

Main Criteria: Louisiana Academic Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Louisiana Academic Standards

Science

Grade: 4 - Adopted: 2017

Does not include:

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

| STRAND | LA.SC.4. | Science – Grade 4 |
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| TITLE | 4-LS1. | FROM MOLECULES TO ORGANISMS: STRUCTURE AND PROCESSES |
| PERFORMANCE 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>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? |
| PERFORMANCE EXPECTATION | 4-LS1-2. | Construct an explanation to describe how animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways. <u>Social Studies Online</u> African Safari Who Lives On a Coral Reef? |
| STRAND | LA.SC.4. | Science – Grade 4 |
| TITLE | 4-ESS2. | EARTH'S SYSTEMS |
| PERFORMANCE EXPECTATION | 4-ESS2-1. | Plan and conduct investigations on the effects of water, ice, wind, and vegetation on the relative rate of weathering and erosion. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO |
| PERFORMANCE EXPECTATION | 4-ESS2-3. | Ask questions that can be investigated and predict reasonable outcomes about how living things affect the physical characteristics of their environment. <u>Social Studies Online</u> National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 2 - Younger Grades |
| STRAND | LA.SC.4. | Science – Grade 4 |

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| TITLE | 4-ESS3. | EARTH AND HUMAN ACTIVITY |
| PERFORMANCE EXPECTATION | 4-ESS3-1. | Obtain and combine information to describe that energy and fuels are derived from renewable and non-renewable resources and how their uses affect the environment. Social Studies Online Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades |
| PERFORMANCE EXPECTATION | 4-ESS3-2. | Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. Social Studies Online Grade 3 - Geography of Our Communities |

Louisiana Academic Standards

Social Studies

Grade: 4 - Adopted: 2011

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| STRAND | LA.HIS. | History |
| TITLE | 4.1. | Chronological and Historical Thinking Skills: Students use chronological sequencing of key events and symbols to understand the movement of people and the expansion of boundaries in the United States. |
| PERFORMANCE EXPECTATION | 4.1.3. | Use appropriate vocabulary of time Social Studies Online Grade 3 - How The Country Was Settled |
| STRAND | LA.HIS. | History |
| TITLE | 4.1. | Chronological and Historical Thinking Skills: Students use chronological sequencing of key events and symbols to understand the movement of people and the expansion of boundaries in the United States. |
| PERFORMANCE EXPECTATION | 4.1.5. | Explain the historical significance of U.S. political symbols Social Studies Online Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5 |
| STRAND | LA.HIS. | History |
| TITLE | 4.2. | People and Events: Students explain the historical significance of key people and events in order to examine the expansion of the boundaries and development of democracy in the United States. |
| PERFORMANCE EXPECTATION | 4.2.1. | Explain how early explorations affected the expansion of boundaries and development in the United States Social Studies Online Grade 3 - How The Country Was Settled |
| PERFORMANCE EXPECTATION | 4.2.2. | Cite evidence to support the key contributions and influence of people in the history of the United States Social Studies Online Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled Washington, DC - Grades K - 5 |
| PERFORMANCE EXPECTATION | 4.2.3. | Explain the voluntary migration of people and its significance in the development of the boundaries of the United States Social Studies Online Grade 3 - How The Country Was Settled Grade 3 - The First Americans |

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| PERFORMANCE EXPECTATION | 4.2.4. | Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5 |
| PERFORMANCE EXPECTATION | 4.2.5. | Use the concepts “melting pot,” “salad bowl,” and “cultural mosaic” to explain the impact of immigration on population growth and diversity in the United States <u>Social Studies Online</u> Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans |
| STRAND | LA.HIS. | History |
| TITLE | 4.3. | People and Events: Students examine the impact of scientific and technological advances on the development of the United States. |
| PERFORMANCE EXPECTATION | 4.3.1. | Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States <u>Social Studies Online</u> Grade 3 - How The Country Was Settled Grade 4 - Southeast Region of the U.S. |
| STRAND | LA.GEO. | Geography |
| TITLE | 4.4. | Maps and Globes: Students use map skills to construct and interpret geographical representations of the world |
| PERFORMANCE EXPECTATION | 4.4.1. | Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe <u>Social Studies Online</u> Grade 3 - Geography of Our Communities |
| PERFORMANCE EXPECTATION | 4.4.2. | Locate and label on a map the major physical features of each of the five regions of the United States and summarize how they affect the climate, economy, and population of each region <u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO |
| PERFORMANCE EXPECTATION | 4.4.3. | Identify the states of each of the five regions of the United States <u>Social Studies Online</u> Barcelona - English Barcelona - Espagnol Grade 4 - Southeast Region of the U.S. |
| STRAND | LA.GEO. | Geography |
| TITLE | 4.5. | People and Land: Students compare and contrast the physical and human characteristics of each United States region in order to understand their similarities and differences. |
| PERFORMANCE EXPECTATION | 4.5.1. | Compare and contrast the distinguishing physical characteristics of the five regions of the United States <u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii |

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| | | National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO Washington, DC - Grades K - 5 |
| STRAND | LA.GEO. | Geography |
| TITLE | 4.6. | Environment: Students describe how natural and man-made processes change the geography of regions in the United States. |
| PERFORMANCE EXPECTATION | 4.6.2. | Describe the human impact on the land and bodies of water of the five regions of the United States <u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO Washington, DC - Grades K - 5 |
| STRAND | LA.CIV. | Civics |
| TITLE | 4.7. | Government and Political Systems: Students explain the structure and purposes of government and the foundations of the United States' democratic system using primary and secondary sources. |
| PERFORMANCE EXPECTATION | 4.7.2. | Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans |
| PERFORMANCE EXPECTATION | 4.7.4. | Differentiate between the structure and function of the three branches of federal government <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities |
| STRAND | LA.CIV. | Civics |
| TITLE | 4.8. | Role of Citizen: Students examine the rights, responsibilities, and duties of a United States citizen in order to understand how individuals contribute to the democratic system of government. |
| PERFORMANCE EXPECTATION | 4.8.2. | Differentiate between citizens' rights, responsibilities, and duties <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities |
| PERFORMANCE EXPECTATION | 4.8.3. | Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities |
| STRAND | LA.ECON. | Economics |
| TITLE | 4.9. | Fundamental Economic Concepts: Students demonstrate knowledge of economic concepts. |
| PERFORMANCE EXPECTATION | 4.9.1. | Develop a logical argument to support the choice of a particular want after all needs are met <u>Social Studies Online</u> Grade 3 - I Am a Consumer |
| PERFORMANCE EXPECTATION | 4.9.3. | Define the terms profit and risk and explain how they relate to each other <u>Social Studies Online</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer |

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| PERFORMANCE EXPECTATION | 4.9.4. | Investigate the relationship between supply, demand, and price <u>Social Studies Online</u> Grade 3 - Businesses At Work |
| PERFORMANCE EXPECTATION | 4.9.5. | Describe how government pays for goods and services through taxes and fees <u>Social Studies Online</u> Barcelona - English Barcelona - Espagnol |
| PERFORMANCE EXPECTATION | 4.9.8. | Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange <u>Social Studies Online</u> Barcelona - English Barcelona - Espagnol |
| PERFORMANCE EXPECTATION | 4.9.9. | Define budget, income, and expense and explain the benefits of making and following a budget <u>Social Studies Online</u> Grade 3 - I Am a Consumer |
| PERFORMANCE EXPECTATION | 4.9.10. | Analyze the benefits of increasing skills and knowledge in order to meet needs and wants <u>Social Studies Online</u> Grade 3 - I Am a Consumer |

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