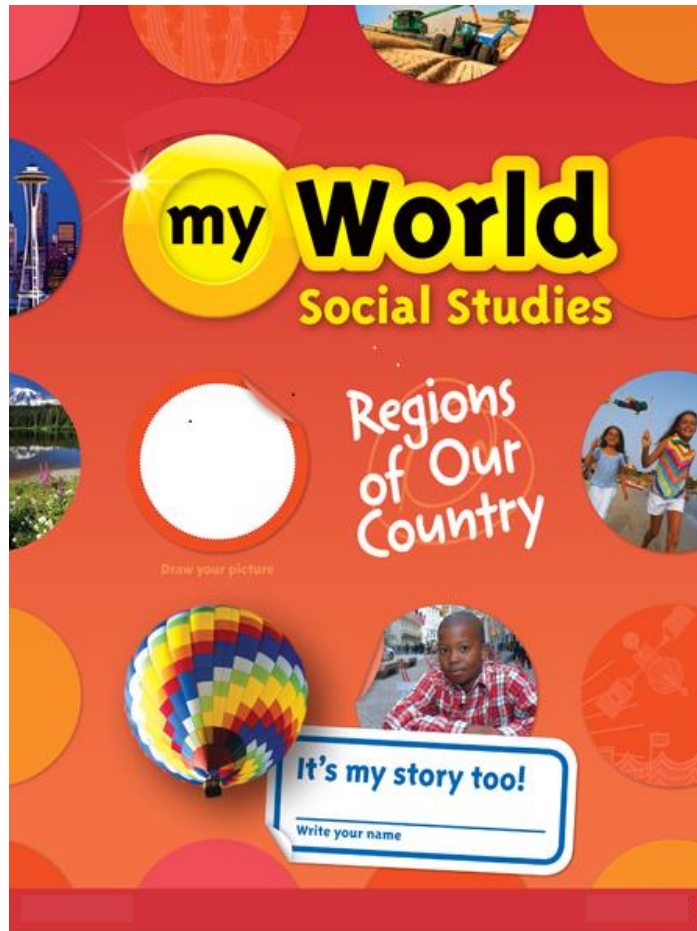


A Correlation of



To the Idaho Content Standards Social Studies Grade 4

**A Correlation of myWorld Social Studies, Grade 4
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Idaho Content Standards Grade 4 Social Studies	myWorld Social Studies Regions of Our Country
Grade 4	
Standard 1: History	
Goal 1.1: Build an understanding of the cultural and social development of the United States.	
Objectives	
4.SS.1.1.1 Describe ways that cultural groups influenced and impacted each other. (436.01b)	SE: A Diverse Nation, 60; European Immigration, 158; The Southeast, 201; Native Americans of the Midwest, 235; Native Americans of the Southwest, 269; Growth of the West, 314–319
4.SS.1.1.2 Explain the role of missionaries in the development of Idaho. (436.01a)	SE: For supporting material please see: Early Spanish Settlers, 316; Missionaries, 235, 270–271
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	
Objectives	
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)	SE: For supporting material please see: Growth of the West, 314–319 TG: Active Reading & Lesson Summary pages 231–234
4.SS.1.2.2 Describe the role of the discovery of gold and other minerals in the settlement of Idaho. (433.01d)	SE: For supporting material please see: Western Resources, 308–313 TG: Active Reading & Lesson Summary pages 227–230
4.SS.1.2.3 Analyze and describe the immigrant experience in Idaho.	SE: For supporting material please see: Growth of the West, 314–319 TG: Active Reading & Lesson Summary pages 231–234

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4.SS.1.2.4 Analyze and describe how the westward expansion impacted the American Indians in Idaho.	SE: For supporting material please see: Growth of the West, 314–319; Native American Reservations, 272 TG: Active Reading & Lesson Summary pages 231–234
Goal 1.3: Identify the role of American Indians in the development of the United States.	
Objectives	
4.SS.1.3.1 Identify American Indian tribes in Idaho: Coeur d’Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.	SE: For supporting material please see: Native American Rights, 67; Native American Reservations, 272
4.SS.1.3.2 Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state.	SE: For supporting material please see: Native American Rights, 67; Native American Reservations, 272
4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho.	SE: For supporting material please see: The First Americans, 38–39; Native Americans of the Northeast, 152–153; Native Americans of the Southeast, 200, 201; Native Americans of the Midwest, 234; 240; Ancient Cultures of the Region, 268; Native Americans of the 1500s, 269
4.SS.1.3.4 Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago	SE: Native Americans of the Southeast, 200, 201; Native Americans of the Midwest, 234; Native Americans of the 1500s, 269; Native American Rights, 67; Native American Reservations, 272
4.SS.1.3.5 Identify how American Indian tribes in Idaho governed themselves.	SE: For supporting material please see: Native American Rights, 67; Native American Reservations, 272

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4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life.	SE: For supporting material please see: The First Americans, 38–39; Native Americans and European Colonies, 41; Changes for Native Americans, 57; Native Americans of the Northeast, 152–153; Native Americans of the Southeast, 200, 201; Native Americans of the Midwest, 234; Native American Trade in the 1200s, 240; Ancient Cultures of the Region, 268; Native Americans of the 1500s, 269
4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho.	SE: For supporting material please see: Native American Rights, 67; Native American Reservations, 272
Standard 2: Geography	
Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface	
Objectives	
4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data. (442.01a)	SE: Land and Regions in the United States, 4–9; Weather and Climate, 10–15; Regions and Resources, 18–23; People and the Land, 24–29; The Land of the Northeast, 140–145; Resources of the Northeast, 146–151; The Northeast Today, 166–171; Land and Water of the Southwest, 180–185; Climate of the Southwest, 188–193; A Land of Many Resources, 194–199; In the Heart of the Nation, 220–225; Resources and Farming, 228–233; Southwestern Land and Water, 254–259; Climate of the Southwest, 262–267; A Varied Land, 294–299; Climate of the West, 300–305; Western Resources, 308–313 TG: Active Reading & Lesson Summary pages, 5–8, 9–12, 15–18, 19–22, 105–108, 109–112, 123–126, 134–137, 140–143, 144–147, 163–166, 169–172, 217–220, 221–224, 227–230

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4.SS.2.1.2 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian. (442.01b)	SE: Maps, 6, 8, 11, 14, 16, 27, 40, 50, 52, 128, 130, 141, 143, 149, 153, 158, 168, 181, 182, 186, 188, 190, 197, 198, 201, 213, 221, 222, 231, 235, 255, 256, 258, 263, 269, 287, 295, 296, 306, 310, 315, 322; Maps Show Direction (compass rose), SSH 14; Maps Show Distance, SSH 15; Political Maps, SSH 16; Physical Maps, SSH 17; Elevation Maps, SSH 18; Maps Show Events, SSH 21 TG: Analyze Maps, SSH2, SSH3, SSH4, SSH5, SSH6, SSH7, 7, 8, 10, 11, 21, 32, 96, 97, 106, 107, 111, 118, 125, 136, 142, 146, 165, 171, 189, 190, 191, 204, 218, 219, 229, 232, 237
4.SS.2.1.3 Use a number/letter grid to find specific locations on a map of Idaho. (442.01c)	SE: Map Skills: Latitude and Longitude, 306–307; also see: Reading Globes, SSH 12; Earth’s Hemispheres, SSH 13; Use Latitude and Longitude for Exact Location, SSH 20 TG: Active Reading & Lesson Summary, SSH 3, SSH 7, 226
4.SS.2.1.4 Describe the physical regions of Idaho and identify major natural resources.	SE: A Varied Land, 294–299; Climate of the West, 300–305; Western Resources, 308–313 TG: Active Reading & Lesson Summary pages 217–220, 221–224, 227–230
Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.	
Objectives	
4.SS.2.3.1 Analyze past and present settlement patterns in Idaho. (442.02a)	SE: For supporting material please see: Growth of the West, 314–319 TG: Active Reading & Lesson Summary pages 231–234
4.SS.2.3.2 Discuss the impact of settlement in Idaho on American Indian tribal lands, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.	SE: For supporting material please see: Growth of the West, 314–319 TG: Active Reading & Lesson Summary pages 227–230
4.SS.2.3.3 Identify the geographic features of Idaho and explain their impact on settlement. (442.02b)	SE: For supporting material please see: of the West, 300–305; Growth of the West, 314–319 TG: Active Reading & Lesson Summary pages 221–224, 227–230

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4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. (442.02c)	SE: Land and Regions in the United States, 4–9; Weather and Climate, 10–15; Regions and Resources, 18–23; People and the Land, 24–29 TG: Active Reading & Lesson Summary pages 5–8, 9–12, 15–18, 19–22
Standard 3: Economics	
Goal 3.1: Explain basic economic concepts.	
Objectives	
4.SS.3.1.1 Compare how American Indians and early settlers met their basic needs of food, shelter and water. (440.01a)	SE: The First Americans, 38–39; Native Americans and European Colonies, 41; Native Americans of the Northeast, 152–153; Native Americans of the Southeast, 200, 201; forced Removals, 203, 236, 275; Native Americans of the Midwest, 234; Immigrants Come the Midwest, 237; Native American Trade in the 1200s, 240; Ancient Cultures of the Region, 268; Native Americans of the 1500s, 269; Native American Reservations, 272
4.SS.3.1.2 Explain the concepts of supply and demand and scarcity. (440.01b)	SE: Supply and Demand, 118–119; The Things We Want, 121; Making Choices, 122 TG: Active Reading & Lesson Summary pages 89, 90, 91, 92
4.SS.3.1.3 Explain the concepts of specialization and division of labor. (440.01c)	SE: People and the Economy, 120–125; A Global Economy, 126–131 TG: Active Reading & Lesson Summary pages 90–93, 94–97
4.SS.3.1.4 Identify goods and services in early Idaho settlements. (440.01d)	SE: For supporting material please see: Growth of the West, 314–319
4.SS.3.1.5 Explain the concept of public and private property in the development of Idaho. (440.01e)	SE: For supporting material please see: Western Resources, 308–313
Goal 3.2: Identify different influences on economic systems.	
Objectives	
4.SS.3.2.1 Describe examples of technological innovations in relation to economic growth in Idaho. (441.01a)	SE: For supporting material please see: Saving Resources with Technology, 28–29; Working in the West, 320

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4.SS.3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho's regions. (441.01b)	SE: A Varied Land, 294–299; Climate of the West, 300–305; Western Resources, 308–313 TG: Active Reading & Lesson Summary pages 217–220, 221–224, 227–230
Goal 3.4: Explain the concepts of good personal finance.	
Objectives	
4.SS.3.4.1 Define entrepreneurship and identify reasons for starting a business.	SE: Entrepreneurship, 59, 117; Got It? 119 TG: Active Reading & Lesson Summary page 88
Standard 4: Civics and Government	
Goal 4.1: Build an understanding of the foundational principles of the American political system.	
Objectives	
4.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within state and tribal governments.	SE: How Our Government Works, 86–91 TG: Active Reading & Lesson Summary pages, 65–68
4.SS.4.1.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.	SE: Making of Laws, 86, 88; Thurgood Marshall: Law and Justice, 75–77; Purpose of laws, 79; Enforcement of laws, 90; Laws, Citizens' Rights and Responsibilities, 94, 95 TG: Active Reading & Lesson Summary pages 57, 58, 66, 67
Goal 4.2: Build an understanding of the organization and formation of the American system of government.	
Objectives	
4.SS.4.2.1 Explain the significance of Idaho symbols. (438.01b)	SE: For supporting material please see: National Pride, 96; Statue of Liberty, 58, 138 TG: Active Reading & Lesson Summary page 72
4.SS.4.2.2 Describe the difference between state, local, and tribal governments. (438.01c)	SE: How Our Government Works, 86–91; Native American Reservations, 272 TG: Active Reading & Lesson Summary pages 65–68
4.SS.4.2.3 Identify and explain the basic functions of state and tribal governments.	SE: How Our Government Works, 86–91; Native American Reservations, 272 TG: Active Reading & Lesson Summary pages 65–68

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4.SS.4.2.4 Identify the three branches of state government and explain the major responsibilities of each. (438.01d)	SE: The Three Branches and Their Responsibilities, 86–87 TG: Active Reading & Lesson Summary page 66
4.SS.4.2.5 Discuss current governmental organization of American Indian tribes in Idaho.	SE: For supporting material please see: How Our Government Works, 86–91; Native American Reservations, 272 TG: Active Reading & Lesson Summary pages 65–68
Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.	
Objectives	
4.SS.4.3.1 Name elected state representatives at the legislative and executive branches.	SE: How Our Government Works, 86–91 TG: Differentiated Instruction, 68
4.SS.4.3.2 Explain ways to contact elected state representatives. (439.01b)	SE: For supporting material please see: How Our Government Works, 86–91 TG: Differentiated Instruction, 68
4.SS.4.3.3 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments. (439.01a)	SE: Our Rights and Responsibilities, 92–97 TG: Active Reading & Lesson Summary pages 70–73
Goal 4.4: Build an understanding of the evolution of democracy.	
Objectives	
4.SS.4.4.1 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (430.01a)	SE: Principles of Our Government, 78–83; Our Rights and Responsibilities, 92–97 TG: Active Reading & Lesson Summary pages 59–62, 69–72
Standard 5: Global Perspectives	
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	
Objectives	
4.SS.5.1.1 Analyze the roles and relationships of diverse groups of people from various parts of the world who have contributed to Idaho’s cultural heritage and impacted the state’s history.	SE: For supporting material please see: Growth of the West, 314–319; The West Today, 320–325 TG: Active Reading & Lesson Summary pages 231–234, 235–238
4.SS.5.1.2 Discuss the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world. (433.01c)	SE: For supporting material please see: Growth of the West, 314–319; The West Today, 320–325 TG: Active Reading & Lesson Summary pages 231–234, 235–238

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4.SS.5.1.3 Identify Idaho's role in the global economy.	SE: For supporting material please see: A Global Economy, 126–131 TG: Active Reading & Lesson Summary pages 94–97