

**Main Criteria:** South Dakota Content Standards  
**Secondary Criteria: Virtual Field Trips Subject**  
**s:** Science, Social Studies  
**Grade: 4**  
**Correlation Options:** Show Correlated

**South Dakota Content Standards**  
**Science**  
Grade: 4 - Adopted: 2015

| GOAL/STRAND | SD.4.PSS | Fourth Grade Physical Science Standards |
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INDICATOR/BE NCHMARK 4-PS4-3. Create and compare multiple solutions that use patterns to transfer information. (SEP: 6; DCI: PS4.C, ETS1.C; CCC: Patterns, Technology)

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

| GOAL/STRAND | SD.4.LSS | Fourth Grade Life Science Standards |
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INDICATOR/BE NCHMARK 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (SEP: 7 ; DCI: LS1.A; CCC: Systems)

**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/BE NCHMARK 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. (SEP: 2; DCI: LS1.D; CCC: Systems)

**Virtual Field Trips**  
Grade 4 - West Region Geography  
Who Lives On a Coral Reef?

| GOAL/STRAND | SD.4.SSS | Fourth Grade Space Science Standards |
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INDICATOR/BE NCHMARK 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. (SEP: 3; DCI: ESS2.A, ESS2.E; CCC: Cause/Effect)

**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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| INDICATOR/BE<br>NCHMARK | 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. (SEP: 8; DCI: ESS3.A; CCC: Cause/Effect, Technology)                                                                                                                                                                                         |
|                         |               | <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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| INDICATOR/BE<br>NCHMARK | 4-ESS3-<br>2. | Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. (SEP: 6; DCI: ESS3.B, ETS1.B; CCC: Cause/Effect, Technology) |
|                         |               | <b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities                                                                                             |

**South Dakota Content Standards**  
**Social Studies**  
Grade: 4 - Adopted: 2023

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| GOAL/STRAND             |         | 4th Grade – World: 60 B.C.E.-C.E. 1300; America: 1763-1820                                                                                                                       |
| INDICATOR/BE<br>NCHMARK |         | WORLD HISTORY: 60 B.C.E.-C.E. 1300                                                                                                                                               |
| STANDARD                | 4.SS.1. | Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 4th grade. |

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| SUPPORTING<br>SKILLS | D. | The student can give examples of virtues and actions related to being a responsible and knowledgeable citizen. C |
|                      |    | <b>Virtual Field Trips</b><br>Grade 3 - How Government Helps Our Communities                                     |

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| SUPPORTING<br>SKILLS | E. | The student can sing or recite from memory the first stanza of "The Star-Spangled Banner." HC |
|                      |    | <b>Virtual Field Trips</b><br>Grade 3 - How Government Helps Our Communities                  |

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| GOAL/STRAND             |         | 4th Grade – World: 60 B.C.E.-C.E. 1300; America: 1763-1820 |
| INDICATOR/BE<br>NCHMARK |         | WORLD HISTORY: 60 B.C.E.-C.E. 1300                         |
| STANDARD                | 4.SS.3. | The student demonstrates knowledge of the Roman Empire.    |

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| SUPPORTING<br>SKILLS | A. | The student explains the origins and major events of the Roman civil wars and the triumvirates, including the roles of Cicero, Julius Caesar, and Octavian Caesar. H |
|                      |    | <b>Virtual Field Trips</b><br>Ancient Rome<br>Rome - The Eternal City                                                                                                |

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| SUPPORTING SKILLS   | B.      | <p>The student explains the major historical events and cultural features of the Roman Empire, including under the rule of Octavian Caesar, the Julio-Claudian dynasty, Hadrian, Marcus Aurelius, and Justinian. H</p> <p><b>Virtual Field Trips</b></p> <p>Ancient Rome</p> <p>Rome - The Eternal City</p> |
| GOAL/STRAND         |         | 4th Grade – World: 60 B.C.E.-C.E. 1300; America: 1763-1820                                                                                                                                                                                                                                                  |
| INDICATOR/BENCHMARK |         | WORLD HISTORY: 60 B.C.E.-C.E. 1300                                                                                                                                                                                                                                                                          |
| STANDARD            | 4.SS.5. | The student demonstrates knowledge of the High and Late Middle Ages.                                                                                                                                                                                                                                        |

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| SUPPORTING SKILLS | G. | <p>The student explains the history and features of civilizations in China, including Confucianism and the major dynasties. H</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> |
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| SUPPORTING SKILLS | H. | <p>The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, shoguns, and isolationism. H</p> <p><b>Virtual Field Trips</b></p> <p>Tokyo - City of Contrasts</p> |
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| GOAL/STRAND         |         | 4th Grade – World: 60 B.C.E.-C.E. 1300; America: 1763-1820                       |
| INDICATOR/BENCHMARK |         | AMERICAN HISTORY: 1763-1820                                                      |
| STANDARD            | 4.SS.6. | The student demonstrates knowledge of events leading to the American Revolution. |

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| SUPPORTING SKILLS | A. | <p>The student explains why and how Great Britain asserted new authority in the colonies after the French and Indian War and why the colonists contested Britain's new claims to control as violations of their rights and freedom. HC</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Northeast</p> |
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| SUPPORTING SKILLS | C. | <p>The student explains the ways in which the colonists responded to Great Britain's new claims of power over them. H</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Northeast</p> |
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| SUPPORTING SKILLS | E. | <p>The student tells the story of the Boston Tea Party, and explains Great Britain's responses to the Boston Tea Party and the colonists' argument that these actions were tyrannical. H</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - The First Americans</p> |
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| GOAL/STRAND         |         | 4th Grade – World: 60 B.C.E.-C.E. 1300; America: 1763-1820                                                            |
| INDICATOR/BENCHMARK |         | AMERICAN HISTORY: 1763-1820                                                                                           |
| STANDARD            | 4.SS.7. | The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders. |

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| SUPPORTING SKILLS | A. | <p>The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence. C</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Northeast</p>                                                                                                                                                                                                                                           |
| SUPPORTING SKILLS | B. | <p>The student explains the meaning of “created equal,” including the founders’ argument that each human being has the same dignity and natural rights on account of being human, and that the existence of human slavery was understood by most, but not all, of the founders to be a contradiction of the principle of human equality. C</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Northeast</p>                                |
| SUPPORTING SKILLS | C. | <p>The student explains the meaning of “natural rights” and “unalienable,” including the founders’ argument that each person has certain freedoms to act that are simply part of being a human person, and that cannot be taken away unless the person has used them to violate the rights of another. C</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Northeast</p>                                                                  |
| SUPPORTING SKILLS | D. | <p>The student explains the meaning of “life, liberty, and the pursuit of happiness,” in particular the founders’ argument that each human being has the right by nature to their own life, to their liberty and the general freedom of thought and action, and to seek the happiness appropriate to human liberty as long as it does not violate the rights of others. C</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Northeast</p> |
| SUPPORTING SKILLS | E. | <p>The student explains the meaning of “the consent of the governed,” including the founders’ argument that a government can only tell people what to do if the people have a say over who in the government gets to make those decisions, which is called “self-government.” C</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Northeast</p>                                                                                           |
| SUPPORTING SKILLS | F. | <p>The student explains how the purpose of government as outlined in the Declaration of Independence is to “secure these rights.” C</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Northeast</p>                                                                                                                                                                                                                                       |
| SUPPORTING SKILLS | H. | <p>The student explains why the delegates to the Second Continental Congress voted to declare independence from Great Britain, including the list of grievances and other historical events since 1763. H</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Northeast</p>                                                                                                                                                                 |

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| SUPPORTING SKILLS | I. | <p>The student explains how America's founding based on these words of the Declaration of Independence was unprecedented in human history: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed." H</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 3 - The First Americans</a><br/> <a href="#">Grade 4 - Northeast</a></p> |
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| GOAL/STRAND         |         | 4th Grade – World: 60 B.C.E-C.E. 1300; America: 1763-1820      |
| INDICATOR/BENCHMARK |         | AMERICAN HISTORY: 1763-1820                                    |
| STANDARD            | 4.SS.8. | The student demonstrates knowledge of the War of Independence. |

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| SUPPORTING SKILLS | C. | <p>The student tells the biography of Thomas Jefferson, including: H: his upbringing; his ownership of slaves at Monticello; his writing of the Declaration of Independence; his purchase of Louisiana from France, including present-day South Dakota; the building of the Jefferson Memorial</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 3 - How The Country Was Settled</a><br/> <a href="#">Grade 4 - Midwest Region Early Beginnings</a><br/> <a href="#">Grade 4 - West Region Early Beginnings</a></p> |
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| SUPPORTING SKILLS | D. | <p>The student explains the roles of key figures and the life, fighting, and background of common soldiers in the War of Independence. H</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 3 - The First Americans</a><br/> <a href="#">Grade 4 - Northeast</a></p> |
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| SUPPORTING SKILLS | E. | <p>The student explains the meaning of the symbols on the American flag, the proper ways to respect the American flag, and the reasons for this respect. HC</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 3 - How Government Helps Our Communities</a></p> |
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| SUPPORTING SKILLS | F. | <p>The student explains the meaning of the symbols on the Great Seal of the United States. C</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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| GOAL/STRAND         |         | 4th Grade – World: 60 B.C.E-C.E. 1300; America: 1763-1820             |
| INDICATOR/BENCHMARK |         | AMERICAN HISTORY: 1763-1820                                           |
| STANDARD            | 4.SS.9. | The student demonstrates knowledge of the United States Constitution. |

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| SUPPORTING SKILLS | A. | <p>The student explains the purpose of a constitution, the history of constitutions, and the differences between unwritten and written constitutions. C</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> |
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| SUPPORTING SKILLS | F. | <p>The student explains how federalism prevents tyranny by dividing governing power among many levels of governments. C</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 3 - How Government Helps Our Communities</a></p>                                                                                                                     |
| SUPPORTING SKILLS | G. | <p>The student reads and discusses the meaning of the Preamble and selections from the U.S. Constitution and the Bill of Rights. C</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>                                                       |
| SUPPORTING SKILLS | H. | <p>The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law interpreting and judging) powers. C</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 3 - How Government Helps Our Communities</a></p>                                                                                   |
| SUPPORTING SKILLS | I. | <p>The student explains how the separation of powers prevents tyranny from the federal government by dividing legislative, executive, and judicial power into three separate branches. C</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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| GOAL/STRAND         |          | 4th Grade – World: 60 B.C.E-C.E. 1300; America: 1763-1820                           |
| INDICATOR/BENCHMARK |          | AMERICAN HISTORY: 1763-1820                                                         |
| STANDARD            | 4.SS.10. | The student demonstrates knowledge of American citizenship and civic participation. |

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| SUPPORTING SKILLS | A. | <p>The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. C</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> |
| SUPPORTING SKILLS | D. | <p>The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government. C</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 3 - How Government Helps Our Communities</a></p>                                             |

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| GOAL/STRAND         |          | 4th Grade – World: 60 B.C.E-C.E. 1300; America: 1763-1820                                                                                  |
| INDICATOR/BENCHMARK |          | AMERICAN HISTORY: 1763-1820                                                                                                                |
| STANDARD            | 4.SS.11. | The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812. |

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| SUPPORTING SKILLS | A. | <p>The student explains the differences between Alexander Hamilton's and Thomas Jefferson's visions for America's future. H</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 3 - How The Country Was Settled</a><br/> <a href="#">Grade 4 - Midwest Region Early Beginnings</a></p> |
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| SUPPORTING SKILLS | B. | <p>The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest. H</p> <p><b>Virtual Field Trips</b><br/> Grade 4 - Southeast Region of the U.S.</p>                                                                                                                                                                                                                                                        |
| SUPPORTING SKILLS | G. | <p>The student tells of the major events in Thomas Jefferson's presidency, including: H: the purchase of the Louisiana Territory; war with the Barbary pirates; efforts to remain neutral in the conflict between Napoleonic France and Great Britain; the end of the international slave trade</p> <p><b>Virtual Field Trips</b><br/> Grade 3 - How The Country Was Settled<br/> Grade 4 - Midwest Region Early Beginnings<br/> Grade 4 - West Region Early Beginnings</p> |
| SUPPORTING SKILLS | H. | <p>The student tells the story of the Corps of Discovery exploring the Louisiana Territory. H</p> <p><b>Virtual Field Trips</b><br/> Grade 3 - How The Country Was Settled<br/> Grade 4 - Midwest Region Early Beginnings<br/> Grade 4 - West Region Early Beginnings</p>                                                                                                                                                                                                   |
| SUPPORTING SKILLS | J. | <p>The student explains select standards from Oceti Sakowin Essential Understandings 2-5. H</p> <p><b>Virtual Field Trips</b><br/> Grade 3 - The First Americans</p>                                                                                                                                                                                                                                                                                                        |
| SUPPORTING SKILLS | L. | <p>The student reads and explains the meaning of the first stanza to "The Star-Spangled Banner." H</p> <p><b>Virtual Field Trips</b><br/> Grade 3 - How Government Helps Our Communities</p>                                                                                                                                                                                                                                                                                |