

Main Criteria: Michigan Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Michigan Academic Standards

Science

Grade: 4 - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.1.	Energy
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STANDARD 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

STRAND / STANDARD CATEGORY	MI.SC.2.	Waves: Waves and Information
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STANDARD 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

**Virtual Field Trips**

Grade 3 - Geography of Our Communities

STRAND / STANDARD CATEGORY	MI.SC.3.	Structure, Function, and Information Processing
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STANDARD 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?

STANDARD 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?

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.SC.4.</b>	<b>Earth's Systems: Processes that Shape the Earth</b>
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STANDARD 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

STANDARD 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

STANDARD 4-ESS3-2MI. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on Michigan's people and places.

**Virtual Field Trips**

- Grade 3 - Geography of Our Communities

**Michigan Academic Standards  
Social Studies  
Grade: 4 - Adopted: 2019**

<b>STRAND / STANDARD CATEGORY</b>		<b>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5</b>
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<b>STANDARD</b>	<b>P1.</b>	<b>READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY</b>
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GRADE LEVEL EXPECTATION P1.1. Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

**Virtual Field Trips**

- Canada: Coast to Coast
- Canada: Our Northern Neighbor
- Grade 4 - Northeast
- The Sahara Desert

GRADE LEVEL EXPECTATION P1.3. Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

**Virtual Field Trips**

- Canada: Coast to Coast
- Canada: Our Northern Neighbor
- Grade 3 - Geography of Our Communities
- Grade 4 - Northeast
- The Sahara Desert

<b>STRAND / STANDARD CATEGORY</b>		<b>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5</b>
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<b>STANDARD</b>	<b>P2.</b>	<b>INQUIRY, RESEARCH, AND ANALYSIS</b>
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GRADE LEVEL EXPECTATION	P2.1.	<p>Use compelling and supporting questions to investigate social studies problems.</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>Rome - The Eternal City</p>
GRADE LEVEL EXPECTATION	P2.2.	<p>Differentiate between compelling questions and supporting questions.</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>Rome - The Eternal City</p>
GRADE LEVEL EXPECTATION	P2.3.	<p>Use supporting questions to help answer compelling social studies questions.</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>Rome - The Eternal City</p>

GRADE LEVEL EXPECTATION	P2.5.	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.
		<u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert

STAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5
STANDARD	P3.	PUBLIC DISCOURSE AND DECISION MAKING

GRADE LEVEL EXPECTATION	P3.4.	Explain the challenges people have faced and actions they have taken to address issues at different times and places.
		<u>Virtual Field Trips</u> Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography

STAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G1.	The World in Spatial Terms – Use geographic representations to acquire, process, and report information from a spatial perspective.

EXPECTATION	4 – G1.0.1.	Identify questions geographers ask in examining the United States.
		<u>Virtual Field Trips</u> 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

EXPECTATION	4 – G1.0.2.	Identify and describe the characteristics and purposes of a variety of technological geographic tools.
		<u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert

EXPECTATION 4 – G1.0.3. Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

**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

EXPECTATION 4 – G1.0.4. Use maps to describe elevation, climate, and patterns of population density in the United States.

**Virtual Field Trips**

- Grade 4 - Northeast
- Grade 4 - West Region Geography
- Grade 4 - West Region Landforms

EXPECTATION 4 – G1.0.5. Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.

**Virtual Field Trips**

- Grade 4 - Northeast

<b>STRAND / STANDARD CATEGORY</b>		<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR</b>
<b>STANDARD</b>		<b>GEOGRAPHY</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>G2.</b>	<b>Places and Regions – Understand how regions are created from common physical and human characteristics.</b>

EXPECTATION 4 – G2.0.1. Describe ways in which the United States can be divided into different regions.

**Virtual Field Trips**

- Barcelona
- 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

EXPECTATION 4 – G2.0.2. Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.

**Virtual Field Trips**

- 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 - 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

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G4.	Human Systems – Understand how human activities help shape the Earth's surface.

EXPECTATION 4 – G4.0.1. Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

**Virtual Field Trips**

- Grade 3 - A Country of Cultures
- Grade 3 - How The Country Was Settled
- Grade 3 - The First Americans
- Grade 4 - Northeast

EXPECTATION 4 – G4.0.2. Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.

**Virtual Field Trips**

- Grade 3 - A Country of Cultures
- Grade 3 - How The Country Was Settled

EXPECTATION 4 – G4.0.3. Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.

**Virtual Field Trips**

- Grade 3 - A Country of Cultures
- Grade 3 - How The Country Was Settled
- Grade 4 - Northeast
- Grade 4 - West Region Geography

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR
STANDARD		CIVICS AND GOVERNMENT

<b>GRADE LEVEL EXPECTATION</b>	<b>C2.</b>	<b>Democratic Values and Constitutional Principles of American Government</b>
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EXPECTATION 4 – C2.0.1. Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

**Virtual Field Trips**

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

Washington, DC - Grades K - 5

EXPECTATION 4 – C2.0.2. Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations.

**Virtual Field Trips**

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

<b>STRAND / STANDARD CATEGORY</b>		<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR</b>
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<b>STANDARD</b>		<b>CIVICS AND GOVERNMENT</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>C3.</b>	<b>Structure and Functions of Government – Describe the structure of government in the United States and how it functions.</b>
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EXPECTATION 4 – C3.0.1. Give examples of ways the Constitution limits the powers of the federal government.

**Virtual Field Trips**

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

Washington, DC - Grades K - 5

EXPECTATION 4 – C3.0.2. Give examples of powers exercised by the federal government, tribal governments and state governments.

**Virtual Field Trips**

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

EXPECTATION 4 – C3.0.3. Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

**Virtual Field Trips**

Grade 3 - How Government Helps Our Communities

EXPECTATION 4 – C3.0.4. Describe how the powers of the federal government are separated among the branches.

**Virtual Field Trips**

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

EXPECTATION 4 – C3.0.5. Give examples of how the system of checks and balances limits the power of the federal government.

**Virtual Field Trips**

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

<b>STRAND / STANDARD CATEGORY</b>		<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR</b>
<b>STANDARD</b>		<b>CIVICS AND GOVERNMENT</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>C5.</b>	<b>Civic Participation – Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.</b>

EXPECTATION 4 – C5.0.1. Explain the responsibilities of members of American society.

**Virtual Field Trips**

Grade 3 - How Government Helps Our Communities

EXPECTATION 4 – C5.0.2. Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.

**Virtual Field Trips**

Grade 3 - How Government Helps Our Communities

EXPECTATION 4 – C5.0.3. Describe ways in which people can work together to promote the values and principles of American democracy.

**Virtual Field Trips**

Grade 3 - How Government Helps Our Communities

<b>STRAND / STANDARD CATEGORY</b>		<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR</b>
<b>STANDARD</b>		<b>ECONOMICS</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>E1.</b>	<b>Market Economy – Use fundamental principles and concepts of economics to understand economic activity in a market economy.</b>

EXPECTATION 4 – E1.0.4. Explain how price affects decisions about purchasing goods and services.

**Virtual Field Trips**

Grade 3 - Businesses At Work

EXPECTATION 4 – E1.0.7. Describe the role of money in the exchange of goods and services.

**Virtual Field Trips**

Grade 3 - I Am a Consumer