4th Grade Standards

Correlated Standards by Class
Last Updated: 2024

IMPORTANT: Our classes have a base curriculum that can vary based on instructor, and some activities that match the standards below may not be taught. Please let us know if there is a standard below you would like us to focus on, and we will tailor our classes to make sure we address it!

Animals in Motion

Next Generation Science Standards (NGSS)

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process information in their brain, and respond to the information in different ways.

Alabama Course of Study (ACOS)

Science

SC.4.8. Make a claim, using evidence, that the functions of both internal and external structure of plants and animals (including humans) support growth, survival, and behavior. *(CCC: Structures and Function)*
SC.4.9. Carry out investigations to support a claim that different animals receive information through their senses, process that information, and respond in various ways. *(CCC: Systems and System Models)*

Mississippi College- and Career- Readiness Standards

Science

E.4.9C. Students will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.

9C.4. Research and explain how systems (i.e. the atmosphere, geosphere, and/or hydrosphere) interact and support life in the biosphere.

Aquatic Adventures

Next Generation Science Standards (NGSS)

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Alabama Course of Study (ACOS)

Science

SC.4.8. Make a claim, using evidence, that the functions of both internal and external structure of plants and animals (including humans) support growth, survival, and behavior. *(CCC: Structures and Function)*

SC.4.9. Carry out investigations to support a claim that different animals receive information through their senses, process that information, and respond in various ways. *(CCC: Systems and System Models)*

Mississippi College- and Career- Readiness Standards

Science

L.4.2. Students will demonstrate an understanding of life cycles, including familiar plants and animals (e.g., reptiles, amphibians, or birds).

E.4.9C. Students will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.

9C.4. Research and explain how systems (i.e. the atmosphere, geosphere, and/or biosphere) interact and support life in the biosphere.

Art in Nature

Alabama Course of Study (ACOS)

Arts Education - Music

6. Present the final version of personally created music to others and explain expressive intent.

Arts Education - Visual Arts

2. Collaboratively design and create artwork that has meaning and purpose.
3. Generate ideas and employ a variety of strategies and techniques to create a work of art/design.
8. Discuss various locations for presenting and preserving art, in both indoor and outdoor settings, and in temporary or permanent and physical or digital formats.
12. Interpret art by referring to contextual information and analyzing relevant subject matter, visual qualities, and use of media.

Mississippi College- and Career- Readiness Standards

Arts Learning Standards - Visual Arts

Cr1. Generate and conceptualize artistic ideas and work.

2.4.a. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

Cr2. Organize and develop artistic ideas and work.

1.4.a. Explore and invent art-making techniques and approaches.

Pr5. Develop and refine artistic techniques and work for presentation.

1.4.a. Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

Cn11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1.4.a. Through observation, infer information about time, place, and culture in which a work of art was created.

Down to Earth

Next Generation Science Standards (NGSS)

4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Alabama Course of Study (ACOS)

Science

SC.4.12. Plan and carry out investigations to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, and vegetation, investigating a single form of weathering or erosion at a time. *(CCC: Scale, Proportion, and Quantity)*

SC.4.14. Gather information to describe how the use of energy derived from renewable and nonrenewable resources affects the environment. *(CCC: Cause and Effect)*

Mississippi College- and Career- Readiness Standards

Science

E.4.9C. Students will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.

9C.1. Analyze and interpret data to describe and predict how natural processes (e.g. weathering, person, deposition, earthquakes, tsunamis, hurricanes, or storms) affect Earth's surface.

9C.3. Construct scientific arguments from evidence to support claims that human activities, such as conservation efforts or pollution, affect the land, oceans, and atmosphere of Earth.

E.4.10. Students will demonstrate an understanding of the various sources of energy used for human needs along with their effectiveness and possible impacts.

Focus on Fungi

Next Generation Science Standards (NGSS)

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Alabama Course of Study (ACOS)

Science

SC.4.8. Make a claim, using evidence, that the functions of both internal and external structure of plants and animals (including humans) support growth, survival, and behavior. *(CCC: Structures and Function)*

Food for Thought

Hop, Slither, Slide & Birds of a Feather

Next Generation Science Standards (NGSS)

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
4-LS1-2. Use a model to describe that animals receive different types of information through their senses, processes information in their brain, and respond to the information in different ways.

Alabama Course of Study (ACOS)

SC.4.8. Make a claim, using evidence, that the functions of both internal and external structure of plants and animals (including humans) support growth, survival, and behavior. *(CCC: Structures and Function)*
SC.4.9. Carry out investigations to support a claim that different animals receive information through their senses, process that information, and respond in various ways. *(CCC: Systems and System Models)*

Mississippi College- and Career- Readiness Standards

Science

L.4.2. Students will demonstrate an understanding of life cycles, including familiar plants and animals (e.g., reptiles, amphibians, or birds).

2.1. Compare and contrast life cycles of familiar plants and animals.

Invention Convention

Next Generation Science Standards (NGSS)

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

McDowell Woods

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Alabama Course of Study (ACOS)

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Mississippi College- and Career- Readiness Standards

Science

E.4.9C. Students will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.

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Meet a Map

Next Generation Science Standards (NGSS)

4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

Alabama Course of Study (ACOS)

SC.4.13. Analyze and interpret data from maps to describe patterns of Earth's features on land and in the ocean. *(CCC: Patterns)*

Navigation

Our Galaxy

Alabama Course of Study (ACOS)

Arts Education - Theater

5. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

13. Share small-group drama/theatre work, with peers as audience.

Mississippi College- and Career- Readiness Standards

Arts Learning Standards - Theatre

Cr2. Organize and develop artistic ideas and work.

1.4.b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

Pr6. Convey meaning through the presentation of artistic work.

1.4.a. Share small-group drama/theatre work, with peers as audience.

People of the Earth

Alabama Course of Study (ACOS)

Social Studies

SS.4.2. Relate reasons for European exploration and settlement in Alabama to the impact of European explorers on trade, health, and land expansion in Alabama.

2c. Explaining reasons for conflicts between Europeans and American Indians in Alabama from 1519 to 1840, including differing beliefs regarding land ownership, religion, and culture.

SS.4.3. Explain the social, political, and economic impact of the War of 1812, including battles and significant leaders of the Creek War, on Alabama.

3a. Explaining the impact of the Trail of Tears on Alabama American Indians' lives, rights, and territories.

SS.4.4. Relate the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century.

4a. Identifying natural resources of Alabama during the early nineteenth century

Rock Query

Next Generation Science Standards (NGSS)

4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
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.

Alabama Course of Study (ACOS)

Science

SC.4.11. Construct explanations of Earth's changes over time through slow and rapid processes, citing evidence found in rock formations and fossils in rock layers. *(CCC: Stability and Change)*
SC.4.12. Plan and carry out investigations to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, and vegetation, investigating a single form of weathering or erosion at a time. *(CCC: Scale, Proportion, and Quantity)*

Mississippi College- and Career- Readiness Standards

Science

E.4.9C. Students will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.

9C.1. Analyze and interpret data to describe and predict how natural processes (e.g. weathering, person, deposition, earthquakes, tsunamis, hurricanes, or storms) affect Earth's surface.

9C.4. Research and explain how systems (i.e. the atmosphere, geosphere, and/or biosphere) interact and support life in the biosphere.

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Survival Skills