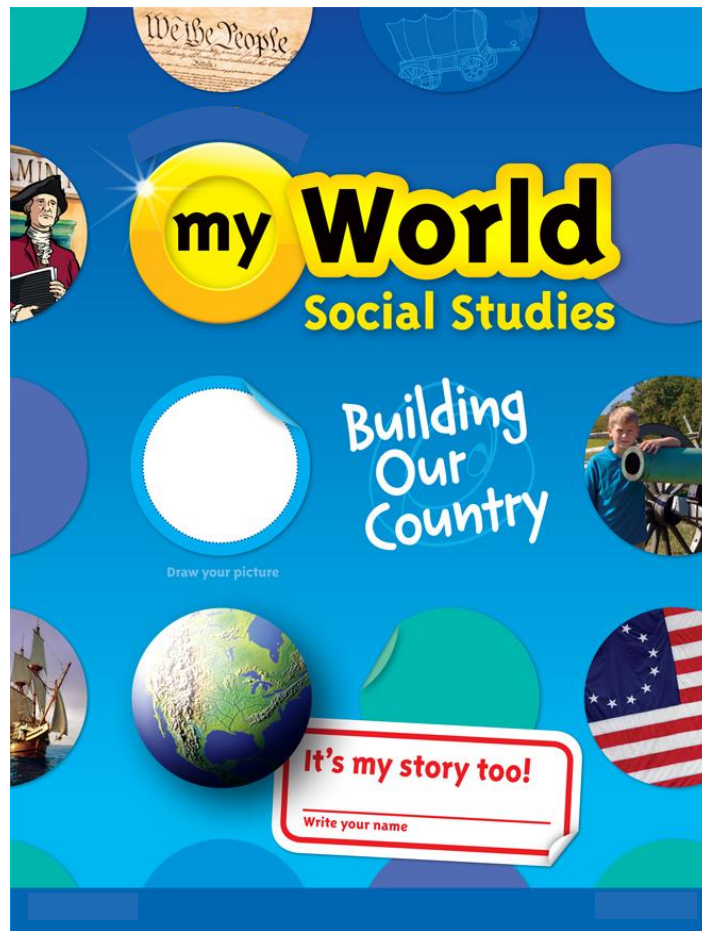


A Correlation of



To the **Georgia Social Studies Standards Grade 4**

A Correlation of Savvas myWorld Social Studies Building Our Country to the Georgia Social Studies Standards

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 Georgia Social Studies Standards. Correlation page references are to the Grade 4 Student Edition and Teacher's Guide. 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

- Kindergarten Flip Book
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Guide
- Kindergarten Teacher Lesson Plan Blackline Masters
- 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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Georgia Social Studies Standards Grade 4	Savvas myWorld Social Studies Building Our Country
Grade 4	
UNITED STATES HISTORY TO 1860	
<p>In fourth grade, students begin the formal study of United States history. At this grade, the four strands of history, geography, civics, and economics are fully integrated. Students begin their study of United States history with the development of Native American cultures and conclude with the antebellum period ending in 1860. The geography strand emphasizes the influence of geography on early U. S. history. The civics strand emphasizes concepts and rights developed during the formation of our government. The economics strand uses material from the historical strand to further understanding of economic concepts.</p>	
Historical Understandings	
SS4H1 The student will describe how early Native American cultures developed in North America.	
a. Locate where Native Americans settled with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeast (Seminole).	SE: Map: Possible Routes of the First Americans, 5; Native American Cultures, 13 TG: Active Reading & Lesson Summary pages 6, 12
b. Describe how Native Americans used their environment to obtain food, clothing, and shelter.	SE: Ancient American Civilizations, 4–9; Adapting to Different Places, 12–17; Native American Cultures, 18–25 TG: Active Reading & Lesson Summary pages 5–8, 11–14, 15–19
SS4H2 The student will describe European exploration in North America.	
a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Núñez de Balboa, Juan Ponce de León, Christopher Columbus, Henry Hudson, and Jacques Cartier.	SE: Christopher Columbus, 44–45, 52; Henry Hudson, 93; Jacques Cartier, 90; also see: Explorers for Spain, 44–51 TG: Active Reading & Lesson Summary pages 34–38, 67, 68
b. Describe examples of cooperation and conflict between Europeans and Native Americans.	SE: Jamestown Settlement, 63–65; The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia and the Powhatans, 73, 75, 76, 77, 78; Pilgrims and Native Americans, 82, 83; Pilgrims and the Wampanoag, 87; The French and Dutch in North America, 90–95; The French and Indian War, 130–135 TG: Active Reading & Lesson Summary pages 48–49, 50–53, 55–57, 61, 63, 66–69, 94–97

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SS4H3 The student will explain the factors that shaped British colonial America.	
a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.	SE: New England, Middle, and Southern Colonies, 104–111; Daily Life in the Colonies, 112–119; Slavery in the Colonies, 120–127; Review and Assessment, 137–138 TG: Active Reading & Lesson Summary pages 77–81, 82–86, 87–91, 98–100
b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.	SE: Daily Life in the Colonies, 112–119; Slavery in the Colonies, 120–127; Review and Assessment, 137–138 TG: Active Reading & Lesson Summary pages 82–86, 87–91, 98–100
SS4H4 The student will explain the causes, events, and results of the American Revolution.	
a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party.	SE: The French and Indian War, 130–135; The American Revolution, 140; Samuel Adams: Champion of Liberty, 141–143; Tensions With Britain, 144–149; The Colonists Rebel, 152–159; Declaring Independence, 160–165; Review and Assessment, 181–182 TG: Active Reading & Lesson Summary pages 94–97, 102–104, 105–108, 111–115, 116–119, 129–131
b. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.	SE: Declaring Independence, 160–165; Review and Assessment, 181; The Declaration of Independence, R1–R3 TG: Active Reading & Lesson Summary pages 116–119, 130, R1–R2
c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.	SE: Boston Tea Party, 154; Battle of Lexington and Concord, 157, 158; Publication of Common Sense, 161, 162; First and Second Continental Congresses, 160–162, 171; Declaration of Independence (1776), 160–165; On the Battlefield and at Home, 166–173; Winning Independence, 174–179; Study Guide, 180; Review and Assessment, 181–182 TG: Active Reading & Lesson Summary pages 111–115, 116–119, 120–124, 125–128, 129–131

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d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.	SE: King George III, 144, 147, 155, 161, 163, 164, 173; George Washington, 161, 166–169; Benjamin Franklin, 162, 171, 179; Thomas Jefferson, 162–163; Benedict Arnold, 170, 171; Patrick Henry, 146, 156; John Adams, 153, 162, 172 TG: Active Reading & Lesson Summary pages 105–108, 118, 120–124
SS4H5 The student will analyze the challenges faced by the new nation.	
a. Identify the weaknesses of the government established by the Articles of Confederation.	SE: Articles of Confederation, 188–193 TG: Active Reading & Lesson Summary pages 136–139
b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.	SE: Creating the Constitution, 196–203 TG: Active Reading & Lesson Summary pages 142–146
c. Identify the three branches of the U. S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states.	SE: A New Plan for Government, 200–203; Key Concepts of the Constitution, 210–217 TG: Active Reading & Lesson Summary pages 145–146, 151–155
d. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.	SE: The Bill of Rights, SSH 29–SSH 30, 204–209; United States Constitution, R4–R14 TG: Active Reading & Lesson Summary pages SSH 13–SSH 14, 147–150
e. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House.	SE: The War of 1812, 240–245; TG: Active Reading & Lesson Summary pages 173–176

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SS4H6 The student will explain westward expansion of America between 1801 and 1861.	
a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).	SE: The Lewis and Clark Expedition: Sacagawea’s Unique Role, 223–225; Jefferson and the Louisiana Purchase, 234–239; The Lone Star State, 276–283; Trails to the West, 284–291; The California Gold Rush, 292–297 TG: Active Reading & Lesson Summary pages 160–162, 169–172, 199–203, 204–208, 209–212
b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.	SE: Inventions, Roads, and Railroads, 266–273 TG: Active Reading & Lesson Summary pages 192–196
c. Describe the impact of westward expansion on Native Americans.	SE: Native Americans and the Trail of Tears, 246–251 TG: Active Reading & Lesson Summary pages 177–180
SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.	
a. Discuss the biographies of Harriet Tubman and Elizabeth Cady Stanton.	SE: Envision It! 252–253; Women Work for Reform, 255–257 TG: Active Reading & Lesson Summary pages 183, 184
b. Explain the significance of Sojourner Truth to the abolition and suffrage movements.	SE: Abolition, 254–255 TG: Active Reading & Lesson Summary pages 83
Geographic Understandings	
SS4G1 The student will be able to locate important physical and man-made features in the United States.	
a. Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes.	SE: Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290 TG: Active Reading & Lesson Summary pages 6, 12, 28, 37, 41, 51, 83, 84, 95, 115, 123, 172, 178, 203, 208
b. Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.	SE: Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290 TG: Active Reading & Lesson Summary pages 6, 12, 28, 37, 41, 51, 83, 84, 95, 115, 123, 172, 178, 203, 208

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SS4G2 The student will describe how physical systems affect human systems.	
a. Explain why each of the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.	SE: Native American Cultures, 13 TG: Active Reading & Lesson Summary pages 12
b. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.	SE: Cortés, 46; Magellan, 47; Exploring the North, 48; Coronado’s Expedition, 49; New Crops, New Diets, 55; Jamestown, 74–75; Geography of the English Colonies, 104–105 TG: Active Reading & Lesson Summary pages 36, 37, 41, 56, 78
c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein.	SE: New England, Middle, and Southern Colonies, 104–111 TG: Active Reading & Lesson Summary pages 77–81
d. Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).	SE: Battle of Saratoga, 170; Advantages and Allies, 174–175; The Battle of Yorktown, 178 TG: Active Reading & Lesson Summary pages 123, 126, 128
e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).	SE: Better Transportation, 270; The Erie Canal, 271; The Westward Trail, 284–285; “Oregon or Bust” 287; The Mormon Trail, 288; Trails to the Southwest, 289; Reaching California, 290 TG: Active Reading & Lesson Summary pages 195, 205, 206, 207, 208
Government/Civic Understandings	
SS4CG1 The student will describe the meaning of	
a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).	SE: Individual Rights, SSH 30; The Declaration of Independence, 163 TG: Active Reading & Lesson Summary pages SSH 14, 118
b. “We the people” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty.	SE: Popular Sovereignty, SSH 31, 210 TG: Active Reading & Lesson Summary pages SSH 14, 152

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c. The federal system of government in the U.S.	SE: Federalism, SSH 30; Powers of Government, 202–203 TG: Active Reading & Lesson Summary pages SSH 14, 146
SS4CG2 The student will explain the importance of freedom of expression as guaranteed by the First Amendment to the U. S. Constitution.	SE: Protecting Rights, 207–209; Individual Rights, SSH 30 TG: Active Reading & Lesson Summary pages SSH 14, 149–150
SS4CG3 The student will describe the functions of government.	
a. Explain the process for making and enforcing laws.	SE: A New Plan for Government, 200–201 TG: Active Reading & Lesson Summary pages 145
b. Explain managing conflicts and protecting rights.	SE: How We Participate in Government, SSH 35; Ratifying the Constitution, 206; Protecting Rights, 207; Amending the Constitution, 215–216; also see: Make Decisions, 88–89 TG: Active Reading & Lesson Summary pages SSH 16, 149, 154, 155
c. Describe providing for the defense of the nation.	SE: Provide Common Defense, 213 TG: Active Reading & Lesson Summary pages 153
d. Explain limiting the power of people in authority.	SE: The U.S. Constitution, SSH28, SSH 29; Limiting Government, 201 TG: Active Reading & Lesson Summary pages SSH 13, 145
e. Explain the fiscal responsibility of government.	SE: Government in Action, SSH 32 TG: Active Reading & Lesson Summary pages SSH 15
SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.	
a. Explain the necessity of respecting the rights of others and promoting the common good.	SE: Being a Good Citizen, SSH 34; How We Participate in Government, SSH 35; Civic Responsibilities, 210; Promote the General Welfare, 214 TG: Active Reading & Lesson Summary pages SSH 14, SSH 16

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b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).	SE: Being a Good Citizen, SSH 34; How We Participate in Government, SSH 35 TG: Active Reading & Lesson Summary pages SSH 14, SSH 16
SS4CG5 The student will name positive character traits of key historical figures and government leaders (honesty, patriotism, courage, trustworthiness).	SE: Being a Good Citizen, SSH 34; Collaboration and Creativity: Work in Teams, 10–11; myStory, Benjamin Franklin, 101–103; Samuel Adams, 141–143; Women and African Americans Fight for Freedom, 252–257 TG: Active Reading & Lesson Summary pages SSH 16, 10, 75, 76, 103, 104, 181–184
Economic Understandings	
SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.	
a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America).	SE: Scarcity and Opportunity Cost, SSH 23; The Spanish Colonies in the Americas, 66; The English in North America, 72 TG: Active Reading & Lesson Summary pages SSH 9, 51, 55
b. Explain how price incentives affect people’s behavior and choices (such as colonial decisions about what crops to grow and products to produce).	SE: The Marketplace, SSH 22; Changing Ways of Life, 52; New Crops, 55; Slavery in the South, 124–125 TG: Active Reading & Lesson Summary pages SSH 9, 40, 41, 90
c. Describe how specialization improves standards of living (such as the differences in the economies in the New England, Mid-Atlantic, and Southern colonies).	SE: Jobs, SSH 26; Technology and Specialization, SSH 27; Colonies and Resources, 112–113; Imports and Exports, 114–115; Slavery in the Colonies, 120–127 TG: Active Reading & Lesson Summary pages SSH 11, 83, 84, 87–91
d. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America).	SE: Trade, SSH 25; The Columbian Exchange, 52–57; Imports and Exports, 114–115 TG: Active Reading & Lesson Summary pages SSH 10, 39–42, 84

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e. Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies).	SE: The Economy Today, SSH 25; Imports and ExSSH 10, ports, 114–115 TG: Active Reading & Lesson Summary pages 39–42, 84
f. Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph).	SE: Technology and Specialization, SSH 27; Inventions, Roads, and Railroads, 266–273 TG: Active Reading & Lesson Summary pages SSH 11, 192–196
SS4E2 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.	SE: Opportunities to address this standard may be found on pages: Banks, SSH 24 TG: Active Reading & Lesson Summary page SSH 10