

Main Criteria: Washington DC Academic Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 4
Correlation Options: Show Correlated

Washington DC Academic Standards
Science
 Grade: 4 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.4-PS.	PHYSICAL SCIENCE
STANDARD / ESSENTIAL SKILL	4-PS4.	Waves and their Applications in Technologies for Information Transfer
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

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

Virtual Field Trips
 Grade 3 - Geography of Our Communities

CONTENT STANDARD / STRAND / DISCIPLINE	DC.4-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	4-LS1.	From Molecules to Organisms: Structures and Processes
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION 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?

EXPECTATION 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?

CONTENT STANDARD / STRAND / DISCIPLINE	DC.4-ESS.	EARTH AND SPACE SCIENCE
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STANDARD / ESSENTIAL SKILL	4-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION 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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.4- ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	4-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION 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

EXPECTATION 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

Washington DC Academic Standards

Social Studies

Grade: 4 - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 4: American Foundations – Early American Civilizations Through the Founding of the United States
STANDARD / ESSENTIAL SKILL	1	Early Societies in the Americas (13000 BCE to 1100 CE)

STUDENT EXPECTATION / ESSENTIAL SKILL	4.1.	Evaluate the strengths and weaknesses of different kinds of evidence (e.g., archeological evidence, artifacts, oral history, secondary sources) to understand events and life in the past. Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.2.	Analyze how physical geography (e.g., natural resources, waterways, landforms) influences the choices people make and how people impact the natural environment. Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.3.	Explain which natural resources were available in North America before 1100 CE, and use maps to explain how the availability of natural resources has changed over time. Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.4.	Compare different theories about how and when people began to migrate around the globe and populate the Americas (e.g., land-bridge theory, Beringia, Yana Rhinoceros Horn Site and evidence of mammoth hunting, coastal-route theory, Clovis sites). Virtual Field Trips Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.5.	Compare the development of agricultural practices of Indigenous peoples across the Americas, including the Hohokam cultivation of corn, beans, squash and cotton. Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.6.	Explain the development of various economies and systems of trade of Indigenous peoples across the Americas using historical evidence (e.g., Inca Ceque system, the use of cacao as currency, the trade of turquoise and minerals in Chaco). Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.7.	Analyze the development of physical documentation in the early Americas, such as the writing and iconographic systems of Indigenous peoples across the Americas to make claims about historic societies (e.g., Cave of the Painted Rock in current-day Brazil, the writing system developed by the Maya, glyphs of the Grand Canyon). Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - West Region Early Beginnings

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 4: American Foundations – Early American Civilizations Through the Founding of the United States
STANDARD / ESSENTIAL SKILL	2	Civilizations of the Americas (1100 CE to 1500 CE)

STUDENT EXPECTATION / ESSENTIAL SKILL	4.8.	Identify the geographic locations of major civilizations in the Americas in the 12th, 13th and 14th centuries, and analyze the changes to the political geography of the Americas during this time. <u>Virtual Field Trips</u> Ancient Mayan Civilization
STUDENT EXPECTATION / ESSENTIAL SKILL	4.11.	Compare Indigenous practices of land cultivation across the Americas in the 12th and 13th centuries, including environmentally sustainable practices (e.g., the use of controlled fires, the building and development of roads). <u>Virtual Field Trips</u> Ancient Mayan Civilization
STUDENT EXPECTATION / ESSENTIAL SKILL	4.14.	Explain the diverse legacy of Indigenous Nations on the political geography of America today, including areas where Indigenous Nations retain sovereignty. <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - West Region Early Beginnings

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 4: American Foundations – Early American Civilizations Through the Founding of the United States
STANDARD / ESSENTIAL SKILL	3	Europeans Enter the Americas (1400s-1500s)

STUDENT EXPECTATION / ESSENTIAL SKILL	4.18.	Assess the immediate and enduring impact of the arrival of European nations in the Americas through the perspective of Indigenous Nations, including the legacy of settler colonialism. <u>Virtual Field Trips</u> Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.19.	Describe examples of Indigenous Nations' resistance to European colonization, subjugation, capture and enslavement. <u>Virtual Field Trips</u> Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 4: American Foundations – Early American Civilizations Through the Founding of the United States
STANDARD / ESSENTIAL SKILL	4	Life in the Colonies – Rebellions and the Roots of Revolution (1500s-1700s)

STUDENT EXPECTATION / ESSENTIAL SKILL	4.26.	Analyze the impact of Spanish settlement on the Southern and Western United States, with a particular focus on Indigenous Nations and the ways in which they resisted Spanish settlement. <u>Virtual Field Trips</u> Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.27.	Explain the reasons for the establishment of Jamestown in 1607, and analyze the experiences of early life in the colony from the perspectives of Indigenous Nations and Europeans. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STUDENT EXPECTATION / ESSENTIAL SKILL	4.28.	Explain the reasons for establishing Plymouth and the Massachusetts Bay Colony, analyze the different experiences of early life in the colony from the perspectives of Indigenous Nations and Europeans, and explain the significance of the Mayflower Compact. <u>Virtual Field Trips</u> Grade 4 - Northeast
STUDENT EXPECTATION / ESSENTIAL SKILL	4.30.	Identify and compare key geographical, cultural, religious, and economic characteristics of the Thirteen Colonies. <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.31.	Analyze the experience and treatment of enslaved people in different parts of the Colonies, including experiences in Northern and Southern colonies. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.35.	Evaluate laws and policies across the colonies – including the right to vote and slave codes – to evaluate the extent to which different individual populations have had access to freedom and power. <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.36.	Compare the daily lives of different groups of people within colonial society, including women during the 1600s. <u>Virtual Field Trips</u> Grade 3 - The First Americans
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 4: American Foundations – Early American Civilizations Through the Founding of the United States
STANDARD / ESSENTIAL SKILL	5	The Creation of a New Nation – The American Revolution and Founding of the United States Government (1700s-1790s)

STUDENT EXPECTATION / ESSENTIAL SKILL	4.37.	Explain the significant events that created tension and contributed to calls from Colonial Americans to take action against Britain (e.g., the Great Awakening, the Sugar Act, the Stamp Act, the Townshend Acts, the Tea Act, the Intolerable Acts.). <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Northeast
STUDENT EXPECTATION / ESSENTIAL SKILL	4.38.	Explain acts of resistance taken by some colonists and the British response to these actions (e.g., boycotts, the Boston Massacre, the Boston Tea Party, the Intolerable Acts). <u>Virtual Field Trips</u> Grade 3 - The First Americans
STUDENT EXPECTATION / ESSENTIAL SKILL	4.40.	Analyze the impact of key battles and historical figures of the American Revolution and the Independence movement, including George Washington, Benjamin Franklin, Thomas Jefferson, James Armistead Lafayette, the First Rhode Island Regiment and the Minutemen. <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Northeast
STUDENT EXPECTATION / ESSENTIAL SKILL	4.42.	Evaluate the ideals of the Declaration of Independence, and assess the opportunities and contradictions of the document. <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Northeast
STUDENT EXPECTATION / ESSENTIAL SKILL	4.43.	Analyze the reasons for the creation of the Constitution. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
STUDENT EXPECTATION / ESSENTIAL SKILL	4.45.	Analyze the US Constitution, naming the three branches of government (legislative, executive and judicial), and discuss the concept of checks and balances. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	4.46.	Explain the role of Congress, including the role of the House of Representatives and the Senate, and its power to make laws. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STUDENT EXPECTATION / ESSENTIAL SKILL	4.47.	Explain the role of the president and the executive branch of government and the president's power to carry out laws. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities

STUDENT EXPECTATION / ESSENTIAL SKILL	4.48.	Explain the role of the courts and the judicial branch of government and their power to evaluate laws. Virtual Field Trips Grade 3 - How Government Helps Our Communities
STUDENT EXPECTATION / ESSENTIAL SKILL	4.50.	Explain the protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the US Constitution. Virtual Field Trips Grade 3 - How Government Helps Our Communities
STUDENT EXPECTATION / ESSENTIAL SKILL	4.51.	Analyze the political motivations that led to Washington, DC being established as the capital of the United States. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	4.52.	Discuss and form arguments about the factors that affect the credibility of websites about the history or application of the US Constitution when provided with details about a source. Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
STUDENT EXPECTATION / ESSENTIAL SKILL	4.54.	Evaluate the creation of the United States and the ways it may serve as an example (both for its strengths and limitations) to other democracies around the world. Virtual Field Trips Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5