.	THE U.S. AND OUR RELATIONSHIP TO THE WORLD
INDICATOR / CLUSTER		As a global superpower with an enormous influence on other nations, it is vital to understand the ways in which the U.S. interacts with the world. Whether through negotiating trade agreements, protecting the security of this nation and its allies, cooperating in humanitarian campaigns, creating infrastructure to handle immigration and refugee demands, or any number of other initiatives, this nation has significant interrelationships with other countries and international bodies. These complex relationships deserve study if students are to understand the global implications of decisions made by leaders and policymakers.

EXPECTATION / STANDARD USG.5.3. Students will evaluate how global economic interdependence and international trade policies affect the economy of the United States.

Virtual Field Trips

Exploring Cuba

Grade: 7 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R H.6-8.	Reading Standards for Literacy in History/Social Studies
OBJECTIVE / STRAND		Craft and Structure

INDICATOR / CLUSTER	RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor

STANDARD / AREA OF LEARNING	UT.CC.RH.6-8.	Reading Standards for Literacy in History/Social Studies
OBJECTIVE / STRAND		Integration of Knowledge and Ideas

INDICATOR / CLUSTER	RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	Virtual Field Trips African Safari Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 Rome - The Eternal City Tokyo - City of Contrasts Washington, DC - Grades 6 - 8

Main Criteria: Utah Core Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies **Grade:** 8
Correlation Options: Show Correlated

Utah Core Standards

Science

Grade: 8 - Adopted: 2015

STANDARD / AREA OF LEARNING		SEEd - Grade 8 (2017)
OBJECTIVE / STRAND	Strand 8.1:	MATTER AND ENERGY INTERACT IN THE PHYSICAL WORLD
INDICATOR / CLUSTER		The physical world is made of atoms and molecules. Even large objects can be viewed as a combination of small particles. Energy causes particles to move and interact physically or chemically. Those interactions create a variety of substances. As molecules undergo a chemical or physical change, the number of atoms in that system remains constant. Humans use energy to refine natural resources into synthetic materials.

EXPECTATION / STANDARD Standard 8.1.4 Obtain and evaluate information to describe how synthetic materials come from natural resources, what their functions are, and how society uses these new materials. Examples of synthetic materials could include medicine, foods, building materials, plastics, and alternative fuels.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

STANDARD / AREA OF LEARNING		SEEd - Grade 8 (2017)
OBJECTIVE / STRAND	Strand 8.3:	LIFE SYSTEMS STORE AND TRANSFER MATTER AND ENERGY
INDICATOR / CLUSTER		Living things use energy from their environment to rearrange matter to sustain life. Photosynthetic organisms are able to transfer light energy to chemical energy. Consumers can break down complex food molecules to utilize the stored energy and use the particles to form new, life-sustaining molecules. Ecosystems are examples of how energy can flow while matter cycles through the living and nonliving components of systems.

EXPECTATION / STANDARD Standard 8.3.3 Ask questions to obtain, evaluate, and communicate information about how changes to an ecosystem affect the stability of cycling matter and the flow of energy among living and nonliving parts of an ecosystem. Emphasize describing the cycling of matter and flow of energy through the carbon cycle.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

STANDARD / AREA OF LEARNING		SEEd - Grade 8 (2017)
OBJECTIVE / STRAND	Strand 8.4:	INTERACTIONS WITH NATURAL SYSTEMS AND RESOURCES
INDICATOR / CLUSTER		Interactions of matter and energy through geologic processes have led to the uneven distribution of natural resources. Many of these resources are nonrenewable, and per-capita use can cause positive or negative consequences. Global temperatures change due to various factors, and can cause a change in regional climates. As energy flows through the physical world, natural disasters can occur that affect human life. Humans can study patterns in natural systems to anticipate and forecast some future disasters and work to mitigate the outcomes.

EXPECTATION / STANDARD	Standard 8.4.1	Construct a scientific explanation based on evidence that shows that the uneven distribution of Earth's mineral, energy, and groundwater resources is caused by geological processes. Examples of uneven distribution of resources could include Utah's unique geologic history that led to the formation and irregular distribution of natural resources like copper, gold, natural gas, oil shale, silver, and uranium. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California
EXPECTATION / STANDARD	Standard 8.4.2	Engage in argument supported by evidence about the effect of per-capita consumption of natural resources on Earth's systems. Emphasize that these resources are limited and may be non-renewable. Examples of evidence include rates of consumption of food and natural resources such as freshwater, minerals, and energy sources. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 National Parks - Nevada, California
EXPECTATION / STANDARD	Standard 8.4.3	Design a solution to monitor or mitigate the potential effects of the use of natural resources. Evaluate competing design solutions using a systematic process to determine how well each solution meets the criteria and constraints of the problem. Examples of uses of the natural environment could include agriculture, conservation efforts, recreation, solar energy, and water management. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
EXPECTATION / STANDARD	Standard 8.4.4	Analyze and interpret data on the factors that change global temperatures and their effects on regional climates. Examples of factors could include agricultural activity, changes in solar radiation, fossil fuel use, and volcanic activity. Examples of data could include graphs of the atmospheric levels of gases, seawater levels, ice cap coverage, human activities, and maps of global and regional temperatures. Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado
EXPECTATION / STANDARD	Standard 8.4.5	Analyze and interpret patterns of the occurrence of natural hazards to forecast future catastrophic events, and investigate how data are used to develop technologies to mitigate their effects. Emphasize how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow prediction, but others, such as earthquakes, may occur without warning. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

Utah Core Standards

Social Studies

Grade: 8 - Adopted: 2016

STANDARD / AREA OF LEARNING	UT.USI.	UNITED STATES HISTORY I
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OBJECTIVE / STRAND	USI.1.	THREE WORLDS MEET (Prehistory–Ca. 1650)
INDICATOR / CLUSTER		Europe's exploration of America had a profound impact on the world. For thousands of years, complex and sophisticated American Indian civilizations had flourished in the Americas, separated from other parts of the world by vast bodies of water. After Columbus' arrival, the lands of the Western Hemisphere were forever connected to the rest of the world. The international slave trade forced millions of Africans to the Americas, bringing these "three worlds" together in unprecedented ways. Patterns of trade, exploration, conquest, and settlement have ramifications that continue to the present day.

EXPECTATION / STANDARD USI.1.3. Students will draw from multiple perspectives and cite evidence to explain the effects of European exploration, specifically on Africa, the Caribbean, and North and South America.

Virtual Field Trips

Canada: Our Northern Neighbor

STANDARD / AREA OF LEARNING	UT.USI.	UNITED STATES HISTORY I
OBJECTIVE / STRAND	USI.4.	THE U. S. CONSTITUTION (Ca. 1781–1789)
INDICATOR / CLUSTER		American independence brought with it the need for self-government. Dissatisfaction with inadequate early political structures led to the creation of the Constitution. The Constitutional Convention brought together the greatest political minds of the fledgling nation. Through debate and compromise, the Founding Fathers brought together in a unique way the principles and philosophies that had been theorized and tested for centuries. The Bill of Rights was then added, enumerating the rights of American citizens. In the end, the Constitution and Bill of Rights created the structure of a government that has functioned, survived crises, and evolved for over two centuries, affecting the life of every citizen today.

EXPECTATION / STANDARD USI.4.2. Students will describe the structure and function of the government that the Constitution creates.

Virtual Field Trips

Washington, DC - Grades 6 - 8

STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.1.	HUMANS AND THEIR PHYSICAL ENVIRONMENT
INDICATOR / CLUSTER		The earth's physical environment varies greatly from place to place. The interactions between physical systems and human systems create opportunities and challenges for people and places. The implications of these interactions affect both physical systems and human systems.

EXPECTATION / STANDARD WG.1.1. Students will describe the significant forces that influence the physical environment, such as plate tectonics, erosion, climate, and natural disasters, and explain how the effects of physical processes vary across regions of the world.

Virtual Field Trips

National Parks - Alaska & Hawaii

EXPECTATION / STANDARD	WG.1.2.	Students will identify patterns evident in the geographic distribution of ecosystems and biomes and explain how humans interact with them. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
EXPECTATION / STANDARD	WG.1.3.	Students will cite evidence of how the distribution of natural resources affects physical and human systems. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
EXPECTATION / STANDARD	WG.1.4.	Students will use geographic reasoning to propose actions that mitigate or solve issues, such as natural disasters, pollution, climate change, and habitat loss. Virtual Field Trips Exploring Cuba
STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.2.	POPULATION DISTRIBUTION AND MIGRATION
INDICATOR / CLUSTER		The movement and distribution of people is influenced by many factors, including environmental, cultural, economic, and geopolitical forces. These migration trends alter geographic conditions. Geographers use data to understand population distribution and migration by looking at population characteristics, push and pull factors, and numerous other variables. Analyzing this data offers an opportunity to examine complex and challenging real-world issues.
EXPECTATION / STANDARD	WG.2.1.	Students will evaluate the impact of population distribution patterns at various scales by analyzing and comparing demographic characteristics such as gender, age, ethnicity, and population density using maps, population pyramids, and other geographic data. Virtual Field Trips Canada: Our Northern Neighbor
EXPECTATION / STANDARD	WG.2.2.	Students will explain push and pull factors causing voluntary and involuntary migration and the consequences created by the movement of people. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
EXPECTATION / STANDARD	WG.2.3.	Students will investigate the effects of significant patterns of human movement that shape urban and rural environments over time, such as mass urbanization, immigration, and the movement of refugees. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts

STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.3.	CULTURE
INDICATOR / CLUSTER		Culture is the total sum of human expression. A culture's purpose, as well as how and where cultures originate, diffuse, and change, are all topics worth studying. Students will explore religion, language, ethnicity and other cultural characteristics by looking at patterns and processes. As students explore what people care about and care for, they can learn not only about other cultures but also about the unique attributes of their own culture.

EXPECTATION / STANDARD WG.3.1. Students will identify and describe the essential defining characteristics and functions of culture.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

Exploring Cuba

EXPECTATION / STANDARD WG.3.2. Students will explain how the physical environment influences and is influenced by culture.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

EXPECTATION / STANDARD WG.3.3. Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

EXPECTATION / STANDARD WG.3.4. Students will identify the causes, methods, and effects for the diffusion and distribution of cultural characteristics among different places and regions.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

EXPECTATION / STANDARD WG.3.5. Students will explain how the basic tenets of world religions affect the daily lives of people.

Virtual Field Trips

Jerusalem - Then and Now (Older Grades)

EXPECTATION / STANDARD WG.3.6. Students will cite examples of how globalization creates challenges and opportunities for different cultures.

Virtual Field Trips

Exploring Cuba

STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.4.	POLITICAL SYSTEMS
INDICATOR / CLUSTER		People organize themselves into distinctive groups. Geographers examine how the interactions between these groups influence the division and control of the earth's surface. Political systems have profound influences on the lives of people, including their access to resources, economic opportunities, and basic rights.

EXPECTATION / STANDARD	WG.4.2.	Students will describe and explain the role physical and human characteristics play in establishing political boundaries. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
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STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.5.	ECONOMIC DEVELOPMENT
INDICATOR / CLUSTER		Humans have created complex and varied economic systems. These systems, whether based on free markets or other structures, have various levels of development, infrastructure, and divisions of labor. Economic systems are influenced by their unique landscapes and resources, and their locations influence patterns of interconnections with other economic systems. Geographers can use the insights they learn about economic development to identify patterns or propose solutions to complex issues.

EXPECTATION / STANDARD	WG.5.2.	Students will describe and compare the function and distribution of economic activities in primary, secondary, and tertiary sectors. Virtual Field Trips Canada: Our Northern Neighbor
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EXPECTATION / STANDARD	WG.5.4.	Students will cite examples of various levels of economic interdependence between nations and peoples. Virtual Field Trips Exploring Cuba
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STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.1.	PREHISTORY TO THE NEOLITHIC REVOLUTION (Ca. 150,000 B.C.E.–1,000 B.C.E.)
INDICATOR / CLUSTER		The advent of farming, sometimes referred to as the Neolithic Revolution, changed the world in profound ways. The transition from procuring to producing food altered the genetic structure of plants and animals. Some societies became sedentary. Inequalities between individuals and societies grew. Land ownership became more important. Specialization and trade became possible. Large-scale warfare became more common. Written records were needed. The changes that resulted from farming created a substantially different world, leading to the formation of the first civilizations and shaping world history.

EXPECTATION / STANDARD	WH.1.3.	Students will use artifacts and early written records to make inferences about the significance of technological development and diffusion, including writing, in Mesopotamia, Egypt, the Indus River civilization, and the Huang He (Yellow) River civilization. Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
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STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.2.	THE RISE OF CLASSICAL SOCIETIES (Ca. 1000 B.C.E.–900 C.E.)
INDICATOR / CLUSTER		The classical civilizations of the Mediterranean (Egypt, ancient Israel, Greece, and Rome), Persia, China, India, and other regions have had a significant impact on global belief systems, legal systems, governments, culture, and social systems. Some developed vast empires, consolidating government power in revolutionary and influential structures. Emerging contacts between civilization centers began the diffusion of ideas and technologies. Classical civilizations rose and fell under remarkably similar circumstances, exhibiting global patterns.

EXPECTATION / STANDARD WH.2.1. Students will identify and explain patterns in the development and diffusion and syncretism of world religions and philosophies, including Judaism, Hinduism, Greek philosophy, Confucianism, Buddhism, Christianity, and Islam.

Virtual Field Trips

Jerusalem - Then and Now (Older Grades)

EXPECTATION / STANDARD WH.2.2. Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Rome

EXPECTATION / STANDARD WH.2.3. Students will make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources.

Virtual Field Trips

Ancient Greece

Ancient Rome

Rome - The Eternal City

EXPECTATION / STANDARD WH.2.4. Students will explain the impact of early trans-regional trade on the diffusion of religion, ideas, technology, and other aspects of culture.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Rome

Jerusalem - Then and Now (Older Grades)

EXPECTATION / STANDARD WH.2.5. Students will construct an argument for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Rome

Jerusalem - Then and Now (Older Grades)

Rome - The Eternal City

STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.3.	AN AGE OF EXPANDING CONNECTIONS (Ca. 500 C.E.–1450 C.E.)

INDICATOR / CLUSTER		The collapse of classical civilizations ushered in an era of unprecedented connection, sometimes referred to as the post-classical period. The fall of some civilizations opened opportunities for the growth of others, most notably the Islamic world. This era brought increasing oceanic and land trade in trans-regional networks. Civilization spread from its traditional centers as powerful states emerged in Japan, the Asian steppes, Sub-Saharan Africa, Europe, Southeast Asia, and other locations. In spite of their relative isolations, civilizations flourished in the Americas.
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EXPECTATION / STANDARD WH.3.2. Students will evaluate historians' interpretations regarding the patterns in the development of civilizations in the Americas compared to other places in the world.

Virtual Field Trips

Ancient Mayan Civilization

STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.4.	GLOBAL INTERACTIONS (Ca. 1400 C.E.–1750 C.E.)
INDICATOR / CLUSTER		During what is sometimes referred to as the early modern period, the balance of global power shifted toward Europe. Europeans gained increasing control of international trade routes. European exploration led to the inclusion of the formerly isolated Americas and Oceanic regions in global systems. Global connections brought drastic environmental and social changes.

EXPECTATION / STANDARD WH.4.2. Students will develop an interpretation of whether the ideas embodied in movements such as the Renaissance, the Reformation, scientific revolution, and Enlightenment led to a changing balance of world power.

Virtual Field Trips

Rome - The Eternal City

STANDARD / AREA OF LEARNING	UT.USII.	UNITED STATES HISTORY II
OBJECTIVE / STRAND	USII.7.	THE COLD WAR ERA AND A CHANGING AMERICA (Ca. 1950–2000)
INDICATOR / CLUSTER		Cold War ideologies have shaped American life and influenced foreign policy since the middle of the 20th century. Cold War rivalries escalated into hot wars in Korea and Vietnam. Alliances led to proxy wars in a number of contested areas. An arms race escalated fears. Eventually, American and Soviet leaders eased Cold War tensions, and the Soviet Union dissolved, ushering in a period of uncertainty in global affairs. American interests in the Middle East have complicated international policies. Differing political philosophies spurred debates over the size and role of government. Throughout the era, American society, education, culture, and politics were shaped by Cold War tensions, technological developments, and changing demographics.

EXPECTATION / STANDARD USII.7.2. Students will use government documents and other primary sources to investigate the motives behind a Cold War policy, event, or foreign operation, such as Truman Doctrine, containment, the domino theory, the Korean conflict, the Bay of Pigs invasion, the Cuban Missile Crisis, the Vietnam War, and Olympic boycotts.

Virtual Field Trips

Exploring Cuba

STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.1.	FOUNDATIONAL PRINCIPLES
INDICATOR / CLUSTER		The framework of the United States Constitution and the functions of government are guided by principles essential for our way of life. An understanding of how these principles are applied in the rule of law, government, and politics is vital in order to be a responsible and effective citizen. Students need to be able to see how the ideals found in the Constitution are present in many of the issues of the day.

EXPECTATION / STANDARD	USG.1.2.	Students will describe the structure of the United States' form of government as a compound constitutional republic, including the ideas of federalism; checks and balances; separation of powers; commerce, elastic, and supremacy clauses; popular sovereignty; and limited government.
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Virtual Field Trips

Washington, DC - Grades 6 - 8

STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.3.	DISTRIBUTION OF POWER
INDICATOR / CLUSTER		The Constitution distributes authority between the legislative, executive, and judicial branches. Additionally, power embedded in the federalist system, or compound constitutional republic, is distributed between the federal, state, and local governments. American Indian tribal governments maintain a unique relationship with other levels and branches of government, adding yet another dimension for consideration. Finally, individuals and groups use a range of strategies and methods for wielding their own political power.

EXPECTATION / STANDARD	USG.3.1.	Students will explain the distribution of power among national, state, tribal, and local governments in order to identify how needs are met by governance systems.
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Virtual Field Trips

Washington, DC - Grades 6 - 8

STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.4.	FISCAL POLICIES AND DECISIONS
INDICATOR / CLUSTER		Fiscal policies can have profound implications in the daily lives of citizens. An essential component of understanding government and civics rests in deliberating government's role in the economy. Informed citizens understand taxation, budgets, and debt as these concepts relate to the government. Students use this understanding of basic economic principles to make informed decisions, knowing that economic policies are a reflection of economic philosophies and values.

EXPECTATION / STANDARD	USG.4.2.	Students will explain how government services and other budget priorities are funded through various forms of revenue streams, such as fees, bonding, and regressive and progressive taxes, including property taxes, income taxes, and sales taxes.
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Virtual Field Trips

Barcelona

STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.5.	THE U.S. AND OUR RELATIONSHIP TO THE WORLD
INDICATOR / CLUSTER		As a global superpower with an enormous influence on other nations, it is vital to understand the ways in which the U.S. interacts with the world. Whether through negotiating trade agreements, protecting the security of this nation and its allies, cooperating in humanitarian campaigns, creating infrastructure to handle immigration and refugee demands, or any number of other initiatives, this nation has significant interrelationships with other countries and international bodies. These complex relationships deserve study if students are to understand the global implications of decisions made by leaders and policymakers.

EXPECTATION / STANDARD	USG.5.3.	Students will evaluate how global economic interdependence and international trade policies affect the economy of the United States.
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Virtual Field Trips

Exploring Cuba

STANDARD / AREA OF LEARNING	UT.CC.R H.6-8.	Reading Standards for Literacy in History/Social Studies
OBJECTIVE / STRAND		Craft and Structure

INDICATOR /
CLUSTER RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

STANDARD / AREA OF LEARNING	UT.CC.R H.6-8.	Reading Standards for Literacy in History/Social Studies
OBJECTIVE / STRAND		Integration of Knowledge and Ideas

INDICATOR /
CLUSTER RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

Jerusalem - Then and Now (Older Grades)

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 8

Rome - The Eternal City

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 8