

Main Criteria: DC Educational Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

DC Educational Standards

Science

Grade: 4 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.4-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	4-LS1.	From Molecules to Organisms: Structures and Processes
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	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?
EXPECTATION	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 STANDARD / STRAND / DISCIPLINE	DC.4-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	4-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	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 STANDARD / STRAND / DISCIPLINE	DC.4-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	4-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	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
EXPECTATION	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

**DC Educational Standards
Social Studies**

Grade: 4 - Adopted: 2011

CONTENT STANDARD / STRAND / DISCIPLINE	DC.4.	U.S. History and Geography: Making a New Nation
STANDARD / ESSENTIAL SKILL		THE LAND AND PEOPLE BEFORE EUROPEAN EXPLORATION
STUDENT EXPECTATION / ESSENTIAL SKILL	4.2.	Students describe the legacy and cultures of the major indigenous settlements, including the cliff dwellers and pueblo people of the desert Southwest, the triple alliance empire of the Yucatan Peninsula, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi.
EXPECTATION	4.2.1.	Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. (G) <u>Virtual Field Trips</u> Exploring Cuba 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
EXPECTATION	4.2.3.	Describe religious beliefs, customs, and various folklore traditions. (R) <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - The First Americans
CONTENT STANDARD / STRAND / DISCIPLINE	DC.4.	U.S. History and Geography: Making a New Nation
STANDARD / ESSENTIAL SKILL		AGE OF EXPLORATION (15TH–16TH CENTURIES)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.3.	Students trace the routes of early explorers and describe the early explorations of the Americas.
EXPECTATION	4.3.2.	Locate and explain the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. (G) <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
EXPECTATION	4.3.3.	Locate the North, Central, Caribbean, and South American land claimed by European countries. (G) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION	4.3.5.	Identify the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the

		<p>technological developments that made sea exploration by latitude and longitude possible, including the exchange of technology and ideas with Asia and Africa. (G, E)</p> <p><u>Virtual Field Trips</u> Grade 3 - The First Americans</p>
EXPECTATION	4.3.6.	<p>Analyze the impact of exploration and settlement on the indigenous peoples and the environment (e.g., military campaigns, spread of disease, and European agricultural practices). (S)</p> <p><u>Virtual Field Trips</u> Grade 3 - The First Americans</p>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.4.	U.S. History and Geography: Making a New Nation
STANDARD / ESSENTIAL SKILL		AGE OF EXPLORATION (15TH–16TH CENTURIES)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.5.	Students describe the productive resources and market relationships that existed in early America.
EXPECTATION	4.5.1.	<p>Describe the economic activities within and among Native American cultures prior to contact with Europeans. (G, E)</p> <p><u>Virtual Field Trips</u> Grade 3 - The First Americans</p>
EXPECTATION	4.5.2.	<p>Identify how the colonial and early American economy exhibited these characteristics. (G, E)</p> <p><u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.</p>
EXPECTATION	4.5.3.	<p>Understand the development of technology and the impact of major inventions on business productivity during the early development of the United States. (E, I)</p> <p><u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.</p>
CONTENT STANDARD / STRAND / DISCIPLINE	DC.4.	U.S. History and Geography: Making a New Nation
STANDARD / ESSENTIAL SKILL		SETTLING THE COLONIES TO THE 1700S
STUDENT EXPECTATION / ESSENTIAL SKILL	4.6.	Students describe the cooperation and conflict that existed among the Native Americans and between the Indian nations and the new settlers.
EXPECTATION	4.6.1.	<p>Describe the competition between European nations for control of North America. (G)</p> <p><u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.</p>
EXPECTATION	4.6.2.	<p>Understand the major ways Native Americans and colonists used the land, adapted to it, and changed the environment. (G)</p> <p><u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.</p>
EXPECTATION	4.6.4.	<p>Explain the cooperation that existed between the colonists and Native Americans during the 1600s and 1700s (e.g., fur trade, military alliances, treaties, and cultural interchanges). (G, P)</p> <p><u>Virtual Field Trips</u> Grade 3 - The First Americans</p>
EXPECTATION	4.6.5.	Describe the conflicts between Indian nations, including the competing claims for control of land (e.g., actions of the Iroquois,

		Huron, and Lakota). (G, P, M) <u>Virtual Field Trips</u> Grade 3 - The First Americans
EXPECTATION	4.6.8.	Explain the role of broken treaties and massacres and the factors that led to the Native Americans' defeat, including the resistance of Native American nations to encroachment and assimilation. (P, M, S) <u>Virtual Field Trips</u> Grade 3 - The First Americans
CONTENT STANDARD / STRAND / DISCIPLINE	DC.4.	U.S. History and Geography: Making a New Nation
STANDARD / ESSENTIAL SKILL		SETTLING THE COLONIES TO THE 1700S
STUDENT EXPECTATION / ESSENTIAL SKILL	4.7.	Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
EXPECTATION	4.7.1.	Locate and identify the first 13 colonies and explain how their location and natural environment influenced their development. (G) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION	4.7.2.	Explain the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) when reviewing the settlement patterns of colonists. (G, E) <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
EXPECTATION	4.7.3.	Identify major leaders and groups responsible for the founding of the original colonies in North America and the reasons for their founding (e.g., Lord Baltimore, Maryland; John Smith, Virginia; Roger Williams, Rhode Island; and John Winthrop, Massachusetts). (P) <u>Virtual Field Trips</u> Grade 3 - The First Americans
EXPECTATION	4.7.4.	Understand the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings. (P) <u>Virtual Field Trips</u> Grade 3 - The First Americans
EXPECTATION	4.7.5.	Contrast these democratic ideals and practices with the presence of enslavement in all colonies and the attempts by Africans in the Virginia, Pennsylvania, and New England colonies to petition for freedom. (P) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION	4.7.7.	Explain various reasons why people came to the colonies, including how both whites from Europe and blacks from Africa came to America as indentured servants who were released at the end of their indentures. (G, S) <u>Virtual Field Trips</u> Grade 3 - The First Americans
EXPECTATION	4.7.8.	Describe how Africans in the Caribbean and North America exchanged information about their various cultures to begin to create the foundation for an African American identity. (S)

		<u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION	4.7.9.	Describe how Africans in North America drew upon their African past and upon selected European (and sometimes Native American) customs and values to develop a distinctive African American culture. (S) <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
EXPECTATION	4.7.10.	Explain how the British colonial period created the basis for the development of political self-government and a free-market economic system. (P, E) <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
EXPECTATION	4.7.11.	Analyze the impact of the European presence on Native American life (e.g., religious practices, land use, political structures, health and health systems). (R, P, E, S) <u>Virtual Field Trips</u> Grade 3 - The First Americans
CONTENT STANDARD / STRAND / DISCIPLINE	DC.4.	U.S. History and Geography: Making a New Nation
STANDARD / ESSENTIAL SKILL		THE WAR FOR INDEPENDENCE (1760–1789)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.8.	Students explain the causes of the American Revolution.
EXPECTATION	4.8.1.	Explain the effects of transportation and communication on American independence (e.g., long travel time to England fostered local economic independence, and regional identities developed in the colonies through regular communication). <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
EXPECTATION	4.8.2.	Explain how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, and Coercive Acts). (P, R, E) <u>Virtual Field Trips</u> Grade 3 - The First Americans
EXPECTATION	4.8.4.	Identify the people and events associated with the drafting and signing of the Declaration of Independence and the document’s significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. (P) <u>Virtual Field Trips</u> Grade 3 - The First Americans
CONTENT STANDARD / STRAND / DISCIPLINE	DC.4.	U.S. History and Geography: Making a New Nation
STANDARD / ESSENTIAL SKILL		THE WAR FOR INDEPENDENCE (1760–1789)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.9.	Students describe the course and consequences of the American Revolution.
EXPECTATION	4.9.1.	Locate and identify the major military battles, campaigns, and turning points of the Revolutionary War. (G, M)

		<u>Virtual Field Trips</u> Grade 3 - The First Americans
EXPECTATION	4.9.2.	Understand the roles of the American and British leaders, and the Indian leaders' alliances on both sides. (P) <u>Virtual Field Trips</u> Grade 3 - The First Americans
EXPECTATION	4.9.3.	Understand the roles of African Americans, including their alliances on both sides (especially the case of Lord Dunmore's Proclamation and its impact on the war). <u>Virtual Field Trips</u> Grade 3 - The First Americans
EXPECTATION	4.9.4.	Identify the contributions of France, Spain, the Netherlands, and Russia, as well as certain individuals to the outcome of the Revolution (e.g., the Marquis Marie Joseph de Lafayette, Tadeusz Kósciuszko, and Baron Friedrich Wilhelm von Steuben). (P, M) <u>Virtual Field Trips</u> Grade 3 - The First Americans
EXPECTATION	4.9.6.	Explain how the ideals set forth in the Declaration of Independence changed the way people viewed slavery. (P, S) <u>Virtual Field Trips</u> Grade 3 - The First Americans
EXPECTATION	4.9.8.	Analyze the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering. (S, E) <u>Virtual Field Trips</u> Grade 3 - The First Americans
CONTENT STANDARD / STRAND / DISCIPLINE	DC.4.	U.S. History and Geography: Making a New Nation
STANDARD / ESSENTIAL SKILL		THE WAR FOR INDEPENDENCE (1760–1789)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.10.	Students describe the people and events associated with the development of the U.S. Constitution.
EXPECTATION	4.10.1.	Describe the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the Bill of Rights. (P) <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
EXPECTATION	4.10.2.	Describe the direct and indirect (or enabling) statements of the conditions on slavery in the Constitution and their impact on the emerging U.S. nation-state. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
EXPECTATION	4.10.3.	Describe how the Constitution is designed to secure our liberty by both empowering and limiting central government. (P) <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
EXPECTATION	4.10.4.	Understand the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution. (P)

		<u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
EXPECTATION	4.10.5.	List and interpret the songs that express American ideals (e.g., “America the Beautiful” and “The Star-Spangled Banner”). (P) <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
CONTENT STANDARD / STRAND / DISCIPLINE	DC.4.	U.S. History and Geography: Making a New Nation
STANDARD / ESSENTIAL SKILL		THE WAR FOR INDEPENDENCE (1760–1789)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.11.	Students compare and contrast 15th-through-18th-century America and the United States of the 21st century with respect to population, settlement, patterns, resource use, transportation systems, human livelihoods, and economic activity. (G, E) <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.

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