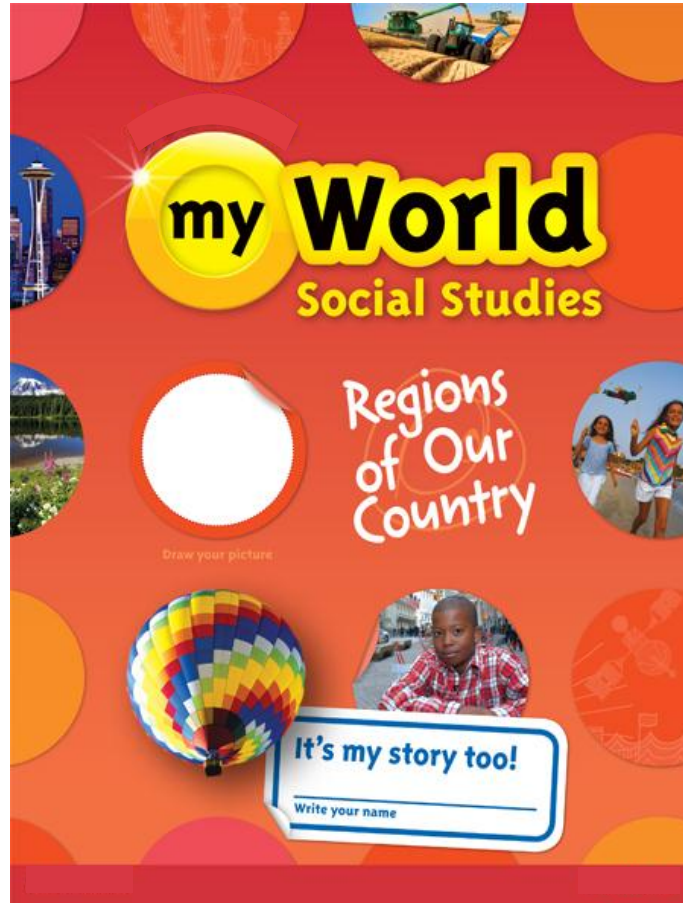


A Correlation of



To Arizona's Social Studies Standards Grade 4

A Correlation of myWorld Social Studies, Regions of Our Country, Grade 4 to Arizona's Social Studies Standards, Fourth Grade

Introduction

This document demonstrates how *myWorld Social Studies, Regions of Our Country*, meets Arizona's Social Studies Standards, Grade 4. Correlation page references are to the Student Edition and the Teacher's Guide. Alignments are cited at the page level.

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Arizona’s Social Studies Standards Fourth Grade	myWorld Social Studies Regions of Our Country, Grade 4
Strand 1: American History	
Concept 1: Research Skills for History	
PO 1. Use the following to interpret historical data: a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps	SE/TG: Explorers in the Americas, 40/32; Graph Skills, 44-45/35; War for Independence, 46/37; The United States, 1804, 50/39; The Nation Grows West, 52/41; Where Immigrants Come From, 60/46; Timeline, 64-65/49; Graph Skills, 112-113/85; Changing Water Use in New Mexico, 282/208; Native Americans of the West, 315/232
PO 2. Describe the difference between primary and secondary sources.	SE/TG: Critical Thinking Skills, 84-85/64
PO 3. Locate information using both primary and secondary sources.	SE/TG: Critical Thinking Skills, 84-85/64
PO 4. Describe how archaeological research adds to our understanding of the past.	SE/TG: The First Americans, 38/31
Concept 2: Early Civilizations	
PO 1. Describe the legacy and cultures of prehistoric people in the Americas: a. characteristics of hunter-gatherer societies b. development of agriculture	SE/TG: The First Americans, 38-39/31
PO 2. Describe the cultures and contributions of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).	SE/TG: Arizona: A Sunny Wonderland, 251-253/186-187; Ancient Cultures of the Region, 268/199; Native Americans in the 1500s, 269/199; The Southwest’s Past (3.), 287/211
PO 4. Identify the early civilizations (e.g., Maya, Aztec, Inca/Inka) that developed into empires in Central and South America	For supporting material please see: SE/TG: The First Americans, 38-39/31
PO 5. Recognize the achievements and features (e.g., mathematics, astronomy, architecture) of the Mayan, Aztec, and Incan/Inkan civilizations.	For supporting material please see: SE/TG: The First Americans, 38-39/31

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Concept 3: Exploration and Colonization	
<p>PO 1. Describe the reasons for early Spanish exploration of Mexico and the Southwestern region of the United States by:</p> <ol style="list-style-type: none"> Cabeza de Vaca Estevan Fray Marcos de Niza Francisco Vásques de Coronado 	<p>SE/TG: The Spanish Arrive, 270/200; 2. Cause and Effect, 270/200; Got it? (5. Draw Conclusions), 273/201</p>
<p>PO 2. Describe the impact of Spanish colonization on the Southwest:</p> <ol style="list-style-type: none"> establishment of missions and presidios lifestyle changes of native people contributions of Father Kino 	<p>SE/TG: The Colonial Period, 271/200; Got it? (5. Draw Conclusions), 273/201; Changing Life for Native Americans, 275/203; The Southwest’s Past (3.), 287/211</p>
<p>PO 3. Describe the location and cultural characteristics of Native American tribes (e.g., O’odham, Apache, Hopi) during the Spanish period.</p>	<p>SE/TG: Native Americans in the 1500s, 269/199; 1. Underline, 269/199; Influences Past and Present, 272/201</p>
Concept 4: Revolution and New Nation No performance objectives at this grade.	
Concept 5: Westward Expansion	
<p>PO 1. Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.</p>	<p>For supporting material please see: SE/TG: Manifest Destiny, 52/41</p>
<p>PO 2. Describe the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest</p>	<p>For supporting material please see: SE/TG: Growth of the Southwest, 274-279/203-205, 288/212</p>
<p>PO 3. Describe events that led to Arizona becoming a possession of the United States</p> <ol style="list-style-type: none"> Mexican – American War Mexican Cession (Treaty of Guadalupe-Hidalgo) Gadsden Purchase 	<p>SE/TG: Manifest Destiny, 52/41; 1. Sequence, 52/41; New Arrivals, 274/203</p>

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PO 4. Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the culture of Arizona (e.g., art, language, architecture, mining, ranching).	SE/TG: Arizona: A Sunny Wonderland, 251-253/186-187; Changing Life for Native Americans, 275/203; Life in a Hot, Dry Land, 283/208; 3. Cause and Effect, 283/208
PO 5. Describe the conflict of cultures that occurred between newcomers and Arizona Native Americans. a. Indian Wars b. Navajo Long Walk c. formation of reservations	SE/TG: Changes for Native Americans, 57/43; Changing Life for Native Americans, 275/203; 1. Draw Conclusions, 275/203
Concept 6: Civil War and Reconstruction	
PO. 1 Describe events in Arizona during the Civil War: a. Battle of Picacho Peak b. Battle of Apache Pass c. Arizona becomes a territory	For opportunities to address this standard please see: The Civil War, 54-55/42; Slavery and the Civil War, 204/151
Concept 7: Emergence of the Modern United States	
PO 1. Describe the economic development of Arizona: a. mining b. ranching c. farming and dams	SE/TG: Natural Resources in the United States, 18-19/16; Natural Resources, 258-259/191; 4. Study/Circle, 258/191; Who Uses the Water and How?, 282/208; 2. Draw Conclusions, 282/208
PO 2. Describe the advent of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona’s growth and economy.	SE/TG: New Industries, 53/41; 1. Cause and Effect, 58/45; Inventions and the Rise of Industry, 160-161/119; Natural Resources, 258-259/191
PO 3. Identify key individuals and groups (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Cochise) related to Arizona territorial days and early statehood.	This objective falls outside the scope of this program.
PO 4. Recognize that Arizona changed from a territory to a state on February 14, 1912	For opportunities to address this standard please see: (maps) 6/7; 11/11; 14/12; Arizona, 251-253/186-187

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PO 5. Recognize the formation of Native American communities and reservations in Arizona (e.g., Gila River Reservation, Yaquis, Colorado River Indian Tribes).	SE/TG: Influences Past and Present, 272/201
Concept 8: Great Depression and World War II	
PO 1. Describe changes in the lives of U.S. and Arizona residents during the Great Depression: a. poverty b. unemployment c. loss of homes or businesses d. migration.	SE/TG: Depression and the New Deal, 61/46
PO 2. Describe the reasons (e.g., German and Japanese aggression) for the U.S. becoming involved in World War II.	SE/TG: Two World Wars, 62-63/47; The United States Becomes a World Power (7. Match), 72/54
PO 3. Describe the impact of World War II on Arizona (e.g., economic boost, military bases, Native American and Hispanic contributions, POW camps, relocation of Japanese Americans).	For supporting material please see: SE/TG: Two World Wars, 62-63/47
PO 4. Describe how lives were affected during World War II (e.g., limited goods, women worked in factories, increased patriotism).	SE/TG: Two World Wars, 62-63/47; 5. Categorize, 62/47
Concept 9: Postwar United States	
PO 1. Describe changes (e.g., population growth, economic growth, cultural diversity, civil rights) that took place in Arizona during the postwar era.	For supporting material please see: SE/TG: The United States Since World War II, 64-69/49-51, 72/54
Concept 10: Contemporary United States	
PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	SE/TG: Critical Thinking Skills, 84-85/64; Collaboration and Creativity, 164-165/122; Media and Technology, 260-261/193 TG only: Differentiated Instruction, 51

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PO 2. Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	For supporting material please see: SE/TG: Critical Thinking Skills, 84-85/64; Collaboration and Creativity, 164-165/122; Media and Technology, 260-261/193
PO 3. Describe the influence of key individuals (e.g., Sandra Day O’Connor, Carl Hayden, Ernest W. McFarland, Barry Goldwater, César Chavez, John McCain) in Arizona.	For supporting material please see: SE/TG: Working for Rights, 67/50
PO 4. Discuss the contributions of diverse populations to Arizona.	For supporting material please see: SE/TG: Influences Past and Present, 272/201; Visiting the Southwest, 273/201
Strand 2: World History	
Concept 1: Research Skills for History	
PO 1. Use the following to interpret historical data: a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps	For supporting material please see: SE/TG: Explorers in the Americas, 40/32; Graph Skills, 44-45/35; War for Independence, 46/37; The United States, 1804, 50/39; The Nation Grows West, 52/41; Where Immigrants Come From, 60/46; Timeline, 64-65/49; Graph Skills, 112-113/85; Changing Water Use in New Mexico, 282/208; Native Americans of the West, 315/232
PO 2. Describe the difference between primary and secondary sources.	SE/TG: Critical Thinking Skills, 84-85/64
PO 3. Locate information using both primary and secondary sources.	SE/TG: Critical Thinking Skills, 84-85/64
PO 4. Describe how archaeological research adds to our understanding of the past	SE/TG: The First Americans, 38/31

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Concept 2: Early Civilizations No performance objectives in this grade	
Concept 3: World in Transition	
PO 1. Discuss life in Europe as it existed at the time of the Aztec and Inca/Inkan empires in the Americas: a. life in castles b. knights traveling to new places during the Crusades c. desire for new routes to the Indies	For supporting material please see: SE/TG: Europeans Explore, 40/32
Concept 4: Renaissance and Reformation No performance objectives at this grade.	
Concept 5: Encounters and Exchange	
PO 1. Describe the reasons (e.g., trade routes, gold) for Spanish and Portuguese explorations of the Americas.	SE/TG: Europeans Explore, 40/32; European Colonies, 41/32; Manifest Destiny, 52/41; The Spanish Arrive, 270/200; The Colonial Period, 271/200; Early Spanish Settlers, 316/233
PO 2. Describe the impact of European explorers’ encounters with the Aztec and Inca/Inka.	For supporting material please see: European Colonies, 41/32; The Columbian Exchange, 42/33
Concept 6: Age of Revolution No performance objectives at this grade level.	
Concept 7: Age of Imperialism No performance objectives at this grade level.	
Concept 8: World at War No performance objectives at this grade level.	
Concept 9: Contemporary World	
PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	SE/TG: Critical Thinking Skills, 84-85/64; Collaboration and Creativity, 164-165/122; Media and Technology, 260-261/193 TG only: Differentiated Instruction, 51
Strand 3: Civics and Government	
Concept 1: Foundations of Government	
PO 1. Describe state and national symbols and monuments that represent American democracy and values: a. Great Seal of the United States b. Arizona symbols (e.g., seal, flag) c. war memorials (e.g., Pearl Harbor- Arizona Memorial, WW II, Korean, and Vietnam Memorials)	SE/TG: National Pride, 96-97/72; Our Rights and Responsibilities (9.), 100/75

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Arizona’s Social Studies Standards Fourth Grade	myWorld Social Studies Regions of Our Country, Grade 4
<p>PO 2. Identify the rights and freedoms supported by the following documents:</p> <ul style="list-style-type: none"> a. Preamble of the U.S. Constitution b. Bill of Rights c. Statement of Natural Rights as found in the Declaration of Independence (We hold these truths to be self evident.....) 	<p>SE/TG: A New Constitution, 48-49/38; The Declaration of Independence, 80-81/61; The Bill of Rights, 83/62; Critical Thinking Skills, 84/64</p>
<p>PO 3. Describe Arizona’s transition from territory to statehood</p> <ul style="list-style-type: none"> a. locations of capital b. founding people c. Arizona’s constitution 	<p>For supporting material please see: SE/TG: Arizona: A Sunny Wonderland, 251-253/186-187</p>
Concept 2: Concept of Government	
<p>PO 1. Describe the three branches of state and national government:</p> <ul style="list-style-type: none"> a. Executive b. Legislative c. Judicial 	<p>SE/TG: The Three Branches and Their Responsibilities, 86-87/66; Checks and Balances, 88/67; How Our Government Works (4. Match), 99/74</p>
<p>PO 2. Describe different levels of government (e.g., local, tribal, state, national).</p>	<p>SE/TG: State and Local Government, 90-91/68; 3. Look, 90/68</p>
Concept 3: Functions of Government	
<p>PO 1. Describe the responsibilities of state government (e.g., making laws, enforcing laws, collecting taxes).</p>	<p>SE/TG: State and Local Government, 90-91/68; Our Responsibilities, 94/71</p>
<p>PO 2. Describe the responsibilities (e.g., determining land use, enforcing laws, overlapping responsibilities with state government) of the local government.</p>	<p>SE/TG: State and Local Government, 90-91/68; Our Responsibilities, 94/71</p>
<p>PO 3. Describe the possible consequences of violating laws.</p>	<p>For supporting material please see: SE/TG: Our Responsibilities, 94-95/71</p>
Concept 4: Rights, Responsibilities, and Roles of Citizenship	
<p>PO 1. Discuss ways an individual can contribute to a school or community.</p>	<p>SE/TG: Our Responsibilities, 94-95/71; 2. Fill in, 94/71</p>

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PO 2. Identify traits of character (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance) that are important to the preservation and improvement of democracy.	SE/TG: Our Responsibilities, 94-95/71
PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, campaigning, civil and community service, volunteering, jury duty).	SE/TG: Our Rights and Responsibilities, 92-97/70-72, 100/75; 2. Fill in, 94/71
Concept 5: Government Systems of the World No performance objectives at this grade.	
Strand 4: Geography	
Concept 1: The World in Spatial Terms	
PO 1. Use different types of maps to solve problems (i.e., road maps –distance, resource maps-products, historical maps- boundaries, thematic map- climates).	SE/TG: Maps Show Direction, SSH 14/SSH 4; Maps Show Distance, SSH 15/SSH 4; Physical Maps, SSH 17/SSH 5; Elevation Maps, SSH 18/SSH 6; Maps Show Events, SSH 21/SSH 7; Map Skills, 16-17/14, 186-187/139
PO 2. Interpret political and physical maps using the following map elements: a. title b. compass rose (cardinal and intermediate directions) c. symbols d. legend e. scale f. road map index g. grid (latitude and longitude)	SE/TG: Maps Show Direction, SSH 14/SSH 4; Maps Show Distance, SSH 15/SSH 4; Political Maps, SSH 16/SSH 5; Physical Maps, SSH 17/SSH 5; Use a Grid, SSH 19/SSH 6; Use Latitude and Longitude for Exact Location, SSH 20/SSH 7; Map Skills, 16-17/14, 186-187/139, 306-307/226; The Northeast, Political, 141/106; The Northeast, Physical, 143/107; The Southeast, Political, 181/135; The Southeast, Physical, 182/136; The Midwest, Political, 221/164; The Midwest, Physical, 222/165; The Southwest, Political, 255/189; The Southwest, Physical, 256/190; The West, Political, 295/218; The West, Physical, 296/219
PO 3. Construct maps using symbols to represent human and physical features.	SE/TG: Try it! (6. Apply), 187/139

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PO 4. Construct charts and graphs to display geographic information.	For supporting material please see: TG Only: Differentiated Instruction: L4 Challenge, 85
PO 5. Describe characteristics of human and physical features: a. physical (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes) b. human (i.e., equator, four hemispheres, city, state, country, harbor, dams, territory, county)	SE/TG: 1. Label, 5/6; Got it? (7. Describe), 9/8; 5. Compare and Contrast, 15/12; Land and Regions in the United States (2. Write), 31/24; How does geography affect the way we live?, 33/25; 4. Compare and Contrast, 50/39; Got it? (4. Make Generalizations), 145/108; Got it? (5. Make Generalizations), 171/126; The Land of the Northeast (2. Make Generalizations), 173/128; Envision It!, 180-181/135, 220-221/164; Got it? (7. Summarize), 185/137; 5. Summarize, 238/176; 1. Draw Conclusions, 254/189; 1. Underline/Write, 281/207; 4. Compare and Contrast, 299/220; Got it? (6. Write), 299/220
PO 6. Locate physical and human features using maps, illustrations, images, or globes: a. physical (i.e., river, lake, mountain range, coast, sea, desert, gulf, bay, strait) b. human (i.e., equator four hemispheres, city, state, country, roads, railroads)	SE/TG: 1. Name/2. Name, SSH 12/SSH 3; 9. Circle, SSH 16/SSH 5; 10. Circle, SSH 17/SSH 5; 13. Identify, SSH 20/SSH 7; 2. Find/Mark, 6/7; 5. Circle/Draw, 8/8; 1. Look/Label, 19/16; 1. Sequence, 52/41; 1. Circle/write, 141/106; 2. Find/Circle, 143/107; 3. Find/draw, 182/136; Got it? (7. Summarize), 185/137; 2. Draw, 221/164; 2. Underline, 255/189; 2. Mark, 276/204; 2. Circle, 296/219
PO 7. Locate physical and human features in Arizona using maps, illustration, or images: a. physical (e.g., Grand Canyon, Mogollon Rim, Colorado River, Gila river, Salt River) b. human (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam)	For supporting material please see: SE/TG: 2. Underline, 255/189; The Southwest, Physical, 256/190; 3. Cause and Effect, 257/190; 4. Compare and Contrast, 266/197

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Concept 2: Places and Regions	
PO 1. Describe how the Southwest has distinct physical and cultural characteristics.	SE/TG: 1. Southwestern Land and Water, 254-259/189-191, 287/211; Climate of the Southwest, 262-267/195-197, 287/211; The Southwest’s Past, 268-273/199-201, 287/211; How does where we live affect who we are?, 289/212
PO 2. Describe ways in which Arizona has changed over time from statehood to today.	SE/TG: Influences Past and Present, 272/201; 4. Draw Conclusions, 272/201; Changing Life for Native Americans, 275/203; The Southwest’s Past, 287/211
PO 3. Locate the landform regions of Arizona (plateau, mountain, desert) on a map.	SE/TG: The Southwest, Physical, 256/190
PO 4. Compare the landform regions of Arizona according to their physical features, plants, and animals.	SE/TG: The Southwest, Physical, 256/190; The Southwest, Land Use, 258/191; Animals of the Southwest, 265/196; Southwestern Land and Water, 287/211
PO 5. Describe how regions and places (e.g., Grand Canyon, Colorado River, Casa Grande Ruin, Canyon de Chelly, Yucatan Peninsula) have distinct characteristics.	SE/TG: The Remarkable Grand Canyon, 256/190; The Work of Erosion, 257/190; Got it? (6. Fact and Opinion), 259/191; Tornado Alley, 263/195; Visiting the Southwest, 273/201; Where Does the Water Come From?, 280-281/207; Life in a Hot, Dry Land, 283/208; Southwestern Land and Water, 287/211
Concept 3: Physical Systems (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)	
Connect with:	
Science Strand 3 Concept 1 Describe how natural events and human activities impact environments.	SE/TG: People Change the Environment, 26-27/21; Effects of Hurricanes, 191/142; Climate of the Midwest, 223/165; The Work of Erosion, 257/190; Tornado Alley, 263/195; The Long Coast, 295/218; Volcanoes, 296/219; Earthquakes, 297/219; Got it? (5. Summarize), 299/220; A Varied Land (2. Write), 327/240

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<p>Science Strand 4 Concept 3 Describe uses, types, and conservation of natural resources.</p>	<p>SE/TG: Natural Resources in the United States, 18-19/16; Protecting Resources, 22-23/18; Got it? (6. Summarize), 23/18; Saving Resources with Technology, 28-29/22; 3. Main Idea and Details, 29/22; Regions and Resources, 32/25; Forest Resources, 146/110; Resources in the Earth, 147/110; Water Resources, 148/111; Energy Resources, 198/147; 5. Compare and Contrast, 198/147; Other Resources, 232/172; 5. Categorize, 232/172; Resources From Lakes and Rivers, 233/172; Western Resources, 308-313/228-230, 328/241</p>
<p>Science Strand 6 Concept 2 Understand processes acting on the earth (erosion, floods, earthquakes, volcanoes, forest fires) and evidence of their occurrence.</p>	<p>SE/TG: Hurricanes, 190/142; Effects of Hurricanes, 191/142; 4. Cause and Effect, 191/142; Handling Floods, 192/143; Got it? (6. Make Generalizations), 193/143; The Work of Erosion, 257/190; The Long Coast, 295/218; Volcanoes, 296/219; Earthquakes, 297/219; 3. Cause and Effect, 297/219</p>
<p>Science Strand 6 Concept 3 Understand characteristics of weather conditions and climate.</p>	<p>SE/TG: Weather and Climate, 10-15/10-12; Map Skills, 16-17/14; The Appalachian Range, 143-144/107-108; Climate of the Southeast, 188-193/141-143; Got it? (6. Make Generalizations), 193/143; Climate of the Midwest, 223/165; 4. Summarize, 223/165; Got it? (6. Compare and Contrast), 225/166; Climate of the Southwest, 262-267/195-197, 287/211; Got it? (5. Summarize), 267/197; Life in a Dry Land, 280-285/207-209, 288/212; Climate of the West, 300-305/222-224, 327/240</p>
<p>Concept 4: Human Systems</p>	
<p>PO 1. Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities.</p>	<p>SE/TG: The Spanish Arrive, 270/200; The Colonial Period, 271/200; Still Growing, 278/205; 4. Compare and Contrast, 279/205; The Southwest’s Past (4. List), 287/211</p>

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PO 2. Describe how Mexico and Arizona are connected by the movement of people, goods, and ideas.	SE/TG: Manifest Destiny, 52/41; Natural Resources, 258/191; Ancient Cultures of the Region, 268/199; Native Americans in the 1500s, 269/199; The Spanish Arrive, 270/200; 2. Cause and Effect, 270/200; Influences Past and Present, 272/201; Still Growing, 278/205
PO 3. Describe how the building of transportation routes (e.g., trails, stage routes, railroad) resulted in human settlement and economic development in Arizona.	For supporting material please see: SE/TG: Growth of the Southwest, 274-279/203-205; 4. Compare and Contrast, 279/205; Got it? (5. Draw Conclusions), 279/205
PO 4. Describe the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona’s diverse population.	SE/TG: Arizona: A Sunny Wonderland, 251-253/186-187; Ancient Cultures of the Region, 268/199; Influences Past and Present, 272/201; 4. Draw Conclusions, 272/201; How does where we live affect who we are?, 289/212
PO 5. Describe the major economic activities and land use patterns (e.g., agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied.	SE/TG: Resources in the Northeast, 146-151/110-112, 173/128; 2. Cause and Effect, 148/111; Inventions and the Rise of Industry, 160-161/119; The Growth of Cities, 166-167/124; Centers of Population and Commerce, 168-169/125; A Land of Many Resources, 194-199/145-147, 213/157; Got it? (6. Summarize), 199/147; Resources and Farming, 228-233/170-172, 247/182; Natural Resources, 258-259/191; Western Resources, 308-313/228-230, 328/241; The Pacific Rim and International Trade, 322/237; Imports and Exports, 323/237
PO 6. Describe elements of culture in areas studied (e.g., Mexico, Central and South America).	SE/TG: The First Americans, 38-39/31; The Culture of the Southeast, 206/153; Music in the Southeast, 207/153; Cultural Traditions, 208/154; Arts and Culture, 244/180; How does where we live affect who we are?, 249/183; Influences Past and Present, 272/201; 4. Draw Conclusions, 272/201; Visiting the Southwest, 273/201; Native American Past, 314-315/232

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Arizona’s Social Studies Standards Fourth Grade	myWorld Social Studies Regions of Our Country, Grade 4
Concept 5: Environment and Society	
PO 1. Describe human dependence on the physical environment and natural resources to satisfy basic needs.	SE/TG: People and the Land, 24-29/20-22, 32/25; Got it? (4. Cause and Effect), 29/22; Needs and Wants, 106/81; 1. Classify, 106/81
PO 2. Describe the impact of extreme natural events (e.g., fires, volcanoes, floods, droughts) on human and physical environments.	SE/TG: Effects of Hurricanes, 191/142; 4. Cause and Effect, 191/142; Handling Floods, 192/143; Being Prepared, 193/143; Got it? (6. Make Generalizations), 193/143; Climate of the Midwest, 223/165; Got it? (7. Think), 225/166; Tornado Alley, 263/195; Water Shortages, 284-285/209; Volcanoes, 296/219; Earthquakes, 297/219; 3. Cause and Effect, 297/219
PO 3. Describe the impact of human modifications (e.g., dams, mining, air conditioning, irrigation, agricultural) on the physical environment and ecosystems.	SE/TG: Human Interaction: How have people changed a place?, SSH 11/SSH 2; People Change the Environment, 26-27/21; 2. Cause and Effect, 27/21; People and the Land, 32/25; Resources in the Earth, 147/110; Handling Floods, 192/143; Highways, 243/179; Life in a Hot, Dry Land, 283/208; 3. Cause and Effect, 283/208; California Agriculture, 311/229; Where Are the Salmon?, 313/230
Concept 6: Geographic Applications	
PO 1. Describe the impact of geographic features (e.g., rivers, mountains, resources, deserts, climate) on migration and the location of human activities (e.g., exploration, mining, transportation routes, settlement patterns).	SE/TG: Got it? (4. Cause and Effect), 29/22; Explorers and Settlers, 200-201/149; Pioneers Head West, 203/150; Fast-Growing Cities, 210/155; Settling in the Midwest, 234-239/174-176, 248/183; Got it? (6. Summarize), 239/176; The Midwest on the Move, 240-245/178-180, 248/183; Native Americans in the 1500s, 269/199; The Spanish Arrive, 270/200; Still Growing, 278/205; 4. Compare and Contrast, 279/205; Rivers and Lakes of the West, 298/220; Growth of the West, 314-319/232-234, 328/241

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Arizona’s Social Studies Standards Fourth Grade	myWorld Social Studies Regions of Our Country, Grade 4
PO 2. Discuss geographic knowledge and skills related to current events.	SE/TG: The Northeast Today, 166-171/124-126, 174/129; Hurricanes, 190/142; Effects of Hurricanes, 191/142; 4. Cause and Effect, 191/142; Handling Floods, 192/143; The New South, 209/154; 3. Main Ideas and Details, 209/154; New Industries, 243/179; 4. Categorize, 243/179; Arts and Culture, 244/180; 5. Summarize, 244/180; Still Growing, 278/205; Who Uses the Water and How?, 282/208; 2. Draw Conclusions, 282/208; Life in a Hot, Dry Land, 283/208; 3. Cause and Effect, 283/208; Water Shortages, 284-285/209; 4. Write, 285/209; Life in a Dry Land (9.), 288/212; Where Are the Salmon?, 313/230
PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).	SE/TG: Protecting Resources, 22-23/18; 5. Write, 23/18; Saving Resources with Technology, 28-29/22; 3. Main Idea and Details, 29/22; Water Shortages, 284-285/209; 4. Write, 285/209
Strand 5: Economics	
Concept 1: Foundations of Economics	
PO 1. Explain the decision for a personal spending choice.	SE/TG: The Economy and You, 120/91; 1. List, 120/91; The Things We Want, 121/91; 2. List, 121/91; Making Choices, 122/92; 3. Write, 122/92
PO 2. Identify that specialization improves standards of living (e.g., medical care, home building, agriculture).	SE/TG: Specialization and Productivity, 129/96; 3. Look/circle, 129/96; Got it? (6. Cause and Effect), 131/97; A Global Economy (10. Write), 134/100
PO 3. Give examples of how voluntary exchanges of goods and services can be mutually beneficial (e.g., ice cream vendor receives money, child receives ice cream; doctor receives monetary benefit, patient receives car).	For supporting material please see: SE/TG: Government and the Economy, 110-111/83; 5. Write, 110/83; 6. Underline, 111/83; Got it? (8. Write), 111/83; Supply and Demand, 118-119/89

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Arizona’s Social Studies Standards Fourth Grade	myWorld Social Studies Regions of Our Country, Grade 4
Concept 2: Microeconomics	
PO 1. Explain how price incentives affect peoples’ behavior and choices, such as colonial decisions about what crops to grow and which products to produce.	SE/TG: Incentives, 123/92; 4. Look/Label, 123/92; Got it? (7. Think), 125/93
PO 2. Describe why (e.g., schools, fire, police, libraries) state and local governments collect taxes.	SE/TG: State and Local Government, 90-91/68; Our Responsibilities, 94/71; Government and the Economy, 110/83
PO 3. Describe how education, skills, and career choices affect income.	SE/TG: Making a Living, 124/93; Specialization and Productivity, 129/96; Got it? (6. Cause and Effect), 131/97
PO 4. Discuss how profit is an incentive to entrepreneurs.	SE/TG: Entrepreneurs, 117/88; Got it? (6. Main Idea and Details), 119/89
PO 5. Describe risks that are taken by entrepreneurs.	SE/TG: Entrepreneurs, 117/88; 3. Underline, 117/88; Got it? (6. Main Idea and Details), 119/89
PO 6. Identify the role of financial institutions in providing services (e.g., savings accounts, loans).	SE/TG: Banking and Saving, 124/93; 5. Write, 125/93; People and the Economy, 134/100
Concept 3: Macroeconomics No performance objectives at this grade.	
Concept 4: Global Economics No performance objectives at this grade.	
Concept 5: Personal Finance	
PO 1. Describe how interest is an incentive to saving money.	SE/TG: Banking and Saving, 124/93