

**Main Criteria:** Oklahoma Academic Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**Oklahoma Academic Standards**

**Science**

Grade: 4 - Adopted: 2014

<b>CONTENT STANDARD / COURSE</b>	<b>OK.4-LS.</b>	<b>Life Science</b>
<b>STRAND / STANDARD</b>	<b>4-LS1.</b>	<b>From Molecules to Organisms: Structure and Processes - Students who demonstrate understanding can:</b>
<b>OBJECTIVE</b>	<b>4-LS1-1.</b>	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>OBJECTIVE</b>	<b>4-LS1-2.</b>	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>CONTENT STANDARD / COURSE</b>	<b>OK.4-ESS.</b>	<b>Earth &amp; Space Science</b>
<b>STRAND / STANDARD</b>	<b>4-ESS2.</b>	<b>Earth's Systems - Students who demonstrate understanding can:</b>
<b>OBJECTIVE</b>	<b>4-ESS2-1.</b>	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
<b>CONTENT STANDARD / COURSE</b>	<b>OK.4-ESS.</b>	<b>Earth &amp; Space Science</b>
<b>STRAND / STANDARD</b>	<b>4-ESS3.</b>	<b>Earth and Human Activity - Students who demonstrate understanding can:</b>
<b>OBJECTIVE</b>	<b>4-ESS3-1.</b>	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
<b>OBJECTIVE</b>	<b>4-ESS3-2.</b>	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

Oklahoma Academic Standards

Social Studies

Grade: 4 - Adopted: 2012

CONTENT STANDARD / COURSE	OK.4.PALS.	UNITED STATES STUDIES - REGIONAL GEOGRAPHY AND HISTORY - PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING
STRAND / STANDARD	4.PALS.3.	The student will develop and demonstrate Common Core speaking and listening skills.
OBJECTIVE	4.PALS.3.A.	Comprehension and Collaboration
SKILL / CONCEPT	4.PALS.3.A.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 United States Regional Geography and History topics and texts, building on others' ideas and expressing their own clearly.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
SKILL / CONCEPT	4.PALS.3.A.2.	Paraphrase portions of a social studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
SKILL / CONCEPT	4.PALS.3.A.3.	Identify the reasons and evidence a speaker provides to support particular points regarding a social studies topic.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
CONTENT STANDARD / COURSE	OK.4.PALS.	UNITED STATES STUDIES - REGIONAL GEOGRAPHY AND HISTORY - PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING
STRAND / STANDARD	4.PALS.3.	The student will develop and demonstrate Common Core speaking and listening skills.
OBJECTIVE	4.PALS.3.B.	Presentation of Knowledge and Ideas
SKILL / CONCEPT	4.PALS.3.B.4.	Report on a social studies topic or text, tell a social studies related story in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; and speak clearly at an understandable pace.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
SKILL / CONCEPT	4.PALS.3.B.5.	Add audio recordings and visual displays to social studies presentations when appropriate to enhance the development of main ideas or themes.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
CONTENT STANDARD / COURSE	OK.4.CS.	REGIONAL GEOGRAPHY AND HISTORY - CONTENT SKILLS

STRAND / STANDARD	4.CS.1.	The student will analyze the physical, cultural, political, economic, and the historic features and places of the regions of the United States.
OBJECTIVE	4.CS.1.1.	The student will identify and locate both relative and absolute location (latitude and longitude), the physical features of the regions of the United States including bodies of water, major rivers and drainage systems, mountain ranges, and unique, natural geographic features.
SKILL / CONCEPT	4.CS.1.1.A.	<p>Locate landforms and bodies of water on a map of North America: the United States, the Atlantic and Pacific Oceans, and the Gulf of Mexico; the major river drainage systems including the Mississippi, Ohio, Missouri, Arkansas, Colorado, Columbia, and Rio Grande Rivers; the Great Lakes, the Great Salt Lake, and the Chesapeake Bay; the Great Plains and the Continental Divide; and the Appalachian, Rocky, Sierra Nevada, Cascade, and Brooks Mountain Ranges.</p> <p><u>Virtual Field Trips</u>  Exploring Cuba  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  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1  Washington, DC - Grades K - 5</p>
SKILL / CONCEPT	4.CS.1.1.B.	<p>Identify, locate, and describe unique, natural geographic features of the United States including Niagara Falls, the Everglades, Death Valley, the Petrified Forest, the Painted Desert, the Grand Canyon, the Great Salt Lake, the Great Basin, the Mojave Desert, the Redwood Forest, the Badlands in South Dakota, Yellowstone and Grand Teton National Parks, Yosemite National Park, and Hawaii Volcanoes National Park.</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  National Parks West - Wyoming, Utah  National Parks of the Western Region - Part 1  Washington, DC - Grades K - 5</p>
CONTENT STANDARD / COURSE	OK.4.CS.	REGIONAL GEOGRAPHY AND HISTORY - CONTENT SKILLS
STRAND / STANDARD	4.CS.1.	The student will analyze the physical, cultural, political, economic, and the historic features and places of the regions of the United States.
OBJECTIVE	4.CS.1.2.	The student will identify and analyze the cultural and historic features of the United States.
SKILL / CONCEPT	4.CS.1.2.B.	<p>Identify the states, state capitals, and major cities in each region.</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.  Washington, DC - Grades K - 5</p>
SKILL / CONCEPT	4.CS.1.2.C.	Identify the historic significance of major national monuments, historic sites, and landmarks including the Jefferson, Lincoln, and Washington Monuments, the White House, the United States Capitol, the United States Supreme Court, Mount Vernon, Monticello, Colonial Williamsburg, Jamestown Historic Site, Dr.

		<p>Martin Luther King, Jr. National Historic Site in Atlanta, Ellis Island, the Statue of Liberty, the 9/11 memorials, Independence Hall, the Jefferson National Expansion Memorial/Gateway Arch in St. Louis, the Oklahoma City National Memorial, Mount Rushmore, Little Bighorn National Monument, the Golden Gate Bridge, and Pearl Harbor National Park.</p> <p><u>Virtual Field Trips</u>  Grade 3 - How Government Helps Our Communities  Grade 3 - The First Americans  Washington, DC - Grades K - 5</p>
SKILL / CONCEPT	4.CS.1.2.D.	<p>Describe the diverse but unified nature of the American people by identifying the distinctive contributions to American culture of Native Americans, African Americans, major European groups, major Spanish-speaking groups, and Asian Americans.</p> <p><u>Virtual Field Trips</u>  Grade 3 - A Country of Cultures  Grade 3 - The First Americans</p>
SKILL / CONCEPT	4.CS.1.2.E.	<p>Describe the purpose of local, state, tribal, and national governments in meeting the needs of American citizens including the basic structure of the national government centered in Washington, D.C.</p> <p><u>Virtual Field Trips</u>  Barcelona - English  Barcelona - Espagnol  Grade 3 - How Government Helps Our Communities</p>
SKILL / CONCEPT	4.CS.1.2.F.	<p>Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the Declaration of Independence: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.</p> <p><u>Virtual Field Trips</u>  Grade 3 - The First Americans</p>
CONTENT STANDARD / COURSE	OK.4.CS.	REGIONAL GEOGRAPHY AND HISTORY - CONTENT SKILLS
STRAND / STANDARD	4.CS.2.	The student will examine Native American groups and European explorations and settlements impacting the development of the major regions of the United States.
OBJECTIVE	4.CS.2.1.	<p>Identify the major Native American groups and their ways of life in each region including traditional housing and economic activities, customs and storytelling, viewpoints on land usage and ownership, and their contributions to American culture and history.</p> <p><u>Virtual Field Trips</u>  Grade 3 - A Country of Cultures  Grade 3 - The First Americans</p>
OBJECTIVE	4.CS.2.2.	<p>Examine and summarize the reasons for the key expeditions of Spain, France, and England and their impact on the development of each region including the explorers Columbus, Ponce de León, Desoto, Coronado, Marquette and Jolliet, LaSalle, Cabot, Hudson, Drake, and Raleigh. (CCRIT 2)</p> <p><u>Virtual Field Trips</u>  Grade 3 - The First Americans</p>

<b>OBJECTIVE</b>	<b>4.CS.2.3.</b>	<b>Summarize how France, Spain, England, Russia, and the Netherlands culturally influenced different regions of the United States in which they settled including regional place names, architectural features, customs, and language. (CCRIT 2)</b>  <b>Virtual Field Trips</b> <b>Grade 4 - Southeast Region of the U.S.</b>
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