

**Main Criteria:** Nebraska Core Academic Content Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**Nebraska Core Academic Content Standards**

**Science**

Grade: 4 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>NE.SC 1:</b>	<b>INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY:</b> Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
<b>STRAND</b>	1.2.	Nature of Science
<b>INDICATOR</b>	5.1.2.	Students will describe how scientists go about their work.
<b>STRAND</b>		Science and Society
<b>GRADE LEVEL EXPECTATION</b>	5.1.2.b.	Recognize that new discoveries are always being made which impact scientific knowledge  <u>Virtual Field Trips</u> 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
<b>CONTENT STANDARD</b>	<b>NE.SC 2:</b>	<b>PHYSICAL SCIENCE:</b> Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
<b>STRAND</b>	2.2.	Force and Motion
<b>INDICATOR</b>	5.2.2.	Students will identify the influence of forces on motion.
<b>STRAND</b>		Motion
<b>GRADE LEVEL EXPECTATION</b>	5.2.2.a.	Describe motion by tracing and measuring an object's position over a period of time (speed)  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
<b>CONTENT STANDARD</b>	<b>NE.SC 3:</b>	<b>LIFE SCIENCE:</b> Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
<b>STRAND</b>	3.1.	Structure and Function of Living Systems
<b>INDICATOR</b>	5.3.1.	Students will investigate and compare the characteristics of living things.
<b>STRAND</b>		Characteristics of Living Organisms
<b>GRADE LEVEL EXPECTATION</b>	5.3.1.b.	Identify how parts of plants and animals function to meet basic needs (e.g., leg of an insect helps an insect move, root of a plant helps the plant obtain water)  <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>CONTENT STANDARD</b>	<b>NE.SC 3:</b>	<b>LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.</b>
<b>STRAND</b>	<b>3.2.</b>	<b>Heredity</b>
<b>INDICATOR</b>	<b>5.3.2.</b>	<b>Students will identify variations of inherited characteristics and life cycles.</b>
<b>STRAND</b>		<b>Reproduction</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.3.2.b.</b>	Identify the life cycle of an organism  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
<b>CONTENT STANDARD</b>	<b>NE.SC 3:</b>	<b>LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.</b>
<b>STRAND</b>	<b>3.3.</b>	<b>Flow of Matter and Energy in Ecosystems</b>
<b>INDICATOR</b>	<b>5.3.3.</b>	<b>Students will describe relationships within an ecosystem.</b>
<b>STRAND</b>		<b>Flow of Energy</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.3.3.b.</b>	Identify the role of producers, consumers, and decomposers in an ecosystem  <u>Virtual Field Trips</u> The Amazon Rainforest
<b>CONTENT STANDARD</b>	<b>NE.SC 3:</b>	<b>LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.</b>
<b>STRAND</b>	<b>3.3.</b>	<b>Flow of Matter and Energy in Ecosystems</b>
<b>INDICATOR</b>	<b>5.3.3.</b>	<b>Students will describe relationships within an ecosystem.</b>
<b>STRAND</b>		<b>Ecosystems</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.3.3.c.</b>	Recognize the living and nonliving factors that impact the survival of organisms in an ecosystem  <u>Virtual Field Trips</u> The Amazon Rainforest
<b>CONTENT STANDARD</b>	<b>NE.SC 3:</b>	<b>LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.</b>
<b>STRAND</b>	<b>3.3.</b>	<b>Flow of Matter and Energy in Ecosystems</b>
<b>INDICATOR</b>	<b>5.3.3.</b>	<b>Students will describe relationships within an ecosystem.</b>
<b>STRAND</b>		<b>Impact on Ecosystems</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.3.3.d.</b>	Recognize all organisms cause changes, some beneficial and some detrimental, in the environment where they live  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities 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

		The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
<b>CONTENT STANDARD</b>	<b>NE.SC 3:</b>	<b>LIFE SCIENCE:</b> Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
<b>STRAND</b>	<b>3.4.</b>	<b>Biodiversity</b>
<b>INDICATOR</b>	<b>5.3.4.</b>	<b>Students will describe changes in organisms over time.</b>
<b>STRAND</b>		<b>Biological Adaptations</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.3.4.a.</b>	Describe adaptations made by plants or animals to survive environmental changes  <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?
<b>CONTENT STANDARD</b>	<b>NE.SC 4:</b>	<b>EARTH AND SPACE SCIENCES:</b> Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
<b>STRAND</b>	<b>4.2.</b>	<b>Earth Structures and Processes</b>
<b>INDICATOR</b>	<b>5.4.2.</b>	<b>Students will observe and describe Earth's materials, structure, and processes.</b>
<b>STRAND</b>		<b>Properties of Earth Materials</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.4.2.a.</b>	Describe the characteristics of rocks, minerals, soil, water, and the atmosphere  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks West - Wyoming, Utah
<b>CONTENT STANDARD</b>	<b>NE.SC 4:</b>	<b>EARTH AND SPACE SCIENCES:</b> Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
<b>STRAND</b>	<b>4.2.</b>	<b>Earth Structures and Processes</b>
<b>INDICATOR</b>	<b>5.4.2.</b>	<b>Students will observe and describe Earth's materials, structure, and processes.</b>
<b>STRAND</b>		<b>Earth's Processes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.4.2.b.</b>	Identify weathering, erosion, and deposition as processes that build up or break down Earth's surface  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol 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</b>	<b>NE.SC 4:</b>	<b>EARTH AND SPACE SCIENCES:</b> Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
<b>STRAND</b>	<b>4.2.</b>	<b>Earth Structures and Processes</b>

INDICATOR	5.4.2.	Students will observe and describe Earth's materials, structure, and processes.
STRAND		Use of Earth Materials
GRADE LEVEL EXPECTATION	5.4.2.c.	Identify how Earth materials are used (fuels, building materials, sustaining plant life)  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Younger Grades
CONTENT STANDARD	NE.SC 4:	EARTH AND SPACE SCIENCES: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
STRAND	4.3.	Energy in Earth's Systems
INDICATOR	5.4.3.	Students will observe and describe the effects of energy changes on Earth.
STRAND		Weather and Climate
GRADE LEVEL EXPECTATION	5.4.3.c.	Recognize the difference between weather, climate, and seasons  <u>Virtual Field Trips</u> National Parks West - Nevada, California The Amazon Rainforest
CONTENT STANDARD	NE.SC 4:	EARTH AND SPACE SCIENCES: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
STRAND	4.4.	Earth's History
INDICATOR	5.4.4.	Students will describe environments based on fossil evidence.
STRAND		Past/Present Earth
GRADE LEVEL EXPECTATION	5.4.4.a.	Describe how slow processes (erosion, weathering, deposition, uplift) and rapid processes (landslides, volcanic eruptions, earthquakes, violent storms) change Earth's surface  <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

## Nebraska Core Academic Content Standards

### Social Studies

Grade: 4 - Adopted: 2012

CONTENT STANDARD	NE.SS.4.	Grade 4 (Nebraska)
STRAND	SS 4.1.	Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
INDICATOR		Civic Participation
STRAND	SS 4.1.2.	Students will investigate how different perspectives impact government decisions at the state level.
GRADE LEVEL EXPECTATION	SS 4.1.2.a.	Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities

<b>CONTENT STANDARD</b>	<b>NE.SS.4.</b>	<b>Grade 4 (Nebraska)</b>
<b>STRAND</b>	<b>SS 4.2.</b>	<b>Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.</b>
<b>INDICATOR</b>		<b>Markets</b>
<b>STRAND</b>	<b>SS 4.2.1.</b>	<b>Students will recognize prices are what consumers pay when they buy a good or service.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 4.2.1.a.</b>	<b>Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices)</b>  <u>Virtual Field Trips</u> <b>Grade 3 - Businesses At Work</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 4.2.1.b.</b>	<b>Predict how producers would react if the profit from selling a good or service changed</b>  <u>Virtual Field Trips</u> <b>Grade 3 - Businesses At Work</b> <b>Grade 3 - I Am a Consumer</b>
<b>CONTENT STANDARD</b>	<b>NE.SS.4.</b>	<b>Grade 4 (Nebraska)</b>
<b>STRAND</b>	<b>SS 4.2.</b>	<b>Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.</b>
<b>INDICATOR</b>		<b>Financial Literacy</b>
<b>STRAND</b>	<b>SS 4.2.6.</b>	<b>Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 4.2.6.a.</b>	<b>Identify the costs and benefits of saving, interest, and borrowing</b>  <u>Virtual Field Trips</u> <b>Grade 3 - I Am a Consumer</b>
<b>CONTENT STANDARD</b>	<b>NE.SS.4.</b>	<b>Grade 4 (Nebraska)</b>
<b>STRAND</b>	<b>SS 4.2.</b>	<b>Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.</b>
<b>INDICATOR</b>		<b>Government</b>
<b>STRAND</b>	<b>SS 4.2.10.</b>	<b>Students will understand what goods and services state governments provide.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 4.2.10.a.</b>	<b>Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)</b>  <u>Virtual Field Trips</u> <b>Barcelona - English</b> <b>Barcelona - Espagnol</b>
<b>CONTENT STANDARD</b>	<b>NE.SS.4.</b>	<b>Grade 4 (Nebraska)</b>
<b>STRAND</b>	<b>SS 4.3.</b>	<b>Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.</b>
<b>INDICATOR</b>		<b>The World in Spatial Terms</b>
<b>STRAND</b>	<b>SS 4.3.1.</b>	<b>Students will explore where (spatial) and why people, places and environments are organized in the state.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 4.3.1.d.</b>	<b>Differentiate between cities, states, countries, and continents</b>  <u>Virtual Field Trips</u> <b>Barcelona - English</b> <b>Barcelona - Espagnol</b> <b>Grade 3 - Geography of Our Communities</b> <b>Grade 4 - Southeast Region of the U.S.</b> <b>Washington, DC - Grades K - 5</b>

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