

**Main Criteria:** Kentucky Academic Standards  
**Secondary Criteria:** Virtual Field Trips  
**Subjects:** Science, Social Studies  
**Grade:** 4  
**Correlation Options:** Show Correlated

**Kentucky Academic Standards  
 Science**

Grade: 4 - Adopted: 2013

<b>STRAND</b>	<b>KY.4.A.</b>	<b>Energy</b>
<b>CATEGORY / GOAL</b>		<b>Students who demonstrate understanding can:</b>
<b>STANDARD / ORGANIZER</b>	4-ESS3-1.	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
<b>STRAND</b>	<b>KY.4.C.</b>	<b>Structure, Function, and Information Processing</b>
<b>CATEGORY / GOAL</b>		<b>Students who demonstrate understanding can:</b>
<b>STANDARD / ORGANIZER</b>	4-LS1-1.	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
<b>STANDARD / ORGANIZER</b>	4-LS1-2.	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.  <u>Virtual Field Trips</u> African Safari Who Lives On a Coral Reef?
<b>STRAND</b>	<b>KY.4.D.</b>	<b>Earth's Systems: Processes that Shape the Earth</b>
<b>CATEGORY / GOAL</b>		<b>Students who demonstrate understanding can:</b>
<b>STANDARD / ORGANIZER</b>	4-ESS2-1.	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
<b>STANDARD / ORGANIZER</b>	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities

**Kentucky Academic Standards  
 Social Studies**

Grade: 4 - Adopted: 2015

STRAND	KY.SS.GC.	Big Idea: Government and Civics - The study of government and civics allows students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.
CATEGORY / GOAL	GC.AE.	Academic Expectations
STANDARD / ORGANIZER	GC.AE.2.14.	Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STANDARD / ORGANIZER	GC.AE.2.15.	Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND	KY.SS.GC.	Big Idea: Government and Civics - The study of government and civics allows students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.
CATEGORY / GOAL	GC.EK.	Grade 4 Enduring Knowledge – Understandings
STANDARD / ORGANIZER	GC.EK.3.	All citizens of Kentucky have rights and responsibilities as members of a democratic society, including civic participation.  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND	KY.SS.GC.	Big Idea: Government and Civics - The study of government and civics allows students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.
CATEGORY / GOAL	GC.SC.	Grade 4 Skills and Concepts
STANDARD / ORGANIZER	GC.SC.1.	Demonstrate an understanding of the nature of government:
EXPECTATION	GC.SC.1.a.	Explore basic functions of state government (e.g., to establish order, to provide security and to accomplish common goals)  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
EXPECTATION	GC.SC.1.b.	Explain and give examples of services state governments provide (e.g., state police and fire protection, state parks, highway maintenance, snow removal)  <u>Virtual Field Trips</u>

		Barcelona - English Barcelona - Espagnol
EXPECTATION	GC.SC.1.c.	Describe how the state government provides services to its citizens (e.g., collecting taxes)  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
EXPECTATION	GC.SC.1.d.	Describe the structure of state government (e.g., the executive, legislative and judicial branches) and explain why power is shared among different branches  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND	KY.SS.GC.	Big Idea: Government and Civics - The study of government and civics allows students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.
CATEGORY / GOAL	GC.SC.	Grade 4 Skills and Concepts
STANDARD / ORGANIZER	GC.SC.2.	Explore rights and responsibilities:
EXPECTATION	GC.SC.2.a.	Describe, give examples, and compare rights and responsibilities  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND	KY.SS.CS.	Big Idea: Cultures and Societies - Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World and that issues and challenges unite and divide them.
CATEGORY / GOAL	CS.EK.	Grade 4 Enduring Knowledge – Understandings
STANDARD / ORGANIZER	CS.EK.1.	Culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.  <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures Grade 3 - The First Americans Jerusalem - Then and Now (Younger Grades) Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / ORGANIZER	CS.EK.2.	Cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades)
STRAND	KY.SS.E.	Big Idea: Economics - Economics includes the study of production, distribution and consumption of goods and services. Students

		need to understand how their economic decisions affect them, others and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.
<b>CATEGORY / GOAL</b>	<b>E.EK.</b>	<b>Grade 4 Enduring Knowledge – Understandings</b>
<b>STANDARD / ORGANIZER</b>	<b>E.EK.2.</b>	A variety of fundamental economic concepts impact individuals and groups.  <u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
<b>STANDARD / ORGANIZER</b>	<b>E.EK.4.</b>	Markets enable buyers and sellers to exchange goods and services.  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
<b>STANDARD / ORGANIZER</b>	<b>E.EK.6.</b>	Individuals, groups and businesses demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
<b>STRAND</b>	<b>KY.SS.E.</b>	<b>Big Idea: Economics - Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.</b>
<b>CATEGORY / GOAL</b>	<b>E.SC.</b>	<b>Grade 4 Skills and Concepts</b>
<b>STANDARD / ORGANIZER</b>	<b>E.SC.1.</b>	Develop an understanding of the nature of limited resources and scarcity:
<b>EXPECTATION</b>	<b>E.SC.1.d.</b>	Investigate and give examples of markets (past and present); and explain how goods and services were/are exchanged  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
<b>STRAND</b>	<b>KY.SS.G.</b>	<b>Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.</b>
<b>CATEGORY / GOAL</b>	<b>G.AE.</b>	<b>Academic Expectations</b>
<b>STANDARD / ORGANIZER</b>	<b>G.AE.2.19.</b>	Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.  <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades

<b>STRAND</b>	<b>KY.SS.G.</b>	Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.
<b>CATEGORY / GOAL</b>	<b>G.EK.</b>	<b>Grade 4 Enduring Knowledge – Understandings</b>
<b>STANDARD / ORGANIZER</b>	<b>G.EK.2.</b>	<p>Patterns emerge as humans move, settle and interact on Earth's surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.</p> <p><u>Virtual Field Trips</u>  African Safari  Barcelona - English  Barcelona - Espagnol  Canada - An Overview  Exploring Cuba  Grade 3 - Geography of Our Communities  Grade 4 - Southeast Region of the U.S.  London - City of Pomp &amp; Majesty  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1  Paris - City of Light - Grades K - 5  The Amazon Rainforest  The Amazon Rainforest - Part 2 - Younger Grades  Tokyo - City of Contrasts</p>
<b>STANDARD / ORGANIZER</b>	<b>G.EK.3.</b>	<p>Regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.</p> <p><u>Virtual Field Trips</u>  The Amazon Rainforest - Part 2 - Younger Grades</p>
<b>STRAND</b>	<b>KY.SS.G.</b>	Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.
<b>CATEGORY / GOAL</b>	<b>G.SC.</b>	<b>Grade 4 Skills and Concepts</b>
<b>STANDARD / ORGANIZER</b>	<b>G.SC.1.</b>	Demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):
<b>EXPECTATION</b>	<b>G.SC.1.a.</b>	<p>Locate and describe major landforms, bodies of water and natural resources located in regions of Kentucky and the United States</p> <p><u>Virtual Field Trips</u>  Grade 3 - Geography of Our Communities  Grade 4 - Southeast Region of the U.S.  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California</p>

		National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5
EXPECTATION	G.SC.1.b.	Locate, in absolute and relative terms, major landforms and bodies of water in regions of Kentucky and the United States  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5
EXPECTATION	G.SC.1.c.	Analyze and compare patterns of movement and settlement in Kentucky  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.
STRAND	KY.SS.G.	Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.
CATEGORY / GOAL	G.SC.	Grade 4 Skills and Concepts
STANDARD / ORGANIZER	G.SC.2.	Use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to investigate regions of Kentucky:
EXPECTATION	G.SC.2.a.	Compare regions in Kentucky by their human characteristics (e.g., settlement patterns, languages, and religious beliefs) and physical characteristics (e.g., climate, landforms, bodies of water)  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.
EXPECTATION	G.SC.2.b.	Describe patterns of human settlement in regions of Kentucky and explain relationships between these patterns and the physical characteristics (e.g., climate, landforms, bodies of water) of the region  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.
EXPECTATION	G.SC.2.c.	Explain the influence of the physical characteristics of regions (e.g., climates, landforms, bodies of water) on decisions that were made about where to locate things (e.g., factories stores, bridges)  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.
STRAND	KY.SS.G.	Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population and how

		geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.
<b>CATEGORY / GOAL</b>	<b>G.SC.</b>	<b>Grade 4 Skills and Concepts</b>
<b>STANDARD / ORGANIZER</b>	<b>G.SC.3.</b>	<b>Investigate interactions among human activities and the physical environment in regions of Kentucky:</b>
<b>EXPECTATION</b>	<b>G.SC.3.b.</b>	Describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) promoted and/or restricted human activities (e.g., exploration, migration, trade, settlement, development) and land use in Kentucky  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.
<b>STRAND</b>	<b>KY.SS.HP.</b>	<b>Big Idea: Historical Perspective - History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns, and events, and how individuals and societies have changed over time in Kentucky, the United States, and the World.</b>
<b>CATEGORY / GOAL</b>	<b>HP.AE.</b>	<b>Academic Expectations</b>
<b>STANDARD / ORGANIZER</b>	<b>HP.AE.2.20.</b>	Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.  <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 Washington, DC - Grades K - 5

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