

Main Criteria: South Dakota Content Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

South Dakota Content Standards

Science

Grade: 4 - Adopted: 2015

GOAL/STRAND	SD.4.PSS.	Fourth Grade Physical Science Standards
INDICATOR/BENCHMARK	4-PS4-3.	Create and compare multiple solutions that use patterns to transfer information. (SEP: 6; DCI: PS4.C, ETS1.C; CCC: Patterns, Technology) <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
GOAL/STRAND	SD.4.LSS.	Fourth Grade Life Science Standards
INDICATOR/BENCHMARK	4-LS1-1.	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (SEP: 7 ; DCI: LS1.A; CCC: Systems) <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?
INDICATOR/BENCHMARK	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. (SEP: 2; DCI: LS1.D; CCC: Systems) <u>Virtual Field Trips</u> African Safari Who Lives On a Coral Reef?
GOAL/STRAND	SD.4.SSS.	Fourth Grade Space Science Standards
INDICATOR/BENCHMARK	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. (SEP: 3; DCI: ESS2.A, ESS2.E; CCC: Cause/Effect) <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
INDICATOR/BENCHMARK	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. (SEP: 8; DCI: ESS3.A; CCC: Cause/Effect, Technology) <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR/BENCHMARK	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. (SEP: 6; DCI: ESS3.B, ETS1.B; CCC: Cause/Effect, Technology)

		<u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
--	--	----------------------------------------------------------------------

South Dakota Content Standards

Social Studies

Grade: 4 - Adopted: 2015

GOAL/STRAND	SD.K-12.H.	Grade 4 History
INDICATOR/BENCHMARK	K-12.H.3.	Students will analyze and evaluate historical events from multiple perspectives.
STANDARD	4.H.3.1.	Compare and contrast life today with life in historical time periods. <u>Virtual Field Trips</u> Grade 3 - The First Americans
GOAL/STRAND	SD.K-12.G.	Grade 4 Geography
INDICATOR/BENCHMARK	K-12.G.3.	Students will recognize the characteristics of the processes that shape places and regions.
STANDARD	4.G.3.1.	Describe how natural and human conditions shape places and regions. <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
GOAL/STRAND	SD.K-12.E.	Grade 4 Economics
INDICATOR/BENCHMARK	K-12.E.5.	Students will describe how trade generates economic development and interdependence.
STANDARD	4.E.5.1.	Describe how the economic needs of South Dakotans and people in other regions of the U.S. have been met. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer