

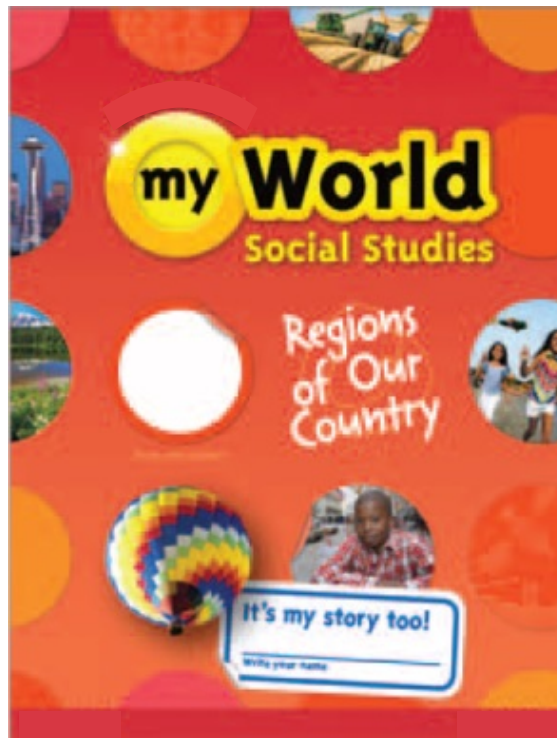
A Correlation of

Savvas

myWorld Social Studies

Regions of Our Country

©2013



To the

Colorado Academic Standards

Social Studies

Grade 4

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Introduction

myWorld Social Studies is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today's classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use. This document demonstrates how **myWorld Social Studies**, ©2013 meets the Colorado Academic Standards, Social Studies Standards, Grade 4. Correlation page references are to the Student Edition and Teacher's Edition. Alignments are cited at the page level.

Everyone has a story. What's yours?

myWorld Social Studies[™] utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that's easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

Reinforce literacy instruction Every minute spent teaching social studies also reinforces reading and writing instruction.

Reduce prep time Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

Keep it current Teach to the moment using *Savvas'* exclusive *myStory Book Current Events* prompts.

Prepare students for the next level Embedded interactive skills instruction prepares students for lifelong learning.

Interactive Student Text

Interactive *Student Worktexts* promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

Student Materials

- Student Edition
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher's Edition
- Accelerating Progress for English Language Learner's Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans, high-stakes assessment support, and more

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Colorado Academic Standards Social Studies Standards	myWorld Social Studies Regions of Our Country Grade 4, ©2013
Content Area: Social Studies	
Standard: 1. History	
Prepared Graduates: Develop an understanding of how people view, construct, and interpret history	
Grade Level Expectations: Fourth Grade	
Concepts and skills students master:	
1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado	
Evidence Outcomes	
Students Can:	
a. Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history (DOK 1-2)	For related content, please see: SE: 44, 45, 46, 47, 160, 161 TE Only: 37, 119
b. Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships (DOK 2-3)	For related content, please see: SE: 84, 85, 100 TE Only: 64, 75
c. Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado (DOK 1-2)	For related content, please see: SE: 314, 315, 316, 317, 318, 319 TE Only: 232, 233, 234
d. Identify and describe how major political and cultural groups have affected the development of the region (DOK 1-2)	SE: 314, 315, 316, 317, 318, 319, 320, 321 TE Only: 232, 233, 234, 236
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Individuals recognize important events and can put them in chronological in order to understand cause and effect such as migration west and clashes with Native Americans; discovery of gold and the Gold Rush; the growth of cities and towns and the development of law; the development of the state Constitution; and prohibition of slavery.	SE: 44, 45, 64, 65, 69, 316, 317 TE Only: 28, 35, 49, 51, 232, 236

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Colorado Academic Standards Social Studies Standards	myWorld Social Studies Regions of Our Country Grade 4, ©2013
Prepared Graduates: Analyze key historical periods and patterns of change over time within and across nations and cultures	
Concepts and skills students master: 2. The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States	
Evidence Outcomes	
Students Can:	
a. Analyze various eras in Colorado history and the relationship between these eras and eras in United States history, and the changes in Colorado over time (DOK 1-3)	For related content, please see: SE: 314, 315, 316, 317, 318, 319, 320, 321 TE Only: 232, 233, 234, 236
b. Describe interactions among people and cultures that have lived in Colorado (DOK 1-2)	For related content, please see: SE: 57, 314, 315, 316, 317, 318, 319 TE Only: 43, 232, 233, 234
c. Describe the development of the political structure in Colorado history. Topics to include but not limited to an understanding of the Colorado Constitution and the relationship between state and national government (DOK 1-2)	For related content, please see: SE: 43, 46, 47, 48, 49, 50, 51 TE Only: 33, 37, 38, 39
d. Describe the impact of various technological developments. Topics to include but not limited to the state of Colorado, including changes in mining technology; changes in transportation; early 20th century industrial changes; and mid- to late 20th century nuclear and computer technological changes (DOK 1-2)	SE: 58, 59, 65, 314, 315, 320 TE Only: 45, 49, 231, 232, 235, 236
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. The context and information from the past is used to make connections and inform current decisions. For example, Colorado has had a history of boom and bust cycles that should influence the decisions of city and state planners.	SE: 314, 315, 316, 317, 318, 319, 324, 325 TE Only: 232, 233, 234, 238
2. Technological developments continue to evolve and affect the present. For example, environmental issues have had an impact on Colorado from the Gold Rush to modern pollution.	SE: 28, 29, 58, 59, 65, 314, 320, 321 TE Only: 22, 45, 49, 231, 232, 236

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Standard: 2. Geography	
Prepared Graduates: Develop spatial understanding, perspectives, and personal connections to the world	
Concepts and skills students master: 1. Use several types of geographic tools to answer questions about the geography of Colorado	
Evidence Outcomes	
Students Can:	
a. Answer questions about Colorado regions using maps and other geographic tools (DOK 1-2)	For related content, please see: SE: 294, 306, 307 TE Only: 218, 226
b. Use geographic grids to locate places on maps and images to answer questions (DOK 1-2)	SE: SSH 19, 306, 307, TE Only: SSH 6, 226
c. Create and investigate geographic questions about Colorado in relation to other places (DOK 1-3)	For related content, please see: SE: 290, 294, 295, 296, 297, 298, 299 TE Only: 214, 215, 217, 218, 219, 220
d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity (DOK 1-4)	For related content, please see: SE: 298, 299 TE Only: 220
e. Describe similarities and differences between the physical geography of Colorado and its neighboring states (DOK 1-2)	For related content, please see: SE: 6, 9, 7, 15, 294, 295, 296, 297, 298, 299 TE Only: 7, 8, 20, 218, 219, 220
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Individuals and businesses learn how to use geographic tools to answer questions about their state and region to make informed choices. For example, a family reads a weather map and researches road conditions to inform their decision to go to the mountains in the winter.	SE: SSH 14, SSH 15, SSH 17, SSH 19, 294, 295, 296, 297, 306, 307, 310, 311 TE Only: SSH4, SSH5, SSH6, 218, 219, 226, 229
2. Individuals and businesses use geographic tools to collect and analyze data regarding the area where they live.	SE: 27, 296, 306, 307, 310 TE Only: 16, 17, 21, 219, 226, 229

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Colorado Academic Standards Social Studies Standards	myWorld Social Studies Regions of Our Country Grade 4, ©2013
Prepared Graduates: Examine places and regions and the connections among them	
Concepts and skills students master: 2. Connections within and across human and physical systems are developed	
Evidence Outcomes	
Students Can:	
a. Describe how the physical environment provides opportunities for and places constraints on human activities (DOK 1-2)	SE: 10, 11, 12, 13, 22, 23, 300, 301, 302, 303, 318 TE Only: 10, 12, 18, 222, 223, 234
b. Explain how physical environments influenced and limited immigration into the state (DOK 1-2)	For related content, please see: SE: 7, 8, 9, 314, 316, 317, 318, 319 TE Only: 7, 232, 233, 234
c. Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment (DOK 1-3)	SE: 24, 25, 26, 27, 314, 316, 317 TE Only: 19, 20, 21, 232, 233
d. Describe how places in Colorado are connected by movement of goods and services and technology (DOK 1-2)	For related content, please see: SE: 26, 27, 308, 309, 310 TE Only: 21, 228, 229
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Individuals and businesses consider geographic factors in making settlement decisions. For example, Colorado Springs has a dry climate that is favorable for computer companies, and ski resorts developed in the Rocky Mountains.	SE: 14, 18, 19, 20, 21, 290, 314, 316, 317, 318, 319 TE Only: 16, 17, 214, 215, 232, 233, 234
2. Individuals and businesses adapt to and modify the environment. For example, businesses and resorts have been created near hot springs throughout the state.	SE: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 314, 315, 316, 317, 318, 319 TE Only: 16, 17, 18, 20, 21, 231, 232, 234

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Standard: 3. Economics	
Prepared Graduates: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
Concepts and skills students master:	
1. People respond to positive and negative incentives	
Evidence Outcomes	
Students Can:	
a. Define positive and negative economic incentives (DOK 1)	SE: 123, 124, 125 TE Only: 92, 93
b. Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives (DOK 1-3)	For related content, please see: SE: 116, 117, 118, 119, 317, 320, 321, 322, 323 TE Only: 88, 89, 233, 236, 237
c. Explain how the productive resources - natural, human, and capital- of Colorado have influenced the types of goods produced and services provided (DOK 1-2)	For related content, please see: SE: 116, 117, 118, 119, 317, 320, 321, 322, 323 TE Only: 88, 89, 233, 236, 237
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities.	SE: 123, 124, 125 TE Only: 92, 93
2. Negative incentives influence behavior predictably over time. For example, people move or refuse to relocate due to poor climate or resource shortages.	SE: 123 TE Only: 90, 92
3. Groups use both positive and negative incentives to affect behavior. For example, the tourism industry uses incentives to attract tourists and government agencies use tickets to discourage speeding. and fines for not following regulations	SE: 123, 125 TE Only: 90, 92

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Prepared Graduates: Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)	
Concepts and skills students master: 2. The relationship between choice and opportunity cost (PFL)	
Evidence Outcomes	
Students Can:	
a. Define choice and opportunity cost (DOK 1)	SE: 106, 107, 120, 121, 122 TE Only: 81, 90, 91, 92, 99
b. Analyze different choices and their opportunity costs (DOK 2-3)	SE: 122 TE Only: 92, 93
c. Give examples of the opportunity costs for individual decisions (DOK 1-2)	SE: 122 TE Only: 92
d. Identify risks that individuals face (PFL) (DOK 1-2)	SE: 117, 133 TE Only: 88, 99
e. Analyze methods of limiting financial risk (PFL) (DOK 2-3)	SE: 116, 117 TE Only: 88
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Knowledge of the relationship between choice and opportunity cost leads to good decision-making. For example, a business may have an opportunity to purchase inexpensive land, but the cost may be in the travel time.	SE: 116, 117, 118, 119, 120, 121, 122, 123, 124, 125 TE Only: 88, 89, 91, 92, 93
2. Decisions are made daily regarding risks such as riding a bicycle, skiing, riding in a car, and spending all of an allowance immediately rather than saving.	For related content, please see: SE: 117, 119, 124 TE Only: 88, 89, 90, 92, 93
3. Businesses make choices about risk. For example, a company locates in a country that has an unstable government or extends credit to individuals.	SE: 117, 118, 119 TE Only: 88, 89

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Standard: 4. Civics	
Prepared Graduates: Analyze and practice rights, roles, and responsibilities of citizens	
Concepts and skills students master: 1. Analyze and debate multiple perspectives on an issue	
Evidence Outcomes	
Students Can:	
a. Give examples of issues faced by the state and develop possible solutions (DOK 1-3)	For related content, please see: SE: 92, 93, 94, 95, 97 TE Only: 69, 70, 71, 72
b. Provide supportive arguments for both sides of a current public policy debate (DOK 1-3)	SE: 66, 67, 74, 75, 76, 77, 94, 95 TE Only: 50, 51, 56, 57, 58, 71
c. Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved (DOK 1-3)	For related content, please see: SE: 66, 67, 74, 75, 76, 77 TE Only: 50, 51, 56, 57, 58
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. The art of debate, critical reasoning, and active listening are skills that foster informed choices. For example, school boards review the pros and cons of an issue such as dress code and make a policy decision.	SE: 66, 67, 74, 75, 76, 77, 92, 93, 94, 95 TE Only: 50, 51, 56, 57, 58, 69, 70, 71
2. The ability to critically analyze multiple perspectives for solutions allows for improved problem-solving. For example, members of a social organization review multiple proposals to select a philanthropic cause for the year.	SE: 92, 93, 94, 95 TE Only: 70, 71
Prepared Graduates: Analyze origins, structure, and functions of governments and their impacts on societies and citizens	
Concepts and skills students master: 2. The origins, structure, and functions of the Colorado government	
Evidence Outcomes	
Students Can:	
a. Explain the origins, structure, and functions of the three branches of the state government and the relationships among them (DOK 1-2)	SE: 86, 87, 88, 89, 90, 91, 98, 99 TE Only: 66, 67, 68, 74
b. Identify and explain a variety of roles leaders, citizens, and others play in state government (DOK 1-2)	SE: 90, 91, 99 TE Only: 68, 74

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c. Identify and explain the services state government provides and how those services are funded (DOK 1-2)	SE: 90, 91, 98, 99 TE Only: 68, 74
d. Explain the historical foundation and the events that led to the formation of the Colorado government (DOK 1-2)	For related content, please see: SE: 78, 79, 80, 81, 82, 83, 90, 91 TE Only: 60, 61, 62, 68
e. Describe how the decisions of the state government affect local government and interact with federal law (DOK 1-3)	For related content, please see: SE: 90, 91, 98, 99 TE Only: 68, 74
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Knowledge of the origins, structure, and functions of Colorado's government provides for participation, influence and benefits. For example, individuals can vote on ballot issues that affect taxes.	For related content, please see: SE: 90, 91, 92, 93, 94, 95, 98, 99 TE Only: 68, 70, 71, 74
2. Technology helps to investigate resources and ask for government support and services. For example, someone wanting to open a restaurant can visit the Department of Health website to get information.	SE: 91, 260, 261 TE Only: 68, 193