

Main Criteria: Indiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Indiana Academic Standards

Science

Grade: 4 - Adopted: 2016

STANDARD / STRAND	IN.4.PS.	Physical Science (PS)
PROFICIENCY STATEMENT / SUBSTRAND	4.PS.1.	Investigate transportation systems and devices that operate on or in land, water, air and space and recognize the forces (lift, drag, friction, thrust and gravity) that affect their motion. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
PROFICIENCY STATEMENT / SUBSTRAND	4.PS.4.	Describe and investigate the different ways in which energy can be generated and/or converted from one form of energy to another form of energy. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STANDARD / STRAND	IN.4.ESS.	Earth and Space Science (ESS)
PROFICIENCY STATEMENT / SUBSTRAND	4.ESS.2.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
PROFICIENCY STATEMENT / SUBSTRAND	4.ESS.3.	Describe how geological forces change the shape of the land suddenly and over time. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STANDARD / STRAND	IN.4.LS.	Life Science (LS)
PROFICIENCY STATEMENT / SUBSTRAND	4.LS.1.	Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
PROFICIENCY STATEMENT / SUBSTRAND	4.LS.2.	Use evidence to support the explanation that a change in the environment may result in a plant or animal will survive and reproduce, move to a new location, or die. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol 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?
PROFICIENCY STATEMENT / SUBSTRAND	4.LS.3.	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in a different ecosystems. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol 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?
STANDARD / STRAND	IN.3-5.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	3-5.IC.2.	Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades

**Indiana Academic Standards
Social Studies**

Grade: 4 - Adopted: 2014

STANDARD / STRAND	IN.4.	Indiana in the Nation and the World
PROFICIENCY STATEMENT / SUBSTRAND	4.1.	History: Students trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.
INDICATOR / STANDARD		Historical Knowledge - The Civil War Era and Later Development: 1850 to 1900
EXPECTATION / INDICATOR	4.1.7.	Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STANDARD / STRAND	IN.4.	Indiana in the Nation and the World
PROFICIENCY STATEMENT / SUBSTRAND	4.2.	Civics and Government: Students describe the components and characteristics of Indiana's constitutional form of government; explain the levels and three branches of Indiana's government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.
INDICATOR / STANDARD		Roles of Citizens
EXPECTATION / INDICATOR	4.2.6.	Define and provide examples of civic virtues in a democracy. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STANDARD / STRAND	IN.4.	Indiana in the Nation and the World

PROFICIENCY STATEMENT / SUBSTRAND	4.3.	Geography: Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world.
INDICATOR / STANDARD		The World in Spatial Terms
EXPECTATION / INDICATOR	4.3.1.	Use latitude and longitude to identify physical and human features of Indiana. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
EXPECTATION / INDICATOR	4.3.2.	Estimate distances between two places on a map when referring to relative locations. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STANDARD / STRAND	IN.4.	Indiana in the Nation and the World
PROFICIENCY STATEMENT / SUBSTRAND	4.3.	Geography: Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world.
INDICATOR / STANDARD		Places and Regions
EXPECTATION / INDICATOR	4.3.3.	Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
EXPECTATION / INDICATOR	4.3.4.	Map and describe the physical regions of Indiana and identify major natural resources and crop regions. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STANDARD / STRAND	IN.4.	Indiana in the Nation and the World
PROFICIENCY STATEMENT / SUBSTRAND	4.3.	Geography: Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world.
INDICATOR / STANDARD		Physical Systems
EXPECTATION / INDICATOR	4.3.5.	Explain how glaciers shaped Indiana's landscape and environment. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
EXPECTATION / INDICATOR	4.3.6.	Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere). <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities

EXPECTATION / INDICATOR	4.3.7.	Explain the effect of the Earth/sun relationship on the climate of Indiana. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STANDARD / STRAND	IN.4.	Indiana in the Nation and the World
PROFICIENCY STATEMENT / SUBSTRAND	4.3.	Geography: Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world.
INDICATOR / STANDARD		Environment and Society
EXPECTATION / INDICATOR	4.3.12.	Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STANDARD / STRAND	IN.4.	Indiana in the Nation and the World
PROFICIENCY STATEMENT / SUBSTRAND	4.4.	Economics: Students study and compare the characteristics of Indiana's changing economy in the past and present.
INDICATOR / STANDARD	4.4.4.	Explain that prices change as a result of changes in supply and demand for specific products. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
INDICATOR / STANDARD	4.4.6.	List the functions of money and compare and contrast things that have been used as money in the past in Indiana, the United States and the world. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
INDICATOR / STANDARD	4.4.8.	Define profit and describe how profit is an incentive for entrepreneurs. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
INDICATOR / STANDARD	4.4.9.	Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
INDICATOR / STANDARD	4.4.10.	Explain how people save, develop a savings plan, and create a budget in order to make a future purchase. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer