

**Main Criteria:** Idaho Content Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 4  
**Correlation Options:** Show Correlated

**Idaho Content Standards**  
**Science**  
Grade: 4 - Adopted: 2006

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

<b>STANDARD / COURSE</b>	<b>ID.1.</b>	<b>Nature of Science: Students apply scientific methods to conduct experiments, analyze alternative explanations and communicate results of tests. Students analyze and follow multi-step instructions.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>1.3.</b>	<b>Understand Constancy, Change, and Measurement</b>
<b>GLE / BIG IDEA</b>	<b>4.S.1.3.1.</b>	<p>The student will be able to describe how changes occur and can be measured. (588.03.b)</p> <p><u>Social Studies Online</u>  Galapagos Islands  Galapagos Islands - Espagnol  How Coral Reefs Are Formed  Who Lives On a Coral Reef?</p>
<b>STANDARD / COURSE</b>	<b>ID.1.</b>	<b>Nature of Science: Students apply scientific methods to conduct experiments, analyze alternative explanations and communicate results of tests. Students analyze and follow multi-step instructions.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>1.5.</b>	<b>Understand Concepts of Form and Function</b>
<b>GLE / BIG IDEA</b>	<b>4.S.1.5.1.</b>	<p>The student will be able to explain the relationship between shape and use. (588.05.a)</p> <p><u>Social Studies Online</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol  How Coral Reefs Are Formed  The Amazon Rainforest  Who Lives On a Coral Reef?</p>
<b>STANDARD / COURSE</b>	<b>ID.3.</b>	<b>Biology: Students analyze how plants and animals adapt to their environments. Students classify vertebrates.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.1.</b>	<b>Understand the Theory of Biological Evolution</b>
<b>GLE / BIG IDEA</b>	<b>4.S.3.1.1.</b>	<p>The student will be able to analyze and communicate the adaptations of plants and animals to their environment. (592.01.a)</p> <p><u>Social Studies Online</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol</p>

		How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO The Amazon Rainforest Who Lives On a Coral Reef?
GLE / BIG IDEA	4.S.3.1.2.	The student will be able to describe the difference between vertebrate and invertebrate animals. (592.01.c)  <a href="#">Social Studies Online</a> How Coral Reefs Are Formed Who Lives On a Coral Reef?
GLE / BIG IDEA	4.S.3.1.3.	The student will be able to classify the five groups of vertebrates (mammal, reptiles, amphibians, birds, and fish) based on characteristics. (592.01.c)  <a href="#">Social Studies Online</a> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO The Amazon Rainforest Who Lives On a Coral Reef?

## Idaho Content Standards

### Social Studies

Grade: 4 - Adopted: 2009

STANDARD / COURSE	ID.1.	History - Students in Grade 4 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.1:	Build an understanding of the cultural and social development of the United States.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.1.1.1.	Describe ways that cultural groups influenced and impacted each other. (436.01b)  <a href="#">Social Studies Online</a> Grade 3 - A Country of Cultures
STANDARD / COURSE	ID.1.	History - Students in Grade 4 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.2:	Trace the role of migration and immigration of people in the development of the United States.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.1.2.1.	Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho. (433.01c)  <a href="#">Social Studies Online</a> Grade 3 - How The Country Was Settled
STANDARD / COURSE	ID.1.	History - Students in Grade 4 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the

		United States, and identify the role of American Indians in the development of the United States.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.3:	Identify the role of American Indians in the development of the United States.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.1.3.6.	Describe American Indian cultural materials and their use in everyday life.  <u>Social Studies Online</u> Grade 3 - A Country of Cultures Grade 3 - The First Americans
STANDARD / COURSE	ID.2.	Geography - Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.1:	Analyze the spatial organizations of people, places and environment on the earth's surface.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.2.1.2.	Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian. (442.01b)  <u>Social Studies Online</u> African Safari Barcelona - English Barcelona - Espagnol Canada 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 - WA, OR, ID, MT, CO Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts
OBJECTIVE	4.SS.2.1.3.	Use a number/letter grid to find specific locations on a map of Idaho. (442.01c)  <u>Social Studies Online</u> Grade 3 - Geography of Our Communities
OBJECTIVE	4.SS.2.1.4.	Describe the physical regions of Idaho and identify major natural resources.  <u>Social Studies Online</u> Grade 3 - Geography of Our Communities
STANDARD / COURSE	ID.2.	Geography - Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.3:	Trace the migration and settlement of human populations on the earth's surface.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.2.3.1.	Analyze past and present settlement patterns in Idaho. (442.02a)  <u>Social Studies Online</u> Grade 3 - Geography of Our Communities

OBJECTIVE	4.SS.2.3.3.	Identify the geographic features of Idaho and explain their impact on settlement. (442.02b)  <a href="#">Social Studies Online</a> Grade 3 - Geography of Our Communities
OBJECTIVE	4.SS.2.3.4.	Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. (442.02c)  <a href="#">Social Studies Online</a> Barcelona - English Barcelona - Espagnol Grade 3 - Geography of Our Communities London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts
STANDARD / COURSE	ID.3.	Economics - Students in Grade 4 explain basic economic concepts, and identify different influences on economic systems, and explain the concepts of good personal finance.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.1:	Explain basic economic concepts.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.3.1.1.	Compare how American Indians and early settlers met their basic needs of food, shelter and water. (440.01a)  <a href="#">Social Studies Online</a> Grade 3 - The First Americans
OBJECTIVE	4.SS.3.1.2.	Explain the concepts of supply and demand and scarcity. (440.01b)  <a href="#">Social Studies Online</a> Grade 3 - Businesses At Work
STANDARD / COURSE	ID.3.	Economics - Students in Grade 4 explain basic economic concepts, and identify different influences on economic systems, and explain the concepts of good personal finance.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.2:	Identify different influences on economic systems.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.3.2.2.	Describe how geographic features of Idaho have determined the economic base of Idaho's regions. (441.01b)  <a href="#">Social Studies Online</a> Grade 3 - Geography of Our Communities
STANDARD / COURSE	ID.4.	Civics and Government - Students in Grade 4 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.2:	Build an understanding of the organization and formation of the American system of government.
GLE / BIG IDEA		By the end of Grade 4, the student will be able to:
OBJECTIVE	4.SS.4.2.2.	Describe the difference between state, local, and tribal governments. (438.01c)  <a href="#">Social Studies Online</a> Grade 3 - How Government Helps Our Communities
OBJECTIVE	4.SS.4.2.3.	Identify and explain the basic functions of state and tribal governments.  <a href="#">Social Studies Online</a> Grade 3 - How Government Helps Our Communities

<b>STANDARD / COURSE</b>	<b>ID.4.</b>	<b>Civics and Government - Students in Grade 4 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>4.4:</b>	<b>Build an understanding of the evolution of democracy.</b>
<b>GLE / BIG IDEA</b>		<b>By the end of Grade 4, the student will be able to:</b>
<b>OBJECTIVE</b>	<b>4.SS.4.4.1.</b>	<p>Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (430.01a)</p> <p><u><a href="#">Social Studies Online</a></u>  Grade 3 - How Government Helps Our Communities</p>

© 2018 EdGate Correlation Services, LLC. All Rights reserved.  
Contact Us - Privacy - Service Agreement