Main Criteria: Illinois Learning Standards  
Secondary Criteria: Virtual Field Trips  
Subjects: Science, Social Studies  
Grade: 4  
Correlation Options: Show Correlated

### Illinois Learning Standards

**Science**  
Grade: 4 - Adopted: 2014

<table>
<thead>
<tr>
<th>STATE GOAL / DISCIPLINARY CONCEPT</th>
<th>IL.4-LS.</th>
<th>LIFE SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING STANDARD / DISCIPLINE</td>
<td>4-LS1.</td>
<td>From Molecules to Organisms: Structures and Processes</td>
</tr>
<tr>
<td>DESCRIPTOR / CONTENT DISCIPLINE</td>
<td></td>
<td>Students who demonstrate understanding can:</td>
</tr>
<tr>
<td>STANDARD</td>
<td>4-LS1-1.</td>
<td>Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</td>
</tr>
</tbody>
</table>
|                                   |         | Virtual Field Trips:  
|                                   |         | African Safari  
|                                   |         | Galapagos Islands  
|                                   |         | Galapagos Islands - Espagnol  
|                                   |         | How Coral Reefs Are Formed  
|                                   |         | The Amazon Rainforest  
|                                   |         | Who Lives On a Coral Reef?  

<table>
<thead>
<tr>
<th>STATE GOAL / DISCIPLINARY CONCEPT</th>
<th>IL.4-ESS.</th>
<th>EARTH AND SPACE SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING STANDARD / DISCIPLINE</td>
<td>4-ESS2.</td>
<td>Earth's Systems</td>
</tr>
<tr>
<td>DESCRIPTOR / CONTENT DISCIPLINE</td>
<td></td>
<td>Students who demonstrate understanding can:</td>
</tr>
<tr>
<td>STANDARD</td>
<td>4-ESS2-1.</td>
<td>Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</td>
</tr>
</tbody>
</table>
|                                   |          | Virtual Field Trips:  
|                                   |          | Grade 3 - Geography of Our Communities  
|                                   |          | National Parks - West - Alaska & Hawaii  
|                                   |          | National Parks West - Wyoming, Utah  
|                                   |          | National Parks of the Western Region - Part 1 |

<table>
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<tr>
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<th>IL.4-ESS.</th>
<th>EARTH AND SPACE SCIENCE</th>
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<tbody>
<tr>
<td>LEARNING STANDARD / DISCIPLINE</td>
<td>4-ESS3.</td>
<td>Earth and Human Activity</td>
</tr>
<tr>
<td>DESCRIPTOR / CONTENT DISCIPLINE</td>
<td></td>
<td>Students who demonstrate understanding can:</td>
</tr>
<tr>
<td>STANDARD</td>
<td>4-ESS3-1.</td>
<td>Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</td>
</tr>
</tbody>
</table>
| STATE GOAL / DISCIPLINARY CONCEPT | LEARNING STANDARD / DISCIPLINE | DESCRIPTOR / CONTENT DISCIPLINE | STANDARD | Illinois Learning Standards
Social Studies
Grade: 4 - Adopted: 2017 |

Virtual Field Trips
Grade 3 - Geography of Our Communities
The Amazon Rainforest - Part 2 - Younger Grades

| STANDARD | 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

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Grade: 4 - Adopted: 2017 |

Virtual Field Trips
Grade 3 - How Government Helps Our Communities

| STATE GOAL / DISCIPLINARY CONCEPT | LEARNING STANDARD / DISCIPLINE | DESCRIPTOR / CONTENT DISCIPLINE | STANDARD | Illinois Learning Standards
Social Studies
Grade: 4 - Adopted: 2017 |

Virtual Field Trips
Grade 3 - Businesses At Work
Grade 3 - I Am a Consumer

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Virtual Field Trips
Grade 3 - Businesses At Work
Grade 3 - I Am a Consumer
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>SS.EC.FL.4.4.</th>
<th>Explain that income can be saved, spent on good and services, or used to pay taxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE GOAL / DISCIPLINARY CONCEPT</td>
<td>IL.SS.IS.</td>
<td>Inquiry Skills</td>
</tr>
<tr>
<td>LEARNING STANDARD / DISCIPLINE</td>
<td>Developing Questions and Planning Inquiries</td>
<td></td>
</tr>
<tr>
<td>DESCRIPTOR / CONTENT DISCIPLINE</td>
<td>Creating Essential Questions</td>
<td></td>
</tr>
<tr>
<td>STANDARD</td>
<td>SS.IS.1.3-5.</td>
<td>Develop essential questions and explain the importance of the questions to self and others.</td>
</tr>
</tbody>
</table>

Virtual Field Trips
- 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