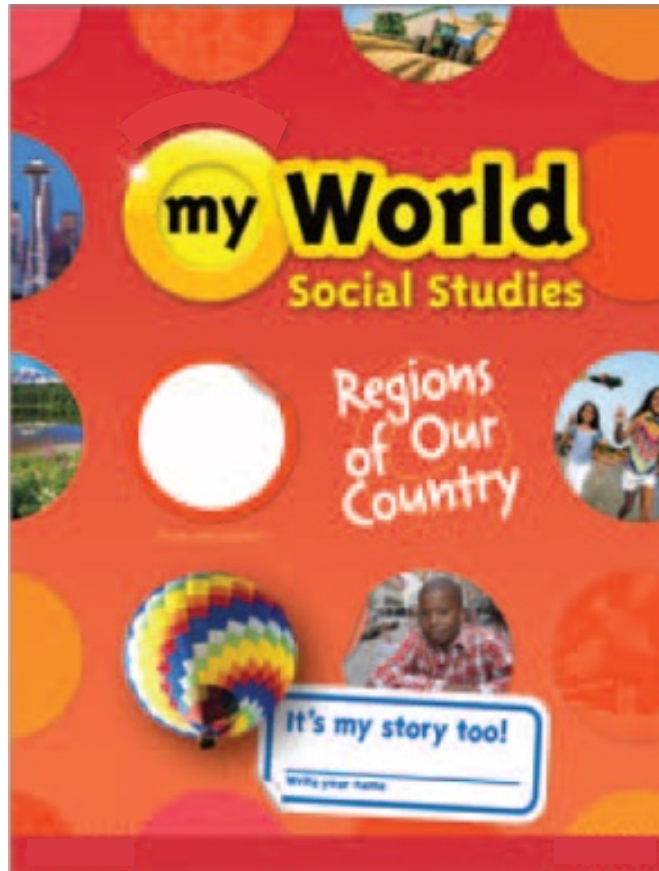


A Correlation of  
**myWorld Social Studies**  
**Regions of Our Country**  
**Grade 4, ©2013**



To the  
**Iowa Core for Social Studies**  
**Grades 3-5**

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to the  
Iowa Core K-12 Social Studies, Grade 3-5**

**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 Iowa Core for Social Studies, Grades 3-5. Correlation page references are to the Student Worktext 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**

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

**Teacher Materials**

- Teacher Guide
- 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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<b>Behavioral Sciences</b>	
<b>Intermediate (3 – 5) Details and Example</b>	
<b>Essential Concept and/or Skill: <i>Understand the changing nature of society.</i></b>	
<ul style="list-style-type: none"> <li>Understand various institutions, ideas, values and behavior patterns change over time.</li> </ul>	<p><b>SE:</b> Chapter Opener Lesson Plan Summary, 2: 27; Americans and Their History: 34-37; A New Nation: 46-51; Growth and Civil War: 52-57; The United States Becomes a World Power: 58-63; The United States Since World War II: 64-69</p> <p><b>TE:</b> The Big Question, myStory Spark: 28; Differentiated Instruction, L2-4: 29; The First Americans: 31; European Colonies: 32; The Columbian Exchange, Differentiated Instruction, L3: 33; A New Constitution: 38; The New Nation Grows: 39; New Industries, Manifest Destiny: 41; Rebuilding the Nation: 43; An Industrial Nation, Inventions Bring Change, Begin to Read: 45; Depression and the New Deal: 46; The Civil Rights Era, Greater Diversity: 50</p>
<ul style="list-style-type: none"> <li>Understand that the decisions of one generation provide the range of possibilities open to the next generation.</li> </ul>	<p><b>SE:</b> Growth and Civil War: 52-57; The United States Becomes a World Power: 58-63; The United States Since World War II: 64-69; Thurgood Marshall: 75-77; The Colonists Gain Independence: 154; The Abolitionists, Women’s Rights: 156-157; Movements for Reform: 162-163; Settling the Southeast: 200-205; Settling in the Midwest: 234-239; Growth of the West: 314-319</p> <p><b>TE:</b> The Civil War: 42; Thurgood Marshall: 57; Differentiated Instruction, L3-4: 58; The Colonists Gain Independence: 115; The Abolitionists, Women’s Rights: 116; Movements for Reform: 120; Three Virginians, Pioneers Head West: 150; Slavery and the Civil War, The Southeast After Slavery: 151; The Fur Trade: 174; Farmers Settle the Land, Farming Changes: 175; Early Spanish Settlement, In Search of Opportunity: 233; Growth Continues, Cities in the West: 234</p>

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<ul style="list-style-type: none"> <li>Understand that human beings can use the memory of their past experiences to make judgments about new situations.</li> </ul>	<p><b>SE:</b> Lesson Plan Summary, 2: 30; How have we changed and how have we stayed the same?: 73; Differentiated Instruction, L3-4: 58; Lesson Plan Summary, 1: 59 <b>TE:</b> Differentiated Instruction, L3-4: 58; Lesson Plan Summary, 1: 59</p>
<p><b>Essential Concept and/or Skill: <i>Understand the influences on individual and group behavior and group decision making.</i></b></p>	
<ul style="list-style-type: none"> <li>Understand that people involved in a dispute often have different points of view.</li> </ul>	<p><b>SE:</b> Abraham Lincoln: Civil War President: 35-37; A New Nation: 46-51; Birthplace of the Nation: 152-157; Settling the Southeast: 200-205; Native Americans of the Midwest, 234; Farmers Settle the Land: 236; Changing Life for Native Americans: 275 <b>TE:</b> Differentiated Instruction, L1: 29; Independence: 37; Native Americans of the Northeast: 114; The Colonies Gain Independence: 115; Women’s Rights: 116; Explorers and Settlers: 149; Pioneers Head West: 150; Slavery and the Civil War, The Southeast After Slavery: 151; Changing Life for Native Americans: 203</p>
<ul style="list-style-type: none"> <li>Understand that communicating different points of view in a dispute can often help people to find a satisfactory compromise.</li> </ul>	<p><b>SE:</b> A Hard Job: 48; A New Constitution: 48-49 <b>TE:</b> A Hard Job, A New Constitution: 38</p>
<ul style="list-style-type: none"> <li>Understand that resolving a conflict by force rather than compromise can lead to more problems.</li> </ul>	<p>For related content, please see: <b>SE:</b> Independence: 46; The American Revolution: 47 <b>TE:</b> The American Revolution: 37</p>
<ul style="list-style-type: none"> <li>Understand that if a conflict cannot be settled by compromise, it may be decided by a vote if everyone agrees to accept the results.</li> </ul>	<p>For related content, please see: <b>SE:</b> A Hard Job: 48; A New Constitution: 48-49 <b>TE:</b> A Hard Job, A New Constitution: 38</p>
<ul style="list-style-type: none"> <li>Understand that family, groups and community influence the individual's daily life and personal choices.</li> </ul>	<p><b>SE:</b> Abraham Lincoln: Civil War President: 35-37; Thurgood Marshall: Law and Justice: 75-77; Citizens and Their Rights: 92; Our Responsibilities: 95 <b>TE:</b> Thurgood Marshall: 57</p>

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<ul style="list-style-type: none"> <li>• Understand stereotyping.</li> </ul>	<p>For related content, please see:  <b>SE:</b> Rebuilding the Nation: 56; A Diverse Nation: 60; Thurgood Marshall: Law and Justice: 75-77  <b>TE:</b> Rebuilding the Nation, Differentiated Instruction, L1-3: 43; and: 46; Thurgood Marshall: 57</p>
<ul style="list-style-type: none"> <li>• Understand the role of cultural unity and diversity within and across groups.</li> </ul>	<p><b>SE:</b> Rebuilding the Nation: 56; Changes for Native Americans: 57; The Civil Rights Era: 66-67; Greater Diversity: 67; Our Responsibilities: 95  <b>TE:</b> Differentiated Instruction, L1-3: 43; The Civil Rights Era, Greater Diversity: 50</p>
<p><b>Essential Concept and/or Skill: <i>Understand how personality and socialization impact the individual.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand that various factors contribute to the shaping of a person's identity.</li> </ul>	<p>For related content, please see:  <b>SE:</b> Abraham Lincoln: Civil War President: 35-37; Thurgood Marshall: Law and Justice: 75-77  <b>TE:</b> myStory Spark, English Language Learners: 28; myStory Spark, Thurgood Marshall: 57</p>
<ul style="list-style-type: none"> <li>• Understand that human beings have different interests, motivations, skills, and talents.</li> </ul>	<p>For related content, please see:  <b>SE:</b> Abraham Lincoln: Civil War President: 35-37; The North and South, The Civil War: 54-55; The Civil Rights Era: 66; Greater Diversity: 67; Thurgood Marshall: Law and Justice: 75-77  <b>TE:</b> myStory Spark: 28; The North and South, The Civil War: 42; myStory Spark, Thurgood Marshall: 57</p>
<ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of the individual in relation to his/her social group.</li> </ul>	<p><b>SE:</b> The Civil Rights Era: 66; Greater Diversity: 67; Our Rights and Responsibilities: 92-97  <b>TE:</b> The Civil Rights Era, Greater Diversity: 50; Lesson Plan Summary, 1: 69; Citizens and Their Rights: 70; Our Responsibilities: 71; National Pride: 72</p>

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<ul style="list-style-type: none"> <li>Understand various meanings of social group, general implications of group membership, and different ways that groups function.</li> </ul>	For related content, please see: <b>SE:</b> Rebuilding the Nation: 56; Changes for Native Americans: 57; The Civil Rights Era: 64; Greater Diversity, 67 <b>TE:</b> The Civil Rights Era, Greater Diversity: 50
<b>Essential Concept and/or Skill: <i>Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.</i></b>	
<ul style="list-style-type: none"> <li>Understand the fundamental concepts of growth and development.</li> </ul>	This objective falls outside the scope of the text.
<ul style="list-style-type: none"> <li>Understand learning and physical development affect behavior.</li> </ul>	For related content, please see: <b>SE:</b> The First Americans: 38-39 <b>TE:</b> Lesson Plan Summary: 30; The First Americans: 31
<ul style="list-style-type: none"> <li>Understand personal changes over time, such as those related to physical development and personal issues.</li> </ul>	For related content, please see: <b>SE:</b> Making Choices: 106-107; Prices and Inflation: 115 <b>TE:</b> Making Choices: 81; Prices and Inflation: 87
<ul style="list-style-type: none"> <li>Understand that language, stories, folktales, music, and artistic creations are expressions of culture.</li> </ul>	<b>SE:</b> The First Americans: 38-39; Native Americans of the Northeast: 152-153; The Culture of the Southeast: 206; Music in the Southeast: 207 <b>TE:</b> The First Americans: 31; Native Americans of the Northeast: 114; The Culture of the Southeast, Music in the Southeast: 153
<ul style="list-style-type: none"> <li>Understand that interactions among learning, inheritance, and physical development affect human behavior.</li> </ul>	<b>SE:</b> The First Americans: 38-39 <b>TE:</b> Lesson Plan Summary: 30; The First Americans: 31
<ul style="list-style-type: none"> <li>Understand that group and cultural influences contribute to human development, identity, and behavior.</li> </ul>	For related content, please see: <b>SE:</b> Rebuilding the Nation: 56; Changes for Native Americans: 57; The Civil Rights Era: 64; Greater Diversity, 67 <b>TE:</b> Changes for Native Americans: 43; The Civil Rights Era, Greater Diversity: 50

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<b>Essential Concept and/or Skill: <i>Understand current social issues to determine how the individual formulates opinions and responds to issues.</i></b>	
<ul style="list-style-type: none"> <li>Understand that the way a person views an issue reflects personal beliefs, experiences, and attitudes.</li> </ul>	<b>SE:</b> Abraham Lincoln: Civil War President: 35-37; The North and South, The Civil War: 54-55; The Civil Rights Era: 64; Greater Diversity: 67; Thurgood Marshall: 75-77 <b>TE:</b> Abraham Lincoln, English Language Learners: 28; The North and South: 42; The Civil Rights Era, Greater Diversity: 50
<b>Essential Concept and/or Skill: <i>Understand how to evaluate social research and information.</i></b>	
<ul style="list-style-type: none"> <li>Understand the use of research procedures and skills to investigate an issue.</li> </ul>	<b>SE:</b> Search for Information on the Internet: 260-261 <b>TE:</b> Differentiated Instruction, L2-4: 193
<b>Economics Intermediate (3 – 5) Details and Example</b>	
<b>Essential Concept and/or Skill: <i>Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.</i></b>	
<ul style="list-style-type: none"> <li>Understand that goods and services are scarce because there are not enough resources to satisfy all of the wants of individuals, governments, and societies</li> </ul>	<b>SE:</b> The Things We Want: 121 <b>TE:</b> Support English Language Learners, L1: 91
<ul style="list-style-type: none"> <li>Understand that consumers buy less of products and services when prices go up and buy more when prices go down.</li> </ul>	<b>SE:</b> Incentives: 123 <b>TE:</b> Incentives: 92
<ul style="list-style-type: none"> <li>Understand that businesses are willing to sell more products and services when prices go up and less when the price goes down.</li> </ul>	<b>SE:</b> Supply and Demand: 118-119 <b>TE:</b> Supply and Demand: 89
<ul style="list-style-type: none"> <li>Understand the concept of unemployment.</li> </ul>	<b>SE:</b> Making a Living: 124-125 <b>TE:</b> Making a Living: 93
<ul style="list-style-type: none"> <li>Understand the importance of work.</li> </ul>	<b>SE:</b> Chapter Opener Lesson Plan Summary: 77; The Economy and You: 120; Making a Living: 124 <b>TE:</b> Making a Living: 93
<ul style="list-style-type: none"> <li>Understand how competition among sellers results in lowers costs and higher product quality.</li> </ul>	<b>SE:</b> Businesses and Markets: 116 <b>TE:</b> Businesses and Markets: 88



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<b>Essential Concept and/or Skill: <i>Understand the functions of economic institutions.</i></b>	
<ul style="list-style-type: none"> <li>Understand that banks provide money to consumers and serve as the intermediary between savers and borrowers.</li> </ul>	<b>SE:</b> Banking and Saving: 124-125 <b>TE:</b> Banking and Saving, Differentiated Instruction, L4: 93
<b>Essential Concept and/or Skill: <i>Understand how governments throughout the world influence economic behavior.</i></b>	
<ul style="list-style-type: none"> <li>Understand that the government pays for goods and services it provides by taxing and borrowing.</li> </ul>	<b>SE:</b> Government and the Economy: 110-111 <b>TE:</b> Government and the Economy, Differentiated Instruction, L2-4: 83
<ul style="list-style-type: none"> <li>Understand that all societies have developed economic systems and there are advantages and disadvantages to each type of system.</li> </ul>	<b>SE:</b> Types of Economies: 108 <b>TE:</b> Types of Economies: 82
<ul style="list-style-type: none"> <li>Understand when consumers buy goods some of the money that goes to the business is used to pay for resources and taxes.</li> </ul>	For related content, please see: <b>SE:</b> Businesses and Markets: 116 <b>TE:</b> Businesses and Markets: 88
<b>Essential Concept and/or Skill: <i>Understand factors that create patterns of interdependence in the world economy.</i></b>	
<ul style="list-style-type: none"> <li>Understand that when countries specialize they become more interdependent.</li> </ul>	<b>SE:</b> Globalization and Interdependence: 128; Specialization and Productivity: 129 <b>TE:</b> Globalization and Interdependence: 96
<ul style="list-style-type: none"> <li>Understand the impact of increasing economic interdependence in different regions of the world.</li> </ul>	<b>SE:</b> Globalization and Interdependence: 128; The Benefits and Costs of Globalization: 130-131 <b>TE:</b> Globalization and Interdependence: 96; The Benefits and Costs of Globalization: 97
<ul style="list-style-type: none"> <li>Understand that local goods and services are part of the global economy.</li> </ul>	<b>SE:</b> Trade Then and Now: 126; New Technologies: 127; Globalization and Interdependence: 128 <b>TE:</b> Trade Then and Now, New Technologies, Support English Language Learners, 1, 3: 95
<ul style="list-style-type: none"> <li>Understand the concepts of exports and imports.</li> </ul>	<b>SE:</b> Globalization and Interdependence: 128 <b>TE:</b> Globalization and Interdependence: 96

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<b>Essential Concept and/or Skill: <i>Understand that advancing technologies impact the global economy.</i></b>	
<ul style="list-style-type: none"> <li>Understand that technologies have costs and benefits associated with them.</li> </ul>	For related content, please see: <b>SE:</b> New Technologies: 127; The Benefits and Costs of Globalization: 130-131 <b>TE:</b> New Technologies: 95
<ul style="list-style-type: none"> <li>Understand that new inventions reflect people's needs and wants: and when these change, technology changes to reflect the new needs and wants.</li> </ul>	For related content, please see: <b>SE:</b> New Technologies: 127 <b>TE:</b> New Technologies: 95
<ul style="list-style-type: none"> <li>Understand that the design process is a series of methodical steps for turning ideas into useful products and systems.</li> </ul>	For related content, please see: <b>SE:</b> Businesses and Markets: 116; Entrepreneurs: 117 <b>TE:</b> Analyze Charts, Formulate Questions, 88
<ul style="list-style-type: none"> <li>Understand that the manufacturing process includes designing product, gathering the resources, and producing a finished product.</li> </ul>	<b>SE:</b> Businesses and Markets: 116; Entrepreneurs: 117 <b>TE:</b> Analyze Charts, Formulate Questions, 88
<b>Essential Concept and/or Skill: <i>Understand that all economies throughout the world rely upon universal concepts.</i></b>	
<ul style="list-style-type: none"> <li>Understand that there are producers and consumers in all economies.</li> </ul>	<b>SE:</b> Making Choices: 106; Parts of the Economy: 109 <b>TE:</b> Support English Language Learners, 1: 81
<ul style="list-style-type: none"> <li>Understand supply and demand in various types of economies.</li> </ul>	<b>SE:</b> Types of Economies: 108 <b>TE:</b> Types of Economies: 82
<ul style="list-style-type: none"> <li>Understand that production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.</li> </ul>	<b>SE:</b> What is the Economy?: 106-111; A Global Economy: 126-131 <b>TE:</b> Begin to Read, Making Choices, Support English Language Learners, 1: 81; Types of Economies, Parts of the Economy: 82; Begin to Read, Trade Then and Now, Differentiated Instruction, 1-3: 95; The Benefits and Costs of Globalization, Differentiated Instruction, 1-3: 97
<ul style="list-style-type: none"> <li>Understand how nations throughout the world have joined with one another to promote economic development and growth.</li> </ul>	<b>SE:</b> A Global Economy: 126-131 <b>TE:</b> New Technologies: 95; Globalization and Interdependence: 96; Benefits and Costs of Globalization: 97

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<ul style="list-style-type: none"> <li>Understand barriers to trade among people across nations.</li> </ul>	For related content, please see: <b>SE:</b> Benefits and Costs of Globalization: 130-131 <b>TE:</b> Benefits and Costs of Globalization: 97
<b>Geography</b> <b>Intermediate (3 – 5) Details and Example</b>	
<b>Essential Concept and/or Skill: <i>Understand the use of geographic tools to locate and analyze information about people, places, and environments.</i></b>	
<ul style="list-style-type: none"> <li>Understand political, topographical and historical maps, aerial photos and maps.</li> </ul>	This objective is addressed throughout. See, for example: <b>SE:</b> Political Maps: SSH 16; Physical Map, SSH 17; Elevation Maps: SSH 18; Maps Show Events: SSH 21; Regions of the United States: 6; Boundaries and Borders: 8; Explorers in the Americas: 40; The Top United States Trading Partners: 2010: 130; The Northeast, Physical: 143; The Northeast Population Density: 168; Use a Roadmap and Scale: 186-187; Envision It!: 188; The Midwest, Land Use: 231; The Southwest, Political: 255; The West, Land Use: 310 <b>TE:</b> Political Maps, Physical Maps: SSH 5; Elevation Maps: SSH 6; Regions of the United States: 7; Boundaries and Borders: 8; European Explorers: 32; Differentiated Instruction, L4: 97; The Appalachian Range: 107; Centers of Population and Commerce: 125; Differentiated Instruction, L1-4: 139; Farm Products: 171; Rivers and the Gulf: 189; Western Agriculture: 229
<ul style="list-style-type: none"> <li>Understand the use of mental maps to organize information about people, places, and environments in a spatial context.</li> </ul>	For related content, see: <b>TE:</b> Five Themes of Geography: SSH10-SSH11 <b>TE:</b> Five Themes of Geography: SSH2; Differentiated Instruction, L2: 8
<ul style="list-style-type: none"> <li>Understand the concepts of title, legend, cardinal directions, distance, grids.</li> </ul>	<b>SE:</b> Maps Show Direction: SSH 14; Maps Show Distance: SSH 15; Political Maps: SSH 16; Use a Grid: SSH 19 <b>TE:</b> Maps Show Direction, Maps Show Distance: SSH 4; Political Maps: SSH 5; Use a Grid: SSH 6

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<ul style="list-style-type: none"> <li>• Understand the use of data sources, atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.</li> </ul>	<p>This objective is addressed throughout. See, for example:  <b>SE:</b> Physical Maps: SSH 17; United States Population by Region: 7; The Water Cycle: 12; Read Inset Maps: 16-17; Explorers in the Americas: 40; The Top United States Trading Partners: 2010: 130; The Northeast, Physical: 143; The Northeast Population Density: 168; Use a Roadmap and Scale: 186-187; Envision It!: 188; The Midwest, Land Use: 231; the Southwest, Political: 255; The West, Land use: 310  <b>TE:</b> Physical Maps: SSH 5; Where People Live: 7; Water and Climate: 11; Differentiated Instruction, L1-4: 14; European Explorers: 32; The Appalachian Range: 107; Centers of Population and Commerce: 125; Differentiated Instruction, L1-4: 139; Farm Products: 171; Rivers and the Gulf: 189; Western Agriculture: 229</p>
<ul style="list-style-type: none"> <li>• Understand the spatial elements of point, line, area and volume.</li> </ul>	<p>For related content, please see:  <b>SE:</b> Reading Globes: SSH 12; Earth's Hemispheres: SSH 13; Maps Show Distance: SSH 15; Political Maps: SSH 16; Physical Maps: SSH 17; Boundaries and Borders: 8, 9  <b>TE:</b> Earth's Hemispheres: SSH 3; Maps Show Distance: SSH 4; Boundaries and Borders, Differentiated Instruction, L1-4: 8</p>

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<ul style="list-style-type: none"> <li>• Understand the representations of major physical and human features on maps and globes.</li> </ul>	<p>This objective is addressed throughout. See, for example:</p> <p><b>SE:</b> Political Maps: SSH 16; Physical Map, SSH 17; Elevation Maps: SSH 18; Maps Show Events: SSH 21; Regions of the United States: 6; Boundaries and Borders: 8; Explorers in the Americas: 40; The United States, 1804: 50; The Northeast, Physical: 143; The Northeast Population Density: 168; Use a Roadmap and Scale: 186-187; Envision It!: 188; The Midwest, Land Use: 231; the Southwest, Political: 255; The West, Land Use: 310</p> <p><b>TE:</b> Political Maps, Physical Maps: SSH 5; Elevation Maps: SSH 6; Regions of the United States: 7; Boundaries and Borders: 8; European Explorers: 32; Differentiated Instruction, L4: 97; The Appalachian Range: 107; Centers of Population and Commerce: 125; Differentiated Instruction, L1-4: 139; Farm Products: 171; Rivers and the Gulf: 189; Western Agriculture: 229</p>

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<p><b>Essential Concept and/or Skill: <i>Understand how geographic and human characteristics create culture and define regions.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand the characteristics of regions--physical and cultural.</li> </ul>	<p>This objective is addressed throughout. See, for example:  <b>SE:</b> Regions of the United States: 6; Where People Live: 7; Boundaries and Borders: 8-9; Climate Regions: 14-15; The Land of the Northeast: 140-145; The Contribution of Immigrants: 160; Mobile Bay: A Busy Port With Natural Beauty: 177-179; Land and Water of the Southeast: 180-185; Southern Life: 206-211; In the Heart of the Nation: 220-225; Arts and Culture: 224-225; Arizona: 251-253; Southwest Land and Water: 254-259; The West: 291-293; A Varied Land: 294-299  <b>TE:</b> Regions of the United States, Where People Live: 7; Boundaries and Borders: 8; Climate Regions: 12; Welcome to the Northeast: 106; The Appalachian Range: 107; The Contributions of Immigrants: 119; The Culture of the Southeast, Music in the Southeast: 153; Cultural Traditions: 154; Arts and Culture: 180; Arizona: 186; The Remarkable Grand Canyon: 190; San Diego: 215; Mountains of the West: 218</p>
<ul style="list-style-type: none"> <li>• Understand regions change over time and the causes and consequences of these changes.</li> </ul>	<p>This objective is addressed throughout. See, for example:  <b>SE:</b> Growth and Change in the Northeast: 158-163; Changing Times, Changing Cities: 170-171; Settling the Southeast: 201-205; The Midwest on the Move: 24-245; Growth of the Southwest: 274-279; Growth of the West: 314-319  <b>TE:</b> Immigrants Come to the Northeast: 118; Inventions and the Rise of Industry: 119; Movements for Reform, Changing Times, Changing Cities: 126; Pioneers Head to the West : 150; The Southeast After Slavery: 151; Changes in Transportation: 178; New Industries: 179; Changing Life for Native Americans: 203; Still Growing: 205; In Search of Opportunities: 233; Growth Continues: 234</p>

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<ul style="list-style-type: none"> <li>• Understand ways regional, ethnic, and national cultures influence individuals' daily lives.</li> </ul>	<p><b>SE:</b> New York City: A City of Sights and Variety: 137-139; Mobile Bay: A Busy Port With Natural Beauty: 177-179; Southern Life: 206-211; Arts and Culture: 244-245; Influences Past and Present: 272  <b>TE:</b> New York City: A City of Sights and Variety: 103; myStory Spark: 132; The Culture of the Southeast, Music in the Southeast: 153; Arts and Culture: 180; Influences Past and Present: 201</p>
<ul style="list-style-type: none"> <li>• Understand how people from different cultures think about and deal with their physical environment and social conditions.</li> </ul>	<p><b>SE:</b> People and the Land: 24-29; America and Europe: 38-43; Native Americans of the Northeast: 152-153; Native Americans of the Southeast: , Explorers and Settlers: 200-201; Settling in the Midwest: 234-239; The Southwest's Past: 268-273  <b>TE:</b> People Adapt to the Environment: 20; People Change the Environment: 21; The First Americans: 31; The Columbian Exchange: 33; Native Americans of the Northeast, 114; Native Americans of the Southeast: , Explorers and Settlers: 149; Native Americans of the Midwest: 174; Farming Changes: 175; Ancient Cultures of the Region, Native Americans in the 1500s: 199; The Colonial Period: 200; Influences Past and Present: 201</p>
<ul style="list-style-type: none"> <li>• Understand language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people.</li> </ul>	<p><b>SE:</b> The First Americans: 38-39; New York City: A City of Sights and Variety: 137-139; Southern Life: 206-211  <b>TE:</b> The First Americans: 31; New York City: A City of Sights and Variety: 103; The Culture of the Southeast, Music in the Southeast: 153; Support English Language Learners, 2: 153; Cultural Traditions: 154</p>

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<b>Essential Concept and/or Skill: <i>Understand how human factors and the distribution of resources affect the development of society and the movement of populations.</i></b>	
<ul style="list-style-type: none"> <li>Understand causes and effects of human migration.</li> </ul>	<p><b>SE:</b> European Colonies: 41; The New Nation Grows: 50; Lewis and Clark Explore the West: 51; Manifest Destiny: 52; New Industries: 53  <b>TE:</b> Lewis and Clark Explore the West, Differentiated Instruction, L3: 39; Begin to Read, New Industries: 41</p>
<ul style="list-style-type: none"> <li>Understand reasons for the growth and decline of settlements.</li> </ul>	<p><b>SE:</b> A New Nation Grows: 50; Lewis and Clark Explore the West: 51; Manifest Destiny: 52; New Industries: 53; An Industrial Nation: 58; and: 60; Changing Times, Changing Cities: 170-171  <b>TE:</b> Begin to Read: 41; An Industrial Nation: 45; and: 46; Lewis and Clark Explore the West: 39; Changing Times, Changing Cities: 126</p>
<ul style="list-style-type: none"> <li>Understand density and sparcity in terms of human settlement.</li> </ul>	<p><b>SE:</b> The Growth of Cities: 166-167; Centers of Population and Commerce: 168-169  <b>TE:</b> The Growth of Cities: 124; Centers of Population and Commerce: 125</p>
<ul style="list-style-type: none"> <li>Understand the relationship between population growth and resource use.</li> </ul>	<p><b>SE:</b> The Growth of Cities: 166-167; Life in a Dry Land: 280-285  <b>TE:</b> Who Uses Water and How?: 208; Water Shortages: 209</p>
<ul style="list-style-type: none"> <li>Understand the concepts of renewable and non-renewable resources.</li> </ul>	<p><b>SE:</b> Protecting Resources: 22-23  <b>TE:</b> Protecting Resources, Differentiated Instruction, L2: 18</p>
<ul style="list-style-type: none"> <li>Understand recycling.</li> </ul>	<p><b>SE:</b> Protecting Resources: 22-23  <b>TE:</b> Protecting Resources, Differentiated Instruction, L2: 18</p>



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<ul style="list-style-type: none"> <li>• Understand the relation between economic activities and natural resources in areas.</li> </ul>	<p><b>SE:</b> Regions and Resources: 18-23; Resources in the Northeast: 146-151; Mobile Bay: A Busy Port With Natural Beauty: 177-179; A Land of Many Resources: 194-199; Resources and Farming: 228-233; Natural Resources: 258-259; Western Resources: 308-313; <b>TE:</b> Natural Resources in the United States: 16; Using Resources, Regional Industries: 17; Forrest Resources, Resources in the Earth: 110; Begin to Read, Using the Land and Water: 145; A Great Region for Farming, Raising Animals: 146; Farm Products: 171; Resources from Lakes and Rivers: 172; Mountains and Minerals: 228; California Agriculture: 229; Fishing in the West: 230</p>
<p><b>Essential Concept and/or Skill: <i>Understand how physical processes and human actions modify the environment and how the environment affects humans.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand the characteristics of places are shaped by physical and human processes.</li> </ul>	<p><b>SE:</b> People Change the Environment: 26-27 <b>TE:</b> People Change the Environment: 21</p>
<ul style="list-style-type: none"> <li>• Understand humans interact and adapt to the physical environment.</li> </ul>	<p><b>SE:</b> People and the Land: 24-29 <b>TE:</b> People Adapt to the Environment: 20; People Change the Environment: 21; Saving Resources with Technology: 22</p>
<ul style="list-style-type: none"> <li>• Understand ways to monitor science and technology in order to protect the physical environment, individual rights and the common good.</li> </ul>	<p><b>SE:</b> Saving Resources with Technology: 28-29 <b>TE:</b> Saving Resources with Technology: 22</p>
<ul style="list-style-type: none"> <li>• Understand laws and policies that govern the environment.</li> </ul>	<p>For related content, please see: <b>SE:</b> Protecting Resources: 22-23 <b>TE:</b> Protecting Resources: 18</p>

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<b>History</b>	
<b><u>Intermediate (3 – 5) Details and Example</u></b>	
<b>Essential Concept and/or Skill: <i>Understand historical patterns, periods of time and the relationships among these elements.</i></b>	
<ul style="list-style-type: none"> <li>Understand the similarities and differences between various civilizations within a time period.</li> </ul>	<b>SE:</b> America and Europe: 38-43; Birthplace of the Nation: 152-157; Settling the Southeast: 200-205; Settling the Midwest: 234-239; Native American Past: 314-315 <b>TE:</b> The Columbian Exchange, Differentiated Instruction, L2-3: 33; Native Americans of the Northeast: 114; The Colonies Gain Independence: 115; Explorers and Settlers: 149; Pioneers Head West: 150; Native Americans of the Midwest: 174; Farmers Settle the Land: 175
<ul style="list-style-type: none"> <li>Understand problems, issues, and dilemmas of life in the past and their causes.</li> </ul>	<b>SE:</b> Abraham Lincoln: Civil War President: 35-37; America and Europe: 38-43; A New Constitution: 48-49; New Industries: 53; Rebuilding the Nation: 56; An Industrial Nation: 58; Two World Wars: 62-63 <b>TE:</b> Recognize Cause and Effect: 28, 32, 37, 38, 41, 42 Cause and Effect: 31, 45, 47, 50
<ul style="list-style-type: none"> <li>Understand differences in life today compared to life in the past</li> </ul>	<b>SE:</b> The First Americans: 38-39; The Columbian Exchange: 42; Envision It!: 64-65; Continuity and Change: 68-69; Review and Assessment, 10: 72 <b>TE:</b> Lesson Plan Summary, 1: 30; The First Americans: 31; Differentiated Instruction, L3: 33; Continuity and Change: 51; The Big Question, My World and Me: 54
<ul style="list-style-type: none"> <li>Understand causes and effects of events within a time period.</li> </ul>	<b>SE:</b> Abraham Lincoln: Civil War President: 35-37; America and Europe: 38-43; A New Constitution: 48-49; New Industries: 53; Rebuilding the Nation: 56; An Industrial Nation: 58; Two World Wars: 62-63 <b>TE:</b> Recognize Cause and Effect: 28, 32, 37, 38, 41, 42 Cause and Effect: 31, 45, 47, 50

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<b>Essential Concept and/or Skill: <i>Understand how and why people create, maintain, or change systems of power, authority, and governance.</i></b>	
<ul style="list-style-type: none"> <li>Understand groups and institutions work to meet individual needs and the common good of all.</li> </ul>	<p><b>SE:</b> Principles of Our Government: 78-83; Citizens and Their Rights: 92; Amendments Expand Civil Rights: 93</p> <p><b>TE:</b> What is Government?: 60; Our Founding Principles: 61; The Bill of Rights: 62; Citizens and Their Rights, Amendments Expand Civil Rights: 70</p>
<ul style="list-style-type: none"> <li>Understand that belief systems affect government policies and laws.</li> </ul>	<p><b>SE:</b> The Civil Rights Era: 66; Greater Diversity: 67; Thurgood Marshall: 75-77; Principles of Our Government: 78-83</p> <p><b>TE:</b> The Civil Rights Era, Greater Diversity: 50; Begin to Read, What is Government?, Support English Language Learners, 3: 60; The Declaration of Independence, Our Founding Principles: 61; The Constitution of the United States, The Bill of Rights: 62</p>
<ul style="list-style-type: none"> <li>Understand the consequences of governmental decisions.</li> </ul>	<p><b>SE:</b> The Civil Rights Era: 66; Greater Diversity: 67; Thurgood Marshall: 75-77; How Our Government Works: 86-91; State and Local Government: 90-91</p> <p><b>TE:</b> The Civil Rights Era, Greater Diversity: 50; Thurgood Marshall: 57; The Three Branches and Their Responsibilities: 66; Checks and Balances: 67; State and Local Government, Differentiated Instruction, L1: 68</p>

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<p><b>Essential Concept and/or Skill: <i>Understand the role of culture and cultural diffusion on the development and maintenance of societies.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand ways culture has influenced interactions of various groups.</li> </ul>	<p>For related content, please see:  <b>SE:</b> America and Europe: 38-43; Growth and Civil War: 52-57; The Civil Rights Era: 66; Greater Diversity: 67; Birthplace of the Nation: 152-157; The Abolitionists: 156; Settling of the Southeast, 200- 205; Native Americans of the Midwest: 234; The Fur Trade: 235; The Southwest’s Past: 268-273; Changing Life for Native Americans: 275  <b>TE:</b> The First Americans: 31; The Columbian Exchange, Government in the English Colonies: 33; Manifest Destiny: 41; The North and South: 42; Rebuilding the Nation, Changes for Native Americans: 43; Begin to Read, Native Americans of the Northeast: 114; Native Americans of the Midwest, The Fur Trade: 174; The Colonial Period: 200; Changing Life for Native Americans : 203</p>
<ul style="list-style-type: none"> <li>• Understand ways culture affects decisions of a society, group or individual.</li> </ul>	<p><b>SE:</b> America and Europe: 38-43; Growth and Civil War: 52-57; The Civil Rights Era: 66; Greater Diversity: 67; Thurgood Marshall: 75-77; Birthplace of the Nation: 152-157; The Abolitionists: 116; Settling of the Southeast, 200- 205; Native Americans of the Midwest: 234; The Fur Trade: 235; The Southwest’s Past: 268-273; Changing Life for Native Americans: 275;  <b>TE:</b> The First Americans: 31; The Columbian Exchange, Government in the English Colonies: 33; Manifest Destiny: 41; The North and South: 42; Rebuilding the Nation, Changes for Native Americans: 43; Thurgood Marshall: 57; Native Americans of the Midwest, The Fur Trade: 174; The Colonial Period: 200; Changing Life for Native Americans : 203</p>

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<ul style="list-style-type: none"> <li>Understand major historical events and developments that involved interaction among various groups.</li> </ul>	<p><b>SE:</b> America and Europe: 38-43; Growth and Civil War: 52-57; The Civil Rights Era: 66; Greater Diversity: 67; Birthplace of the Nation: 152-157; The Abolitionists: 156; Settling of the Southeast, 200-205; Native Americans of the Midwest: 234; The Fur Trade: 235; The Southwest’s Past: 268-273; Changing Life for Native Americans: 275</p> <p><b>TE:</b> The First Americans: 31; The Columbian Exchange, Government in the English Colonies: 33; Manifest Destiny: 41; The North and South: 42; Rebuilding the Nation, Changes for Native Americans: 43; Greater Diversity: 50; Begin to Read, Native Americans of the Northeast: 114; Native Americans of the Midwest, The Fur Trade: 174; The Colonial Period: 200; Changing Life for Native Americans: 203</p>
<p><b>Essential Concept and/or Skill: <i>Understand the role of individuals and groups within a society as promoters of change or the status quo.</i></b></p>	
<ul style="list-style-type: none"> <li>Understand roles of important individuals and groups in technological and scientific fields.</li> </ul>	<p><b>SE:</b> Marjory Stoneman Douglas: 1-3; Inventions Bring Change: 59; Bill Gates: 103-105; The Contributions of Immigrants: 160; Inventions and the Rise of Industry, 160-161</p> <p><b>TE:</b> Marjory Stoneman Douglas: 3; Inventions Bring Change: 45; Bill Gates: 78; The Contributions of Immigrants, Inventions and the Rise of Industry: 119</p>

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<ul style="list-style-type: none"> <li>• Understand that specific individuals had a great impact on history</li> </ul>	<p><b>SE:</b> Marjory Stoneman Douglas: 1-3; Abraham Lincoln: Civil War President: 35-37; Europeans Explore: 40; A New Nation: 46-51; The North and South: 54; The Civil War: 54-55; Depression and the New Deal: 61; The Civil Rights Era: 66; Greater Diversity: 67; Bill Gates: 102-105; The Colonies Gain Independence: 154-155; The Abolitionists: 156-157; The Contributions of Immigrants, Inventions and the Rise of Industry: 160-161; Three Virginians: 202; Stephen F. Austin: 274</p> <p><b>TE:</b> Marjory Stoneman Douglas: 3; English Language Learners, Abraham Lincoln: 28; Differentiated Instruction, L3: 29; A New Constitution: 38; Lewis and Clark Explore the West: 39; The Civil War: 42; Depression and the New Deal, The Civil Rights Era: 50; Bill Gates: 78; The Abolitionists: 116; The Contributions of Immigrants, Inventions and the Rise of Industry: 119; Three Virginians: 150</p>
<ul style="list-style-type: none"> <li>• Understand the people, events, problems, and ideas that were significant in creating the history of their state.</li> </ul>	<p>This objective falls outside the scope of the text.</p>
<ul style="list-style-type: none"> <li>• Understand how democratic values have been exemplified by people, events, and symbols.</li> </ul>	<p><b>SE:</b> Abraham Lincoln: Civil War President: 35-37; A New Nation: 46-51; Manifest Destiny: 52; Thurgood Marshall: 75-77; The Declaration of Independence: 80; Our Founding Principles: 81; The Constitution of the United States: 82; The Bill of Rights: 83; National Pride: 96-97</p> <p><b>TE:</b> Abraham Lincoln, English Language Learners: 28; Independence: 34; A Hard Job, A New Constitution: 38; Manifest Destiny: 41; Thurgood Marshall: 57; The Declaration of Independence, Our Founding Principles: 61; The Constitution of the United States, The Bill of Rights, 62; National Pride, Differentiated Instruction, L1-4: 72</p>

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<b>Essential Concept and/or Skill: <i>Understand the effect of economic needs and wants on individual and group decisions.</i></b>	
<ul style="list-style-type: none"> <li>Understands factors that shaped the economic system in the United States.</li> </ul>	For related content, please see: <b>SE:</b> Parts of the Economy: 109; A Land of Many Resources: 194-198 <b>TE:</b> Parts of the Economy: 82
<ul style="list-style-type: none"> <li>Understand that economic activities in the community have changed over time.</li> </ul>	For related content, please see: <b>SE:</b> Trade Then and Now: 126-127 <b>TE:</b> Trade Then and Now: 95
<ul style="list-style-type: none"> <li>Understand that the types of work local community members do have changed over time.</li> </ul>	For related content, please see: <b>SE:</b> Making a Living: 124; Changing Times, Changing Cities: 170-171 <b>TE:</b> Making a Living: 93; Changing Times, Changing Cities: 126;
<b>Essential Concept and/or Skill: <i>Understand the effects of geographic factors on historical events.</i></b>	
<ul style="list-style-type: none"> <li>Understand varying landforms and geographic features and their importance in the development of communities.</li> </ul>	This objective is addressed throughout. See, for example: <b>SE:</b> The Land of the Northeast: 140-145; Land and Water of the Southeast: 180-185; In the Heart of the Nation: 220-225; Southwestern Land and Water: 254-259 <b>TE:</b> The Atlantic Coast, The Appalachian Range: 107; The Appalachian Range, Lakes and Rivers: 108; Kentucky Bluegrass, 136; Rivers and Lake of the West: 220
<ul style="list-style-type: none"> <li>Understand seasons, climate, and weather, environmental change and crises affect social and economic development.</li> </ul>	This objective is addressed throughout. See, for example: <b>SE:</b> Visitors to the Northeast: 150-151; Climate of the Southeast: 188-193; Climates of the Midwest: 223; Climate of the Southwest: 226-267; Life in a Dry Land: 280-285; Climate of the West: 300-305 <b>TE:</b> Visitors to the Northeast, Differentiated Instruction, L1-4: 112; Living in a Mild Climate: 141; Effects of Hurricanes: 142; Handling Floods, Being Prepared: 143; Climate of the Midwest: 165; Tornado Alley: 195; Life in a Hot, Dry Land: 208; Water Shortages: 209

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<ul style="list-style-type: none"> <li>• Understand major land and water routes of explorers.</li> </ul>	<p><b>SE:</b> Europeans Explore: 40; The United States, 1804: 50; Lewis and Clark Explore the West: 51 <b>TE:</b> Europeans Explore: 32; Lewis and Clark Explore the West: 39</p>
<p><b>Essential Concept and/or Skill: <i>Understand the role of innovation on the development and interaction of societies.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand the influence of cultural, scientific, and technological decisions on societies.</li> </ul>	<p><b>SE:</b> A New Nation: 46-51; Growth and Civil War: 52-57; The United States Becomes a World Power: 58-63; The United States Since World War II: 64-69; New Technologies: 127; Specialization and Productivity: 129; Inventions and the Rise of Industry: 160; Movements for Reform: 162-163 <b>TE:</b> Begin to Read, Independence: 37; A Hard Job, A New Constitution: 38; Lewis and Clark Explore the West: 39; New Industries: 41; The North and South: 42; Rebuilding the Nation, Changes for Native Americans: 43; Begin to Read, An Industrial Nation, Inventions Bring Change: 45; Depression and the New Deal: 46; Technology Takes Off, 49; The Civil Rights Era, Greater Diversity: 50; New Technologies: 95; Specialization and Productivity: 96; Inventions and the Rise of Industry: 119; Movements for Reform: 120</p>
<ul style="list-style-type: none"> <li>• Understand ways science and technology have changed the way people think about the natural world</li> </ul>	<p><b>SE:</b> Mary Stoneman Douglas: 1-3; Protecting Resources: 22-23; People and the Land: 24-29 <b>TE:</b> Mary Stoneman Douglas: 3; Protecting Resources: 18; People Adapt to the Environment: 20; People Change the Environment: 21; Saving Resources with Technology: 22</p>



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<ul style="list-style-type: none"> <li>• Understands that the use of technology in the local community has changed over time.</li> </ul>	<p>For related content, please see:  <b>SE:</b> People and the Land: 24-29; New Industries: 53; An Industrial Nation: 58; Inventions Bring Change: 59; Technology Takes Off: 65; Inventions and the Rise of Industry: 160-161; Farming Changes: 237; Railroads and Shipping: 242  <b>TE:</b> New Industries: 41; An Industrial Nation, Inventions Bring Change: 45; Technology Takes Off: 49; Inventions and the Rise of Industry: 119; Farming Changes: 175; Railroads and Shipping: 179</p>
<p style="text-align: center;"><b>Essential Concept and/or Skill: <i>Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand processes important to reconstructing and interpreting the past.</li> </ul>	<p>This objective is addressed throughout. See, for example:  <b>SE:</b> Use a Timeline: 44-45; War for Independence: 46; Cause and Effect: 53; Causes and Effects of the Civil War: 56; Cause and Effect: 58; Compare and Contrast: 60; Cause and Effect: 63; Continuity and Change Since World War II: 69; Women’s Rights: 156-157; Inventions from the Northeast: 160-161; Pioneers Head West: 203; From Trade to Factories: 239; The Colonial Period: 271; Compare and Contrast, 279; Native American Past: 314  <b>TE:</b> Differentiated Instruction, L3-4: 35; Begin to Read: 41; The Civil War: 42; Cause and Effect: 45; and: 46; Two World Wars: 47; Continuity and Change: 51; Women’s Rights: 116; Inventions and the Rise of Industry: 119; Pioneers Head West: 150; From Trade to Factories: 176; The Colonial Period: 200; Native American Past: 232</p>

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<ul style="list-style-type: none"> <li>Understand the historical perspective including cause and effect.</li> </ul>	<p>This objective is addressed throughout. See, for example:  <b>SE:</b> Abraham Lincoln: Civil War President: 35-37; America and Europe: 38-43; A New Constitution: 48-49; New Industries: 53; Rebuilding the Nation: 56; An Industrial Nation: 58; Two World Wars: 62-63; Native Americans of the Northeast: 152-153; Pioneers Head West: 203; Native Americans of the Midwest: 234; The Colonial Period: 271; Birth of the Oil Industry: 277; In Search of Opportunity: 317  <b>TE:</b> Recognize Cause and Effect: 28, 32, 37, 38, 41, 42, 114, 150, 174, 204, 233 Cause and Effect: 31, 45, 47, 50, 200</p>
<ul style="list-style-type: none"> <li>Understand how to view the past in terms of the norms and values of the time.</li> </ul>	<p>For related content, please see:  <b>SE:</b> The North and South: 54; The Civil War: 54-55; Rebuilding the Nation: 56; Changes for Native Americans: 57; and: 60; The Civil Rights Era: 66; Thurgood Marshall: 75-77  <b>TE:</b> The North and South: 42; Rebuilding the Nation, can: 43; Differentiated Instruction, L2-3; A Diverse Nation: 46; The Civil Rights Era, Greater Diversity: 50; Thurgood Marshall: 57</p>
<ul style="list-style-type: none"> <li>Understand interpretation of data in timelines.</li> </ul>	<p><b>SE:</b> Use a Timeline: 44-45; War for Independence: 46; Cold War Conflicts: 64; Technology Takes Off: 65  <b>TE:</b> Differentiated Instruction, L2-4: 35</p>
<p><b>Political Science/Civic Literacy Intermediate (3 – 5) Details and Example</b></p>	
<p><b>Essential Concept and/or Skill: <i>Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</i></b></p>	
<ul style="list-style-type: none"> <li>Understand what it means to be a citizen.</li> </ul>	<p><b>SE:</b> What is Government?: 78-79; Our Rights and Responsibilities: 92-97  <b>TE:</b> What is Government?: 60; Begin to Read, Citizens and Their Rights, Amendments Expand Civil Rights, Support English Language Learners, 1-3: 70; Our Responsibilities: 71; National Pride: 72</p>

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<p style="text-align: center;"><b>Iowa Core for Social Studies Essential Concepts and Skills Grades 3-5</b></p>	<p style="text-align: center;"><b>myWorld Social Studies Regions of Our Country Grade 4, ©2013</b></p>
<ul style="list-style-type: none"> <li>• Understand why civic responsibility is important and know examples of civic responsibility.</li> </ul>	<p><b>SE:</b> Our Rights and Responsibilities: 92-97 <b>TE:</b> Lesson Plan Summary, 1: 69; Citizens and Their Rights: 70; Our Responsibilities: 71; National Pride: 72</p>
<ul style="list-style-type: none"> <li>• Understand that Congress passes laws to protect individual rights.</li> </ul>	<p><b>SE:</b> Principles of Our Government: 78-83; The Three Branches and Their Responsibilities: 86; Citizens and Their Rights: 92 <b>TE:</b> Our Founding Principles: 61</p>
<ul style="list-style-type: none"> <li>• Understand how people can participate in their government.</li> </ul>	<p><b>SE:</b> Our Rights and Responsibilities: 92-97 <b>TE:</b> Lesson Plan Summary, 1: 69; Citizens and Their Rights: 70; Our Responsibilities: 71; National Pride: 72</p>
<ul style="list-style-type: none"> <li>• Understand what political leaders do and why leadership is necessary in a democracy.</li> </ul>	<p><b>SE:</b> Abraham Lincoln: Civil War President: 35-37; A New Nation: 46-51; The North and South: 54; The Civil War: 54-55; Depression and the New Deal: 61; How Our Government Works: 86-91 <b>TE:</b> Differentiated Instruction, L3: 29; A New Constitution: 38; Depression and the New Deal: 46; The Three Branches and Their Responsibilities: 66; Checks and Balances: 67; Differentiated Instruction, L2: 68</p>
<ul style="list-style-type: none"> <li>• Understand opportunities for leadership and public service in the student's own classroom, school, community, state, and the nation.</li> </ul>	<p><b>SE:</b> Our Responsibilities: 94; National Pride: 96-97 <b>TE:</b> Our Responsibilities: 71; National Pride: 72</p>
<ul style="list-style-type: none"> <li>• Understand the importance of voluntarism as a characteristic of American society.</li> </ul>	<p><b>SE:</b> Our Responsibilities: 94-95 <b>TE:</b> Our Responsibilities: 71</p>

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<p><b>Essential Concept and/or Skill: <i>Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand the fundamental values and principles of American democracy.</li> </ul>	<p><b>SE:</b> Principles of Our Government: 78-83; Study Guide, Lesson 1: 98; Review and Assessment, 3, 10: 99-100 <b>TE:</b> Begin to Read, What is Government?, Support English Language Learners, 1-3: 60; The Declaration of Independence, Our Founding Principles: 61; The Constitution of the United States, The Bill of Rights, Differentiated Instruction, L1-4: 62; What is Special About American Government? 101</p>
<ul style="list-style-type: none"> <li>• Understand the difference between power and authority.</li> </ul>	<p>For opportunities to address this objective, please see: <b>SE:</b> The American Revolution: 47, A New Constitution: 48 <b>TE:</b> The American Revolution: 37, A New Constitution: 38</p>
<ul style="list-style-type: none"> <li>• Understand fundamental values and principles of American democracy are expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.</li> </ul>	<p><b>SE:</b> Independence: 46; A Hard Job: 48; A New Constitution: 48-49; Review and Assessment, 10: 72; The Declaration of Independence: 80; Our Founding Principles: 81; The Constitution of the United States: 82; The Bill of Rights: 83; Review and Assessment, 2, 3, 7, 9, 10: 99-101 <b>TE:</b> A New Constitution: 38; The Declaration of Independence, Our Founding Principles: 61; The Constitution of the United States, The Bill of Rights, Differentiated Instruction, L1-4: 62</p>
<ul style="list-style-type: none"> <li>• Understand the costs and benefits of diversity in American society.</li> </ul>	<p><b>SE:</b> A Diverse Nation: 60; The Civil Rights Era: 66; Greater Diversity: 67; The Contributions of Immigrants: 160 <b>TE:</b> A Diverse Nation: 46; The Civil Rights Era, Greater Diversity: 50; The Contributions of Immigrants: 119</p>

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Iowa Core for Social Studies Essential Concepts and Skills Grades 3-5	myWorld Social Studies Regions of Our Country Grade 4, ©2013
<b>Essential Concept and/or Skill: <i>Understand the purpose and function of each of the three branches of government established by the Constitution.</i></b>	
<ul style="list-style-type: none"> <li>Understand that the legislative branch passes laws to protect individual rights.</li> </ul>	<b>SE:</b> What is Government?: 78-79; The Three Branches and Their Responsibilities: 86-87; Checks and Balances: 88-89; Citizens and Their Rights: 92 <b>TE:</b> Checks and Balances: 67; Citizens and Their Rights: 70
<ul style="list-style-type: none"> <li>Understand that the executive branch carries out and enforces laws to protect individual rights.</li> </ul>	<b>SE:</b> What is Government?: 78-79; The Three Branches and Their Responsibilities: 86-87; Checks and Balances: 88-89 <b>TE:</b> The Three Branches and Their Responsibilities: 66; Checks and Balances: 67
<ul style="list-style-type: none"> <li>Understand that the judicial branch, headed by the Supreme Court, makes decisions concerning the law that aim to protect individual rights.</li> </ul>	<b>SE:</b> What is Government?: 78-79; The Three Branches and Their Responsibilities: 86-87; Checks and Balances: 88-89 <b>TE:</b> The Three Branches and Their Responsibilities: 66; Checks and Balances: 67
<b>Essential Concept and/or Skill: <i>Understand the differences among local, state and national government.</i></b>	
<ul style="list-style-type: none"> <li>Understand the roles of local, state and national government and the roles of representative leaders at these levels such as mayor, governor and President.</li> </ul>	<b>SE:</b> State and Local Government: 90-91 <b>TE:</b> State and Local Government, Differentiated Instruction, L1-4: 68; Study Guide, Lesson 2: 98
<ul style="list-style-type: none"> <li>Understand major services provided by national, state, and local governments.</li> </ul>	<b>SE:</b> What is Government?: 78-79; State and Local Government: 90-91 <b>TE:</b> What is Government?: 60; Differentiated Instruction, L1: 68
<ul style="list-style-type: none"> <li>Understand how national, state and local government officials are chosen.</li> </ul>	<b>SE:</b> What is Government?: 78-79; The Three Branches and Their Responsibilities: 86-87; State and Local Government: 90-91; Review and Assessment, 5, 6: 99 <b>TE:</b> What is Government?: 60; The Three Branches and Their Responsibilities: 66

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<b>Essential Concept and/or Skill: <i>Understand the role of the United States in current world affairs.</i></b>	
<ul style="list-style-type: none"> <li>Understand that the world is divided into many different nations with each one having its own government.</li> </ul>	<p><b>SE:</b> Two World Wars: 62-63; Cold War Conflicts: 64; Continuity and Change: 68-69  <b>TE:</b> Two World Wars, Differentiated Instruction, L1-2: 47; Begin to Read, Cold War Conflicts: 49</p>
<ul style="list-style-type: none"> <li>Understand the major ways nations interact with each other such as trade, diplomacy, cultural contacts, treaties or agreements, and use of military force.</li> </ul>	<p><b>SE:</b> The United States Since World War II: 64-69; A New Era, Continuity and Change: 68-69; The Benefits and Costs of Globalization 130-131  <b>TE:</b> A New Era, Continuity and Change: 68-69; The Benefits and Costs of Globalization 97</p>
<ul style="list-style-type: none"> <li>Understand factors that contribute to cooperation and cause disputes within and among groups and nations.</li> </ul>	<p><b>SE:</b> The United States Since World War II: 64-69; A New Era, Continuity and Change: 68-69; The Benefits and Costs of Globalization 130-131  <b>TE:</b> A New Era, Continuity and Change: 68-69; The Benefits and Costs of Globalization 97</p>