

Main Criteria: Wisconsin Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Wisconsin Academic Standards

Science

Grade: 4 - Adopted: 2017

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC1	Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Patterns

LEARNING CONTINUUM SCI.CC1. 3-5. Students identify similarities and differences in order to sort and classify natural objects and designed products. They identify patterns related to time, including simple rates of change and cycles, and use these patterns to make predictions.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC2	Students use science and engineering practices, disciplinary core ideas, and cause and effect relationships to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Cause and Effect

LEARNING CONTINUUM SCI.CC2. 3-5. Students routinely identify and test causal relationships and use these relationships to explain change. They understand events that occur together with regularity may or may not signify a cause and effect relationship.

Virtual Field Trips

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC3	Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Scale, Proportion, and Quantity

LEARNING CONTINUUM	SCI.CC3. 3-5.	Students recognize natural objects and observable phenomena exist from the very small to the immensely large. They use standard units to measure and describe physical quantities such as mass, time, temperature, and volume.
Virtual Field Trips Amazon Rainforest - Grades 2-5		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC4 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Systems and System Models

LEARNING CONTINUUM	SCI.CC4. 3-5.	Students understand a system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. They also describe a system in terms of its components and their interactions.
Virtual Field Trips Amazon Rainforest - Grades 2-5		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC5 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Energy and Matter

LEARNING CONTINUUM	SCI.CC5. 3-5.	Students understand matter is made of particles and energy can be transferred in various ways and between objects. Students observe the conservation of matter by tracking matter flows and cycles before and after processes, recognizing the total mass of substances does not change.
Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC6 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Structure and Function

LEARNING CONTINUUM	SCI.CC6. 3-5.	Students understand different materials have different substructures, which can sometimes be observed; and substructures have shapes and parts that serve functions.
Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Galapagos Islands How Coral Reefs Are Formed Who Lives On a Coral Reef?		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC7 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Stability and Change

LEARNING CONTINUUM	SCI.CC7. 3-5.	Students measure change in terms of differences over time, and observe that change may occur at different rates. They understand some systems appear stable, but over long periods of time they will eventually change.
Virtual Field Trips Amazon Rainforest - Grades 2-5 Galapagos Islands Grade 3 - Geography of Our Communities How Coral Reefs Are Formed Who Lives On a Coral Reef?		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. A.	Structure and Function

LEARNING CONTINUUM	SCI.LS1. A.4.	Plants and animals have both internal and external macroscopic structures that allow for growth, survival, 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?		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. B.	□Growth and Development of Organisms
LEARNING CONTINUUM	SCI.LS1. B.3.	Reproduction is essential to every kind of organism. Organisms have unique and diverse life cycles. Virtual Field Trips Galapagos Islands Grade 4 - West Region Geography How Coral Reefs Are Formed
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. D.	□Information Processing
LEARNING CONTINUUM	SCI.LS1. D.4.	Different sense receptors are specialized for particular kinds of information; animals use their perceptions and memories to guide their actions. Virtual Field Trips Grade 4 - West Region Geography Who Lives On a Coral Reef?
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. A.	Interdependent Relationships in Ecosystems
LEARNING CONTINUUM	SCI.LS2. A.5.	The food of almost any animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants, while decomposers restore some materials back to the soil. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 3 - Geography of Our Communities How Coral Reefs Are Formed Who Lives On a Coral Reef?
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
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DESCRIPTOR / FOCUS AREA	SCI.LS2. B.	Cycles of Matter and Energy Transfer in Ecosystems
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LEARNING CONTINUUM SCI.LS2. B.5. Matter cycles between the air and soil and among organisms as they live and die.

Virtual Field Trips

[Amazon Rainforest - Grades 2-5](#)

[Amazon Rainforest - People and Threats - Grades 2-5](#)

DOMAIN	WI.SCI.	Science
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CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
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PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
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DESCRIPTOR / FOCUS AREA	SCI.LS2. C.	Ecosystem Dynamics, Functioning, and Resilience
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LEARNING CONTINUUM SCI.LS2. C.3. When the environment changes, some organisms survive and reproduce, some move to new locations, some move into transformed environments, and some die.

Virtual Field Trips

[African Safari](#)

[Amazon Rainforest - Grades 2-5](#)

[Amazon Rainforest - People and Threats - Grades 2-5](#)

[Galapagos Islands](#)

[National Parks - Alaska & Hawaii](#)

[The Sahara Desert](#)

DOMAIN	WI.SCI.	Science
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CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
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PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
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DESCRIPTOR / FOCUS AREA	SCI.LS2. D.	Social Interactions and Group Behavior
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LEARNING CONTINUUM SCI.LS2. D.3. Being part of a group helps animals obtain food, defend themselves, and cope with changes.

Virtual Field Trips

[African Safari](#)

[Amazon Rainforest - Grades 2-5](#)

[Canada: Coast to Coast](#)

[How Coral Reefs Are Formed](#)

[The Sahara Desert](#)

[Who Lives On a Coral Reef?](#)

DOMAIN	WI.SCI.	Science
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CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
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PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4 .	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4.C.	Adaptation

LEARNING CONTINUUM SCI.LS4.C.3. Particular organisms can only survive in particular environments.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - 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

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4 .	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4.D.	Biodiversity and Humans

LEARNING CONTINUUM SCI.LS4.D.3. Populations of organisms live in a variety of habitats. Change in those habitats affects the organisms living there.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

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

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.PS.	Disciplinary Core Idea: Physical Science (PS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.PS1 .	Students use science and engineering practices, crosscutting concepts, and an understanding of matter and its interactions to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.PS1.B.	Chemical Reactions

LEARNING CONTINUUM	SCI.PS1.B.5.1.	Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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LEARNING CONTINUUM	SCI.PS1.B.5.2.	Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.PS.	Disciplinary Core Idea: Physical Science (PS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.PS4.	Students use science and engineering practices, crosscutting concepts, and an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.PS4.C.	Information Technologies and Instrumentation

LEARNING CONTINUUM	SCI.PS4.C.4.	Patterns can encode, send, receive, and decode information. Virtual Field Trips Grade 3 - Geography of Our Communities
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.A.	Earth Materials and Systems

LEARNING CONTINUUM	SCI.ESS2.A.4,5.	Four major Earth systems interact. Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, organisms, and gravity break rocks, soils, and sediments into smaller pieces and move them around. 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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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.

DESCRIPTOR / FOCUS AREA	SCI.ESS 2.B.	Plate Tectonics and Large-Scale System Interactions
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LEARNING CONTINUUM SCI.ESS2.B.4. Earth's physical features occur in patterns, as do earthquakes and volcanoes. Maps can be used to locate features and determine patterns in those events.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Canada: Coast to Coast

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

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

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.C.	The Roles of Water in Earth's Surface Processes

LEARNING CONTINUUM SCI.ESS2.C.5. Most of Earth's water is in the ocean, and much of the Earth's freshwater is in glaciers or underground.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.D.	Weather and Climate

LEARNING CONTINUUM	SCI.ESS2.D.3.	Climate describes patterns of typical weather conditions over different scales and variations. Historical weather patterns can be analyzed.
		<u>Virtual Field Trips</u> Amazon Rainforest - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography National Parks - Nevada, California The Sahara Desert

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.E.	Biogeology

LEARNING CONTINUUM	SCI.ESS2.E.4.	Living things can affect the physical characteristics of their environment.
		<u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.A.	Natural Resources

LEARNING CONTINUUM	SCI.ESS3.A.4.	Energy and fuels humans use are derived from natural sources, and their use affects the environment. Some resources are renewable over time, others are not.
		<u>Virtual Field Trips</u> 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

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.B.	Natural Hazards

LEARNING CONTINUUM SCI.ESS3.B.3,4. A variety of hazards result from natural processes; humans cannot eliminate hazards but can reduce their impacts.

Virtual Field Trips

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

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

National Parks - Wyoming, Utah

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.C.	Human Impacts on Earth Systems

LEARNING CONTINUUM SCI.ESS3.C.5. Societal activities have had major effects on the land, ocean, atmosphere, and even outer space. Societal activities can also help protect Earth's resources and environments.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 2.A.	Interdependence of Science, Engineering, and Technology

LEARNING CONTINUUM SCI.ETS2.A.3-5.1. Science and technology support each other.

Virtual Field Trips

Grade 3 - Geography of Our Communities

LEARNING CONTINUUM SCI.ETS2.A.3-5.2. Tools and instruments are used to answer scientific questions, while scientific discoveries lead to the development of new technologies.

Virtual Field Trips

Grade 3 - Geography of Our Communities

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World

LEARNING CONTINUUM	SCI.ETS2 .B.3-5.1.	People's needs and wants change over time, as do their demands for new and improved technologies. Virtual Field Trips Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Today
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LEARNING CONTINUUM	SCI.ETS2 .B.3-5.2.	Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings Grade 4 - West Region Today
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LEARNING CONTINUUM	SCI.ETS2 .B.3-5.3.	When new technologies become available, they can bring about changes in the way people live and interact with one another. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Today
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.A.	Science and Engineering Are Human Endeavors

LEARNING CONTINUUM	SCI.ETS3.A.3-5.1.	Science and engineering knowledge have been created by many cultures. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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LEARNING CONTINUUM	SCI.ETS3.A.3-5.3.	Science and engineering affect everyday life. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Today
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS3.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS3.B.	Science and Engineering Are Unique Ways of Thinking with Different Purposes

LEARNING CONTINUUM	SCI.ETS3.B.3-5.1.	Science and engineering are both bodies of knowledge and processes that add new knowledge to our understanding. Virtual Field Trips Galapagos Islands National Parks - Wyoming, Utah
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LEARNING CONTINUUM	SCI.ETS3.B.3-5.4.	Engineering solutions often have drawbacks as well as benefits. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS3.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS3.C.	Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems

LEARNING CONTINUUM	SCI.ETS3.C.3-5.2.	Science explanations are based on a body of evidence and multiple tests, and describe the mechanisms for natural events. Science explanations can change based on new evidence.
		Virtual Field Trips Galapagos Islands National Parks - Wyoming, Utah

Wisconsin Academic Standards
Social Studies
Grade: 4 - Adopted: 2018

DOMAIN	WI.SS.BH.	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH2:	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH2.a:	Relationship of people and groups

DESCRIPTOR / FOCUS AREA: SS.BH2.a.4-5. Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.

[Virtual Field Trips](#)
[Grade 3 - I Am a Consumer](#)

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ1:	Wisconsin students use economic reasoning to understand issues.
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ1.a:	Choices and Decision-Making

DESCRIPTOR / FOCUS AREA: SS.Econ1.a.3. Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or non-renewable).

[Virtual Field Trips](#)
[Grade 3 - Businesses At Work](#)

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.a:	Consumers, Producers, and Markets

DESCRIPTOR / FOCUS AREA: SS.Econ2.a.3-4. Compare two product markets found in the local community. Differentiate between goods and services.

[Virtual Field Trips](#)
[Grade 3 - I Am a Consumer](#)

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).

PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.b :	Supply, Demand, and Competition
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DESCRIPTOR / FOCUS AREA SS.Econ2.b.4-5. Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.

Virtual Field Trips

Grade 3 - Businesses At Work

DOMAIN	Wi.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.c :	Firm/Business Behavior and Costs of Production

DESCRIPTOR / FOCUS AREA SS.Econ2.c.3. Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.

Virtual Field Trips

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

DOMAIN	Wi.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ3:	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ3.b :	Money

DESCRIPTOR / FOCUS AREA SS.Econ3.b.5. Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.

Virtual Field Trips

Barcelona

Grade 3 - I Am a Consumer

DOMAIN	Wi.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.a:	Tools of Geography

DESCRIPTOR / FOCUS AREA	SS.Geog 1.a.4-5.	Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)
		<u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast The Sahara Desert

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.b:	Spatial Thinking (map interpretation)

DESCRIPTOR / FOCUS AREA	SS.Geog 1.b.i.	Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.
		<u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.a:	Population and Place

DESCRIPTOR / FOCUS AREA	SS.Geog 2.a.3.	Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).
		<u>Virtual Field Trips</u> Barcelona Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.

PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.b:	Reasons People Move
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DESCRIPTOR / FOCUS AREA SS.Geog 2.b.5. Investigate push and pull factors of movement in their community, state, country, and world.

Virtual Field Trips
 Grade 3 - A Country of Cultures
 Grade 3 - How The Country Was Settled
 Grade 4 - Northeast

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.c:	Impact of Movement

DESCRIPTOR / FOCUS AREA SS.Geog 2.c.5. Describe population changes in their state, and country over time.

Virtual Field Trips
 Grade 4 - Northeast
 Grade 4 - West Region Geography

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.d:	Urbanization

DESCRIPTOR / FOCUS AREA SS.Geog 2.d.4-5. Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.

Virtual Field Trips
 Grade 3 - Geography of Our Communities
 Grade 4 - Midwest Region Today
 Grade 4 - Northeast
 Grade 4 - Southwest Region Today
 Grade 4 - West Region Today
 Washington, DC - Grades K - 5

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.a:	Distribution of Resources

DESCRIPTOR / FOCUS AREA	SS.Geog 3.a.5.	Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.
Virtual Field Trips Amazon Rainforest - Grades 2-5 Canada: Our Northern Neighbor Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings 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 Today		

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.b:	Networks

DESCRIPTOR / FOCUS AREA	SS.Geog 3.b.4.	Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.
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Virtual Field Trips

Grade 4 - Northeast

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog4:	Wisconsin students will evaluate the relationship between identity and place.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog4.a:	Characteristics of Place

DESCRIPTOR / FOCUS AREA	SS.Geog 4.a.4.	Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).
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Virtual Field Trips

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Northeast

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.a:	Human Environment Interaction

DESCRIPTOR / FOCUS AREA	SS.Geog 5.a.3-4.	Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time
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Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.b:	Interdependence

DESCRIPTOR / FOCUS AREA	SS.Geog 5.b.5.	Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).
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Virtual Field Trips

Amazon Rainforest - Grades 2-5

Canada: Our Northern Neighbor

Grade 3 - A Country of Cultures

Grade 3 - Geography of Our Communities

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

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 Today

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist1:	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.a:	Cause

DESCRIPTOR / FOCUS AREA	SS.Hist1. a.i.	Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

DOMAIN	WI.SS.Hist1.	History (Hist)
CONTENT STANDARD	SS.Hist1 :	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.b:	Effect

DESCRIPTOR / FOCUS AREA	SS.Hist1. b.i.	Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

DOMAIN	WI.SS.Hist1.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.b:	Patterns change over a period of time

DESCRIPTOR / FOCUS AREA	SS.Hist2. b.i.	Describe patterns of change over time in the community, state, and the United States. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5
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DOMAIN	WI.SS.Hist. t.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.c:	Contextualization

DESCRIPTOR / FOCUS AREA	SS.Hist2. b.i.	Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Northeast
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DOMAIN	WI.SS.Hist. t.	History (Hist)
CONTENT STANDARD	SS.Hist3 :	Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist3.b:	Perspective

DESCRIPTOR / FOCUS AREA	SS.Hist3. b.i.	Identify different historical perspectives regarding people and events in the past. Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
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DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.a:	Values & Principles of American Constitutional Democracy

DESCRIPTOR / FOCUS AREA	SS.PS1.a .i.	Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans		

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.b:	Origins & Foundation of the Government of the United States

DESCRIPTOR / FOCUS AREA	SS.PS1.b .4-5.	Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.
Virtual Field Trips Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings		

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.a:	Civil Rights and Civil Liberties

DESCRIPTOR / FOCUS AREA	SS.PS2.a .i.	Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans		

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.b:	Fundamentals of Citizenship

DESCRIPTOR / FOCUS AREA	SS.PS2.b .5.	Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).
Virtual Field Trips Grade 3 - How Government Helps Our Communities		

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.c:	Asserting and Reaffirming of Human Rights
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DESCRIPTOR / FOCUS AREA SS.PS2.c .4-5. Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.

Virtual Field Trips

Washington, DC - Grades K - 5

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.c:	Power in Government

DESCRIPTOR / FOCUS AREA SS.PS3.c .4-5. Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5