

**Main Criteria:** Colorado Academic Standards (CAS)

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**Colorado Academic Standards (CAS)**

**Science**

Grade: 4 - Adopted: 2009

<b>CONTENT AREA</b>	<b>CO.1.</b>	<b>Physical Science</b>
<b>STANDARD</b>	<b>1.1.</b>	<b>Energy comes in many forms such as light, heat, sound, magnetic, chemical, and electrical. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	1.1.d.	Use multiple resources - including print, electronic, and human - to locate information about different sources of renewable and nonrenewable energy  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>CONTENT AREA</b>	<b>CO.2.</b>	<b>Life Science</b>
<b>STANDARD</b>	<b>2.1.</b>	<b>All living things share similar characteristics, but they also have differences that can be described and classified. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	2.1.a.	Use evidence to develop a scientific explanation of what plants and animals need to survive  <u>Virtual Field Trips</u> How Coral Reefs Are Formed
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	2.1.b.	Use evidence to develop a scientific explanation for similarities and/or differences among different organisms (species)  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
<b>CONTENT AREA</b>	<b>CO.2.</b>	<b>Life Science</b>
<b>STANDARD</b>	<b>2.3.</b>	<b>There is interaction and interdependence between and among living and nonliving components of ecosystems. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	2.3.a.	Use evidence to develop a scientific explanation on how organisms adapt to their habitat  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	2.3.b.	Identify the components that make a habitat type unique  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities How Coral Reefs Are Formed

		<p>National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1  The Amazon Rainforest  The Amazon Rainforest - Part 2 - Younger Grades  Who Lives On a Coral Reef?</p>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.c.	<p>Compare and contrast different habitat types</p> <p><u>Virtual Field Trips</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol  Grade 3 - Geography of Our Communities  How Coral Reefs Are Formed  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1  The Amazon Rainforest  The Amazon Rainforest - Part 2 - Younger Grades  Who Lives On a Coral Reef?</p>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.d.	<p>Create and evaluate models of the flow of nonliving components or resources through an ecosystem</p> <p><u>Virtual Field Trips</u>  Galapagos Islands  Galapagos Islands - Espagnol  The Amazon Rainforest  The Amazon Rainforest - Part 2 - Younger Grades  Who Lives On a Coral Reef?</p>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.e.	<p>Make a plan to positively impact a local ecosystem</p> <p><u>Virtual Field Trips</u>  Galapagos Islands  Galapagos Islands - Espagnol  Grade 3 - Geography of Our Communities  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1  The Amazon Rainforest - Part 2 - Younger Grades  Who Lives On a Coral Reef?</p>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.f.	<p>Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate endangered habitats</p> <p><u>Virtual Field Trips</u>  Galapagos Islands  Galapagos Islands - Espagnol  National Parks - West - Alaska &amp; Hawaii  The Amazon Rainforest - Part 2 - Younger Grades</p>
<b>CONTENT AREA</b>	<b>CO.3.</b>	<b>Earth Systems Science</b>
<b>STANDARD</b>	<b>3.1.</b>	<b>Earth is part of the solar system, which includes the Sun, Moon, and other bodies that orbit the Sun in predictable patterns that lead to observable paths of objects in the sky as seen from Earth. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.1.d.	<p>Develop a scientific explanation regarding relationships of the components of the solar system</p> <p><u>Virtual Field Trips</u>  National Parks West - Wyoming, Utah</p>

**Colorado Academic Standards (CAS)**

**Social Studies**

Grade: 4 - Adopted: 2009

<b>CONTENT AREA</b>	<b>CO.2.</b>	<b>Geography</b>
<b>STANDARD</b>	<b>2.2.</b>	<b>Connections within and across human and physical systems are developed. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	2.2.a.	Describe how the physical environment provides opportunities for and places constraints on human activities  <u>Virtual Field Trips</u> Exploring Cuba
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	2.2.c.	Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
<b>CONTENT AREA</b>	<b>CO.3.</b>	<b>Economics</b>
<b>STANDARD</b>	<b>3.2.</b>	<b>The relationship between choice and opportunity cost (PFL). Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	3.2.a.	Define choice and opportunity cost  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	3.2.b.	Analyze different choices and their opportunity costs  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	3.2.c.	Give examples of the opportunity costs for individual decisions  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
<b>CONTENT AREA</b>	<b>CO.4.</b>	<b>Civics</b>
<b>STANDARD</b>	<b>4.1.</b>	<b>Analyze and debate multiple perspectives on an issue. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	4.1.a.	Give examples of issues faced by the state and develop possible solutions  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	4.1.c.	Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
<b>CONTENT AREA</b>	<b>CO.4.</b>	<b>Civics</b>
<b>STANDARD</b>	<b>4.2.</b>	<b>The origins, structure, and functions of the Colorado government. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	4.2.a.	Explain the origins, structure, and functions of the three branches of the state government and the relationships among them  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	4.2.b.	Identify and explain a variety of roles leaders, citizens, and others play in state government

		<u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.c.	Identify and explain the services state government provides and how those services are funded  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.e.	Describe how the decisions of the state government affect local government and interact with federal law  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities

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