

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Nevada Academic Content Standards

Science

Grade: 4 - Adopted: 2014

CONTENT STANDARD	NV.4-LS.	LIFE SCIENCE
STRAND / INDICATOR	4-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL EXPECTATION	4-LS1-1.	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. <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?
GRADE LEVEL EXPECTATION	4-LS1-2.	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. <u>Virtual Field Trips</u> African Safari Who Lives On a Coral Reef?
CONTENT STANDARD	NV.4-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	4-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL EXPECTATION	4-ESS2-1.	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
CONTENT STANDARD	NV.4-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	4-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL EXPECTATION	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

		<u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
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Nevada Academic Content Standards

Social Studies

Grade: 4 - Adopted: 2011

CONTENT STANDARD	NV.S1.0.	Social Studies Skills - As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills.
STRAND / INDICATOR		Content Literacy
INDICATOR / GRADE LEVEL EXPECTATION	S1.4.2.	Identify main idea, sequence of events, and cause and effect in a social studies context. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
CONTENT STANDARD	NV.S1.0.	Social Studies Skills - As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills.
STRAND / INDICATOR		Information, Media & Technology Literacy
INDICATOR / GRADE LEVEL EXPECTATION	S1.4.9.	Create maps, graphs, charts, diagrams to demonstrate knowledge. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
CONTENT STANDARD	NV.H1.0.	People, Cultures, and Civilizations - Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		United States & Nevada
INDICATOR / GRADE LEVEL EXPECTATION	H1.4.2.	Define hunter-gatherer. <u>Virtual Field Trips</u> Grade 3 - The First Americans
CONTENT STANDARD	NV.H2.0.	Nation Building and Development - Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		United States & Nevada
INDICATOR / GRADE LEVEL EXPECTATION	H2.4.2.	Describe the experiences of pioneers moving west. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
CONTENT STANDARD	NV.H3.0.	Social Responsibility & Change - Students understand how social ideas and individual action lead to social, political, economic, and technological change. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		United States & Nevada
INDICATOR / GRADE LEVEL EXPECTATION	H3.4.3.	Define social responsibility.

		<u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
CONTENT STANDARD	NV.G5.0.	The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Map Elements & Concepts
INDICATOR / GRADE LEVEL EXPECTATION	G5.4.1.	Identify and use intermediate directions on a compass rose to locate places on a map of Nevada. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
CONTENT STANDARD	NV.G5.0.	The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Map Selection & Analysis
INDICATOR / GRADE LEVEL EXPECTATION	G5.4.2.	Identify spatial patterns on a map of Nevada, i.e., deserts, mountains, population. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
CONTENT STANDARD	NV.G5.0.	The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Map Construction
INDICATOR / GRADE LEVEL EXPECTATION	G5.4.3.	Construct a map of Nevada displaying human and physical features. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
CONTENT STANDARD	NV.G5.0.	The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Map Use & Geographic Tools
INDICATOR / GRADE LEVEL EXPECTATION	G5.4.4.	Utilize different types of Nevada maps, i.e., population and physical maps, to understand spatial distribution. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
CONTENT STANDARD	NV.G6.0.	Places & Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Application of Concepts & Characteristics of Places & Regions
INDICATOR / GRADE LEVEL EXPECTATION	G6.4.1.	Describe the distinguishing features of historical regions in Nevada, i.e., Native American tribal territories, pioneer trails, and settlement areas. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
INDICATOR / GRADE LEVEL EXPECTATION	G6.4.2.	Identify regional changes in Nevada over time. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
CONTENT STANDARD	NV.G7.0.	Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human

		migration and settlement, influence and interdependence, and conflict and cooperation. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Rural & Urban Communities
INDICATOR / GRADE LEVEL EXPECTATION	G7.4.3.	Describe differences among rural, suburban, and urban settlement in Nevada. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
CONTENT STANDARD	NV.G8.0.	Environment and Society - Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Changes in the Physical Environment
INDICATOR / GRADE LEVEL EXPECTATION	G8.4.1.	Describe ways physical environments affect human activity in Nevada using historical and contemporary examples. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
CONTENT STANDARD	NV.G8.0.	Environment and Society - Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Technology & Modifications of the Physical Environment
INDICATOR / GRADE LEVEL EXPECTATION	G8.4.2.	Describe how technologies altered the physical environment in Nevada, and the effects of those changes on its people. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
INDICATOR / GRADE LEVEL EXPECTATION	G8.4.3.	Explore the impact of human modification of Nevada's physical environment on the people who live there. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
CONTENT STANDARD	NV.E9.0.	The Market Economy - Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Consumers
INDICATOR / GRADE LEVEL EXPECTATION	E9.4.2.	Give reasons why consumers choose to buy more of a good or service, i.e., when prices are low, and when they choose to buy less, and when prices are high. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
CONTENT STANDARD	NV.E9.0.	The Market Economy - Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Producers
INDICATOR / GRADE LEVEL EXPECTATION	E9.4.3.	Give reasons why producers choose to sell more of a good or service, i.e., when a price is high, and when they choose to sell less, and when its price is low. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work

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STRAND / INDICATOR		Employees
INDICATOR / GRADE LEVEL EXPECTATION	E9.4.4.	Identify factors within an individual's control that can affect the likelihood of employment. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
CONTENT STANDARD	NV.E9.0.	The Market Economy - Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Markets & Prices
INDICATOR / GRADE LEVEL EXPECTATION	E9.4.5.	Explain why all those who trade must benefit from the trade, using an example such as trading lunch items. <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - Businesses At Work
CONTENT STANDARD	NV.E11.0.	The Dynamic Economy - Students will identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Organizations
INDICATOR / GRADE LEVEL EXPECTATION	E11.4.1.	Identify a for-profit and a not-for-profit organization in the community and a service each provides. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
CONTENT STANDARD	NV.E12.0.	The International Economy - Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		International Interdependence
INDICATOR / GRADE LEVEL EXPECTATION	E12.4.1.	Define imports and exports. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
CONTENT STANDARD	NV.C14.0.	The Federal System: U.S., State, and Local Governments - Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Governmental Structures
INDICATOR / GRADE LEVEL EXPECTATION	C14.4.4.	Explain why local governments are created. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
INDICATOR / GRADE LEVEL EXPECTATION	C14.4.6.	Understand the role of courts. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities

CONTENT STANDARD	NV.C16.0.	Global Relations - Students explain the different political systems in the world and how those systems relate to the United States and its citizens. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Global Relations
INDICATOR / GRADE LEVEL EXPECTATION	C16.4.1.	Identify their county, city, state, and country. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities

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