

Main Criteria: New Mexico Content Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

New Mexico Content Standards

Science

Grade: 4 - Adopted: 2003

STRAND / CONTENT STANDARD	NM.I.	Scientific Thinking and Practice: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
BENCHMARK / STANDARD	I-C.	Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	I-C.2a.	Use mathematical equations to formulate and justify predictions based on cause-and-effect relationships. <u>Virtual Field Trips</u> How Coral Reefs Are Formed Who Lives On a Coral Reef?
STRAND / CONTENT STANDARD	NM.II.	Content of Science: Life Science: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
BENCHMARK / STANDARD	II-A.	Know that living things have diverse forms, structures, functions, and habitats.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-A.1a.	Explain that different living organisms have distinctive structures and body systems that serve specific functions (e.g., walking, flying, swimming). <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?
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-A.2a.	Know that humans and other living things have senses to help them detect stimuli, and that sensations (e.g., hunger) and stimuli (e.g., changes in the environment) influence the behavior of organisms. <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 - Wyoming, Utah The Amazon Rainforest Who Lives On a Coral Reef?
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-A.3a.	Describe how roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight (photosynthesis). <u>Virtual Field Trips</u> The Amazon Rainforest
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-A.4a.	Describe the components of and relationships among organisms in a food chain (e.g., plants are the primary source of energy for living systems).

		<u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest - Part 2 - Younger Grades
STRAND / CONTENT STANDARD	NM.II.	Content of Science: Life Science: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
BENCHMARK / STANDARD	II-B.	Know that living things have similarities and differences and that living things change over time.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-B.1a.	Know that in any particular environment some kinds of plants and animals survive well, some survive less well, and others cannot survive at all. <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 & 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?
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-B.2a.	Know that a change in physical structure or behavior can improve an organism's chance of survival (e.g., a chameleon changes color, a turtle pulls its head into its shell, a plant grows toward the light). <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?
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-B.3a.	Describe how some living organisms have developed characteristics from generation to generation to improve chances of survival (e.g., spines on cacti, long beaks on hummingbirds, good eyesight on hawks). <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?
STRAND / CONTENT STANDARD	NM.II.	Content of Science: Earth and Space Science: Understand the structure of Earth, the solar system, and the universe, the

		interconnections among them, and the processes and interactions of Earth's systems.
BENCHMARK / STANDARD	II-B.	Know the structure and formation of Earth and its atmosphere and the processes that shape them.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-B.1a.	Know that the properties of rocks and minerals reflect the processes that shaped them (i.e., igneous, metamorphic, and sedimentary rocks). <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks West - Wyoming, Utah
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-B.2a.	Describe how weather patterns generally move from west to east in the United States. <u>Virtual Field Trips</u> African Safari National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-B.3a.	Know that local weather information describes patterns of change over a period of time (e.g., temperature, precipitation symbols, cloud conditions, wind speed/direction). <u>Virtual Field Trips</u> African Safari National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
STRAND / CONTENT STANDARD	NM.III.	Science and Society: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies.
BENCHMARK / STANDARD	III-A.	Describe how science influences decisions made by individuals and societies.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-A.1a.	Know that science has identified substances called pollutants that get into the environment and can be harmful to living things. <u>Virtual Field Trips</u> Who Lives On a Coral Reef?
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-A.2a.	Know that, through science and technology, a wide variety of materials not appearing in nature have become available (e.g., steel, plastic, nylon, fiber optics). <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-A.3a.	Know that science has created ways to store and retrieve information (e.g., paper and ink, printing press, computers, CD ROMs) but that these are not perfect (e.g., faulty programming, defective hardware). <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-A.4a.	Know that both men and women of all races and social backgrounds choose science as a career. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah

Social Studies

Grade: 4 - Adopted: 2009

STRAND / CONTENT STANDARD	NM.I:	History: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.
BENCHMARK / STANDARD	I-B:	United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	I-B:1.	Describe local events and their connections and relationships to national history. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
STRAND / CONTENT STANDARD	NM.I:	History: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.
BENCHMARK / STANDARD	I-C:	World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	I-C:1.	Explain how historical events, people, and culture influence present day Canada, Mexico, and the United States (e.g., food, art, shelter, language). <u>Virtual Field Trips</u> Canada - An Overview Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
STRAND / CONTENT STANDARD	NM.I:	History: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.
BENCHMARK / STANDARD	I-D:	Skills: Understand time passage and chronology.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	I-D:1.	Describe and explain how historians and archaeologists provide information about people in different time periods. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND / CONTENT STANDARD	NM.II:	Geography: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.
BENCHMARK / STANDARD	II-A:	Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-A:1.	Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret maps; <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-A:2.	Translate geographic information into a variety of formats such as graphs, maps, diagrams and charts; <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-A:3.	Draw conclusions and make generalizations from geographic information and inquiry; <u>Virtual Field Trips</u> African Safari 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 - Part 2 - Younger Grades Tokyo - City of Contrasts
STRAND / CONTENT STANDARD	NM.II:	Geography: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.
BENCHMARK / STANDARD	II-B:	Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-B:1.	Identify a region as an area with unifying characteristics (e.g., human, weather, agriculture, industry, natural characteristics). <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Galapagos Islands 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-B:2.	Describe the regions of New Mexico, the United States, and the Western Hemisphere. <u>Virtual Field Trips</u> Canada - An Overview Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5
STRAND / CONTENT STANDARD	NM.II:	Geography: Students understand how physical, natural, and cultural processes influence where people live, the ways in which

		people live, and how societies interact with one another and their environments.
BENCHMARK / STANDARD	II-D:	Understand how physical processes shape the Earth's surface patterns and biosystems.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-D:2.	Describe the four provinces (plains, mountains, plateau, and basin and range) that make up New Mexico's land surface (geographic conditions). <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STRAND / CONTENT STANDARD	NM.II:	Geography: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.
BENCHMARK / STANDARD	II-E:	Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-E:1.	Describe how cultures change. <u>Virtual Field Trips</u> Grade 3 - The First Americans The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-E:4.	Identify the causes of human migration. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures
STRAND / CONTENT STANDARD	NM.III:	Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.
BENCHMARK / STANDARD	III-A:	Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-A:3.	Explain the difference between making laws, carrying out the laws, and determining if the laws have been broken, and identify the government bodies that perform these functions at the local, state, tribal, and national levels. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / CONTENT STANDARD	NM.III:	Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.
BENCHMARK / STANDARD	III-B:	Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-B:1.	Describe various cultures and the communities they represent, and explain how they have evolved over time. <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 Exploring Cuba Grade 3 - A Country of Cultures

		Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND / CONTENT STANDARD	NM.III:	Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.
BENCHMARK / STANDARD	III-D:	Understand rights and responsibilities of "good citizenship" as members of a family, school and community.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-D:1.	Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / CONTENT STANDARD	NM.IV:	Economics: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.
BENCHMARK / STANDARD	IV-A:	Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	IV-A:1.	Understand when choices are made that those choices impose "opportunity costs." <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	IV-A:2.	Describe different economic, public, and/or community incentives (wages, business profits, amenities rights for property owners and renters). <u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
STRAND / CONTENT STANDARD	NM.IV:	Economics: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.
BENCHMARK / STANDARD	IV-C:	Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	IV-C:4.	Explain that money can be used to express the "market value" of goods and services in the form of prices. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 3 - Businesses At Work