

Main Criteria: Idaho Content Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 4
Correlation Options: Show Correlated

**Idaho Content Standards
 Science**

Grade: 4 - Adopted: 2006

STANDARD / COURSE	ID.1.	Nature of Science: Students apply scientific methods to conduct experiments, analyze alternative explanations and communicate results of tests. Students analyze and follow multi-step instructions.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.3.	Understand Constancy, Change, and Measurement
GLE / BIG IDEA	4.S.1.3.1.	The student will be able to describe how changes occur and can be measured. (588.03.b) <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?
STANDARD / COURSE	ID.1.	Nature of Science: Students apply scientific methods to conduct experiments, analyze alternative explanations and communicate results of tests. Students analyze and follow multi-step instructions.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.5.	Understand Concepts of Form and Function
GLE / BIG IDEA	4.S.1.5.1.	The student will be able to explain the relationship between shape and use. (588.05.a) <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
STANDARD / COURSE	ID.3.	Biology: Students analyze how plants and animals adapt to their environments. Students classify vertebrates.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.1.	Understand the Theory of Biological Evolution
GLE / BIG IDEA	4.S.3.1.1.	The student will be able to analyze and communicate the adaptations of plants and animals to their environment. (592.01.a) <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest Who Lives On a Coral Reef?
GLE / BIG IDEA	4.S.3.1.2.	The student will be able to describe the difference between vertebrate and invertebrate animals. (592.01.c)

		<u>Virtual Field Trips</u> How Coral Reefs Are Formed Who Lives On a Coral Reef?
GLE / BIG IDEA	4.S.3.1.3.	The student will be able to classify the five groups of vertebrates (mammal, reptiles, amphibians, birds, and fish) based on characteristics. (592.01.c) <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest Who Lives On a Coral Reef?

Idaho Content Standards

Social Studies

Grade: 4 - Adopted: 2009

STANDARD / COURSE	ID.1.	History - Students in Grade 4 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.1:	Build an understanding of the cultural and social development of the United States.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.1.1.1.	Describe ways that cultural groups influenced and impacted each other. (436.01b) <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures
STANDARD / COURSE	ID.1.	History - Students in Grade 4 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.2:	Trace the role of migration and immigration of people in the development of the United States.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.1.2.1.	Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho. (433.01c) <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
STANDARD / COURSE	ID.1.	History - Students in Grade 4 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.3:	Identify the role of American Indians in the development of the United States.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.1.3.6.	Describe American Indian cultural materials and their use in everyday life.

		<u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - The First Americans
STANDARD / COURSE	ID.2.	Geography - Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.1:	Analyze the spatial organizations of people, places and environment on the earth's surface.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.2.1.2.	Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian. (442.01b) <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts
OBJECTIVE	4.SS.2.1.3.	Use a number/letter grid to find specific locations on a map of Idaho. (442.01c) <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
OBJECTIVE	4.SS.2.1.4.	Describe the physical regions of Idaho and identify major natural resources. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STANDARD / COURSE	ID.2.	Geography - Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.3:	Trace the migration and settlement of human populations on the earth's surface.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.2.3.1.	Analyze past and present settlement patterns in Idaho. (442.02a) <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
OBJECTIVE	4.SS.2.3.3.	Identify the geographic features of Idaho and explain their impact on settlement. (442.02b) <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
OBJECTIVE	4.SS.2.3.4.	Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. (442.02c) <u>Virtual Field Trips</u> Barcelona - English

		Barcelona - Espagnol Grade 3 - Geography of Our Communities London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts
STANDARD / COURSE	ID.3.	Economics - Students in Grade 4 explain basic economic concepts, and identify different influences on economic systems, and explain the concepts of good personal finance.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.1:	Explain basic economic concepts.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.3.1.1.	Compare how American Indians and early settlers met their basic needs of food, shelter and water. (440.01a) <u>Virtual Field Trips</u> Grade 3 - The First Americans
OBJECTIVE	4.SS.3.1.2.	Explain the concepts of supply and demand and scarcity. (440.01b) <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
STANDARD / COURSE	ID.3.	Economics - Students in Grade 4 explain basic economic concepts, and identify different influences on economic systems, and explain the concepts of good personal finance.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.2:	Identify different influences on economic systems.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.3.2.2.	Describe how geographic features of Idaho have determined the economic base of Idaho's regions. (441.01b) <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STANDARD / COURSE	ID.4.	Civics and Government - Students in Grade 4 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.2:	Build an understanding of the organization and formation of the American system of government.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.4.2.2.	Describe the difference between state, local, and tribal governments. (438.01c) <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
OBJECTIVE	4.SS.4.2.3.	Identify and explain the basic functions of state and tribal governments. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STANDARD / COURSE	ID.4.	Civics and Government - Students in Grade 4 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.4:	Build an understanding of the evolution of democracy.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.4.4.1.	Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (430.01a)

		Virtual Field Trips
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