

Main Criteria: Connecticut State Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Connecticut State Standards

Science

Grade: 4 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.4- PS.	PHYSICAL SCIENCE
STATE FRAMEWORK	4-PS4.	Waves and their Applications in Technologies for Information Transfer
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 3 - Geography of Our Communities

DOMAIN / CONTENT STANDARD	NGSS.4- LS.	LIFE SCIENCE
STATE FRAMEWORK	4-LS1.	From Molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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?

INDICATOR 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?

DOMAIN / CONTENT STANDARD	NGSS.4- ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	4-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	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
DOMAIN / CONTENT STANDARD	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	4-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	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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INDICATOR	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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Connecticut State Standards
Social Studies
 Grade: 4 - Adopted: 2023

DOMAIN / CONTENT STANDARD		Grade 4: United States Geography
STATE FRAMEWORK		Grade 4 Inquiry Standards
GRADE LEVEL EXPECTATION	1	Develop Questions and Plan Inquiries

INDICATOR	4.Inq.1.a.	Explain why compelling questions about a United States region are important to others (e.g., peers, adults). Virtual Field Trips 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 Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades K - 5
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INDICATOR	4.Inq.1.c.	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question. Virtual Field Trips Grade 4 - Northeast
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DOMAIN / CONTENT STANDARD		Grade 4: United States Geography
STATE FRAMEWORK		Grade 4 Inquiry Standards
GRADE LEVEL EXPECTATION	2	Apply Disciplinary Concepts and Tools

INDICATOR	4.Inq.2.a.	Apply disciplinary knowledge and practices to demonstrate an understanding of United States geography content. Virtual Field Trips Grade 4 - Northeast
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DOMAIN / CONTENT STANDARD		Grade 4: United States Geography
STATE FRAMEWORK		Grade 4 Inquiry Standards
GRADE LEVEL EXPECTATION	3	Evaluate Sources and Use Evidence

INDICATOR	4.Inq.3.a.	Gather relevant information from multiple sources about an event or issue in a United States region. Virtual Field Trips Grade 4 - Northeast
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DOMAIN / CONTENT STANDARD		Grade 4: United States Geography
STATE FRAMEWORK		Grade 4 Content Standards

GRADE LEVEL EXPECTATION	4-1.	Understanding Regions
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INDICATOR 4.Geo.2.a Explain the relationship between natural resources and human settlement in United States regions using maps, photographs, and other representations (e.g., Great Lakes, Connecticut River Valley, Mississippi River Delta, Pacific Northwest).

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - West Region Geography

INDICATOR 4.Geo.3.a Use state and regional maps to describe cultural and environmental characteristics of regions (e.g., state capitals, heritage sites, national monuments).

Virtual Field Trips

Grade 4 - Northeast

INDICATOR 4.Geo.10.a Explain how and why environmental characteristics vary across regions in the United States and North America (e.g., coastal zone, forest, grassland, tundra, desert).

Virtual Field Trips

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 Landforms

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Washington, DC - Grades K - 5

INDICATOR 4.Geo.12.a Explain how individuals and groups prepare for and respond to natural and human-made disasters (e.g., levees, building codes, erosion and settlement control, wildlife crossings).

Virtual Field Trips

Exploring Cuba

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

DOMAIN / CONTENT STANDARD		Grade 4: United States Geography
STATE FRAMEWORK		Grade 4 Content Standards
GRADE LEVEL EXPECTATION	4-2.	Location, Place, and Movement

INDICATOR 4.Geo.8.a Explain how human settlement and movement relates to the availability of natural resources in a region (e.g., fisheries, mining, arable land, access to water for transportation).

Virtual Field Trips

Grade 4 - Northeast

INDICATOR	4.Geo.6.a.	Describe how economic, social, and political factors influence migration and population distribution throughout the United States (e.g., El Salvadorian, Guatemalan, Honduran, Haitian, Nigerian, Filipino, and Indian emigration).
		Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled
INDICATOR	4.His.5.a.	Explain how push and pull factors influence the development of cultural enclaves in the United States (e.g., Little Mogadishu in Minneapolis, Little Saigon in San Jose, Little Albania in the Bronx, Koreatown in Los Angeles, Little Haiti in Miami, Park Street in Hartford, Borough Park in Brooklyn).
		Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled
INDICATOR	4.His.9.a.	Summarize how different kinds of sources can be used to understand the settlement and resettlement of individuals and groups (e.g., census records, diary entries, oral histories, monuments, secondary sources).
		Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Northeast
INDICATOR	4.Geo.5.b.	Explain how the cultural characteristics of communities in a particular place are sustained and evolve over time (e.g., Taos Pueblo, South Side Neighborhood in Chicago).
		Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
DOMAIN / CONTENT STANDARD		Grade 4: United States Geography
STATE FRAMEWORK		Grade 4 Content Standards
GRADE LEVEL EXPECTATION	4-3.	Regional Interdependence
INDICATOR	4.Geo.11.a.	Describe a global economic event or issue that led to change and migration in a United States region (e.g., climate change, colonization, energy access, food access, health, pollution, poverty, work).
		Virtual Field Trips Grade 3 - A Country of Cultures 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 - West Region Early Beginnings

INDICATOR	4.Civ.14. a.	Illustrate historical and contemporary examples of individuals and groups effecting change in a region (e.g., civil rights, clean air policy, conservation, determination of National Park status, healthcare access, water and land rights). <u>Virtual Field Trips</u> Grade 4 - Midwest Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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INDICATOR	4.Eco.7.a .	Explain how profits influence sellers in markets throughout regions of the United States (e.g., location, marketing, supply and demand). <u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
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