

**Main Criteria:** Minnesota Academic Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**Minnesota Academic Standards**

**Science**

Grade: 4 - Adopted: 2009

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.1.</b>	<b>The Nature of Science and Engineering</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>4.1.2.</b>	<b>Practice of Engineering</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.1.2.1.</b>	<b>The student will understand that engineers design, create and develop structures, processes and systems that are intended to improve society and may make humans more productive.</b>
<b>INDICATORS OF PROGRESS</b>	<b>4.1.2.1.1.</b>	Describe the positive and negative impacts that the designed world has on the natural world as more and more engineered products and services are created and used.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.1.</b>	<b>The Nature of Science and Engineering</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>4.1.2.</b>	<b>Practice of Engineering</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.1.2.2.</b>	<b>The student will understand that engineering design is the process of identifying problems, developing multiple solutions, selecting the best possible solution, and building the product.</b>
<b>INDICATORS OF PROGRESS</b>	<b>4.1.2.2.1.</b>	Identify and investigate a design solution and describe how it was used to solve an everyday problem.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.3.</b>	<b>Earth and Space Science</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>4.3.2.</b>	<b>Interdependence Within the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.3.2.3.</b>	<b>The student will understand that water circulates through the Earth's crust, oceans and atmosphere in what is known as the water cycle.</b>
<b>INDICATORS OF PROGRESS</b>	<b>4.3.2.3.1.</b>	Identify where water collects on Earth, including atmosphere, ground and surface water, and describe how water moves through the Earth system using the processes of evaporation, condensation and precipitation.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol 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 The Amazon Rainforest
CONTENT STANDARD / DOMAIN	MN.4.3.	Earth and Space Science
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.4.	Human Interactions with Earth Systems
INDICATORS OF PROGRESS / STRAND	4.3.4.1.	The student will understand that in order to improve their existence, humans interact with and influence Earth systems.
INDICATORS OF PROGRESS	4.3.4.1.1.	Describe how the methods people utilize to obtain and use water in their homes and communities can affect water supply and quality.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks West - Nevada, California

**Minnesota Academic Standards  
Social Studies**

Grade: 4 - Adopted: 2012

CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography
INDICATORS OF PROGRESS / STRAND	4.3.1.	Geospatial skills
INDICATORS OF PROGRESS	4.3.1.1.	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
INDICATOR	4.3.1.1.1.	Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.  <u>Virtual Field Trips</u> Canada - An Overview
CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography
INDICATORS OF PROGRESS / STRAND	4.3.1.	Geospatial skills
INDICATORS OF PROGRESS	4.3.1.2.	Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.
INDICATOR	4.3.1.2.1.	Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico.  <u>Virtual Field Trips</u> Canada - An Overview
INDICATOR	4.3.1.2.2.	Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico.  <u>Virtual Field Trips</u> Canada - An Overview 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
CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography
INDICATORS OF PROGRESS / STRAND	4.3.2.	Places and Regions
INDICATORS OF PROGRESS	4.3.2.3.	Places have physical characteristics (such as climate, topography vegetation) and human characteristics (such as culture, population, political and economic systems).
INDICATOR	4.3.2.3.1.	Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.  <u>Virtual Field Trips</u> Canada - An Overview 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
CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography
INDICATORS OF PROGRESS / STRAND	4.3.2.	Places and Regions
INDICATORS OF PROGRESS	4.3.2.4.	People construct regions to identify, organize and interpret areas of the Earth's surface, which simplifies the earth's complexity.
INDICATOR	4.3.2.4.1.	Name and locate states and territories, major cities and state capitals in the United States.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Washington, DC - Grades K - 5
INDICATOR	4.3.2.4.2.	Name and locate countries neighboring the United States and their major cities.  <u>Virtual Field Trips</u> Canada - An Overview
CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography
INDICATORS OF PROGRESS / STRAND	4.3.3.	Human Systems
INDICATORS OF PROGRESS	4.3.3.5.	The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).

INDICATOR	4.3.3.5.1.	Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century.  <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5
CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography
INDICATORS OF PROGRESS / STRAND	4.3.3.	Human Systems
INDICATORS OF PROGRESS	4.3.3.6.	Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.
INDICATOR	4.3.3.6.1.	Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.  <u>Virtual Field Trips</u> Canada - An Overview Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5
CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography
INDICATORS OF PROGRESS / STRAND	4.3.4.	Human Environment Interaction
INDICATORS OF PROGRESS	4.3.4.10.	The meaning, use, distribution and importance of resources changes over time.
INDICATOR	4.3.4.10.1.	Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada.  <u>Virtual Field Trips</u> Canada - An Overview
CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.4.	History
INDICATORS OF PROGRESS / STRAND	4.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	4.4.1.2.	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.
INDICATOR	4.4.1.2.1.	Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time.  <u>Virtual Field Trips</u> Canada - An Overview