

Main Criteria: Arizona's College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Arizona's College and Career Ready Standards

Science

Grade: 4 - Adopted: 2018

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Earth and Space Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Life Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L1: Organisms are organized on a cellular basis and have a finite life span.

Virtual Field Trips

Galapagos Islands

How Coral Reefs Are Formed

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Nevada, California

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L4: The unity and diversity of organisms, living and extinct, is the result of evolution.

Virtual Field Trips

Galapagos Islands

STRAND		Core Ideas for Using Science
--------	--	------------------------------

CONCEPT / STANDARD U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.

Virtual Field Trips

Galapagos Islands

National Parks - Wyoming, Utah

CONCEPT / STANDARD	U2:	The knowledge produced by science is used in engineering and technologies to solve problems and/or create products. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Today
--------------------	-----	--

CONCEPT / STANDARD	U3:	Applications of science often have both positive and negative ethical, social, economic, and/or political implications. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Today Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
--------------------	-----	---

STRAND		Fourth Grade: Systems and System Models; Energy and Matter; Stability and Change
CONCEPT / STANDARD		Physical Sciences: Students develop an understanding of how Earth's resources can be transformed into different forms of energy. Students develop a better understanding of electricity and magnetism.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Physical Science Standards

OBJECTIVE / GRADE LEVEL EXPECTATION 4.P4U3.4. Engage in argument from evidence on the use and impact of renewable and nonrenewable resources to generate electricity.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

Grade 4 - Southwest Region Today

STRAND		Fourth Grade: Systems and System Models; Energy and Matter; Stability and Change
CONCEPT / STANDARD		Earth and Space Sciences: Students develop an understanding of the different Earth systems and how they interact with each other. They understand how geological systems change and shape the Earth and the evidence that is used to understand these changes. They also understand how weather, climate, and human interactions can impact the environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Earth and Space Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	4.E1U1.5.	Use models to explain seismic waves and their effect on the Earth. Virtual Field Trips Grade 4 - West Region Geography
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E1U1.6.	Plan and carry out an investigation to explore and explain the interactions between Earth's major systems and the impact on Earth's surface materials and processes. Virtual Field Trips Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E1U1.7.	Develop and/or revise a model using various rock types, fossil location, and landforms to show evidence that Earth's surface has changed over time. Virtual Field Trips Grade 4 - West Region Landforms National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E1U1.8.	Collect, analyze, and interpret data to explain weather and climate patterns. Virtual Field Trips Amazon Rainforest - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado The Sahara Desert
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E1U3.9.	Construct and support an evidence-based argument about the availability of water and its impact on life. Vertical Alignment: 2.E1U1.5, 2.E1U3.7 Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Today National Parks - Nevada, California
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E1U2.1 0.	Define problem(s) and design solution(s) to minimize the effects of natural hazards. Virtual Field Trips Grade 3 - Geography of Our Communities
STRAND		Fourth Grade: Systems and System Models; Energy and Matter; Stability and Change
CONCEPT / STANDARD		Life Sciences: Students develop an understanding of the diversity of past and present organisms, factors impacting organism diversity, and evidence of change of organisms over time.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Life Science Standards
---	--	------------------------

OBJECTIVE / GRADE LEVEL EXPECTATION 4.L4U1.1 Analyze and interpret environmental data to demonstrate that species either adapt and survive, or go extinct over time.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

The Sahara Desert

Arizona's College and Career Ready Standards

Social Studies

Grade: 4 - Adopted: 2018

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 1: Developing Compelling Questions

OBJECTIVE / GRADE LEVEL EXPECTATION Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 2: Constructing Supporting Questions

OBJECTIVE / GRADE LEVEL EXPECTATION		Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.SP1.2. Compare life in specific historical time periods to life today.

Virtual Field Trips
 Grade 3 - The First Americans
 Grade 4 - West Region Early Beginnings

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SP1.3.	Generate questions about individuals and groups who have shaped significant historical events.

GRADE LEVEL
EXPECTATION

4.SP1.3.1 Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans.

Virtual Field Trips
 Grade 3 - The First Americans
 Grade 4 - Southeast Region of the U.S.
 Grade 4 - West Region Early Beginnings

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
--------	--	---

CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SP2.1.	Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.

GRADE LEVEL EXPECTATION 4.SP2.1.1 Key issues may include but are not limited to slavery, exploration, property rights, and colonization.

Virtual Field Trips

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

OBJECTIVE / GRADE LEVEL EXPECTATION 4.SP2.2. Explain connections among historical contexts and people's perspectives at the time.

Virtual Field Trips

Grade 3 - The First Americans

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

OBJECTIVE / GRADE LEVEL EXPECTATION 4.SP3.1. Develop questions about events and developments in the Americas.

Virtual Field Trips

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

OBJECTIVE / GRADE LEVEL EXPECTATION 4.SP3.2. Compare information provided by various sources about events and developments in the Americas.

Virtual Field Trips

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SP3.3.	Generate questions about multiple sources and their relationships to events and developments in the Americas. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.SP4.1. Explain probable causes and effects of events and developments.

Virtual Field Trips
Grade 3 - The First Americans
Grade 4 - Northeast
Grade 4 - Southeast Region of the U.S.

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Civic virtues and democratic principles are key components of the American political system.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.C1.1.	Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.

GRADE LEVEL
EXPECTATION

4.C1.1.1. Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied.

Virtual Field Trips
Grade 3 - The First Americans
Grade 4 - West Region Early Beginnings

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Citizens have individual rights, roles, and responsibilities.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.C2.1.	Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.

GRADE LEVEL EXPECTATION	4.C2.1.1.	Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, The Mayflower Compact, religious freedom, and European treatment of native cultures in the Americas. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast
STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E2.1.	Examine concepts of scarcity, choice, opportunity cost, and risk.

GRADE LEVEL EXPECTATION	4.E2.1.1.	Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies. Virtual Field Trips Grade 3 - The First Americans
-------------------------	-----------	--

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Individuals and institutions are interdependent within market systems.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E3.1.	Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.

GRADE LEVEL EXPECTATION	4.E3.1.1.	Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians. Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
-------------------------	-----------	---

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Human-environment interactions are essential aspects of human life in all societies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.G2.1.	Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

GRADE LEVEL EXPECTATION	4.G2.1.1.	Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.H1.1.	Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

GRADE LEVEL EXPECTATION	4.H1.1.1.	Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies. Virtual Field Trips Ancient Mayan Civilization Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings
-------------------------	-----------	--

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Cycles of conflict and cooperation have shaped relations among people, places, and environments.

OBJECTIVE / GRADE LEVEL EXPECTATION	4.H2.1.	Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
-------------------------------------	---------	--

OBJECTIVE / GRADE LEVEL EXPECTATION	4.H2.2.	Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians. Virtual Field Trips Grade 3 - The First Americans
-------------------------------------	---------	---

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		HISTORY

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.H3.1.	Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
GRADE LEVEL EXPECTATION	4.H3.1.1.	Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration. Virtual Field Trips Ancient Mayan Civilization
GRADE LEVEL EXPECTATION	4.H3.1.2.	Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - West Region Early Beginnings