

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Science

Grade: 4 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.4.1.	Energy
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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
STRAND / DOMAIN / UNIFYING THEME	NY.4.3.	Structure, Function, and Information Processing
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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?
STANDARD / CONCEPTUAL UNDERSTANDING	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?
STRAND / DOMAIN / UNIFYING THEME	NY.4.4.	Earth's Systems: Processes that Shape the Earth
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	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 York State Learning Standards and Core Curriculum

Social Studies

Grade: 4 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.B.	Chronological Reasoning and Causation
STANDARD / CONCEPTUAL UNDERSTANDING	4P.B.3.	Identify the relationship between multiple causes and multiple effects, using examples from his/her life and from a current event or history. <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
STANDARD / CONCEPTUAL UNDERSTANDING	4P.B.4.	Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history. <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
STANDARD / CONCEPTUAL UNDERSTANDING	4P.B.5.	Recognize dynamics of historical continuity and change over periods of time. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDING	4P.C.4.	Recognize the relationship between geography, economics, and history in social studies. <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDING	4P.D.2.	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans). <u>Virtual Field Trips</u> African Safari

		<p>Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. 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 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts</p>
STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.E.	Economics and Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	4P.E.3.	<p>Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 3 - Businesses At Work</p>
STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDING	4P.F.8.	<p>Identify rights and responsibilities as a citizen of the community and the state.</p> <p><u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities</p>
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.2.	NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York State. Native American Indians interacted with the environment and developed unique cultures. (Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.2a.	Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.
EXPECTATION / CONTENT SPECIFICATION	4.2a.2.	<p>Students will investigate how Native Americans such as the Iroquois (Haudenosaunee) and the Algonquian-speaking peoples adapted to and modified their environment to meet their needs and wants.</p> <p><u>Virtual Field Trips</u> Grade 3 - The First Americans</p>
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.2.	NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York State. Native American Indians interacted with the environment and developed unique cultures. (Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)

STANDARD / CONCEPTUAL UNDERSTANDING	4.2c.	Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.
EXPECTATION / CONTENT SPECIFICATION	4.2c.1.	Students will examine Native American traditions; work specialization and the roles of men, women, and children in their society; transportation systems; and technology. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - The First Americans
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.3.	COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.3b.	Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.
EXPECTATION / CONTENT SPECIFICATION	4.3b.3.	Students will examine the colonial experience of African Americans, comparing and contrasting life under the Dutch and under the British. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.3.	COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.3d.	Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.
EXPECTATION / CONTENT SPECIFICATION	4.3d.1.	Students will examine issues of political and economic rights that led to the American Revolution. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.4.	GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.4a.	After the Revolution, the United States of America established a federal government; colonies established state governments.
EXPECTATION / CONTENT SPECIFICATION	4.4a.1.	Students will examine the basic structure of the federal government, including the president, Congress, and the courts. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
EXPECTATION / CONTENT SPECIFICATION	4.4a.2.	Students will explore ways that the federal, state, and local governments meet the needs of citizens, looking for similarities and

		differences between the different levels of government. Virtual Field Trips Grade 3 - How Government Helps Our Communities
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.4.	GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.4d.	New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.
EXPECTATION / CONTENT SPECIFICATION	4.4d.1.	Students will examine the rights and freedoms guaranteed to citizens. Virtual Field Trips Grade 3 - How Government Helps Our Communities
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.7.	IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)
STANDARD / CONCEPTUAL UNDERSTANDING	4.7b.	Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.
EXPECTATION / CONTENT SPECIFICATION	4.7b.1.	Students will investigate the reasons that African Americans moved into northern cities. Virtual Field Trips Grade 3 - How The Country Was Settled