

Main Criteria: Georgia Standards of Excellence

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Georgia Standards of Excellence

Science

Grade: 4 - Adopted: 2016

STRAND/TOPIC	GA.S4E.	Earth and Space Science
STANDARD / DESCRIPTION	S4E4.	Obtain, evaluate, and communicate information to predict weather events and infer weather patterns using weather charts/maps and collected weather data.
ELEMENT	S4E4.d.	Construct an explanation based on research to communicate the difference between weather and climate. <u>Virtual Field Trips</u> National Parks West - Nevada, California The Amazon Rainforest
STRAND/TOPIC	GA.S4P.	Physical Science
STANDARD / DESCRIPTION	S4P2.	Obtain, evaluate, and communicate information about how sound is produced and changed and how sound and/or light can be used to communicate.
ELEMENT	S4P2.b.	Design and construct a device to communicate across a distance using light and/or sound. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STRAND/TOPIC	GA.S4P.	Physical Science
STANDARD / DESCRIPTION	S4P3.	Obtain, evaluate, and communicate information about the relationship between balanced and unbalanced forces.
ELEMENT	S4P3.a.	Plan and carry out an investigation on the effects of balanced and unbalanced forces on an object and communicate the results. <u>Virtual Field Trips</u> National Parks West - Wyoming, Utah
STRAND/TOPIC	GA.S4L.	Life Science
STANDARD / DESCRIPTION	S4L1.	Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.
ELEMENT	S4L1.a.	Develop a model to describe the roles of producers, consumers, and decomposers in a community. <u>Virtual Field Trips</u> The Amazon Rainforest
ELEMENT	S4L1.b.	Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef?
ELEMENT	S4L1.c.	Design a scenario to demonstrate the effect of a change on an ecosystem. <u>Virtual Field Trips</u> How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii

		National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest Who Lives On a Coral Reef?
ELEMENT	S4L1.d.	Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or over-abundant. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades

**Georgia Standards of Excellence
Social Studies**

Grade: 4 - Adopted: 2016

STRAND/TOPIC	GA.SS.4.	Fourth Grade - United States History Year 2: Revolution to Reconstruction
STANDARD / DESCRIPTION	SS4H.	Historical Understandings
ELEMENT	SS4H1.	Explain the causes, events, and results of the American Revolution.
ELEMENT/GLE	SS4H1.a.	Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party. <u>Virtual Field Trips</u> Grade 3 - The First Americans
ELEMENT/GLE	SS4H1.c.	Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown. <u>Virtual Field Trips</u> Grade 3 - The First Americans
ELEMENT/GLE	SS4H1.d.	Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND/TOPIC	GA.SS.4.	Fourth Grade - United States History Year 2: Revolution to Reconstruction
STANDARD / DESCRIPTION	SS4H.	Historical Understandings
ELEMENT	SS4H3.	Explain westward expansion in America.
ELEMENT/GLE	SS4H3.c.	Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns). <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
STRAND/TOPIC	GA.SS.4.	Fourth Grade - United States History Year 2: Revolution to Reconstruction
STANDARD / DESCRIPTION	SS4H.	Historical Understandings
ELEMENT	SS4H5.	Explain the causes, major events, and consequences of the Civil War.

ELEMENT/GLE	SS4H5.b.	Discuss how the issues of states' rights and slavery increased tensions between the North and South. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
ELEMENT/GLE	SS4H5.e.	Describe the effects of war on the North and South. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND/TOPIC	GA.SS.4.	Fourth Grade - United States History Year 2: Revolution to Reconstruction
STANDARD / DESCRIPTION	SS4H.	Historical Understandings
ELEMENT	SS4H6.	Analyze the effects of Reconstruction on American life.
ELEMENT/GLE	SS4H6.c.	Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND/TOPIC	GA.SS.4.	Fourth Grade - United States History Year 2: Revolution to Reconstruction
STANDARD / DESCRIPTION	SS4G.	Geographic Understandings
ELEMENT	SS4G2.	Describe how physical systems affect human systems.
ELEMENT/GLE	SS4G2.b.	Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
STRAND/TOPIC	GA.SS.4.	Fourth Grade - United States History Year 2: Revolution to Reconstruction
STANDARD / DESCRIPTION	SS4CG.	Government/Civic Understandings
ELEMENT	SS4CG1.	Describe the meaning of:
ELEMENT/GLE	SS4CG1.a.	Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness) <u>Virtual Field Trips</u> Grade 3 - The First Americans
ELEMENT/GLE	SS4CG1.c.	The federal system of government in the U.S. (federal powers, state powers, and shared powers) <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND/TOPIC	GA.SS.4.	Fourth Grade - United States History Year 2: Revolution to Reconstruction
STANDARD / DESCRIPTION	SS4CG.	Government/Civic Understandings
ELEMENT	SS4CG2.	Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures
STRAND/TOPIC	GA.SS.4.	Fourth Grade - United States History Year 2: Revolution to Reconstruction
STANDARD / DESCRIPTION	SS4CG.	Government/Civic Understandings
ELEMENT	SS4CG3.	Describe the structure of government and the Bill of Rights.
ELEMENT/GLE	SS4CG3.a.	Describe how the three branches of government interact with each other (checks and balances and separation of powers), and how they relate to local, state, and federal government.

		<u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
ELEMENT/GLE	SS4CG3.b.	Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND/TOPIC	GA.SS.4.	Fourth Grade - United States History Year 2: Revolution to Reconstruction
STANDARD / DESCRIPTION	SS4E.	Economic Understandings
ELEMENT	SS4E1.	Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
ELEMENT/GLE	SS4E1.f.	Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph). <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
STRAND/TOPIC	GA.SS.4.	Fourth Grade - United States History Year 2: Revolution to Reconstruction
STANDARD / DESCRIPTION	SS4E.	Economic Understandings
ELEMENT	SS4E2.	Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
STRAND/TOPIC	GA.IPS.4.	Information Processing Skills
STANDARD / DESCRIPTION	IPS.5.	Identify main idea, detail, sequence of events, and cause and effect in a social studies context <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
STANDARD / DESCRIPTION	IPS.10.	Analyze artifacts <u>Virtual Field Trips</u> Grade 3 - The First Americans
STANDARD / DESCRIPTION	IPS.11.	Draw conclusions and make generalizations <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2

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