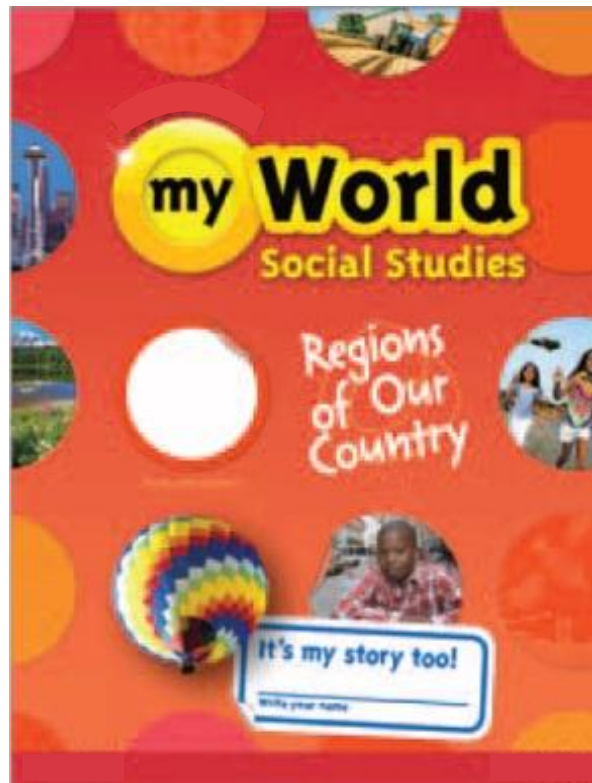


A Correlation of

Savvas

myWorld Social Studies

Regions of Our Country



To the

Louisiana Social Studies 2011

Grade Level Expectations

Grade 4

A Correlation of Savvas myWorld Social Studies to the Louisiana Social Studies 2011 Grade Level Expectations Grade 4

Introduction

This document demonstrates how **myWorld Social Studies** ©2013 meets the Louisiana Social Studies 2011 Grade Level Expectations for Grade 34. Correlation page references are to the Student Worktext and Teacher’s Guide.

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.

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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Standard 1 – Historical Thinking Skills	
<i>Students use chronological sequencing of key events and symbols to understand the movement of people and the expansion of boundaries in the United States.</i>	
4.1.1 Construct timelines of historical events	SW: Graph Skills: Use a Timeline, 44-45; Inventions from the Northeast, 160-161 TG: Active Reading & Lesson Summary: 34, 35, 47, 117, 119, 151
4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States	SW: Graph Skills: Use a Timeline, 44-45; War for Independence, 46; Inventions from the Northeast, 160-161 TG: Active Reading & Lesson Summary: 34, 35, 37, 117, 119, 151
4.1.3 Use appropriate vocabulary of time	SW: myStory Spark: How Have We Changed and How Have We Stayed the Same During Our History, 34; Got It? 43; Graph Skills: Use a Timeline, 44-45 TG: Active Reading & Lesson Summary: 28, 33, 34, 35, 117, 119, 151
4.1.4 Produce clear and coherent writing to:	
<ul style="list-style-type: none"> compare and contrast past and present viewpoints on a given historical topic 	SW: For related material please see: Reading Skills: Compare and Contrast, SSH3; The Civil Rights Era, 66; Women’s Rights, 156-157; Movements for Reform, 162-163 TG: Active Reading & Lesson Summary: 48, 50, 109, 116, 117, 120
<ul style="list-style-type: none"> conduct simple research 	SW: Critical Thinking Skills: Identify Primary and Secondary Sources, 84-85; Media and Technology: Search for Information on the Internet, 260-261 TG: Active Reading & Lesson Summary: 12, 18, 22, 33, 35, 43, 51, 63, 64, 68, 108, 112, 116, 126, 133, 137, 143, 147, 155, 166, 180, 192, 193, 224

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<ul style="list-style-type: none"> summarize actions/events and explain significance 	<p>SW: Reading Skills: Summarize, SSH6; Summarize, 55; Greater Diversity, 67; Thurgood Marshall: Law and Justice, 75-77; Amendments Expand Citizens’ Rights, 93; Our Responsibilities, 94-95; The Remarkable Grand Canyon, 256; Got It? 325</p> <p>TG: Active Reading & Lesson Summary: 42, 50, 57, 58, 70, 71, 190, 238</p>
<ul style="list-style-type: none"> differentiate between the 5 regions of the United States 	<p>SW: Land and Regions in the United States, 4-9; Climate Regions, 14; United States, Climate Regions, 14; Compare Climate, 15; Review and Assessment, 31</p> <p>TG: Active Reading & Lesson Summary: 5, 6, 7, 8, 9, 12, 23, 24</p>
4.1.5 Explain the historical significance of U.S. political symbols	<p>SW: Liberty Bell Picture, 34; Envision It! 58-59; Envision It! 92-93; National Pride, 96-97; Review and Assessment, 100</p> <p>TG: Active Reading & Lesson Summary: 28, 45, 69, 70, 72, 73, 75</p>
4.1.6 Define and distinguish between primary and secondary sources	<p>SW: Critical Thinking Skills: Identify Primary and Secondary Sources, 84-85; Media and Technology: Search for Information on the Internet, 260-261;</p> <p>TG: Active Reading & Lesson Summary: 63, 64, 151, 192, 193</p>
4.1.7 Summarize primary resources and explain their historical importance	<p>SW: Reading Skills: Summarize, SSH6; Critical Thinking Skills: Identify Primary and Secondary Sources, 84-85; Media and Technology: Search for Information on the Internet, 260-261</p> <p>TG: Active Reading & Lesson Summary: 63, 64, 192, 193</p>
Standard 2 – People and Events	
<i>Students explain the historical significance of key people and events in order to examine the expansion of the boundaries and development of democracy in the United States.</i>	
4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States	<p>SW: Europeans Explore, 40; Explorers in the Americas, 40; European Colonies, 41; Lewis and Clark Explore the West, 51; Explorers and Settlers, 200-201</p> <p>TG: Active Reading & Lesson Summary: 30, 32, 36, 39, 148, 149</p>

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4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States	<p>SW: Abraham Lincoln: Civil War President, 35-37; The Civil War, 54-55; Summarize, 55; Two World Wars, 62-63; The Civil Rights Era, 66; Greater Diversity, 67; Working for Rights, 67; Review and Assessment, 71; Thurgood Marshall: Law and Justice, 75-77; 2. These paintings show key people..., 154-155; The Abolitionists, 156; Women’s Rights, 156-157; Three Virginians, 202</p> <p>TG: Active Reading & Lesson Summary: 27, 28, 29, 40, 42, 44, 47, 48, 50, 52, 53, 56, 57, 58, 113, 115, 116, 148, 150</p>
4.2.3 Explain the voluntary migration of people and its significance in the development of the boundaries of the United States	<p>SW: The First Americans, 38-39; The New Nation Grows, 50; Lewis and Clark Explore the West, 51; Manifest Destiny, 52; Pioneers Head West, 203; Immigrants Come to the Midwest, 237; New Arrivals, 274</p> <p>TG: Active Reading & Lesson Summary: 30, 31, 36, 39, 40, 41, 148, 150, 173, 175, 202, 203</p>
4.2.4 Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States	<p>SW: Reading Skills: Draw Conclusions, SSH7; Government in the English Colonies, 43; A New Nation, 46-51; Growth and Civil War, 52-57; Two World Wars, 62-63; The Civil Rights Era, 66; Greater Diversity, 67; Working for Rights, 67; The Colonies Gain Independence, 154-155; A New Plan of Government, 155;</p> <p>TG: Active Reading & Lesson Summary: 30, 33, 36, 37, 38, 39, 40, 41, 42, 43, 48, 50, 113, 115,</p>
4.2.5 Use the concepts “melting pot,” “salad bowl,” and “cultural mosaic” to explain the impact of immigration on population growth and diversity in the United States	<p>SW: New Industries, 53; A Diverse Nation, 60; Got It? 63; Greater Diversity, 67; Immigrants Come to the Northeast, 158-159; European Immigration, 158; The Contributions of Immigrants, 160; The Culture of the Southeast, 206; Immigrants Come to the Midwest, 237</p> <p>TG: Active Reading & Lesson Summary: 40, 41, 44, 46, 47, 48, 50, 117, 118, 119, 152, 153, 173, 175</p>

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Standard 3 – People and Events	
<i>Students examine the impact of scientific and technological advances on the development of the United States.</i>	
4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States	SW: New Industries, 53; An Industrial Nation, 58; Inventions Bring Change, 59; Inventions and the Rise of Industry, 160-161; Got It? 163; Farming Changes, 237; From Trade to Factories, 239; Changes in Transportation, 241; New Industries, 243 TG: Active Reading & Lesson Summary: 40, 41, 44, 45, 117, 119, 120, 173, 175, 176, 177, 178, 179
Standard 4 – Maps and Globes	
<i>Students use map skills to construct and interpret geographical representations of the world.</i>	
4.4.1 Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe	SW: Five Themes of Geography: Location, SSH10; Reading Globes, SSH12; Earth’s Hemispheres, SSH13 TG: Active Reading & Lesson Summary: SSH1, SSH2, SSH3
4.4.2 Locate and label on a map the major physical features of each of the five regions of the United States and summarize how they affect the climate, economy, and population of each region	SW: Five Themes of Geography: Location, SSH10; Weather and Climate, 10-15; The Northeast, Physical, 143; The Southeast, Political, 182; The Midwest, Physical, 222; The Southwest, Physical, 256; The West, Physical, 296 TG: Active Reading & Lesson Summary: SSH1, SSH2, 9, 10, 11, 12, 105, 107, 134, 136, 163, 165, 188, 190, 217, 219
4.4.3 Identify the states of each of the five regions of the United States	SW: Regions of the United States, 6-7; Welcome to the Northeast, 140-141; The Northeast, Political, 141; The Southeast, Political, 181; The Midwest, Political, 221; The Southwest, Political, 255; The West, Political, 295 TG: Active Reading & Lesson Summary: 5, 7, 105, 106, 134, 135, 163, 164, 188, 189, 217, 218
4.4.4 Measure approximate distance on a map using scale to the nearest hundredth mile	SW: Maps Show Distance, SSH15; Map Skills: Use a Road Map and Scale, 186-187 TG: Active Reading & Lesson Summary: SSH1, SSH4, 138, 139

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4.4.5 Determine the approximate longitude and latitude coordinates of various locations in the United States	SW: Use Latitude and Longitude for Exact Location, SSH20; Map Skills: Latitude and Longitude, 306-307 TG: Active Reading & Lesson Summary: SSH1, SSH7, 225, 226
4.4.6 Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale	SW: Maps Show Directions, SSH14; Political Maps, SSH16; Physical Maps, SSH17; Elevation Maps, SSH18; Use a Grid, SSH19; Use Latitude and Longitude for Exact Location, SSH20; Maps Show Events, SSH21; Map Skills: Read Inset Maps, 16-17; The Southeast, Physical, 182; Map Skills: Use a Road Map and Scale, 186-187; Map Skills: Latitude and Longitude, 306-307 TG: Active Reading & Lesson Summary: SSH1, SSH4, SSH5, SSH6, SSH7, 13, 14, 136, 138, 139, 225, 226
4.4.7 Use mental mapping to construct a map of the United States regions and the world to include map elements (title, compass rose, legend/key, scale)	SW: For related material please see: Land and Regions in the United States, 4-9 TG: Active Reading & Lesson Summary: 5, 6, 7, 8
Standard 5 – People and Land	
<i>Students compare and contrast the physical and human characteristics of each United States region in order to understand their similarities and differences.</i>	
4.5.1 Compare and contrast the distinguishing physical characteristics of the five regions of the United States	SW: Reading Skills: Compare and Contrast, SSH3; Land and Regions in the United States, 4-9; Climate Regions, 14; United States, Climate Regions, 12; Compare Climate, 15; Regions and Resources, 18-23; Review and Assessment, 31; The Land of the Northeast, 140-145; Land and Water of the Southeast, 180-185; Climate of the Southeast, 188-193; In the Heart of the Nation, 222-225; Southwestern Land and Water, 254-259; A Range of Climates, 262; A Varied Land, 296-299; Climate of the West, 300-305 TG: Active Reading & Lesson Summary: 5, 6, 7, 8, 12, 15, 16, 17, 18, 23, 24, 105, 106, 107, 108, 134, 135, 136, 137, 140, 141, 142, 143, 163, 164, 165, 166, 188, 189, 190, 191, 194, 195, 217, 218, 219, 220, 221, 222, 223, 224

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<p>4.5.2 Analyze how physical characteristics of a region shape its economic development</p>	<p>SW: Regions and Resources, 18-23; Review and Assessment, 32; The Atlantic Coast, 142; The Appalachian Range, 143-144; Lakes and Rivers, 144-145; Water Resources, 148; Agriculture in the Northeast, 149; Visitors to the Northeast, 150-151; Changing Times, Changing Cities, 170-171; Living in a Mild Climate, 189; A Land of Many Resources, 194-199; Fast-Growing Cities, 210; Nebraska: Great Land for Farming, 217-219; Resources and Farming, 228-233; Midwestern Cities, 239; Tourism in the Midwest, 244; Review and Assessment, 247, 248; Natural Resources, 258-259; Cattle Country, 276-277; Birth of the Oil Industry, 277; Still Growing, 278; Mountains and Minerals, 309; Western Agriculture, 310; California Agriculture, 311; Fishing in the West, 312; In Search of Opportunity, 317; Tourism in the West, 321; The Pacific Rim and International Trade, 322</p> <p>TG: Active Reading & Lesson Summary: 15, 16, 17, 18, 23, 25, 105, 107, 108, 109, 111, 112, 123, 126, 140, 141, 144, 145, 146, 147, 152, 155, 160, 161, 162, 169, 170, 171, 172, 173, 176, 177, 180, 182, 183, 188, 190, 202, 204, 205, 227, 228, 229, 230, 231, 233, 235, 236, 237</p>
<p>4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement</p>	<p>SW: Where People Live, 7; People and the Land, 24-29; Chapter 1 Study Guide, 30; Visitors to the Northeast, 150-151; The Growth of Cities, 166-167; Centers of Population and Commerce, 168-169; Living in a Mild Climate, 189; Settling in the Midwest, 234-239; Arizona: A Sunny Wonderland, 251-253; The Search of Opportunity, 317</p> <p>TG: Active Reading & Lesson Summary: 5, 7, 19, 20, 21, 22, 23, 24, 109, 112, 123, 124, 125, 140, 141, 173, 174, 175, 176, 185, 186, 187, 231, 233</p>

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Standard 6 – Environment	
<i>Students describe how natural and man-made processes change the geography of regions in the United States.</i>	
4.6.1 Illustrate how natural processes have created and/or changed the physical characteristics of places in the United States	<p>SW: Landforms and Bodies of Water, 4-5; Two Coasts, 180; Hurricanes, 190; Effects of Hurricanes, 191; Handling Floods, 192; Got It? 193; The Great Lakes, 222; Climate of the Midwest, 223; The Remarkable Grand Canyon, 256; The Work of Erosion, 257; Tornado Alley, 263; The Long Coast, 295; Volcanoes, 296; Geysers and Hot Springs, 297; Earthquakes, 297; Rivers and Lakes of the West, 298-299</p> <p>TG: Active Reading & Lesson Summary: 5, 6, 134, 135, 140, 142, 143, 163, 165, 188, 190, 194, 195, 217, 218, 219, 220</p>
4.6.2 Describe the human impact on the land and bodies of water of the five regions of the United States	<p>SW: Five Themes of Geography: Human/Environmental Interaction, SSH11; Marjory Stoneman Douglas: Rescuer of the Everglades, 1-3; Protecting Resources, 22-23; People Change the Environment, 26-27; Changing Times, Changing Cities, 170-171; Who Uses the Water and How? 282; Water Shortages, 284-285</p> <p>TG: Active Reading & Lesson Summary: SSH1, SSH2, 2, 3, 4, 15, 18, 19, 21, 123, 126, 206, 208, 209</p>

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Standard 7 – Government and Political Systems	
<i>Students explain the structure and purposes of government and the foundations of the United States’ democratic system using primary and secondary sources.</i>	
4.7.1 Identify and summarize significant changes that have been made to the United States Constitution through the amendment process	SW: A New Constitution, 48-49; The Constitution of the United States, 82; Amendments Expand Citizens’ Rights, 93; Got It? 97; Review and Assessment, 100 TG: Active Reading & Lesson Summary: 36, 38, 59, 62, 69, 70, 72, 75
4.7.2 Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights	36; A New Constitution, 48-49; The Civil Rights Era, 66; Review and Assessment, 72; Principles of Our Government, 78-83; Critical Thinking Skills, Identify Primary and Secondary Sources, 84-85; Our Rights and Responsibilities, 92; Chapter 3 Study Guide, 98; Review and Assessment, 99, 100; myStory Book: What Is Special About American Government? 101; A New Plan of Government, 155; The Abolitionists, 156; Three Virginians, 202 TG: Active Reading & Lesson Summary: 29, 36, 38, 48, 50, 54, 59, 60, 61, 62, 63, 64, 69, 70, 74, 75, 115, 116, 150
4.7.3 Identify and analyze the basic purposes and necessity of government as identified in the Preamble to the United States Constitution	SW: Review and Assessment, 72; The Constitution of the United States, 82; Got It? 83 TG: Active Reading & Lesson Summary: 54, 59, 62
4.7.4 Differentiate between the structure and function of the three branches of federal government	SW: The Three Branches and Their Responsibilities, 86-87; Checks and Balances, 88-89; Review and Assessment, 99 TG: Active Reading & Lesson Summary: 65, 66, 67, 74

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Standard 8 – Role of Citizen	
<i>Students examine the rights, responsibilities, and duties of a United States citizen in order to understand how individuals contribute to the democratic system of government.</i>	
4.8.1 Identify the key requirements to become a United States citizen	SW: For related material please see: What Is Government? 78-79 TG: Active Reading & Lesson Summary: 59, 60
4.8.2 Differentiate between citizens’ rights, responsibilities, and duties	SW: Protecting Resources, 22-23; Our Rights and Responsibilities, 92-97; Review and Assessment, 100 TG: Active Reading & Lesson Summary: 15, 18, 69, 70, 71, 72, 75
4.8.3 Describe the qualities of a good citizen and how good citizenship contributes to the United States’ democracy	SW: Our Responsibilities, 94-95 TG: Active Reading & Lesson Summary: 69, 71
4.8.4 Explain how good citizenship can solve a current issue	SW: Protecting Resources, 22-23; Our Responsibilities, 94-95 TG: Active Reading & Lesson Summary: 15, 18, 69, 71

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Standard 9 – Fundamental Economic Concepts	
<i>Students demonstrate knowledge of economic concepts.</i>	
4.9.1 Develop a logical argument to support the choice of a particular want after all needs are met	SW: myStory Spark: How Does the Economy Meet Our Needs and Wants? 102; Needs and Wants, 81; Making Choices, 106-107; The Things We Want, 121; myStory Book: How Does the Economy Meet Our Needs and Wants? 135 TG: Active Reading & Lesson Summary: 78, 80, 81, 91, 100
4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services	SW: Natural Resources in the United States, 18-19; Using Resources, 20; Regional Industries, 21; Bill Gates: Filling a Need, 103-105; Businesses and Markets, 116; Entrepreneurs, 117; Supply and Demand, 119; Got It? 119; Resources in the Northeast, 146-151; Changing Times, Changing Cities, 170-171; Review and Assessment, 173; A Land of Many Resources, 194-199; Resources and Farming, 228-233; From Trade to Factories, 239; Western Resources, 308-313 TG: Active Reading & Lesson Summary: 15, 17, 77, 78, 79, 86, 88, 89, 109, 110, 111, 112, 123, 126, 128, 144, 145, 146, 147, 169, 170, 171, 172, 176, 227, 228, 229, 230
4.9.3 Define the terms <i>profit</i> and <i>risk</i> and explain how they relate to each other	SW: Inventions Bring Change, 59; Businesses and Markets, 116; Entrepreneurs, 117; Review and Assessment, 133 TG: Active Reading & Lesson Summary: 44, 45, 86, 88, 98, 99
4.9.4 Investigate the relationship between supply, demand, and price	SW: Businesses and Markets, 116; Supply and Demand, 118-119 TG: Active Reading & Lesson Summary: 86, 88, 89
4.9.5 Describe how government pays for goods and services through taxes and fees	SW: Our Responsibilities, 94; Government and the Economy, 110-111 TG: Active Reading & Lesson Summary: 69, 71, 80, 83

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4.9.6 Summarize the roles of households, businesses, jobs, banks, and governments in the economy	SW: Reading Skills: Summarize, SSH6; Depression and the New Deal, 61; Parts of the Economy, 109; Government and the Economy, 110-111; Got It? 111; The Economy and You, 120; Making a Living, 124; Banking and Saving, 124-125; Review and Assessment, 134; How Does the Economy Meet Our Needs and Wants? 135 TG: Active Reading & Lesson Summary: 44, 46, 80, 83, 90, 91, 93, 98, 100
4.9.7 Explain why individuals and businesses engage in barter and trade	SW: Trade and Money, 114; Trade Then and Now, 126-127; Review and Assessment, 133 TG: Active Reading & Lesson Summary: 86, 87, 94, 95, 98, 99
4.9.8 Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange	SW: Trade and Money, 114 TG: Active Reading & Lesson Summary: 86, 87
4.9.9 Define budget, income, and expense and explain the benefits of making and following a budget	SW: Businesses and Markets, 116; The Economy and You, 120; Making Choices, 122 TG: Active Reading & Lesson Summary: 86, 88, 90, 91, 92
4.9.10 Analyze the benefits of increasing skills and knowledge in order to meet needs and wants	SW: Making a Living, 124 TG: Active Reading & Lesson Summary: 90, 93