

Main Criteria: Utah Core Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 3
Correlation Options: Show Correlated

**Utah Core Standards
Science**

Grade: 3 - Adopted: 2002

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

STANDARD / AREA OF LEARNING	UT.1.	Intended Learning Outcome: Use Science Process and Thinking Skills.
OBJECTIVE / STRAND	1.a.	Observe simple objects and patterns and report their observations. <u>Social Studies Online</u> Who Lives On a Coral Reef?
OBJECTIVE / STRAND	1.d.	Compare things and events. <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
OBJECTIVE / STRAND	1.g.	Develop and use simple classification systems. <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?
STANDARD / AREA OF LEARNING	UT.II.	Students will understand that organisms depend on living and nonliving things within their environment.
OBJECTIVE / STRAND	II.1.	Classify living and nonliving things in an environment.
INDICATOR / CLUSTER	II.1.c.	Classify living and nonliving things in an environment. <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
STANDARD / AREA OF LEARNING	UT.II.	Students will understand that organisms depend on living and nonliving things within their environment.
OBJECTIVE / STRAND	II.2.	Describe the interactions between living and nonliving things in a small environment.

INDICATOR / CLUSTER	II.2.a.	Identify living and nonliving things in a small environment (e.g., terrarium, aquarium, flowerbed) composed of living and nonliving things. <u>Social Studies Online</u> The Amazon Rainforest
INDICATOR / CLUSTER	II.2.b.	Predict the effects of changes in the environment (e.g., temperature, light, moisture) on a living organism. <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 - Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR / CLUSTER	II.2.c.	Observe and record the effect of changes (e.g., temperature, amount of water, light) upon the living organisms and nonliving things in a small-scale environment. <u>Social Studies Online</u> How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR / CLUSTER	II.2.e.	Pose a question about the interaction between living and nonliving things in the environment that could be investigated by observation. <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?

Utah Core Standards

Social Studies

Grade: 3 - Adopted: 2010

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

		<u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5
STANDARD / AREA OF LEARNING	UT.I.	Community and Culture: Students will understand how geography influences community location and development.
OBJECTIVE / STRAND	I.B.	The geography of a community influences the cultural development of the humans who inhabit the community. There are relationships between climate, natural resources, and other geographic characteristics and a community's cultural development. The unique characteristics of an area influence where and how communities develop, their relative wealth and power, and how they adapt to changes.
INDICATOR / CLUSTER	I.2:	Describe how various communities have adapted to existing environments and how other communities have modified the environment.
EXPECTATION / STANDARD	I.2.a.	Describe the major world ecosystems (i.e. desert, plain, tropic, tundra, grassland, mountain, forest, wetland). <u>Social Studies Online</u> African Safari Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / STANDARD	I.2.b.	Identify important natural resources of world ecosystems. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
EXPECTATION / STANDARD	I.2.c.	Describe how communities have modified the environment to accommodate their needs (e.g. logging, storing water, building transportation systems). <u>Social Studies Online</u> Grade 2 - Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / STANDARD	I.2.d.	Investigate ways different communities have adapted into an ecosystem. <u>Social Studies Online</u> African Safari Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / AREA OF LEARNING	UT.I.	Community and Culture: Students will understand how geography influences community location and development.
OBJECTIVE / STRAND	I.B.	The geography of a community influences the cultural development of the humans who inhabit the community. There are relationships between climate, natural resources, and other geographic characteristics and a community's cultural development. The unique characteristics of an area influence where and how

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

		The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / STANDARD	II.1.b.	Describe how stories, folktales, music, and artistic creations serve as expressions of culture. <u>Social Studies Online</u> Exploring Cuba Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans
EXPECTATION / STANDARD	II.1.c.	Compare elements of the local community with communities from different parts of the world (e.g. industry, economic specialization) <u>Social Studies Online</u> Exploring Cuba Grade 3 - A Country of Cultures Rome - The Eternal City The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / STANDARD	II.1.d.	Identify and explain the interrelationship of the environment (e.g. location, natural resources, climate) and community development (e.g. food, shelter, clothing, industries, markets, recreation, artistic creations). <u>Social Studies Online</u> African Safari Exploring Cuba Grade 2 - Early Americans Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / STANDARD	II.1.e.	Examine changes in communities that can or have occurred when two or more cultures interact. <u>Social Studies Online</u> Grade 3 - The First Americans
STANDARD / AREA OF LEARNING	UT.II.	Community and Culture: Students will understand cultural factors that shape a community.
OBJECTIVE / STRAND	II.B.	All people exist within cultures, or the way of life of a group of people. All human communities have cultural attributes. These attributes change over time in response to changes in the world around them. Indigenous cultures in North and South America demonstrate these attributes, and teachers are encouraged to select examples from these rich cultural traditions.
INDICATOR / CLUSTER	II.2:	Explain how selected indigenous cultures of the Americas have changed over time.
EXPECTATION / STANDARD	II.2.a.	Describe and compare early indigenous people of the Americas (e.g. Eastern Woodlands, Plains, Great Basin, Southwestern, Arctic, Incan, Aztec, Mayan). <u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - The First Americans
EXPECTATION / STANDARD	II.2.b.	Analyze how these cultures changed with the arrival of people from Europe, and how the cultures of the Europeans changed. <u>Social Studies Online</u> Grade 3 - The First Americans

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

		Social Studies Online Grade 2 - Our Government At Work
STANDARD / AREA OF LEARNING	UT.III.	Community and Culture: Students will understand the principles of civic responsibility in classroom, community, and country.
OBJECTIVE / STRAND	III.B.	There are purposes and roles of representative government. People are elected in this nation to represent the views of other people. There are rights people have within this government. There are multiple functions and services of government. Community members have rights, and with those rights come responsibilities. For a community to function effectively, community members must understand and accept those responsibilities. Recognizing and considering the viewpoints of others is essential in a community.
INDICATOR / CLUSTER	III.3:	Apply principles of civic responsibility.
EXPECTATION / STANDARD	III.3.a.	Engage in meaningful dialogue about the community and current events within the classroom, school, and local community. Social Studies Online Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
EXPECTATION / STANDARD	III.3.b.	Identify and consider the diverse viewpoints of the people who comprise a community. Social Studies Online Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans

© 2018 EdGate Correlation Services, LLC. All Rights reserved.
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)