

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

**Louisiana Academic Standards
 Science**

Grade: 4 - Adopted: 2017

STRAND	LA.SC.4.	Science – Grade 4
TITLE	4-LS1.	FROM MOLECULES TO ORGANISMS: STRUCTURE AND PROCESSES
PERFORMANCE EXPECTATION	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?
PERFORMANCE EXPECTATION	4-LS1-2.	Construct an explanation to describe how animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways. <u>Virtual Field Trips</u> African Safari Who Lives On a Coral Reef?
STRAND	LA.SC.4.	Science – Grade 4
TITLE	4-ESS2.	EARTH'S SYSTEMS
PERFORMANCE EXPECTATION	4-ESS2-1.	Plan and conduct investigations on the effects of water, ice, wind, and vegetation on the relative rate of weathering and erosion. <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
PERFORMANCE EXPECTATION	4-ESS2-3.	Ask questions that can be investigated and predict reasonable outcomes about how living things affect the physical characteristics of their environment. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 2 - Younger Grades
STRAND	LA.SC.4.	Science – Grade 4
TITLE	4-ESS3.	EARTH AND HUMAN ACTIVITY
PERFORMANCE EXPECTATION	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from renewable and non-renewable resources and how their uses affect the environment. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE EXPECTATION	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
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**Louisiana Academic Standards
Social Studies**

Grade: 4 - Adopted: 2011

STRAND	LA.HIS.	History
TITLE	4.1.	Chronological and Historical Thinking Skills: Students use chronological sequencing of key events and symbols to understand the movement of people and the expansion of boundaries in the United States.
PERFORMANCE EXPECTATION	4.1.3.	Use appropriate vocabulary of time <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
STRAND	LA.HIS.	History
TITLE	4.1.	Chronological and Historical Thinking Skills: Students use chronological sequencing of key events and symbols to understand the movement of people and the expansion of boundaries in the United States.
PERFORMANCE EXPECTATION	4.1.5.	Explain the historical significance of U.S. political symbols <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
STRAND	LA.HIS.	History
TITLE	4.2.	People and Events: Students explain the historical significance of key people and events in order to examine the expansion of the boundaries and development of democracy in the United States.
PERFORMANCE EXPECTATION	4.2.1.	Explain how early explorations affected the expansion of boundaries and development in the United States <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
PERFORMANCE EXPECTATION	4.2.2.	Cite evidence to support the key contributions and influence of people in the history of the United States <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled Washington, DC - Grades K - 5
PERFORMANCE EXPECTATION	4.2.3.	Explain the voluntary migration of people and its significance in the development of the boundaries of the United States <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
PERFORMANCE EXPECTATION	4.2.4.	Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
PERFORMANCE EXPECTATION	4.2.5.	Use the concepts “melting pot,” “salad bowl,” and “cultural mosaic” to explain the impact of immigration on population growth and diversity in the United States

		<u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans
STRAND	LA.HIS.	History
TITLE	4.3.	People and Events: Students examine the impact of scientific and technological advances on the development of the United States.
PERFORMANCE EXPECTATION	4.3.1.	Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 4 - Southeast Region of the U.S.
STRAND	LA.GEO.	Geography
TITLE	4.4.	Maps and Globes: Students use map skills to construct and interpret geographical representations of the world
PERFORMANCE EXPECTATION	4.4.1.	Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
PERFORMANCE EXPECTATION	4.4.2.	Locate and label on a map the major physical features of each of the five regions of the United States and summarize how they affect the climate, economy, and population of each region <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
PERFORMANCE EXPECTATION	4.4.3.	Identify the states of each of the five regions of the United States <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 4 - Southeast Region of the U.S.
STRAND	LA.GEO.	Geography
TITLE	4.5.	People and Land: Students compare and contrast the physical and human characteristics of each United States region in order to understand their similarities and differences.
PERFORMANCE EXPECTATION	4.5.1.	Compare and contrast the distinguishing physical characteristics of the five regions of 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
STRAND	LA.GEO.	Geography
TITLE	4.6.	Environment: Students describe how natural and man-made processes change the geography of regions in the United States.
PERFORMANCE EXPECTATION	4.6.2.	Describe the human impact on the land and bodies of water of the five regions of 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
STRAND	LA.CIV.	Civics
TITLE	4.7.	Government and Political Systems: Students explain the structure and purposes of government and the foundations of the United States' democratic system using primary and secondary sources.
PERFORMANCE EXPECTATION	4.7.2.	Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
PERFORMANCE EXPECTATION	4.7.4.	Differentiate between the structure and function of the three branches of federal government <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND	LA.CIV.	Civics
TITLE	4.8.	Role of Citizen: Students examine the rights, responsibilities, and duties of a United States citizen in order to understand how individuals contribute to the democratic system of government.
PERFORMANCE EXPECTATION	4.8.2.	Differentiate between citizens' rights, responsibilities, and duties <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
PERFORMANCE EXPECTATION	4.8.3.	Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND	LA.ECON.	Economics
TITLE	4.9.	Fundamental Economic Concepts: Students demonstrate knowledge of economic concepts.
PERFORMANCE EXPECTATION	4.9.1.	Develop a logical argument to support the choice of a particular want after all needs are met <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
PERFORMANCE EXPECTATION	4.9.3.	Define the terms profit and risk and explain how they relate to each other <u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
PERFORMANCE EXPECTATION	4.9.4.	Investigate the relationship between supply, demand, and price <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
PERFORMANCE EXPECTATION	4.9.5.	Describe how government pays for goods and services through taxes and fees <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol

PERFORMANCE EXPECTATION	4.9.8.	Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
PERFORMANCE EXPECTATION	4.9.9.	Define budget, income, and expense and explain the benefits of making and following a budget <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
PERFORMANCE EXPECTATION	4.9.10.	Analyze the benefits of increasing skills and knowledge in order to meet needs and wants <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer