

Main Criteria: Michigan Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Michigan Academic Standards

Science

Grade: 4 - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.1.	Energy
STANDARD	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
STRAND / STANDARD CATEGORY	MI.SC.3.	Structure, Function, and Information Processing
STANDARD	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?
STANDARD	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?
STRAND / STANDARD CATEGORY	MI.SC.4.	Earth's Systems: Processes that Shape the Earth
STANDARD	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
STANDARD	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
STANDARD	4-ESS3-2MI.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on Michigan's people and places. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities

Michigan Academic Standards

Social Studies

Grade: 4 - Adopted: 2007

STRAND / STANDARD CATEGORY	MI.G.	Geography
STANDARD	G1.	The World in Spatial Terms: Use geographic representations to acquire, process, and report information from a spatial perspective.
GRADE LEVEL EXPECTATION	4-G1.0.1.	<p>Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).</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 & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5</p>
GRADE LEVEL EXPECTATION	4-G1.0.2.	<p>Use cardinal and intermediate directions to describe the relative location of significant places in 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 & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5</p>
GRADE LEVEL EXPECTATION	4-G1.0.4.	<p>Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about 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 & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5</p>
STRAND / STANDARD CATEGORY	MI.G.	Geography
STANDARD	G2.	Places and Regions: Understand how regions are created from common physical and human characteristics.
GRADE LEVEL EXPECTATION	4-G2.0.1.	<p>Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol 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</p>

GRADE LEVEL EXPECTATION	4-G2.0.2.	Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STRAND / STANDARD CATEGORY	MI.G.	Geography
STANDARD	G4.	Human Systems: Understand how human activities help shape the Earth's surface.
GRADE LEVEL EXPECTATION	4-G4.0.1.	Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H) <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans
GRADE LEVEL EXPECTATION	4-G4.0.2.	Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H) <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures
STRAND / STANDARD CATEGORY	MI.G.	Geography
STANDARD	G5.	Environment and Society: Understand the effects of human-environment interactions.
GRADE LEVEL EXPECTATION	4-G5.0.1.	Assess the positive and negative effects of human activities on the physical environment 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 / STANDARD CATEGORY	MI.C.	Civics and Government
STANDARD	C1.	Purposes of Government: Explain why people create governments.
GRADE LEVEL EXPECTATION	4-C1.0.1.	Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?). <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / STANDARD CATEGORY	MI.C.	Civics and Government
STANDARD	C2.	Values and Principles of American Democracy: Understand values and principles of American constitutional democracy.
GRADE LEVEL EXPECTATION	4-C2.0.1.	Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. <u>Virtual Field Trips</u>

		Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
GRADE LEVEL EXPECTATION	4-C2.0.2.	Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press). <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / STANDARD CATEGORY	MI.C.	Civics and Government
STANDARD	C3.	Structure and Functions of Government: Describe the structure of government in the United States and how it functions to serve citizens.
GRADE LEVEL EXPECTATION	4-C3.0.1.	Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights). <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
GRADE LEVEL EXPECTATION	4-C3.0.2.	Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license). <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION	4-C3.0.3.	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches). <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION	4-C3.0.4.	Describe how the powers of the federal government are separated among the branches. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
GRADE LEVEL EXPECTATION	4-C3.0.5.	Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments). <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
STRAND / STANDARD CATEGORY	MI.C.	Civics and Government
STANDARD	C5.	Roles of the Citizen in American Democracy: Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government
GRADE LEVEL EXPECTATION	4-C5.0.2.	Describe the relationship between rights and responsibilities of citizenship. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / STANDARD CATEGORY	MI.E.	Economics
STANDARD	E1.	Market Economy: Use fundamental principles and concepts of economics to understand economic activity in a market economy.

GRADE LEVEL EXPECTATION	4-E1.0.3.	Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
GRADE LEVEL EXPECTATION	4-E1.0.4.	Explain how price affects decisions about purchasing goods and services (substitute goods). <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
GRADE LEVEL EXPECTATION	4-E1.0.7.	Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer

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