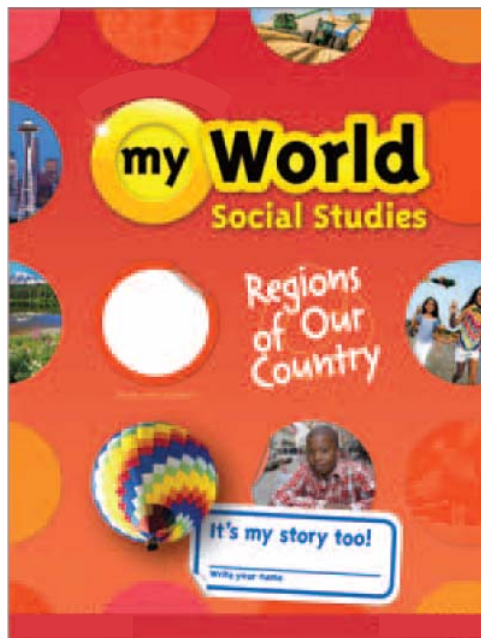


A Correlation of

**Savvas**

**myWorld Social Studies**  
**Regions of Our Country**  
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To the

**Minnesota**  
**Grade 4 Academic Standards**  
**in Social Studies**

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**Introduction**

**myWorld Social Studies** is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today's classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use. This document demonstrates how **myWorld Social Studies** ©2013 meets the Minnesota Grade Four Academic Standards in Social Studies. 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**

- 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
- Exam View® 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>Grade Four: Geography of North America</b>	
Grade four departs from the approach in the primary years (an approach that placed equal emphasis on each the social studies disciplines) to a more discipline-centered approach. A “lead discipline” is featured in each of grades four through eight. In grade four, the lead discipline is geography, focusing on political geography and the cultural landscape of North America. Students master the understandings that lay the geographical foundation for the interdisciplinary Minnesota, United States, and Global Studies courses to follow in the middle grades. They create and use various kinds of maps to identify the physical and human characteristics of places, examine regions in different locations and time periods, and analyze patterns and trends in the United States, Mexico and Canada. They learn about tribal government and develop a better understanding of the multiple players involved in the United States government (political leaders and the public) and the economy (buyers and sellers in a market). Students practice a reasoned decision-making process to make choices—an important building block for their understanding of personal finance that will be developed in later grades.	
<b>1. Citizenship and Government</b>	
<b>1. Civic Skills</b>	
1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.	
4.1.1.1.1 Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue.  <i>For example:</i> Ways people take action—write a letter, make phone calls, create an advertisement or web page, attend a meeting.	<b>SW:</b> Our Rights and Responsibilities, 92–97; Thurgood Marshall: Law and Justice, 75–77 <b>TG:</b> Active Reading & Lesson Summary, 70, 71
<b>4. Governmental Institutions and Political Processes</b>	
7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	
4.1.4.7.1 Describe tribal government and some of the services it provides; distinguish between United States and tribal forms of government.  <i>For example:</i> Services provided by tribal governments—schools, hunting and fishing regulations.	<b>SW:</b> For related material see: How Our Government Works, 86–91; Native American Reservations, 272 <b>TG:</b> Active Reading & Lesson Summary pages, 65–68

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<p>4.1.4.7.2 Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are selected.</p> <p><i>For example:</i> Mayor, city council member, state senator, governor.</p>	<p><b>SW:</b> How Our Government Works, 86–91 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 65–68</p>
<b>2. Economics</b>	
<b>1. Economic Reasoning Skills</b>	
1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	
<p>4.2.1.1.1 Apply a reasoned decision-making process to make a choice.</p> <p><i>For example:</i> Processes—a decision tree or PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision). A choice—evaluating the benefits and costs of buying a new game.</p>	<p><b>SW:</b> The Things We Want, 121; Making Choices, 122 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 90–93</p>
<b>3. Fundamental Concepts</b>	
3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.	
<p>4.2.3.3.1 Define the productivity of a resource and describe ways to increase it.</p> <p><i>For example:</i> Productivity equals the amount of output divided by the amount of input (resource). Things that can increase productivity—division of labor, specialization, improvements in technology (the way things are made). The productivity of a corn farmer (resource) has been improved by the use of specialized equipment, development of new varieties of seeds and fertilizers and improved farming techniques.</p>	<p><b>SW:</b> People and the Economy, 120–125; A Global Economy, 126–131 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 90–93, 94–97</p>

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5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	
4.2.3.5.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.  <i>For example:</i> Markets—mall stores, online shopping, mail orders, garage sales, employment center. Prices— \$40 for a video game, \$15 for one hour of a worker’s labor	<b>SW:</b> Market Economy, 108; Trade and Markets, 114–119 <b>TG:</b> Active Reading & Lesson Summary pages, 82, 86–89
<b>3. Geography</b>	
<b>1. Geospatial skills</b>	
1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	
4.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.  <i>For example:</i> “TODALS” map basics—title, orientation, date, author, legend/key, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.	<b>SW:</b> Maps, 6, 8, 11, 14, 16, 27, 40, 50, 52, 128, 130, 141, 143, 149, 153, 158, 168, 181, 182, 186, 188, 190, 197, 198, 201, 213, 221, 222, 231, 235, 255, 256, 258, 263, 269, 287, 295, 296, 306, 310, 315, 322; Maps Show Direction (compass rose), SSH 14; Maps Show Distance, SSH 15; Political Maps, SSH 16; Physical Maps, SSH 17; Elevation Maps, SSH 18; Maps Show Events, SSH 21 <b>TG:</b> Analyze Maps, SSH2, SSH3, SSH4, SSH5, SSH6, SSH7, 7, 8, 10, 11, 21, 32, 96, 97, 106, 107, 111, 118, 125, 136, 142, 146, 165, 171, 189, 190, 191, 204, 218, 219, 229, 232, 237
4.3.1.1.2 Use latitude and longitude on maps and globes to locate places in the United States, and also Canada or Mexico.	<b>SW:</b> Map Skills: Latitude and Longitude, 306–307; also see: Reading Globes, SSH 12; Earth’s Hemispheres, SSH 13; Use Latitude and Longitude for Exact Location, SSH 20 <b>TG:</b> Active Reading & Lesson Summary pages, SSH 3, SSH 7, 226

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2. Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.	
<p>4.3.1.2.1 Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico.</p> <p><i>For example:</i> How has human activity had an impact on the environment? Which region has the largest population? Where are the manufacturing centers of a country? Which languages are spoken in different places? Other questions might relate to environmental concerns, transportation issues, flood control.</p>	<p><b>SW:</b> Maps, 6, 8, 11, 14, 16, 27, 40, 50, 52, 128, 130, 141, 143, 149, 153, 158, 168, 181, 182, 186, 188, 190, 197, 198, 201, 213, 221, 222, 231, 235, 255, 256, 258, 263, 269, 287, 295, 296, 306, 310, 315, 322; Compare Line and Bar Graphs, 112–113; Graphs, 7, 60, 109, 229, 282; Chart, 188, 242, 312; Maps Show Direction (compass rose), SSH 14; Maps Show Distance, SSH 15; Political Maps, SSH 16; Physical Maps, SSH 17; Elevation Maps, SSH 18; Maps Show Events, SSH 21</p> <p><b>TG:</b> Analyze Maps, SSH2, SSH3, SSH4, SSH5, SSH6, SSH7, 7, 8, 10, 11, 21, 32, 96, 97, 106, 107, 111, 118, 125, 136, 142, 146, 165, 171, 189, 190, 191, 204, 218, 219, 229, 232, 237; Analyze Globes, SSH3; Analyze Charts, 88, 141; Analyze Graphs, 7, 85, 208</p>
4.3.1.2.2 Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico.	<p><b>SW:</b> Satellite Image, SSH12, 188</p> <p>Photographs, 13, 18, 19, 27, 28, 136, 142, 190, 194, 195, 199, 220, 228, 257, 278, 280, 281, 294, 297, 299, 300, 303, 309, 312, 317, 323</p>
<b>2. Places and Regions</b>	
3. Places have physical characteristics (such as climate, topography vegetation) and human characteristics (such as culture, population, political and economic systems).	
<p>4.3.2.3.1 Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.</p> <p><i>For example:</i> Physical characteristics— landforms (Rocky Mountains), ecosystems (forest), bodies of water (Mississippi River, Hudson Bay), soil, vegetation, weather and climate. Human characteristics— structures (Statue of Liberty), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</p>	<p><b>SW:</b> For related material see: Maps, SSH10, SSH21, 8, 128, 130, 143, 149, 256, 258</p>

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4. People construct regions to identify, organize and interpret areas of the Earth's surface, which simplifies the earth's complexity.	
4.3.2.4.1 Name and locate states and territories, major cities and state capitals in the United States.	<b>SW:</b> Maps, 6, 8, 11, 14, 16, 27, 40, 50, 52, 128, 130, 141, 143, 149, 153, 158, 168, 181, 182, 186, 188, 190, 197, 198, 201, 213, 221, 222, 231, 235, 255, 256, 258, 263, 269, 287, 295, 296, 306, 310, 315, 322
4.3.2.4.2 Name and locate countries neighboring the United States and their major cities.  <i>For example:</i> Countries neighboring the United States—Canada, Mexico, Cuba, Russia; Major cities— Toronto, Montreal, Winnipeg, Vancouver, Mexico City, Havana.	<b>SW:</b> For related material see: Maps, SSH10, SSH21, 8, 128, 130, 143, 149, 256, 258
<b>3. Human Systems</b>	
5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).	
4.3.3.5.1 Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century.	<b>SW:</b> Immigrants Come to the Northeast, 158–159; Graph: U.S. Population by Region, 7; Where Immigrants Came Fromm, 60; <b>TG:</b> Active Reading & Lesson Summary pages, 7, 46, 118
6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	
4.3.3.6.1 Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.  <i>For example:</i> Geographic factors—climate, landforms, availability of natural resources.	<b>SW:</b> The Growth of Cities, 166–167; Centers of Population and Commerce, 168–169; Fast-Growing Cities, 210 <b>TG:</b> Active Reading & Lesson Summary pages, 123–125, 155

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<b>4. Human Environment Interaction</b>	
9. The environment influences human actions; and humans both adapt to and change, the environment.	
<p>4.3.4.9.1 Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications.</p> <p><i>For example:</i> Humans cut down a forest to clear land for farming, which leads to soil erosion. Consequently, humans have to use more fertilizer to supplement the nutrients in the soil.</p>	<p><b>SW:</b> Using Resources, 20–21; Protecting Resources, 22–23; People and the Land, 24–29; Transcontinental Railroad, 58; The Atlantic Coast, 142; Overfishing, 148; Agriculture in the Northeast, 149; The Growth of Cities, 166–167; Centers of Population and Commerce, 168–169; A Land of Many Resources, 194–199; Fast-Growing Cities, 210; Resources and Farming, 228–233; The Midwest on the Move, 240–244; Growth of the Southwest, 274–279; Life in a Dry Land, 280–285; Western Resources, 308–313; Growth of the West, 314–319; The West Today, 320–325</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 18, 19–22, 45, 107, 111, 123–126, 144–147, 155, 169–172, 202–205, 206–209, 227–230, 231–234, 235–238</p>
10. The meaning, use, distribution and importance of resources changes over time.	
<p>4.3.4.10.1 Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada.</p>	<p><b>SW:</b> Land and Regions in the United States, 4–9; Weather and Climate, 10–15; Regions and Resources, 18–23; People and the Land, 24–29; The Land of the Northeast, 140–145; Resources of the Northeast, 146–151; The Northeast Today, 166–171; Land and Water of the Southwest, 180–185; Climate of the Southwest, 188–193; A Land of Many Resources, 194–199; In the Heart of the Nation, 220–225; Resources and Farming, 228–233; Southwestern Land and Water, 254–259; Climate of the Southwest, 262–267; A Varied Land, 294–299; Climate of the West, 300–305; Western Resources, 308–313</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 5–8, 9–12, 15–18, 19–22, 105–108, 109–112, 123–126, 134–137, 140–143, 144–147, 163–166, 169–172, 217–220</p>



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<p>4.3.4.10.2 Analyze the impact of geographic factors on the development of modern agricultural regions in Minnesota and the United States.</p> <p><i>For example:</i> Agricultural regions—"Corn Belt," "Dairy Belt," crop regions.</p>	<p><b>SW:</b> Regional Industries, 21; Irrigation, 27; Resources and Farming, 228–233 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 169–172</p>
<b>4. History</b>	
<b>1. Historical Thinking Skills</b>	
2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	
<p>4.4.1.2.1 Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time.</p> <p><i>For example:</i> The United States, Canada, or Mexico in 1800 versus 1900; population centers over time; natural resource use over time.</p>	<p><b>SW:</b> For related material see Maps: The United States, 1804, 50; The Nation Grows West, 52; The Southeast, Political, 181; The Southeast, 1513–1718, 201; The Midwest, Political, 221; Native Americans of the Midwest, 235; The Southwest, Political, 255; Native Americans of the Southwest, 269; The West, Political, 295; Native Americans of the West, 315</p>
<b>2. Peoples, Cultures, and Change over Time</b>	
4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	
<p>4.4.2.4.1 Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.</p>	<p><b>SW:</b> Maps: Native Americans of the Northeast, 153; European Immigration, 158; The Southeast, 201; Native Americans of the Midwest, 235; Native Americans of the Southwest, 269; Cattle Trails Meet the Railroads, 276; Native Americans of the West, 315; Timelines, 44–45, 160–161 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 114, 118, 149, 174, 199, 204, 232</p>