

Main Criteria: South Carolina Standards & Learning

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

South Carolina Standards & Learning

Science

Grade: 4 - Adopted: 2014

STANDARD / COURSE	SC.4.E.	EARTH SCIENCE: WEATHER AND CLIMATE
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.E.2.	The student will demonstrate an understanding of the water cycle and weather and climate patterns.
PERFORMANCE DESCRIPTOR / STANDARD	4.E.2B.	Conceptual Understanding: Scientists record patterns in weather conditions across time and place to make predictions about what kind of weather might occur next. Climate describes the range of an area's typical weather conditions and the extent to which those conditions vary over long periods of time. Some weather conditions lead to severe weather phenomena that have different effects and safety concerns.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	4.E.2B.3.	Construct explanations about regional climate differences using data from the long term weather conditions of the region. <u>Virtual Field Trips</u> National Parks West - Nevada, California The Amazon Rainforest
STANDARD / COURSE	SC.4.L.	LIFE SCIENCE: CHARACTERISTICS AND GROWTH OF ORGANISMS
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.L.5.	The student will demonstrate an understanding of how the structural characteristics and traits of plants and animals allow them to survive, grow, and reproduce.
PERFORMANCE DESCRIPTOR / STANDARD	4.L.5A.	Conceptual Understanding: Scientists have identified and classified many types of plants and animals. Each plant or animal has a unique pattern of growth and development called a life cycle. Some characteristics (traits) that organisms have are inherited and some result from interactions with the environment.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	4.L.5A.1.	Obtain and communicate information about the characteristics of plants and animals to develop models which classify plants as flowering or nonflowering and animals as vertebrate or invertebrate. <u>Virtual Field Trips</u> How Coral Reefs Are Formed Who Lives On a Coral Reef?
INDICATOR	4.L.5A.3.	Develop and use models to compare the stages of growth and development in various animals. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
INDICATOR	4.L.5A.4.	Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment. <u>Virtual Field Trips</u>

		Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
STANDARD / COURSE	SC.4.L.	LIFE SCIENCE: CHARACTERISTICS AND GROWTH OF ORGANISMS
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.L.5.	The student will demonstrate an understanding of how the structural characteristics and traits of plants and animals allow them to survive, grow, and reproduce.
PERFORMANCE DESCRIPTOR / STANDARD	4.L.5B.	Conceptual Understanding: Plants and animals have physical characteristics that allow them to receive information from the environment. Structural adaptations within groups of plants and animals allow them to better survive and reproduce.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	4.L.5B.1.	Develop and use models to compare how humans and other animals use their senses and sensory organs to detect and respond to signals from the environment. <u>Virtual Field Trips</u> African Safari Who Lives On a Coral Reef?
INDICATOR	4.L.5B.2.	Construct explanations for how structural adaptations (such as the types of roots, stems, or leaves; color of flowers; or seed dispersal) allow plants to survive and reproduce. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol 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
INDICATOR	4.L.5B.3.	Construct explanations for how structural adaptations (such as methods for defense, locomotion, obtaining resources, or camouflage) allow animals to survive in the environment. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed 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 Who Lives On a Coral Reef?

South Carolina Standards & Learning

Social Studies

Grade: 4 - Adopted: 2011

STANDARD / COURSE	SC.4.	United States Studies to 1865
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4-1:	The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.
PERFORMANCE DESCRIPTOR / STANDARD		The rewards that were reaped from the exploration of the New World far outweighed the risks that were involved. To understand the motivations for exploration and the cause-and-effect

		relationships between its risks and rewards, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	4-1.2.	Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest. <u>Virtual Field Trips</u> Grade 3 - The First Americans
GRADE LEVEL EXAMPLE / STAGE	4-1.4.	Summarize the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Columbus, Hernando de Soto, Magellan, Henry Hudson, John Cabot, and La Salle. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Grade 3 - The First Americans Jerusalem - Then and Now (Younger Grades)
STANDARD / COURSE	SC.4.	United States Studies to 1865
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4-2:	The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.
PERFORMANCE DESCRIPTOR / STANDARD		The interaction among peoples from three different continents created a distinctly American culture. To understand the contributions made by Native Americans, Europeans, and Africans to the settlement of North America, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	4-2.2.	Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles. <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXAMPLE / STAGE	4-2.4.	Summarize the relationships among the Native Americans, Europeans, and Africans, including the French and Indian Wars, the slave revolts, and the conduct of trade. <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
STANDARD / COURSE	SC.4.	United States Studies to 1865
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4-3:	The student will demonstrate an understanding of the conflict between the American colonies and England.
PERFORMANCE DESCRIPTOR / STANDARD		Revolutions result from resistance to conditions that are perceived as unfair by the people who are demanding change. The changes brought about by revolution can be both positive and negative. To understand the results of the conflict between the American colonies and England, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	4-3.1.	Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses. <u>Virtual Field Trips</u> Grade 3 - The First Americans

GRADE LEVEL EXAMPLE / STAGE	4-3.2.	Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence. <u>Virtual Field Trips</u> Grade 3 - The First Americans
GRADE LEVEL EXAMPLE / STAGE	4-3.3.	Summarize the importance of the key battles of the Revolutionary War and the reasons for American victories including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STANDARD / COURSE	SC.4.	United States Studies to 1865
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4-4:	The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.
PERFORMANCE DESCRIPTOR / STANDARD		After independence was declared, Americans were faced with creating a new form of government that would embody the ideals for which they had fought. To understand the development of these United States into a new nation, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	4-4.1.	Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
GRADE LEVEL EXAMPLE / STAGE	4-4.2.	Explain the structure and function of the legislative, executive, and judicial branches of the federal government. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXAMPLE / STAGE	4-4.3.	Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
STANDARD / COURSE	SC.4.	United States Studies to 1865
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4-5:	The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.
PERFORMANCE DESCRIPTOR / STANDARD		The new century saw the United States transformed by exponential growth through land acquisitions in the West. This expansion resulted in harm to Native Americans and continued the debate on the "peculiar institution" of slavery. To understand the impact of westward expansion on the United States as a whole, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	4-5.1.	Summarize the major expeditions that played a role in westward expansion including those of Daniel Boone, Lewis and Clark, and Zebulon Pike. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
GRADE LEVEL EXAMPLE / STAGE	4-5.2.	Explain the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country's belief in Manifest Destiny.

		<u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
GRADE LEVEL EXAMPLE / STAGE	4-5.3.	Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
STANDARD / COURSE	SC.4.	United States Studies to 1865
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4-6:	The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.
PERFORMANCE DESCRIPTOR / STANDARD		Regional economic interests led to social and political differences that seemed insurmountable by 1860. To understand why the United States was forced to settle sectional differences through civil war, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	4-6.3.	Explain the specific events and issues that led to the Civil War, including sectionalism, slavery in the territories, states' rights, the presidential election of 1860, and secession. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STANDARD / COURSE	SC.4-SSLS.	Social Studies Literacy Skills for the Twenty-First Century
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4-SSLS.1.	Literacy Skills for Social Studies
PERFORMANCE DESCRIPTOR / STANDARD	4-SSLS.1.2.	Identify and explain cause-and-effect relationships. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
PERFORMANCE DESCRIPTOR / STANDARD	4-SSLS.1.3.	Identify the locations of places, the conditions at places, and the connections between places. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE DESCRIPTOR / STANDARD	4-SSLS.1.4.	Create maps, mental maps, and geographic models to represent spatial relationships. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
PERFORMANCE DESCRIPTOR / STANDARD	4-SSLS.1.7.	List and explain the responsibilities of citizens in the United States of America. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
PERFORMANCE DESCRIPTOR / STANDARD	4-SSLS.1.13.	Explain the importance of jobs in the fulfillment of personal and social goals. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
PERFORMANCE DESCRIPTOR / STANDARD	4-SSLS.1.14.	Explain the opportunity cost involved in the allocation of scarce productive resources.

		<u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
PERFORMANCE DESCRIPTOR / STANDARD	4-SSLS.1.18.	Explain how political, social, and economic institutions have influenced the state and nation throughout history. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
PERFORMANCE DESCRIPTOR / STANDARD	4-SSLS.1.20.	Explain how specialization facilitates trade. <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - Businesses At Work
PERFORMANCE DESCRIPTOR / STANDARD	4-SSLS.1.21.	Explain the importance of saving, investment, and employment in creating personal and social wealth. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
PERFORMANCE DESCRIPTOR / STANDARD	4-SSLS.1.22.	Explain the importance of taxes in providing public services to meet the needs of the individual and the community. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
STANDARD / COURSE	SC.4-SSLS.	Social Studies Literacy Skills for the Twenty-First Century
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4-SSLS.2.	Partnership for the 21st Century Skills
PERFORMANCE DESCRIPTOR / STANDARD	4-SSLS.2.2.	Listen to and discuss the ideas of others. <u>Virtual Field Trips</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Galapagos Islands Grade 3 - A Country of Cultures Grade 3 - Businesses At Work Grade 3 - Geography of Our Communities Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled Grade 3 - I Am a Consumer Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. Jerusalem - Then and Now (Younger Grades) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades K - 5 Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts Washington, DC - Grades K - 5

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