

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: 4 - Adopted: 2014

CONTENT AREA / STANDARD	NJ.4-LS.	LIFE SCIENCE
STRAND	4-LS1.	From Molecules to Organisms: Structures and Processes
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	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?
CUMULATIVE PROGRESS INDICATOR	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?
CONTENT AREA / STANDARD	NJ.4-ESS.	EARTH AND SPACE SCIENCE
STRAND	4-ESS2.	Earth's Systems
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	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
CONTENT AREA / STANDARD	NJ.4-ESS.	EARTH AND SPACE SCIENCE
STRAND	4-ESS3.	Earth and Human Activity
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	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
CUMULATIVE PROGRESS INDICATOR	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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New Jersey Student Learning Standards

Social Studies

Grade: 4 - Adopted: 2014

CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		Rules and laws are developed to protect people’s rights and the security and welfare of society. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.1.	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.2.	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.3.	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.

CUMULATIVE PROGRESS INDICATOR	6.1.4.A.4.	<p>Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</p> <p><u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans</p>
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.5.	<p>Distinguish the roles and responsibilities of the three branches of the national government.</p> <p><u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5</p>
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.6.	<p>Explain how national and state governments share power in the federal system of government.</p> <p><u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities</p>
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	<p>U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		In a representative democracy, individuals elect representatives to act on the behalf of the people.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.8.	<p>Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 3 - How Government Helps Our Communities</p>
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	<p>U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		The United States democratic system requires active participation of its citizens.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.11.	<p>Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p><u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities</p>
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	<p>U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>
STRAND	6.1.4.B.	Geography, People, and the Environment

CONTENT STATEMENT		Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
CUMULATIVE PROGRESS INDICATOR	6.1.4.B.6.	<p>Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</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>
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.B.	Geography, People, and the Environment
CONTENT STATEMENT		Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
CUMULATIVE PROGRESS INDICATOR	6.1.4.B.8.	<p>Compare ways people choose to use and distribute natural resources.</p> <p><u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.</p>
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.B.	Geography, People, and the Environment
CONTENT STATEMENT		Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
CUMULATIVE PROGRESS INDICATOR	6.1.4.B.10.	<p>Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 3 - Geography of Our Communities London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts</p>
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology

CONTENT STATEMENT		People make decisions based on their needs, wants, and the availability of resources.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.1.	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.2.	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology
CONTENT STATEMENT		Economics is a driving force for the occurrence of various events and phenomena in societies.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.3.	Explain why incentives vary between and among producers and consumers. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.4.	Describe how supply and demand influence price and output of products. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology
CONTENT STATEMENT		Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.7.	Explain how the availability of private and public goods and services is influenced by the global market and government. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 3 - I Am a Consumer
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.8.	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students

		to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology
CONTENT STATEMENT		Availability of resources affects economic outcomes.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.9.	Compare and contrast how the availability of resources affects people across the world differently. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology
CONTENT STATEMENT		Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.10.	Explain the role of money, savings, debt, and investment in individuals' lives. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 3 - I Am a Consumer
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.11.	Recognize the importance of setting long-term goals when making financial decisions within the community. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology
CONTENT STATEMENT		Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.15.	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology

CONTENT STATEMENT		Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.16.	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.17.	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		There are many different cultures within the classroom and community. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.1.	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. <u>Virtual Field Trips</u> Grade 3 - The First Americans
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.2.	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.3.	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		Key historical events, documents, and individuals led to the development of our nation.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.4.	Explain how key events led to the creation of the United States and the state of New Jersey.

		<u>Virtual Field Trips</u> Grade 3 - The First Americans
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.5.	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.9.	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.12.	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.13.	Describe how culture is expressed through and influenced by the behavior of people. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.

CUMULATIVE PROGRESS INDICATOR	6.1.4.D.14.	Trace how the American identity evolved over time. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		Cultures struggle to maintain traditions in a changing society.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.15.	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - The First Americans
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.17.	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5