

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

Utah Core Standards

Science

Grade: 4 - Adopted: 2019

STANDARD / AREA OF LEARNING		SEEd - Grade 4 (2019)
OBJECTIVE / STRAND	Strand 4.1:	ORGANISMS FUNCTIONING IN THEIR ENVIRONMENT
INDICATOR / CLUSTER		Through the study of organisms, inferences can be made about environments both past and present. Plants and animals have both internal and external structures that serve various functions for growth, survival, behavior, and reproduction. Animals use different sense receptors specialized for particular kinds of information to understand and respond to their environment. Some kinds of plants and animals that once lived on Earth can no longer be found. However, fossils from these organisms provide evidence about the types of organisms that lived long ago and the nature of their environments. Additionally, the presence and location of certain fossil types indicate changes that have occurred in environments over time.

EXPECTATION / STANDARD Standard 4.1.1. Construct an explanation from evidence that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Emphasize how structures support an organism's survival in its environment and how internal and external structures of plants and animals vary within the same and across multiple Utah environments. Examples of structures could include thorns on a stem to prevent predation or gills on a fish to allow it to breathe underwater. (LS1.A)

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?

EXPECTATION / STANDARD Standard 4.1.2. Develop and use a model of a system to describe how animals receive different types of information from their environment through their senses, process the information in their brain, and respond to the information. Emphasize how animals are able to use their perceptions and memories to guide their actions. Examples could include models that explain how animals sense and then respond to different aspects of their environment such as sounds, temperature, or smell. (LS1.D)

Virtual Field Trips

Grade 4 - West Region Geography

Who Lives On a Coral Reef?

STANDARD / AREA OF LEARNING		SEEd - Grade 4 (2019)
OBJECTIVE / STRAND	Strand 4.3:	WAVE PATTERNS
INDICATOR / CLUSTER		Waves are regular patterns of motion that transfer energy and have properties such as amplitude (height of the wave) and wavelength (spacing between wave peaks). Waves in water can be directly observed. Light waves cause objects to be seen when light reflected from objects enters the eye. Humans use waves and other patterns to transfer information.

EXPECTATION / STANDARD	Standard 4.3.3.	Design a solution to an information transfer problem using wave patterns. Define the problem, identify criteria and constraints, develop possible solutions using models, analyze data from testing solutions, and propose modifications for optimizing a solution. Examples could include using light to transmit a message in Morse code or using lenses and mirrors to see objects that are far away. (PS4.C, ETS1.A, ETS1.B, ETS1.C)
------------------------	-----------------	--

Virtual Field Trips

Grade 3 - Geography of Our Communities

Utah Core Standards

Social Studies

Grade: 4 - Adopted: 2022

STANDARD / AREA OF LEARNING		FOURTH GRADE
OBJECTIVE / STRAND	4.1:	UTAH'S UNIQUE GEOGRAPHY - Students will examine Utah's geography, and analyze its historical and current impacts on residents.

INDICATOR / CLUSTER	4.1.1:	Use a variety of geographic tools to identify Utah and its surrounding states: latitude, longitude, hemisphere, climate, natural resources, landforms, and regions (for example, Rocky Mountains, Colorado Plateau, Basin and Ridge Region).
---------------------	--------	--

Virtual Field Trips

Grade 4 - West Region Geography

INDICATOR / CLUSTER	4.1.2:	Examine maps of Utah's precipitation, temperature, vegetation, population, and natural resources; make inferences about relationships between the data sets. Describe how and why humans have changed the physical environment of Utah to meet their needs (for example, reservoirs, irrigation, climate, transcontinental railroad).
---------------------	--------	---

Virtual Field Trips

Grade 4 - West Region Geography

INDICATOR / CLUSTER	4.1.3:	Describe how the physical geography of Utah has both negative and positive consequences on our health and safety (for example, inversions, earthquakes, aridity, fire, recreation).
---------------------	--------	---

Virtual Field Trips

Grade 4 - West Region Geography

STANDARD / AREA OF LEARNING		FOURTH GRADE
OBJECTIVE / STRAND	4.3:	EXPANSION (1847-1896) - Students will learn about the unprecedented migration, dramatic cultural change and conflicts, and new technologies of this era. Students will study the migration of diverse populations who settled across the region that would become Utah. They will learn about some of the implications of this settlement on Native American communities. Students will evaluate the relationships between the Industrial Revolution, the completion of the transcontinental railroad, other technologies, and the human and physical geography of the region. Students will also learn about the process and challenges Utah faced transforming from a territory to the 45th state.

INDICATOR / CLUSTER	4.3.1:	Use primary sources to compare experiences of at least three groups' migration to Utah between 1847–1896 (for example, members of The Church of Jesus Christ of Latter-day Saints, people from Greece, Italy, China).
---------------------	--------	---

Virtual Field Trips

Grade 4 - West Region Early Beginnings

INDICATOR / CLUSTER	4.3.2:	Explain how Utah's physical geography provided opportunities and imposed constraints for human activities between 1847- 1896 (for example, agriculture, mining, settlement, communication, transportation networks) and how people changed the physical environment to meet their needs. <u>Virtual Field Trips</u> Grade 4 - West Region Early Beginnings
INDICATOR / CLUSTER	4.3.3:	Describe the establishment of communities and the economic development of the Great Basin area under the direction of Brigham Young as the first Territorial Governor of Utah. <u>Virtual Field Trips</u> Grade 4 - West Region Early Beginnings
INDICATOR / CLUSTER	4.3.7:	Explain how the creation of the Transcontinental Railroad and other transportation and communication networks changed Utah's economy and led to greater economic interdependence. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 4 - Northeast Grade 4 - West Region Early Beginnings

STANDARD / AREA OF LEARNING		FOURTH GRADE
OBJECTIVE / STRAND	4.4:	POST-STATEHOOD (1896-1999) - Students will study Utah's continued development as a state, including learning about its Constitution and the role of geography in Utah's economy and settlement patterns. Students will evaluate the roles and functions of different levels and types of governments. They will identify and explain the cultural connections that Utah's diverse communities share.

INDICATOR / CLUSTER	4.4.1:	Identify the function and location of state government. Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
INDICATOR / CLUSTER	4.4.2:	Compare the Utah Constitution with the United States Constitution, noting the similarities (including legislative, executive and judicial branches, rights of citizens) and important/ significant differences (for example, role in education, public lands, local governance). <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR / CLUSTER	4.4.5:	Analyze the way local, state, tribal, and federal governments interact with one another. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities

STANDARD / AREA OF LEARNING		FOURTH GRADE
OBJECTIVE / STRAND	4.5:	A NEW MILLENNIA (2000–PRESENT) - Students will examine, through a 21st century lens, the enduring central themes of diffusion of cultures, global interconnectedness, the importance of creating and sustaining community, and the need for a strong economy. They will recognize that most current events (for example, interactions between Native American sovereign nations and state and federal governments, concerns about water, tensions and questions about the proper role and jurisdiction of local, state, and federal governments, ideas about how best to grow Utah's economy) have their roots deeply embedded in Utah's rich history. They will also understand that, while forced to make even further adaptations as they came into contact with European explorers, Native Americans still thrive as eight sovereign tribal nations in Utah.

INDICATOR / CLUSTER	4.5.3:	Use data and trends to make recommendations for the best sustainable development of Utah's resources (for example, forests, state lands, geology, coal, minerals, oil and gas, state parks, water, wildlife, School Trustlands).
		Virtual Field Trips Grade 4 - West Region Geography
INDICATOR / CLUSTER	4.5.4:	Explain continuity and change over time by comparing experiences of today's immigrants in Utah with those of immigrants in Utah's past.
		Virtual Field Trips Grade 4 - West Region Early Beginnings