

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

Arkansas Standards
Science
Grade: 4 - Adopted: 2016

STRAND / TOPIC	AR.SC.1.	Structure, Function, and Information Processing
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE 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.

Virtual Field Trips
[African Safari](#)
[Amazon Rainforest - Grades 2-5](#)
[Canada: Coast to Coast](#)
[Galapagos Islands](#)
[Grade 4 - Southwest Region Early Beginnings](#)
[Grade 4 - West Region Geography](#)
[How Coral Reefs Are Formed](#)
[The Sahara Desert](#)
[Who Lives On a Coral Reef?](#)

PERFORMANCE 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.

Virtual Field Trips
[Grade 4 - West Region Geography](#)
[Who Lives On a Coral Reef?](#)

STRAND / TOPIC	AR.SC.2.	Waves: Waves and Information
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

Virtual Field Trips
[Grade 3 - Geography of Our Communities](#)

STRAND / TOPIC	AR.SC.3.	Energy
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE 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. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert
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STRAND / TOPIC	AR.SC.4.	Earth's Systems: Processes that Shape the Earth
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE 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. Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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PERFORMANCE EXPECTATION	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. Virtual Field Trips Grade 3 - Geography of Our Communities
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Arkansas Standards
Social Studies
Grade: 4 - Adopted: 2022

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions

BENCHMARK / PROFICIENCY	C.1.4.3.	Compare state and federal governments' origins, functions, and structures. Virtual Field Trips Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
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STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.

PERFORMANCE EXPECTATION		Participation and Deliberation
BENCHMARK / PROFICIENCY	C.1.4.4.	Analyze the role state and national symbols, patriotic songs, and mottos play in fostering citizenship:
DESCRIPTOR	C.1.4.4.a.	American and Arkansas flags <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
DESCRIPTOR	C.1.4.4.b.	Flag etiquette <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
DESCRIPTOR	C.1.4.4.c.	Star Spangled Banner <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
DESCRIPTOR	C.1.4.4.d.	Recitation of Pledge of Allegiance <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Participation and Deliberation
BENCHMARK / PROFICIENCY	C.1.4.5.	Evaluate changes in citizens' rights and responsibilities over time. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Process, Rules, and Laws
BENCHMARK / PROFICIENCY	C.1.4.7.	Compare the processes for creating rules and laws at the local and state levels:
DESCRIPTOR	C.1.4.7.b.	city council v. state legislators <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World

CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Economic Decision-Making

BENCHMARK / PROFICIENCY E.1.4.1. Analyze the effects of scarcity and opportunity cost during the decision-making process.

Virtual Field Trips
Grade 3 - Businesses At Work
Grade 3 - I Am a Consumer

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Exchange and Markets

BENCHMARK / PROFICIENCY E.1.4.3. Analyze how knowledge, skills, education, and experience (i.e., human capital) can impact productivity, career advancement, and potential income.

Virtual Field Trips
Grade 3 - I Am a Consumer

BENCHMARK / PROFICIENCY E.1.4.5. Explain effects of supply and demand on prices.

Virtual Field Trips
Grade 3 - Businesses At Work

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Growth and Stability

BENCHMARK / PROFICIENCY E.1.4.6. Compare methods of exchange in the United States and around the world (e.g., money, currency, bartering, metals, markets).

Virtual Field Trips
Barcelona

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Geographic Representations

BENCHMARK / PROFICIENCY	G.1.4.1.	Compare relative and absolute location (e.g., latitude and longitude) of local and global places on a map. Virtual Field Trips Grade 4 - West Region Geography
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BENCHMARK / PROFICIENCY	G.1.4.3.	Create maps to compare the physical and human characteristics of different places or regions, including titles, symbols, legends, a compass rose, and scale. Virtual Field Trips Grade 3 - Geography of Our Communities
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STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Human-Environment Interaction

BENCHMARK / PROFICIENCY	G.1.4.4.	Analyze effects of human impact on the environment over time including deforestation/reforestation, flood control, pollution, and urbanization. Virtual Field Trips Amazon Rainforest - Grades 2-5
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BENCHMARK / PROFICIENCY	G.1.4.5.	Compare the cultural characteristics of various places and region from around the world. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 3 - A Country of Cultures Grade 4 - Northeast Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger Grades)
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BENCHMARK / PROFICIENCY	G.1.4.6.	Analyze ways physical characteristics affect population distribution in Arkansas, the United States, and the world. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast
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STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Spatial Patterns and Movement

BENCHMARK / PROFICIENCY	G.1.4.7.	Compare how natural resources such as metals, sand, stone, soil, freshwater, and wildlife influence human settlement patterns in various geographic regions (e.g., Rocky Mountains, Coastal Plains, Southwest). Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Spatial Patterns and Movement
BENCHMARK / PROFICIENCY	G.1.4.9.	Compare push-pull factors that influenced immigration to and migration within the United States, which may include:
DESCRIPTOR	G.1.4.9.a.	natural resources Virtual Field Trips Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography
DESCRIPTOR	G.1.4.9.b.	employment opportunities Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Northeast
DESCRIPTOR	G.1.4.9.c.	political freedom Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans
DESCRIPTOR	G.1.4.9.d.	economic freedom Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Northeast
DESCRIPTOR	G.1.4.9.e.	religious freedom Virtual Field Trips Grade 3 - The First Americans
STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.

PERFORMANCE EXPECTATION		Global Interconnections
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BENCHMARK / PROFICIENCY	G.1.4.10.	Describe global connections created through increased trade, transportation, communication, and technology (e.g., tourism; social media; cities and hubs that are central to social, economic, and political decisions; introduction of plant and insect species).
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Virtual Field Trips

Exploring Cuba

Grade 3 - Businesses At Work

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization
BENCHMARK / PROFICIENCY	H.1.4.1.	Create historical narratives using chronological sequences of related events in Arkansas and/or the world.

DESCRIPTOR	H.1.4.1.a.	Trail of Tears and the Indian Removal Act
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Virtual Field Trips

Grade 4 - Southwest Region Early Beginnings

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization
BENCHMARK / PROFICIENCY	H.1.4.2.	Interpret timelines to show relationships among people, events, and movements in Arkansas and/or the world between 1850-1880:

DESCRIPTOR	H.1.4.2.a.	In U.S. history, national expansion and reform, pioneer life, slavery
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Virtual Field Trips

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization

BENCHMARK / PROFICIENCY	H.1.4.3.	Compare life from a specific historical time period to life today to explain changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues). Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast
STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization
BENCHMARK / PROFICIENCY	H.1.4.4.	Analyze the impact of individuals and events on the past, present, and future

DESCRIPTOR	H.1.4.4.a.	Thomas Jefferson Virtual Field Trips Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings
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STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Perspective, Evidence, Causation

BENCHMARK / PROFICIENCY	H.1.4.6.	Describe how perspectives of different individuals and groups shaped the historical sources they created. Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
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BENCHMARK / PROFICIENCY	H.1.4.7.	Identify reasons that individuals and groups developed differing perspectives during the same historical period. Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
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BENCHMARK / PROFICIENCY	H.1.4.8.	Develop original claims to answer compelling questions about a significant historical event or person from Arkansas or the United States using evidence from both primary and secondary sources.
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Virtual Field Trips

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 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Washington, DC - Grades K - 5