

**Main Criteria:** West Virginia College and Career Readiness Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**West Virginia College and Career Readiness Standards**

**Science**

Grade: 4 - Adopted: 2021

CONTENT STANDARD / COURSE		Science Indicators Grades 3-5
CONTENT STANDARD / OBJECTIVE		College- and Career-Readiness Indicators for Science
OBJECTIVE / EXPECTATION		Nature of Science

GRADE LEVEL  
EXPECTATION

Science is a creative human endeavor which is influenced by social and cultural biases.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

CONTENT STANDARD / COURSE		Science Indicators Grades 3-5
CONTENT STANDARD / OBJECTIVE		College- and Career-Readiness Indicators for Science
OBJECTIVE / EXPECTATION		Science Connecting Concepts

GRADE LEVEL  
EXPECTATION

Observing patterns

**Social Studies Online**

Who Lives On a Coral Reef?

GRADE LEVEL  
EXPECTATION

Investigating and explaining cause and effect

**Social Studies Online**

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

GRADE LEVEL  
EXPECTATION

Recognizing scale, proportion, and quantity

**Social Studies Online**

Amazon Rainforest - Grades 2-5

GRADE LEVEL EXPECTATION	Tracking energy and matter flows into, out of, and within systems to understand system behavior
	<a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>

GRADE LEVEL EXPECTATION	Determining the relationships between structure and function
	<a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Galapagos Islands</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">Who Lives On a Coral Reef?</a>

GRADE LEVEL EXPECTATION	Studying stability and change
	<a href="#">Social Studies Online</a> <a href="#">Galapagos Islands</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">Who Lives On a Coral Reef?</a>

CONTENT STANDARD / COURSE		Science – Grade 4
CONTENT STANDARD / OBJECTIVE		Life Science
OBJECTIVE / EXPECTATION		Structure, Function, and Information Processing

GRADE LEVEL EXPECTATION	S.4.8.	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
		<a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Galapagos Islands</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">The Sahara Desert</a> <a href="#">Who Lives On a Coral Reef?</a>

GRADE LEVEL EXPECTATION	S.4.9.	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.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Who Lives On a Coral Reef?</a>

CONTENT STANDARD / COURSE		Science – Grade 4
CONTENT STANDARD / OBJECTIVE		Earth and Space Science
OBJECTIVE / EXPECTATION		Earth's Systems: Processes that Shape the Earth

GRADE LEVEL EXPECTATION	S.4.12.	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
		<a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>

**West Virginia College and Career Readiness Standards**

**Social Studies**

Grade: 4 - Adopted: 2016

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.C.	Civics

OBJECTIVE / EXPECTATION	SS.4.1.	Identify, explain and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of Independence, U.S. Constitution, Bill of Rights, etc.).
		<a href="#">Social Studies Online</a> <a href="#">Grade 3 - How Government Helps Our Communities</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - Northeast</a>

OBJECTIVE / EXPECTATION	SS.4.2.	Compare and contrast the powers of each branch of government and identify the responsibilities and rights of United States citizens.
		<a href="#">Social Studies Online</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.E.	Economics

OBJECTIVE / EXPECTATION	SS.4.5.	Investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply-demand on prices through projects (e.g., developing budgets or products in simulated situations, etc.).
		<a href="#">Social Studies Online</a> <a href="#">Grade 3 - I Am a Consumer</a>

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.G.	Geography

OBJECTIVE / EXPECTATION	SS.4.8.	Describe and locate examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, geographic information system, etc.).
		<a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">Washington, DC - Grades K - 5</a>

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.G.	Geography
OBJECTIVE / EXPECTATION	SS.4.9.	Document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following:

GRADE LEVEL EXPECTATION      SS.4.9.b.      Settlement patterns and population density.

[Social Studies Online](#)  
[Ancient China - Qin & Han Dynasties](#)  
[Canada: Coast to Coast](#)  
[Canada: Our Northern Neighbor](#)  
[Grade 4 - Northeast](#)

GRADE LEVEL EXPECTATION      SS.4.9.c.      Culture (e.g., jobs, food, clothing, shelter, religion, government, etc.).

[Social Studies Online](#)  
[Amazon Rainforest - People and Threats - Grades 2-5](#)  
[Canada: Our Northern Neighbor](#)  
[Grade 4 - Northeast](#)  
[Grade 4 - West Region Early Beginnings](#)

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.G.	Geography

OBJECTIVE / EXPECTATION      SS.4.10.      Compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).

[Social Studies Online](#)  
[Grade 3 - How The Country Was Settled](#)  
[Grade 4 - Midwest Region Early Beginnings](#)  
[Grade 4 - Northeast](#)  
[Grade 4 - West Region Early Beginnings](#)

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.H.	History
OBJECTIVE / EXPECTATION	SS.4.13.	Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, etc.).

GRADE LEVEL EXPECTATION      SS.4.13.a      Analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.).

**Social Studies Online**

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

GRADE LEVEL EXPECTATION      SS.4.13.b.      Compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.).

**Social Studies Online**

Grade 3 - The First Americans

GRADE LEVEL EXPECTATION      SS.4.13.c      Compare and contrast backgrounds, motivations and occupational skills among English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.).

**Social Studies Online**

Grade 3 - The First Americans

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.H.	History
OBJECTIVE / EXPECTATION	SS.4.14.	Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.

GRADE LEVEL EXPECTATION      SS.4.14.a      Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.).

**Social Studies Online**

Grade 3 - The First Americans

Grade 4 - Northeast

GRADE LEVEL EXPECTATION      SS.4.14.b.      Explain the major ideas reflected in the Declaration of Independence.

**Social Studies Online**

Grade 3 - The First Americans

Grade 4 - Northeast

GRADE LEVEL EXPECTATION      SS.4.14.d.      Explain the contributions of Native Americans, the French and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution.

**Social Studies Online**

Grade 3 - The First Americans

Grade 4 - Northeast

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.H.	History
OBJECTIVE / EXPECTATION	SS.4.15.	Trace the beginnings of America as a nation and the establishment of the new government.

GRADE LEVEL EXPECTATION      SS.4.15.a      Compare and contrast the various forms of government in effect from 1774-1854 (e.g., Continental Congress, Articles of Confederation, U.S. Constitution, Bill of Rights, etc.).

**Social Studies Online**

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

GRADE LEVEL EXPECTATION      SS.4.15.b.      Research the contributions of early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, Andrew Jackson, James Madison, Dolly Madison, etc.).

**Social Studies Online**

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Early Beginnings

GRADE LEVEL EXPECTATION      SS.4.15.c.      Explain the political, social and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.).

**Social Studies Online**

Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / COURSE	WV.SS.4.	Fourth Grade Standards
CONTENT STANDARD / OBJECTIVE	SS.4.H.	History
OBJECTIVE / EXPECTATION	SS.4.16.	Demonstrate an understanding of the causes and effects of Westward Expansion.

GRADE LEVEL EXPECTATION      SS.4.16.a      Investigate the economic, political and cultural factors involved in Westward Expansion (e.g., Land Ordinance of 1785, Northwest Ordinance of 1787, Indian Removal Act, Trail of Tears, Manifest Destiny, resources, trade, etc.).

**Social Studies Online**

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

GRADE LEVEL EXPECTATION      SS.4.16.b.      Analyze the people and events that facilitated Westward Expansion (e.g., Daniel Boone, Louisiana Purchase, Lewis and Clark, Northwest Territory, Alamo, Gold Rush, etc.).

**Social Studies Online**

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

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GRADE LEVEL	SS.4.16.	Trace transportation innovations and explain their impact on Westward Expansion (e.g., bridges, canals,
EXPECTATION	c.	steamboats, railroads, steam engines, clipper ships, flat boats, roads, dams, locks, ports, harbors, etc.).

**Social Studies Online**

**Grade 3 - How The Country Was Settled**

**Grade 4 - Northeast**

**Grade 4 - West Region Early Beginnings**