

Main Criteria: West Virginia College and Career Readiness Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

West Virginia College and Career Readiness Standards

Science

Grade: 4 - Adopted: 2021

CONTENT STANDARD / COURSE		Science Indicators Grades 3-5
CONTENT STANDARD / OBJECTIVE		College- and Career-Readiness Indicators for Science
OBJECTIVE / EXPECTATION		Nature of Science

GRADE LEVEL
EXPECTATION

Science is a creative human endeavor which is influenced by social and cultural biases.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

CONTENT STANDARD / COURSE		Science Indicators Grades 3-5
CONTENT STANDARD / OBJECTIVE		College- and Career-Readiness Indicators for Science
OBJECTIVE / EXPECTATION		Science Connecting Concepts

GRADE LEVEL
EXPECTATION

Observing patterns

Virtual Field Trips

Who Lives On a Coral Reef?

GRADE LEVEL
EXPECTATION

Investigating and explaining cause and effect

Virtual Field Trips

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

GRADE LEVEL
EXPECTATION

Recognizing scale, proportion, and quantity

Virtual Field Trips

Amazon Rainforest - Grades 2-5

GRADE LEVEL EXPECTATION	Tracking energy and matter flows into, out of, and within systems to understand system behavior
	Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5

GRADE LEVEL EXPECTATION	Determining the relationships between structure and function
	Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Galapagos Islands How Coral Reefs Are Formed Who Lives On a Coral Reef?

GRADE LEVEL EXPECTATION	Studying stability and change
	Virtual Field Trips Galapagos Islands How Coral Reefs Are Formed Who Lives On a Coral Reef?

CONTENT STANDARD / COURSE		Science – Grade 4
CONTENT STANDARD / OBJECTIVE		Life Science
OBJECTIVE / EXPECTATION		Structure, Function, and Information Processing

GRADE LEVEL EXPECTATION	S.4.8.	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?

GRADE LEVEL EXPECTATION	S.4.9.	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 / COURSE		Science – Grade 4
CONTENT STANDARD / OBJECTIVE		Earth and Space Science
OBJECTIVE / EXPECTATION		Earth's Systems: Processes that Shape the Earth

GRADE LEVEL EXPECTATION	S.4.12.	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

West Virginia College and Career Readiness Standards

Social Studies

Grade: 4 - Adopted: 2016

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.C.	Civics

OBJECTIVE / EXPECTATION	SS.4.1.	Identify, explain and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of Independence, U.S. Constitution, Bill of Rights, etc.).
		Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast

OBJECTIVE / EXPECTATION	SS.4.2.	Compare and contrast the powers of each branch of government and identify the responsibilities and rights of United States citizens.
		Virtual Field Trips Grade 3 - How Government Helps Our Communities

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.E.	Economics

OBJECTIVE / EXPECTATION	SS.4.5.	Investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply-demand on prices through projects (e.g., developing budgets or products in simulated situations, etc.).
		Virtual Field Trips Grade 3 - I Am a Consumer

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.G.	Geography

OBJECTIVE / EXPECTATION	SS.4.8.	Describe and locate examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, geographic information system, etc.).
		<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 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

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.G.	Geography
OBJECTIVE / EXPECTATION	SS.4.9.	Document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following:

GRADE LEVEL EXPECTATION SS.4.9.b. Settlement patterns and population density.

Virtual Field Trips
Ancient China - Qin & Han Dynasties
Canada: Coast to Coast
Canada: Our Northern Neighbor
Grade 4 - Northeast

GRADE LEVEL EXPECTATION SS.4.9.c. Culture (e.g., jobs, food, clothing, shelter, religion, government, etc.).

Virtual Field Trips
Amazon Rainforest - People and Threats - Grades 2-5
Canada: Our Northern Neighbor
Grade 4 - Northeast
Grade 4 - West Region Early Beginnings

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.G.	Geography

OBJECTIVE / EXPECTATION SS.4.10. Compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).

Virtual Field Trips
Grade 3 - How The Country Was Settled
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Northeast
Grade 4 - West Region Early Beginnings

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.H.	History
OBJECTIVE / EXPECTATION	SS.4.13.	Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, etc.).

GRADE LEVEL EXPECTATION SS.4.13.a Analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.).

Virtual Field Trips

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

GRADE LEVEL EXPECTATION SS.4.13.b. Compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.).

Virtual Field Trips

Grade 3 - The First Americans

GRADE LEVEL EXPECTATION SS.4.13.c Compare and contrast backgrounds, motivations and occupational skills among English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.).

Virtual Field Trips

Grade 3 - The First Americans

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.H.	History
OBJECTIVE / EXPECTATION	SS.4.14.	Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.

GRADE LEVEL EXPECTATION SS.4.14.a Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.).

Virtual Field Trips

Grade 3 - The First Americans

Grade 4 - Northeast

GRADE LEVEL EXPECTATION SS.4.14.b. Explain the major ideas reflected in the Declaration of Independence.

Virtual Field Trips

Grade 3 - The First Americans

Grade 4 - Northeast

GRADE LEVEL EXPECTATION SS.4.14.d. Explain the contributions of Native Americans, the French and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution.

Virtual Field Trips

Grade 3 - The First Americans

Grade 4 - Northeast

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.H.	History
OBJECTIVE / EXPECTATION	SS.4.15.	Trace the beginnings of America as a nation and the establishment of the new government.

GRADE LEVEL EXPECTATION SS.4.15.a Compare and contrast the various forms of government in effect from 1774-1854 (e.g., Continental Congress, Articles of Confederation, U.S. Constitution, Bill of Rights, etc.).

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

GRADE LEVEL EXPECTATION SS.4.15.b. Research the contributions of early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, Andrew Jackson, James Madison, Dolly Madison, etc.).

Virtual Field Trips

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Early Beginnings

GRADE LEVEL EXPECTATION SS.4.15.c. Explain the political, social and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.).

Virtual Field Trips

Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.H.	History
OBJECTIVE / EXPECTATION	SS.4.16.	Demonstrate an understanding of the causes and effects of Westward Expansion.

GRADE LEVEL EXPECTATION SS.4.16.a Investigate the economic, political and cultural factors involved in Westward Expansion (e.g., Land Ordinance of 1785, Northwest Ordinance of 1787, Indian Removal Act, Trail of Tears, Manifest Destiny, resources, trade, etc.).

Virtual Field Trips

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

GRADE LEVEL EXPECTATION SS.4.16.b. Analyze the people and events that facilitated Westward Expansion (e.g., Daniel Boone, Louisiana Purchase, Lewis and Clark, Northwest Territory, Alamo, Gold Rush, etc.).

Virtual Field Trips

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

GRADE LEVEL EXPECTATION	SS.4.16. c.	Trace transportation innovations and explain their impact on Westward Expansion (e.g., bridges, canals, steamboats, railroads, steam engines, clipper ships, flat boats, roads, dams, locks, ports, harbors, etc.). <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 4 - Northeast Grade 4 - West Region Early Beginnings
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