

Main Criteria: Washington State K-12 Learning Standards and Guidelines

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Washington State K-12 Learning Standards and Guidelines

Science

Grade: 4 - Adopted: 2014

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| <b>DOMAIN</b>                          | <b>WA.4-PS.</b> | <b>PHYSICAL SCIENCE</b>  |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>4-PS4.</b>   | <b>Waves and their Applications in Technologies for Information Transfer</b> |
| <b>CORE CONTENT / CONTENT STANDARD</b> |                 | Students who demonstrate understanding can:                                  |

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

Virtual Field Trips  
Grade 3 - Geography of Our Communities

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| <b>DOMAIN</b>                          | <b>WA.4-LS.</b> | <b>LIFE SCIENCE</b>  |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>4-LS1.</b>   | <b>From Molecules to Organisms: Structures and Processes</b> |
| <b>CORE CONTENT / CONTENT STANDARD</b> |                 | Students who demonstrate understanding can:                  |

CONTENT STANDARD / PERFORMANCE 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?

CONTENT STANDARD / PERFORMANCE 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?

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| <b>DOMAIN</b>                  | <b>WA.4-ESS.</b> | <b>EARTH AND SPACE SCIENCE</b> |
| <b>BIG IDEA / CORE CONTENT</b> | <b>4-ESS2.</b>   | <b>Earth's Systems</b>         |

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| <b>CORE CONTENT / CONTENT STANDARD</b> |  | <b>Students who demonstrate understanding can:</b> |
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CONTENT STANDARD / PERFORMANCE 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

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| <b>DOMAIN</b>                          | <b>WA.4-ESS.</b> | <b>EARTH AND SPACE SCIENCE</b>                     |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>4-ESS3.</b>   | <b>Earth and Human Activity</b>                    |
| <b>CORE CONTENT / CONTENT STANDARD</b> |                  | <b>Students who demonstrate understanding can:</b> |

CONTENT STANDARD / PERFORMANCE 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

CONTENT STANDARD / PERFORMANCE 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 State K-12 Learning Standards and Guidelines**  
**Social Studies**  
Grade: 4 - Adopted: 2019

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| <b>DOMAIN</b>                          |            | <b>Civics</b>  |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>C1:</b> | <b>Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.</b> |
| <b>CORE CONTENT / CONTENT STANDARD</b> |            | <b>Enduring Understanding – Knows that different communities create rules to promote the common good and individual liberties.</b>                                     |

CONTENT STANDARD / PERFORMANCE EXPECTATION C1.4.2. Identify core virtues and democratic principles found in the Washington state constitution and foundational documents.

[Virtual Field Trips](#)  
[Grade 3 - How Government Helps Our Communities](#)

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| <b>DOMAIN</b>                          |            | <b>Civics</b>  |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>C2:</b> | <b>Understands the purposes, organization, and function of governments, laws, and political systems.</b>                 |
| <b>CORE CONTENT / CONTENT STANDARD</b> |            | <b>Enduring Understanding – Recognizes that one has rights and responsibilities as a citizen in one’s own community.</b> |

CONTENT STANDARD / PERFORMANCE EXPECTATION C2.4.1. Distinguish the responsibilities and power of state, local, and tribal government.

[Virtual Field Trips](#)  
[Grade 3 - How Government Helps Our Communities](#)  
[Washington, DC - Grades K - 5](#)

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| <b>DOMAIN</b>                          |            | <b>Civics</b>  |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>C3:</b> | <b>Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.</b>                                |
| <b>CORE CONTENT / CONTENT STANDARD</b> |            | <b>Enduring Understanding – Knows that there are different communities nearby and that there may be different rules for different communities.</b> |

CONTENT STANDARD / PERFORMANCE EXPECTATION C3.4.1. Recognize that tribes have lived in North America since time immemorial.

[Virtual Field Trips](#)  
[Grade 3 - The First Americans](#)  
[Grade 4 - West Region Early Beginnings](#)

CONTENT STANDARD / PERFORMANCE EXPECTATION C3.4.5. Define the complexity of sovereignty for federally recognized tribes in Washington state. Identify ways in which the United States Constitution recognizes tribal sovereignty as unique from other types of sovereignty.

[Virtual Field Trips](#)  
[Grade 3 - The First Americans](#)

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| <b>DOMAIN</b>                          |            | <b>Civics</b>  |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>C4:</b> | <b>Understands civic involvement.</b>  |
| <b>CORE CONTENT / CONTENT STANDARD</b> |            | <b>Enduring Understanding – Understands that when one shows concern for the well-being of one’s classroom, school, and community, one is being “civic minded.”</b> |

CONTENT STANDARD / PERFORMANCE EXPECTATION C4.4.1. Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.

[Virtual Field Trips](#)  
[Grade 3 - How Government Helps Our Communities](#)

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| <b>DOMAIN</b> |  | <b>Economics</b> |
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| <b>BIG IDEA / CORE CONTENT</b>         | <b>E1:</b> | <b>Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</b> |
| <b>CORE CONTENT / CONTENT STANDARD</b> |            | <b>Enduring Understanding – Can make decisions about how to use resources to benefit oneself and others.</b>            |

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| CONTENT STANDARD / PERFORMANCE EXPECTATION | E1.4.1. | Analyze and explain the costs and benefits of people's decisions to move and relocate to meet their needs and wants.<br><br><b>Virtual Field Trips</b><br>Grade 4 - Northeast |
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| CONTENT STANDARD / PERFORMANCE EXPECTATION | E1.4.2. | Compare the costs and benefits of individual choices.<br><br><b>Virtual Field Trips</b><br>Grade 3 - I Am a Consumer |
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| <b>DOMAIN</b>                          |            | <b>Economics</b>   |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>E2:</b> | <b>Understands the components of an economic system.</b>   |
| <b>CORE CONTENT / CONTENT STANDARD</b> |            | <b>Enduring Understanding – Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services.</b> |

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| CONTENT STANDARD / PERFORMANCE EXPECTATION | E2.4.2. | Identify the basic elements of Washington state's economic system, including agriculture, businesses, industry, natural resources, and labor.<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Geography |
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| CONTENT STANDARD / PERFORMANCE EXPECTATION | E2.4.3. | Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services in Washington state.<br><br><b>Virtual Field Trips</b><br>Grade 3 - Businesses At Work |
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| CONTENT STANDARD / PERFORMANCE EXPECTATION | E2.4.4. | Explain why individuals and businesses specialize and trade in Washington state.<br><br><b>Virtual Field Trips</b><br>Exploring Cuba<br>Grade 3 - Businesses At Work |
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| <b>DOMAIN</b>                          |            | <b>Economics</b>   |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>E3:</b> | <b>Understands the government's role in the economy.</b>                             |
| <b>CORE CONTENT / CONTENT STANDARD</b> |            | <b>Enduring Understanding – Knows that the government has a role in the economy.</b> |

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| CONTENT STANDARD / PERFORMANCE EXPECTATION | E3.4.1. | Describe how people and businesses support Washington state government through taxation.<br><br><b>Virtual Field Trips</b><br>Barcelona<br>Grade 4 - West Region Geography |
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| <b>DOMAIN</b>                          |            | <b>Economics</b>   |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>E4:</b> | <b>Understands the economic issues and problems that all societies face.</b>   |
| <b>CORE CONTENT / CONTENT STANDARD</b> |            | <b>Enduring Understanding – Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions.</b> |

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| CONTENT STANDARD / PERFORMANCE EXPECTATION | E4.4.1. | Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in the Pacific Northwest.<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Geography |
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| CONTENT STANDARD / PERFORMANCE EXPECTATION | E4.4.2. | Explain the economic issues that different communities within the Pacific Northwest faced.<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Geography |
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| CONTENT STANDARD / PERFORMANCE EXPECTATION | E4.4.3. | Explain how trade led to increasing economic interdependence among groups within the Pacific Northwest.<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Geography |
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| <b>DOMAIN</b>                          |            | <b>Geography</b>  |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>G1:</b> | <b>Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.</b>  |
| <b>CORE CONTENT / CONTENT STANDARD</b> |            | <b>Enduring Understanding – Knows that the use of tools (e.g., maps, globes, charts, graphs) is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us.</b> |

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| CONTENT STANDARD / PERFORMANCE EXPECTATION | G1.4.2. | Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.<br><br><b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities<br>Grade 4 - West Region Geography |
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| <b>DOMAIN</b>                          |            | <b>Geography</b>  |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>G2:</b> | <b>Understands human interaction with the environment.</b>  |
| <b>CORE CONTENT / CONTENT STANDARD</b> |            | <b>Enduring Understanding – Knows that the human-environment interactions are essential aspects of human life in all societies and they occur at local-to-regional scale. Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.</b> |

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| CONTENT STANDARD / PERFORMANCE EXPECTATION | G2.4.1. | Draw a conclusion that the geographic features of the Pacific Northwest have influenced the movement of people.<br><br><b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities<br>Grade 4 - West Region Geography |
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| CONTENT STANDARD / PERFORMANCE EXPECTATION | G2.4.2. | Explain how the lands that the tribes were forced to move to, changed their interactions with the environment.<br><br><b>Virtual Field Trips</b><br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings |
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| <b>DOMAIN</b>                              |            | <b>History</b>   |
| <b>BIG IDEA / CORE CONTENT</b>             | <b>H1:</b> | <b>Understands historical chronology.</b>  |
| <b>CORE CONTENT / CONTENT STANDARD</b>     |            | <b>Enduring Understanding – Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.</b> |
| CONTENT STANDARD / PERFORMANCE EXPECTATION | H1.4.2.    | Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889:                       |

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| PERFORMANCE EXPECTATION | Growth of northwest coastal, Puget Sound, and plateau tribes prior to treaties (time immemorial to present)<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Early Beginnings |
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| <b>DOMAIN</b>                          |            | <b>History</b>   |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>H1:</b> | <b>Understands historical chronology.</b>  |
| <b>CORE CONTENT / CONTENT STANDARD</b> |            | <b>Enduring Understanding – Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.</b> |

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| CONTENT STANDARD / PERFORMANCE EXPECTATION | H1.4.3. | Explore and construct an explanation of how the growth of major tribes helps to define the history of the Pacific Northwest prior to 1889.<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Early Beginnings |
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| <b>DOMAIN</b>                          |            | <b>History</b>   |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>H3:</b> | <b>Understands that there are multiple perspectives and interpretations of historical events.</b>  |
| <b>CORE CONTENT / CONTENT STANDARD</b> |            | <b>Enduring Understanding – Understands that historical events can be interpreted differently by different individuals, families, and communities.</b> |

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| CONTENT STANDARD / PERFORMANCE EXPECTATION | H3.4.1. | Explain why individuals and groups in Washington state history differed in their perspectives.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor<br>Grade 4 - Northeast<br>Grade 4 - West Region Geography |
| CONTENT STANDARD / PERFORMANCE EXPECTATION | H3.4.3. | Explain how the events of Washington state history contributed to the different perspectives between native and non-native people.<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Early Beginnings              |
| CONTENT STANDARD / PERFORMANCE EXPECTATION | H3.4.4. | Describe how people's perspectives shaped the historical sources they created.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor<br>Grade 4 - Northeast<br>Grade 4 - West Region Geography                 |

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| <b>DOMAIN</b>                          |            | <b>History</b>   |
| <b>BIG IDEA / CORE CONTENT</b>         | <b>H4:</b> | <b>Understands how historical events inform analysis of contemporary issues and events.</b>  |
| <b>CORE CONTENT / CONTENT STANDARD</b> |            | <b>Enduring Understanding – Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events.</b> |

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| CONTENT STANDARD / PERFORMANCE EXPECTATION | H4.4.2. | Use evidence to develop a claim about Washington state, and tribal nations and groups.<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Early Beginnings |
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