

2017 Social Studies Review

Social Studies Evaluation Tool – 4th Grade

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Instructions

Publishing Company:

- Complete the course evaluation form below. Please provide written explanation as to how the material meets the standard along with location references.

Review Team Member:

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and those provided information. Explanations and comments should directly reflect the rubric.
- Further explain any findings.

Standards Alignment Evaluation Rubric

0 = No Alignment– **Not Evident**: content as described in the Standards is **not evident**.

.5 = Partial Alignment- **Partially Evident**: content as described in the Standards is **partially evident** and there are few gaps.

1 = High Alignment – **Clearly Evident**: content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

N/A = Not applicable for standard.

Idaho Content Standards: Social Studies- Grade 2

Standard 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.

Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/5/1 (Reviewer)
Goal 1.1: Build an understanding of the cultural and social development of the United States.	4.SS.1.1.1 Describe ways that cultural groups in Idaho influenced and impacted each other.	<p><i>Specific Examples: SE: Introduced: A Diverse Nation, 60; Taught: Compare and Contrast, 60; Assessed: Got It?, 63</i></p> <p>SE: For related material see: 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</p>	Choose an item.
	4.SS.1.1.2 Explain the role of explorers and missionaries in the development of Idaho.	<p><i>Specific Examples: SE: Introduced: Missionaries, 235; Taught: Draw Conclusions, 271; Assessed: Identify, 316</i></p> <p>SE: For related material see: Early Spanish Settlers, 316; Missionaries, 235, 270–271</p>	Choose an item.
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	4.SS.1.2.1 Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho.	<p><i>Specific Examples: SE: Introduced: Native Americans of the West, 315; Taught: Growth Continues, 318; Assessed: Review and Assessment, 328</i></p> <p>SE: For related material see: Growth of the West, 314–319</p> <p>TG: Active Reading & Lesson Summary pages 231–234</p>	Choose an item.
	4.SS.1.2.2 Describe the role of fur trading and the discovery of gold and silver in the settlement of Idaho.	<p><i>Specific Examples: SE: Introduced: Mountains and Minerals, 309; Taught: In Search of Opportunity, 317; Assessed: Review and Assessment, 328</i></p> <p>SE: For related material see: Western Resources, 308–313; In Search of Opportunity, 317; Review and Assessment, 328</p> <p>TG: Active Reading & Lesson Summary pages 227–230</p>	Choose an item.

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Idaho Content Standards/Grade 4/Social Studies/11-2016

	4.SS.1.2.3 Analyze and describe the different immigrant experiences across Idaho.	<i>Specific Examples:</i> SE: <i>Introduced:</i> In Search of Opportunity, 317; <i>Taught:</i> Growth Continues, 318; <i>Assessed:</i> Review and Assessment, 328 SE: For related material see: Growth of the West, 314–319 TG: Active Reading & Lesson Summary pages 231–234	Choose an item.
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	<p><u>4.SS.1.2.4</u> Analyze and describe how interactions and conflicts during westward expansion impacted the American Indians in Idaho.</p>	<p><i>Specific Examples: SE: Introduced: Native American Past, 314–315; Taught: Circle: Native Americans of the West, 315; Assessed: Review and Assessment, 328</i></p> <p>SE: For related material see: Native American Past, 314–315; Review and Assessment, 328</p> <p>TG: Active Reading & Lesson Summary pages 231–234</p>	Choose an item.
<p>Goal 1.3: Identify the role of American Indians in the development of the United States.</p>	<p><u>4.SS.1.3.1</u> Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.</p>	<p><i>Specific Examples: SE: Introduced: Native American Past, 314–315; Taught: Circle: Native Americans of the West, 315; Assessed: Review and Assessment, 328</i></p> <p>SE: For related material see: Native American Past, 314–315; Review and Assessment, 328</p> <p>TG: Active Reading & Lesson Summary pages 231–234</p>	Choose an item.
	<p><u>4.SS.1.3.2</u> Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state.</p>	<p><i>Specific Examples: SE: Introduced: Native American Past, 314–315; Taught: Circle: Native Americans of the West, 315; Assessed: Review and Assessment, 328</i></p> <p>SE: For related material see: Native American Past, 314–315; Review and Assessment, 328</p> <p>TG: Active Reading & Lesson Summary pages 231–234</p>	Choose an item.
	<p><u>4.SS.1.3.3</u> Identify characteristics of American Indian tribes and other cultural groups in Idaho.</p>	<p><i>Specific Examples: SE: Introduced: Native American Past, 314–315; Taught: Circle: Native Americans of the West, 315; Assessed: Review and Assessment, 328</i></p> <p>SE: For related material see: The First Americans, 38–39; Native Americans of the Midwest, 234; 240; Ancient Cultures of the Region, 268; Native Americans of the 1500s, 269; Native American Past, 314–315; Review and Assessment, 328</p>	Choose an item.
	<p><u>4.SS.1.3.4</u> Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago.</p>	<p><i>Specific Examples: SE: Introduced: Native American Past, 314–315; Taught: Circle: Native Americans of the West, 315; Assessed: Review and Assessment, 328</i></p> <p>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; Native American Past, 314–315; Review and Assessment, 328</p>	Choose an item.

	<p><u>4.SS.1.3.5</u> Identify how American Indian tribes in Idaho govern themselves.</p>	<p><i>Specific Examples: SE: Introduced: Native American Past, 314–315; Taught: Circle: Native Americans of the West, 315; Assessed: Review and Assessment, 328</i></p> <p>SE: For related material see: Native American Past, 314–315; Review and Assessment, 328</p> <p>TG: Active Reading & Lesson Summary pages 231–234</p>	Choose an item.
	<p><u>4.SS.1.3.6</u> Describe American Indian cultural materials and their use in everyday life.</p>	<p><i>Specific Examples: SE: Introduced: The First Americans, 38–39; Taught: Ancient Cultures of the Region, 268; Assessed: Got It?, 273</i></p> <p>SE: For related material 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</p>	Choose an item.
	<p><u>4.SS.1.3.7</u> Identify current issues related to American Indians in present day Idaho.</p>	<p><i>Specific Examples: SE: Introduced: Native American Past, 314–315; Taught: Circle: Native Americans of the West, 315; Assessed: Review and Assessment, 328</i></p> <p>SE: For related material see: Native American Past, 314–315; Review and Assessment, 328</p> <p>TG: Active Reading & Lesson Summary pages 231–234</p>	Choose an item.
<p>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</p>	No objectives at this grade level		
<p>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</p>	No objectives at this grade level		

Goal 1.6: Explain the rise of human civilization.	No objectives at this grade level		
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.	No objectives at this grade level		
Goal 1.8: Build an understanding of the cultural and social development of human civilization.	No objectives at this grade level		
Goal 1.9: Identify the role of religion in the development of human civilization.	No objectives at this grade level		

Standard 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.

<u>Goal</u>	<u>Objective- The students will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data.	<i>Specific Examples: SE: Introduced:</i> Map and Globe Handbook, SSH 11–SSH 21; <i>Taught:</i> Land and Regions in the United States, 4–9; <i>Assessed:</i> Review and Assessment, 31–32 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	Choose an item.
	4.SS.2.1.2 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian in relation to Idaho.	<i>Specific Examples: SE: Introduced:</i> Earth's Hemispheres, SSH13; <i>Taught:</i> Landforms and Bodies of Water, 4–5; <i>Assessed:</i> Got It?, 9 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; (Continued)	Choose an item.

		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	
	4.SS.2.1.3 Use a number/letter grid to find specific locations on a map of Idaho.	<i>Specific Examples:</i> SE: <i>Introduced:</i> Use a Grid, SSH 19; <i>Taught:</i> Use Latitude and Longitude for Exact Location, SSH 20; <i>Assessed:</i> Map Skills: Use a Road Map and Scale, 186–187 SE: Map Skills: Use a Road Map and Scale, 186–187; Latitude and Longitude, 306–307; also see: Reading Globes, SSH 12; Earth’s Hemispheres, SSH 13; Use a Grid, SSH 19; Use Latitude and Longitude for Exact Location, SSH 20 TG: Active Reading & Lesson Summary, SSH 3, SSH 7, 226	Choose an item.
	4.SS.2.1.4 Describe the physical regions of Idaho and identify major natural resources.	<i>Specific Examples:</i> SE: <i>Introduced:</i> The West, Physical, 296; <i>Taught:</i> The West, Land Use, 310; <i>Assessed:</i> Got It?, 313 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	Choose an item.
Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.	No objectives at this grade level		

Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.	4.SS.2.3.1 Analyze past and present settlement patterns in Idaho.	<p><i>Specific Examples: SE: Introduced:</i> In Search of Opportunity, 317; <i>Taught:</i> Growth Continues, 318; <i>Assessed:</i> Review and Assessment, 328</p> <p>SE: For related material see: Growth of the West, 314–319</p> <p>TG: Active Reading & Lesson Summary pages 231–234</p>	Choose an item.
	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.	<p><i>Specific Examples: SE: Introduced:</i> Native American Past, 314–315; <i>Taught:</i> Circle: Native Americans of the West, 315; <i>Assessed:</i> Review and Assessment, 328</p> <p>SE: For related material see: Native American Past, 314–315; Review and Assessment, 328</p> <p>TG: Active Reading & Lesson Summary pages 231–234</p>	Choose an item.
	4.SS.2.3.3 Identify the geographic features of Idaho and explain their impact on settlement.	<p><i>Specific Examples: SE: Introduced:</i> The West, Physical, 296; <i>Taught:</i> The West, Land Use, 310; <i>Assessed:</i> Got It?, 313</p> <p>SE: A Varied Land, 294–299; Climate of the West, 300–305; Western Resources, 308–313</p> <p>TG: Active Reading & Lesson Summary pages 217–220, 221–224, 227–230</p>	Choose an item.
	4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry.	<p><i>Specific Examples: SE: Introduced:</i> New York City: A City of Sights and Variety, 137–139; <i>Taught:</i> The Growth of Cities, 166–167; <i>Assessed:</i> Got It?, 171</p> <p>SE: New York City: A City of Sights and Variety, 137–139; The Growth of Cities, 166–167; <i>Assessed:</i> Got It?, 171; Resources and Farming, 228–233; Setting in the Midwest, 234–239; Growth of the West, 314–319 also see: 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</p> <p>TG: Active Reading & Lesson Summary pages 5–8, 9–12, 15–18, 19–22</p>	Choose an item.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.	No objectives at this grade level		
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.	No objectives at this grade level		

Standard 3: Economics

Students in Grade 4 explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

<u>Goal</u>	<u>Objective- The students will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 3.1: Explain basic economic concepts.	4.SS.3.1.1 Compare how American Indians and early settlers met their basic needs of food, shelter and water.	<i>Specific Examples: SE: Introduced:</i> The First Americans, 38–39; <i>Taught:</i> Summarize: Native American Trade in the 1200s, 240; <i>Assessed:</i> Got It?, 273 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	Choose an item.
	4.SS.3.1.2 Explain the concepts of supply and demand and scarcity.	<i>Specific Examples: SE: Introduced:</i> Supply and Demand, 118–119; <i>Taught:</i> Got It?, 119; <i>Assessed:</i> Review and Assessment, 133 SE: Supply and Demand, 118–119; The Things We Want, 121; Making Choices, 122 TG: Active Reading & Lesson Summary pages 89, 90, 91, 92	Choose an item.
	4.SS.3.1.3 Explain the concepts of specialization and division of labor.	<i>Specific Examples: SE: Introduced:</i> Specialization/division of labor, 129; <i>Taught:</i> Look, circle, 129; <i>Assessed:</i> Got It?, 131 SE: People and the Economy, 120–125; A Global Economy, 126–131 TG: Active Reading & Lesson Summary pages 90–93, 94–97	Choose an item.
	4.SS.3.1.4 Identify goods and services in early Idaho settlements.	<i>Specific Examples: SE: Introduced:</i> Specialization/division of labor, 129; <i>Taught:</i> Look, circle, 129; <i>Assessed:</i> Got It?, 131 SE: People and the Economy, 120–125; A Global Economy, 126–131 TG: Active Reading & Lesson Summary pages 90–93, 94–97	Choose an item.

	4.SS.3.1.5 Explain the concept of public and private property in the development of Idaho.	<i>Specific Examples: SE: Introduced: Private property, 110; Taught: Write: The Government's Role in Our Economy, 110</i> SE: For related material see: Private property, 110	Choose an item.
Goal 3.2: Identify different influences on economic systems.	4.SS.3.2.1 Describe examples of historic and current technological innovations in relation to economic growth in Idaho.	<i>Specific Examples: SE: Introduced: Technology, 26; Taught: Technology at Work: Main Idea, 27; Assessed: Review and Assessment, 32</i> SE: Technology, 26; Technology at Work: Main Idea, 27; Review and Assessment, 32; also see: Saving Resources with Technology, 28–29; Working in the West, 320	Choose an item.

	4.SS.3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho's regions.	<i>Specific Examples: SE: Introduced: Envision It!, 308–309; Taught: Western Resources, 308–313; Assessed: Got It?, 313</i> SE: Western Resources, 308–313; also see: A Varied Land, 294–299; Climate of the West, 300–305 TG: Active Reading & Lesson Summary pages 217–220, 221–224, 227–230	Choose an item.
Goal 3.3: Analyze the different types of economic institutions.	No objectives at this grade level		
Goal 3.4: Explain the concepts of personal finance.	4.SS.3.4.1 Define entrepreneurship and identify reasons for starting a business.	<i>Specific Examples: SE: Introduced: Entrepreneur, 59; Taught: Got It?, 119; Assessed: Review and Assessment, 133</i> SE: Entrepreneurship, 59, 117; Got It? 119; Assessed: Review and Assessment, 133 TG: Active Reading & Lesson Summary page 88	Choose an item.
Standard 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.			
Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 4.1: Build an understanding of the foundational principles of the American political system.	4.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within state and tribal governments.	<i>Specific Examples: SE: Introduced: State and Local Government, 90–91; Taught: Look, Circle, Underline, 91; Assessed: Got It?, 91</i> SE: State and Local Government, 90–91 TG: Active Reading & Lesson Summary pages, 65–68	Choose an item.

	<p><u>4.SS.4.1.2</u> Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> Thurgood Marshall: Supreme Court Justice, 75–77; <i>Taught:</i> Amendments Expand Citizens’ Rights, 93; <i>Assessed:</i> Got It?, 97</p> <p>SE: Thurgood Marshall: Supreme Court Justice, 75–77; Purpose of laws, 79; Making of Laws, 86, 88; Enforcement of laws, 90; Amendments Expand Citizens’ Rights, 93; Laws, Citizens' Rights and Responsibilities, 94, 95</p> <p>TG: Active Reading & Lesson Summary pages 57, 58, 66, 67</p>	<p>Choose an item.</p>
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<u>Goal</u>	<u>Objective- The students will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 4.2: Build an understanding of the organization and formation of the American system of government.	4.SS.4.2.1 Explain the significance of Idaho symbols.	<p><i>Specific Examples: SE: Introduced: National Pride, 96; Taught: Tourism in the West, 321; Assessed: Review and Assessment, 329</i></p> <p>SE: For related material see: National Pride, 96; Statue of Liberty, 58, 138; Tourism in the West, 321; Review and Assessment, 329</p> <p>TG: Active Reading & Lesson Summary page 72</p>	Choose an item.
	4.SS.4.2.2 Compare and contrast state, local, and tribal governments.	<p><i>Specific Examples: SE: Introduced: State and Local Government, 90–91; Taught: Look, Circle, Underline, 91; Assessed: Got It?, 91</i></p> <p>SE: State and Local Government, 90–91 ; Changing Life for Native Americans, 275</p> <p>TG: Active Reading & Lesson Summary pages, 65–68</p>	Choose an item.
	4.SS.4.2.3 Identify and explain the basic functions of state and tribal governments.	<p><i>Specific Examples: SE: Introduced: State and Local Government, 90–91; Taught: Look, Circle, Underline, 91; Assessed: Got It?, 91</i></p> <p>SE: State and Local Government, 90–91 ; Changing Life for Native Americans, 275</p> <p>TG: Active Reading & Lesson Summary pages, 65–68</p>	Choose an item.
	4.SS.4.2.4 Identify the three branches of state government and explain the major responsibilities of each.	<p><i>Specific Examples: SE: Introduced: The Three Branches and Their Responsibilities, 86–87; Taught: Checks and Balances, 88; Assessed: Review and Assessment, 99</i></p> <p>SE: The Three Branches and Their Responsibilities, 86–87</p> <p>TG: Active Reading & Lesson Summary page 66</p>	Choose an item.
	4.SS.4.2.5 Discuss current governmental organization of American Indian tribes in Idaho.	<p><i>Specific Examples: SE: Introduced: The Three Branches and Their Responsibilities, 86–87; Taught: Checks and Balances, 88; Assessed: Review and Assessment, 99</i></p> <p>SE: The Three Branches and Their Responsibilities, 86–87</p> <p>TG: Active Reading & Lesson Summary page 66</p>	Choose an item.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.	4.SS.4.3.1 Name elected state officials.	<p><i>Specific Examples: SE: Introduced: Underline, 87; Taught: Look, Circle, Underline: Levels of Government, 90; Assessed: Review and Assessment, 99</i></p> <p>SE: For related material see: Underline, 87; Look, Circle, Underline: Levels of Government, 90; Review and Assessment, 99</p> <p>TG: Differentiated Instruction, 68</p>	Choose an item.
	4.SS.4.3.2 Explain ways to contact elected state officials.	<p><i>Specific Examples: SE: Introduced: Underline, 87; Taught: Look, Circle, Underline: Levels of Government, 90; Assessed: Review and Assessment, 99</i></p> <p>SE: For related material see: Underline, 87; Look, Circle, Underline: Levels of Government, 90; Review and Assessment, 99</p> <p>TG: Differentiated Instruction, 68</p>	Choose an item.
	4.SS.4.3.3 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments.	<p><i>Specific Examples: SE: Introduced: State and Local Government, 90–91; Taught: Look, Circle, Underline, 91; Assessed: Got It?, 91</i></p> <p>SE: State and Local Government, 90–91 ; Changing Life for Native Americans, 275</p> <p>TG: Active Reading & Lesson Summary pages, 65–68</p>	Choose an item.

Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 4.4: Build an understanding of the evolution of democracy.	4.SS.4.4.1 Discuss the concepts of citizenship, popular sovereignty, respect for the individual, equality of opportunity, and personal liberty.	<p><i>Specific Examples: SE: Introduced: Our Founding Principles, 81; Taught: Our Rights and Responsibilities, 92–97; Assessed: Review and Assessment, 99</i></p> <p>SE: Principles of Our Government, 78–83; Our Rights and Responsibilities, 92–97</p> <p>TG: Active Reading & Lesson Summary pages 59–62, 69–72</p>	Choose an item.
Goal 4.5: Build an understanding of comparative government.	No objectives at this grade level		
<p>Standard 5: Global Perspectives Students in Grade 4 build an understanding of multiple perspectives and global interdependence.</p>			
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	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.	<p><i>Specific Examples: SE: Introduced: Native Americans of the West, 315; Taught: Growth Continues, 318; Assessed: Review and Assessment, 328</i></p> <p>SE: For related material see: Growth of the West, 314–319</p> <p>TG: Active Reading & Lesson Summary pages 231–234</p>	Choose an item.
	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.	<p><i>Specific Examples: SE: Introduced: A Diverse Nation, 60; Taught: Compare and Contrast, 60; Assessed: Got It?, 63</i></p> <p>SE: For related material see: 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</p>	Choose an item.
	4.SS.5.1.3 Identify Idaho's role in the global economy.	<p><i>Specific Examples: SE: Introduced: Globalization and Interdependence, 128; Taught: List: Costs and Benefits of Globalization, 131; Assessed: Got It?, 325</i></p> <p>SE: For related material see: A Global Economy, 126–131</p> <p>TG: Active Reading & Lesson Summary pages 94–97</p>	Choose an item.

Indicators of Quality		
Literacy Connections Across All Content Areas	Evidence-Give specific example	Rating: (Reviewer only)
Students will build knowledge and academic language through content rich, complex nonfiction texts.	<i>myWorld Social Studies</i> provides instruction in comprehension strategies and academic/content-specific vocabulary within the context of Social Studies texts. Representative Examples: SE: Reading Skills, SSH1–SSH7; Main Idea and Details, 111, 119, 125; Vocabulary, 141, 159	Choose an item.
Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.	<i>myWorld Social Studies</i> is fully designed to build reading, writing, and speaking skills and can be seamlessly integrated in the reading block of time. Each area of learning, such as reading, writing, or speaking, does not need to be a separate focus of teaching, but is taught in a single, rich lesson. Students are provided with several opportunities for reading and writing throughout every chapter and every lesson. Representative Examples: SE: myStory: Mobile Bay: A Busy Port with Natural Beauty, 177–179; Make Generalizations, 205; Fact and Opinion, 207, 211; myStory Book (Writing), 215	Choose an item.
Students will use digital resources strategically to conduct research and create and present material in oral and written form.	<i>myWorld Social Studies</i> utilizes storytelling to bring Social Studies content to life. Our exclusive interactive digital solution, on <i>Savvas' Realize™</i> , makes Social Studies personal for every student in a way that's easier for you. Using electronic tools, students can investigate new knowledge, produce projects, and distribute their work to an extended audience. Representative Examples: SE: myStory Video, 137; TG: Students as Digital Citizens, T24–T27; myStory Spark, 57; Chapter 3: Objectives page with Technology, 55; see savvasrealize.com for online e-text and teacher materials.	Choose an item.
Students will collaborate effectively for a variety of purposes while also building independent literacy skills.	Students actively engage in acquiring literacy skills in <i>Savvas' myWorld Social Studies</i> . Students love writing, drawing, circling, and underlining content in their own worktext. This format encourages greater interaction with the text and more active reading. Small group activities provide opportunities for students to demonstrate and transfer their understanding of the chapter content. Activities range from mapping, graphing, and role playing, to read-alouds and analyzing primary sources. Representative Examples: SE: Got It? & Compare and Contrast Chart, 15; TG: Differentiated Instruction, 35, 85	Choose an item.

Equity	Evidence-Give specific example	Rating: (Reviewer only)
<p>1. Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, culture, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.</p> <ul style="list-style-type: none"> • Multicultural Representation • Free from bias • Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students. • The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices. 	<p><i>myWorld Social Studies</i> provides a full range of text and illustrations across print and digital assets that depict the full range of contributions, heritage, experiences and achievements of males and females in American history.</p> <p><i>myWorld Social Studies</i> is committed to representing peoples and cultures in a fair and equitable way across ethnicities, gender, and abilities. Turning pages through the program will show the range of representation across children and adults at play, at work and within a home environment.</p> <p>Representative Examples: SE: Photos, 57, 60, 78, 86, 95, 134</p>	<p>Choose an item.</p>
<p>2. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.</p>	<p>Each student text has been carefully selected by subject-matter experts for its contribution to a diverse representation of cultures and voices. Accompanying illustrations and photographs were carefully reviewed to ensure accuracy and respectful representation of a wide array of cultures and experiences.</p> <p>Representative Examples: SE: Changes for Native Americans, 57; The Civil Rights Era, 66; Greater Diversity, 67; Photo, 86</p>	<p>Choose an item.</p>

Accessibility	Evidence-Give specific example	Rating: (Reviewer only)
<p>3. Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video). Laws that govern the use of AEM: 1.) The Individuals with Disabilities Education Act (IDEA) focuses on accessible formats of print instructional material in the following formats: Braille, Large Print, Audio Text & Digital Text; 2.) Two federal civil rights acts: Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). Both prohibit discrimination on the basis of disability and speak to the obligation of public schools to provide accessible educational materials to students with disabilities who need them.</p> <ul style="list-style-type: none"> Submitted core PRINT materials must include assurance from the publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials. 	<p><i>myWorld Social Studies</i>, connects Social Studies content and literacy instruction with materials that are streamlined, flexible and attuned to today's classroom. Our innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective and easy to use. All materials in the program comply with NIMAS specifications regarding instructional materials.</p> <p>Representative Examples: TG: Students as Digital Citizens, T24–T27. Sign on to savvasrealize.com for student and teacher materials crossing all platforms.</p>	<p>Choose an item.</p>
Student Focus	Evidence-Give specific example	Rating: (Reviewer only)
<p>4. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student's independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.</p>	<p><i>Savvas' myWorld Social Studies</i> integrates the sequential and cumulative development of foundational skills and processes with social studies content. Target Reading Skills throughout the text allow students to practice these essential skills in every lesson. The worktext format encourages greater interaction with the text and more active reading.</p> <p>Representative Examples: SE: Reading Skills, SSH1–SSH7; Draw Conclusions, 66; Summarize, 83; Sequence, 91</p>	<p>Choose an item.</p>
<p>5. The material provides many and varied opportunities for students to work with each standard within the grade level.</p>	<p><i>myWorld Social Studies</i> provides easy-to-use resources that engage all students, and includes standards-based social studies content that reinforces literacy instruction. The program is designed to help you address critical knowledge and skill development in the time you have to teach social studies.</p> <p>Representative Examples: SE: Big Question, 74; Got It? 83, 91, 97; Review and Assessment, 99–100; myStory Book, 101; TE: Objectives, 148, 152, 160; myWorld Activity, 181; Differentiated Instruction, 191, 193</p>	<p>Choose an item.</p>

<p>6. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.</p>	<p>Providing students with instruction in comprehension skills is critical in the social studies classroom. Each level of <i>myWorld Social Studies</i> program provides numerous opportunities to integrate language arts skills with the social studies content. The <i>myWorld Social Studies</i> program is fully designed to build reading and writing skills at the appropriate level of complexity and can be seamlessly integrated into the social studies classroom.</p> <p>Representative Examples: SE: Reading Skills, SSH1–SSH7; Cause and Effect,32; myStory Spark, 34; myStory Book, 73; TG: Differentiated Instruction, 191; myStory Book, 210 myStory Activity, 210</p>	<p>Choose an item.</p>
<p>7. The material engages the reader, i.e. does it correspond with age appropriate interests?</p>	<p>All aspects of the design and content of <i>myWorld Social Studies</i> engages the reader with age appropriate interests. Videos, illustrations, stories, photos, graphics, and texts are seamlessly intertwined to create a grade-appropriate and content-rich experience.</p> <p>Representative Examples: SE: People and the Land (maps and photos), 24–29; myStory Video, 34; TG: myStory Spark, 78</p>	<p>Choose an item.</p>
<p>8. The material cross-refers and integrates with other subjects in related areas of the curriculum.</p>	<p>Savvas' <i>myWorld Social Studies</i> provides opportunities for teachers and students opportunities to integrate other subject areas throughout the program. Research activities, Differentiated Instruction, and text activities provide a rich learning experience for all students. Nonfiction <i>Leveled Readers</i> and <i>Content Readers</i> allow you to integrate social studies in your reading block and bring learning full circle for students.</p> <p>Representative Examples: SE: Marjorie Stoneman Douglas, 1–3 (Environmental Science); Inventions Bring Change, 59 (Technology)</p>	<p>Choose an item.</p>
<p>9. The material includes strategies and textual content that are grade appropriate.</p>	<p>Savvas' <i>myWorld Social Studies</i> includes strategies and textual content that grade appropriate. At the beginning of each chapter, students watch a video in which children their own age explore the Big Questions and the key ideas they'll learn about in the text. In each grade level students explore target reading, critical thinking, graph, and map skills that grade and content appropriate.</p> <p>Representative Examples: SE: Graph Skills: Compare Line and Bar Graphs, 112–113; Summarize, 51; The Big Question, 74, 79; myStory Video, 75; TG: Objectives, 80</p>	<p>Choose an item.</p>

<p>10. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.</p>	<p>Each student text of Savvas' <i>myWorld Social Studies</i> includes a balance of text types and lengths. The text includes headings and subheadings, different type faces, and specific graphics to highlight key features and teaching moments. The Got It?, Try It!, and Review and Assessment activities encourages in-depth reading and synthesis of the text. Representative Examples: SE: Thurgood Marshall: Supreme Court Justice, 75–77; Got It?, 111, 119; Try It!, 113; Review and Assessment, 133–135</p>	<p>Choose an item.</p>
<p>11. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.</p>	<p>One of the most important and challenging responsibilities of a teacher is to create and execute activity-based learning experiences while ensuring that activities are high quality and lead to real learning. The myWorld Activity for each chapter includes activity cards; provides a non-written performance assessment option for each chapter; and hands-on, minds-on activities addressing a wide variety of learning styles. Representative Examples: TG: myWorld Activity: A Weekend in the Midwest, 159; Presentation myWorld and me, 163, 169; Performance Assessment: Choice A and Choice B, 181</p>	<p>Choose an item.</p>
<p>12. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.</p>	<p>Teachers know that students learn best when they tackle real-world problems that spark their curiosity and relate to their lives. The challenge is to make lessons interesting and relevant for students, while making sure students can develop problem-solving skills and encourage research and inquiry skills. Opportunities for individual learning and cooperative learning exist at all levels. Representative Examples: TG: myWorld Activity: Let's Take a Tour! Activity Cards, 101; Differentiated Instruction, 112, 120</p>	<p>Choose an item.</p>
<p>13. The material has activities and assignments that reflect varied learning styles of students.</p>	<p>Diverse student needs, experiences, and learning styles challenge today's classrooms. Differentiated Instruction includes flexible teaching techniques oriented to various learning modalities and work habits. Savvas' <i>myWorld Social Studies</i> provides activities and strategies teachers can employ to create a student-centered, personalized instructional approach. Representative Examples: TG: Differentiated Instruction, 85, 104, 116, 133, 147</p>	<p>Choose an item.</p>
<p>14. The material includes appropriate instructional strategies.</p>	<p>Explicit instruction in comprehension strategies within the context of social studies texts exists at each level of Savvas' <i>myWorld Social Studies</i>. Students explore target reading, critical thinking, graph, and map skills. Graphic and semantic organizers are used to provide concrete representations of abstract thinking processes. Representative Examples: SE: Reading Skills, SSH1–SSH7; Graph Skills: Compare Line and Bar Graphs, 112–113; Critical Thinking: Identify Primary and Secondary Sources, 84–85</p>	<p>Choose an item.</p>

Pedagogical Approach	Evidence-Give specific example	Rating: (Reviewer only)
<p>15. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.</p>	<p>Diverse student needs, experiences, and learning styles challenge today's teachers. Educators who differentiate instruction recognize students as individuals with individual learning needs. They realize students learn at different rates and also in a variety of ways. English Language Learner Notes provide suggestions for assisting English learners at various proficiency levels. Differentiated Instruction Notes provide suggestions to modify the material for all students. Representative Examples: TG: Support English Language Learners, 66, 81; Differentiated Instruction, 62, 64, 68, 72</p>	<p>Choose an item.</p>
<p>16. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.</p>	<p><i>myWorld Social Studies</i> provides suggestions for scaffolding that support the comprehension of grade-level text. Each chapter is built around a Big Question, which is revisited in each lesson and chapter assessment. Each chapter begins with a song, myStory, or myVideo that introduces the topics. Comprehension skills and activities are intertwined within the text to help students make sense of information about the world they live in. The myStory Book and myWorld Activity encourages students to demonstrate understanding of the chapter content. Representative Examples: SE: The Big Question, 74; myStory video, 75; Cause and Effect, 12; Reading Skills, SSH1–SSH7; TG: The Big Questions, 57; Draw Conclusions, 60</p>	<p>Choose an item.</p>
<p>17. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.</p>	<p>All Teacher's Guides of <i>myWorld Social Studies</i> include English Language Learning objectives for each lesson. ELL Notes on Active Reading pages provide suggestions for supporting English Language Learners at several levels of English proficiency. In addition, Extra Support at the bottom of each Digital Presentation provides Language Support. Finally, lesson plans for leveled readers provide suggestions for ELL students. Representative Examples: TG: Support English Language Learners, 57, 60, 66, 81</p>	<p>Choose an item.</p>
<p>18. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.</p>	<p><i>Savvas' myWorld Social Studies</i> includes clear and concise instruction for teachers and students. The Lesson Plan Summaries for each lesson provide a quick summary of the steps teachers can use to teach the lesson using both digital and print resources. The Active Reading Pages provide additional comprehension questions, English Language Learner Notes, and Differentiated Instruction Notes. The Chapter Review and Assessment Options page explores options for assessment. Representative Examples: TG: Lesson Plan Summary, 36, 40; Active Reading notes, 41, 42–43; Review and Assessment, 53–54</p>	<p>Choose an item.</p>

<p>19. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the ICS.</p>	<p>Teachers have many opportunities to assess students' strengths and weaknesses and analyze their performance based on specific goals and criteria. Got It? & Review and Assessment activities exist for all lessons and chapters. myWorld Activity and myStory Book for each chapter provide two great performance assessment options. Chapter Tests, in digital and text formats, provide quick formal and summative assessment options. Representative Examples: SE: Got It?, 193, 199, 205; Review and Assessment, 173–175; myStory Book, 177; TG: my World Activity, 127</p>	<p>Choose an item.</p>
<p>20. The material offers ongoing, easily implemented, and varied assessments.</p> <ul style="list-style-type: none"> Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up. 	<p>Savvas' <i>myWorld Social Studies</i> includes ongoing traditional assessments that focus on tests and written work & performance assessment that show learning in active and nontraditional formats. Representative Examples: SE: Review and Assessment, 71–73; TG: Active Reading support, 82–83; my World Activity, 98; Guide to Assessment, T47</p>	<p>Choose an item.</p>

Presentation and Design	Evidence-Give specific example	Rating: (Reviewer only)
21. The material has an aesthetically appealing appearance (attractive, inviting).	All text and digital components of <i>Savvas' myWorld Social Studies</i> has an aesthetically appealing appearance. Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos have been intertwined to create a rich student-centered learning environment. Representative Examples: SE: Growth and Change in the Northeast, 158–163; myStory Video Link, 177	Choose an item.
22. Layout is consistent, clear, and understandable. <ul style="list-style-type: none"> • The material has headings and sub-headings that make it easy to navigate through the book. • Chapters are logically arranged. • Text provides a useful table of contents, glossary, and index. • Text contains references, bibliography, and resources. 	The layout is consistent, clear, and understandable in <i>Savvas' myWorld Social Studies</i> . The student text includes a clear easy to use Table of Contents, Glossary, and Index, and Credits page. Each chapter follows a consistent format, are logically arranged, and include headings that encourage students to comprehend the material. Explicit instruction that includes teacher activities and questions help students to analyze the structure and layout of the text. Representative Examples: SE : Table of Contents, v–xiii; Atlas R1–R10; Glossary, R12–R20; Index, R21–R33; Credits, R34–R36; TG : The Three Branches and Their Responsibilities, 66; Differentiated Instruction, 68	Choose an item.
23. The material uses a language/reading level suitable for the intended readers.	<i>Savvas' myWorld Social Studies</i> uses a language/reading level of the intended audience. Instruction promotes active engagement with the vocabulary, as well as repeated exposure in many contexts. Representative Examples: SE : Vocabulary, 39; Abraham Lincoln: Civil War President (text), 35–37; also see: TG : Reading in the Social Studies Classroom, T32–T35	Choose an item.
24. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.	All student materials in <i>myWorld Social Studies</i> includes a balance of text and illustrations or graphics. Images enhance the text, encouraging students to visualize important ideas and concepts. The text font size is appropriate for each grade level. Representative Examples: SE : Native American photo, 200; Compare Line and Bar Graphs, 112–113	Choose an item.
25. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.	Illustrations, photographs, and graphics in <i>myWorld Social Studies</i> are directly related to the content and are accompanied with descriptive captions. The Teacher's Guide includes comprehension questions that connect the images with lesson material. Representative Examples: Grade 3: SE : Photos, 68, 136–139; Use a Timeline, 44–45; TG : Analyze Charts, 46; Differentiated Instruction, 151	Choose an item.
26. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well	Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos are accurate and well integrated into the	Choose an item.

integrated into the text.	text. The Student Worktext includes concise captions and instructions encourage students to explore this non-text content. The Teacher’s Guide includes teaching strategies and questions to interconnect this material with the text. Representative Examples: SE: Photos, 86, 89; Map, 130; TG: Analyze Graphs, 82; Analyze Maps, 136	
Technology	Evidence-Give specific example	Rating: (Reviewer only)
27. The material includes or references technology that provides teachers with additional tasks for students.	Savvas’ Realize <i>myWorld Social Studies</i> allows students and teachers to travel beyond the classroom with technology that blends easily into any classroom. Time-saving activities, interactive presentations, and classroom management tools allow for seamless integration of 21 st century skills and daily lesson planning. Digital courseware on Savvas’ Realize™ platform also includes digital presentations, eTexts, myStory Videos, teacher podcasts, leveled readers, and 21 st century learning lessons. Representative Examples: TG: Students as Digital Citizens, T24–T27; Building 21 st Century Learning Environments, T28–T31; myStory Video, 57; Chapter 3: Chapter Objectives page with Technology, 55; see savvasrealize.com for online e-text and Teacher materials.	Choose an item.
28. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.	Savvas’ Realize <i>myWorld Social Studies</i> platform integrates technology and 21 st century skills such as innovating, working in teams, or evaluating websites. The helps teachers to develop experiences in which students use technology to communicate and collaborate with others in the classroom, school, community, and world. Representative Examples: TG: Students as Digital Citizens, T24–T27. See savvasrealize.com for online e-text and Teacher materials.	Choose an item.
Does the electronic/digital/online version of the materials:	Evidence-Give specific example	Rating: (Reviewer only)
29. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking.	Savvas’ Realize™ <i>myWorld Social Studies</i> is platform neutral and available for networking. Please specifications at the platform website. Representative Examples: Sign on to savvasrealize.com for student and teacher materials crossing all platforms.	Choose an item.
30. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).	All platforms of Savvas’ Realize allows the students to control their digital experience. Among Songs and videos, digital eText, hands-on activities, and digital game-like practice make learning experiential. <i>myWorld Social Studies</i> motivates learners and connects them to the real world. Representative Examples: TG: Students as Digital Citizens, T24–T27. Also see: savvasrealize.com see Chapter Opener: Big Question; mVideo; and myStory Spark (students can find all materials in English and Spanish)	Choose an item.

Notes: Click here to enter text.