

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

**California Content Standards**  
**Science**  
Grade: 4 - Adopted: 2013

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| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.4-PS.</b> | <b>PHYSICAL SCIENCE</b>                                                      |
| <b>PERFORMANCE STANDARD / MODE</b>      | <b>4-PS4.</b>   | <b>Waves and their Applications in Technologies for Information Transfer</b> |
| <b>EXPECTATION / SUBSTRAND</b>          |                 | <b>Students who demonstrate understanding can:</b>                           |

FOUNDATION / PROFICIENCY LEVEL      4-PS4-3.      Generate and compare multiple solutions that use patterns to transfer information.

**Virtual Field Trips**  
Grade 3 - Geography of Our Communities

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| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.4-LS.</b> | <b>LIFE SCIENCE</b>                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      | <b>4-LS1.</b>   | <b>From Molecules to Organisms: Structures and Processes</b> |
| <b>EXPECTATION / SUBSTRAND</b>          |                 | <b>Students who demonstrate understanding can:</b>           |

FOUNDATION / PROFICIENCY LEVEL      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?

FOUNDATION / PROFICIENCY LEVEL      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?

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| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.4-ESS.</b> | <b>EARTH AND SPACE SCIENCE</b>                     |
| <b>PERFORMANCE STANDARD / MODE</b>      | <b>4-ESS2.</b>   | <b>Earth's Systems</b>                             |
| <b>EXPECTATION / SUBSTRAND</b>          |                  | <b>Students who demonstrate understanding can:</b> |

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| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | 4-ESS2-<br>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.<br><br><b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities<br>Grade 4 - Midwest Region Today<br>Grade 4 - Southwest Region Early Beginnings<br>National Parks - Alaska & Hawaii<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.4-<br>ESS. | EARTH AND SPACE SCIENCE                                                                                                                                                                                                                                                                                                                                                                                                                               |
| PERFORMANCE<br>STANDARD /<br>MODE      | 4-ESS3.       | Earth and Human Activity                                                                                                                                                                                                                                                                                                                                                                                                                              |
| EXPECTATION<br>/ SUBSTRAND             |               | Students who demonstrate understanding can:                                                                                                                                                                                                                                                                                                                                                                                                           |

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| FOUNDATION /<br>PROFICIENCY<br>LEVEL | 4-ESS3-<br>1. | Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 2-5<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Grade 3 - Geography of Our Communities<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Today<br>The Sahara Desert |
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| FOUNDATION /<br>PROFICIENCY<br>LEVEL | 4-ESS3-<br>2. | Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.<br><br><b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities |
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### California Content Standards

#### Social Studies

Grade: 4 - Adopted: 1998

|                                        |       |                                                                                                                                   |
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| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.4. | California: A Changing State                                                                                                      |
| PERFORMANCE<br>STANDARD /<br>MODE      | 4.1.  | Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. |

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| EXPECTATION /<br>SUBSTRAND | 4.1.1. | Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.<br><br><b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography |
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| EXPECTATION / SUBSTRAND          | 4.1.2. | <p>Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.</p> <p><b>Virtual Field Trips</b><br/>Grade 4 - West Region Geography</p>                                                                                                                                             |
| EXPECTATION / SUBSTRAND          | 4.1.3. | <p>Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.</p> <p><b>Virtual Field Trips</b><br/>Grade 4 - West Region Geography</p>                                                                                         |
| EXPECTATION / SUBSTRAND          | 4.1.4. | <p>Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.</p> <p><b>Virtual Field Trips</b><br/>Canada: Coast to Coast<br/>Grade 4 - West Region Geography<br/>Grade 4 - West Region Landforms</p>                                                                                                    |
| EXPECTATION / SUBSTRAND          | 4.1.5. | <p>Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p> <p><b>Virtual Field Trips</b><br/>Grade 4 - West Region Geography</p>                                                                                                             |
| CONTENT STANDARD / DOMAIN / PART | CA.4.  | California: A Changing State                                                                                                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      | 4.2.   | Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | 4.2.1. | <p>Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.</p> <p><b>Virtual Field Trips</b><br/>Grade 4 - West Region Early Beginnings</p>           |
| EXPECTATION / SUBSTRAND          | 4.2.2. | <p>Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.</p> <p><b>Virtual Field Trips</b><br/>Grade 4 - West Region Early Beginnings</p> |
| EXPECTATION / SUBSTRAND          | 4.2.3. | <p>Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).</p> <p><b>Virtual Field Trips</b><br/>Grade 4 - West Region Early Beginnings</p>                                                                                                 |
| EXPECTATION / SUBSTRAND          | 4.2.4. | <p>Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.</p> <p><b>Virtual Field Trips</b><br/>Grade 4 - West Region Early Beginnings</p>                                        |

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| EXPECTATION / SUBSTRAND          | 4.2.5. | Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Early Beginnings                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND          | 4.2.6. | Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Early Beginnings                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | 4.2.7. | Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.<br><br><b>Virtual Field Trips</b><br>Grade 4 - Southwest Region Early Beginnings                                                                                                                                      |
| CONTENT STANDARD / DOMAIN / PART | CA.4.  | California: A Changing State                                                                                                                                                                                                                                                                                                                                             |
| PERFORMANCE STANDARD / MODE      | 4.3.   | Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | 4.3.2. | Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Geography                                                                                                         |
| EXPECTATION / SUBSTRAND          | 4.3.3. | Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Geography                                                                |
| EXPECTATION / SUBSTRAND          | 4.3.5. | Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Early Beginnings                                                                                                                                                                 |
| CONTENT STANDARD / DOMAIN / PART | CA.4.  | California: A Changing State                                                                                                                                                                                                                                                                                                                                             |
| PERFORMANCE STANDARD / MODE      | 4.4.   | Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND          | 4.4.1. | Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.<br><br><b>Virtual Field Trips</b><br>Grade 3 - How The Country Was Settled<br>Grade 4 - Northeast<br>Grade 4 - West Region Early Beginnings |

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| EXPECTATION / SUBSTRAND          | 4.4.2. | <p>Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 4 - West Region Early Beginnings</a><br/> <a href="#">Grade 4 - West Region Geography</a></p>                                         |
| EXPECTATION / SUBSTRAND          | 4.4.3. | <p>Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 4 - West Region Early Beginnings</a><br/> <a href="#">Grade 4 - West Region Geography</a></p> |
| EXPECTATION / SUBSTRAND          | 4.4.4. | <p>Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 4 - West Region Early Beginnings</a><br/> <a href="#">Grade 4 - West Region Geography</a></p>                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | 4.4.6. | <p>Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 4 - West Region Geography</a></p>    |
| CONTENT STANDARD / DOMAIN / PART | CA.4.  | California: A Changing State                                                                                                                                                                                                                                                                                                                                                                                                           |
| PERFORMANCE STANDARD / MODE      | 4.5.   | Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | 4.5.1. | <p>Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 3 - How Government Helps Our Communities</a><br/> <a href="#">Grade 3 - The First Americans</a></p>                                       |
| EXPECTATION / SUBSTRAND          | 4.5.2. | <p>Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 3 - How Government Helps Our Communities</a><br/> <a href="#">Grade 3 - The First Americans</a></p>                                                                                                                                              |
| EXPECTATION / SUBSTRAND          | 4.5.3. | <p>Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 3 - How Government Helps Our Communities</a><br/> <a href="#">Washington, DC - Grades K - 5</a></p>        |

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| EXPECTATION / SUBSTRAND          | 4.5.4.       | Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                  |              | <b>Virtual Field Trips</b><br>Grade 3 - How Government Helps Our Communities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| CONTENT STANDARD / DOMAIN / PART | CA.K-5.HSSA. | Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.                                                                                                                                                                                                                                                                                                                                                                                            |
| PERFORMANCE STANDARD / MODE      | K-5.CST.     | Chronological and Spatial Thinking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND          | K-5.CST.2.   | Students correctly apply terms related to time, including past, present, future, decade, century, and generation.<br><br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City                                                                                                              |
| EXPECTATION / SUBSTRAND          | K-5.CST.3.   | Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.<br><br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City |

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| EXPECTATION / SUBSTRAND | K-5.CST.4. | <p>Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p> <p>The Sahara Desert</p> |
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| EXPECTATION / SUBSTRAND | K-5.CST.5. | <p>Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> |
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| CONTENT STANDARD / DOMAIN / PART | CA.K-5.HSSA. | Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills. |
| PERFORMANCE STANDARD / MODE      | K-5.REPV.    | Research, Evidence, and Point of View                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| EXPECTATION / SUBSTRAND | K-5.REPV.2. | <p>Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>London - City of Pomp &amp; Majesty</p> <p>Rome - The Eternal City</p> |
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| CONTENT STANDARD / DOMAIN / PART | CA.K-5.HSSA. | Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills. |
| PERFORMANCE STANDARD / MODE      | K-5.HI.      | Historical Interpretation                                                                                                                                                                                                                                                                                                                                                                                                                                           |

EXPECTATION / SUBSTRAND    K-5.HI.1.    Students summarize the key events of the era they are studying and explain the historical contexts of those events.

**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  
Washington, DC - Grades K - 5

EXPECTATION / SUBSTRAND    K-5.HI.2.    Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

**Virtual Field Trips**

African Safari  
Amazon Rainforest - Grades 2-5  
Amazon Rainforest - People and Threats - Grades 2-5  
Ancient China - Qin & Han Dynasties  
Barcelona  
Canada: Coast to Coast  
Canada: Our Northern Neighbor  
Exploring Cuba  
Grade 3 - Geography of Our Communities  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Midwest Region Today  
Grade 4 - Northeast  
Grade 4 - Southeast Region of the U.S.  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - Southwest Region Today  
Grade 4 - West Region Geography  
Grade 4 - West Region Landforms  
Grade 4 - West Region Today  
London - City of Pomp & Majesty  
National Parks - Alaska & Hawaii  
National Parks - Nevada, California  
National Parks - Washington, Oregon, Idaho, Montana, Colorado  
National Parks - Wyoming, Utah  
Paris - City of Light - Grades K - 5  
The Sahara Desert  
Tokyo - City of Contrasts  
Washington, DC - Grades K - 5

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EXPECTATION / K-5.HI.3. Students identify and interpret the multiple causes and effects of historical events.  
SUBSTRAND

**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  
Canada: Our Northern Neighbor  
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

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EXPECTATION / K-5.HI.4. Students conduct cost-benefit analyses of historical and current events.  
SUBSTRAND

**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