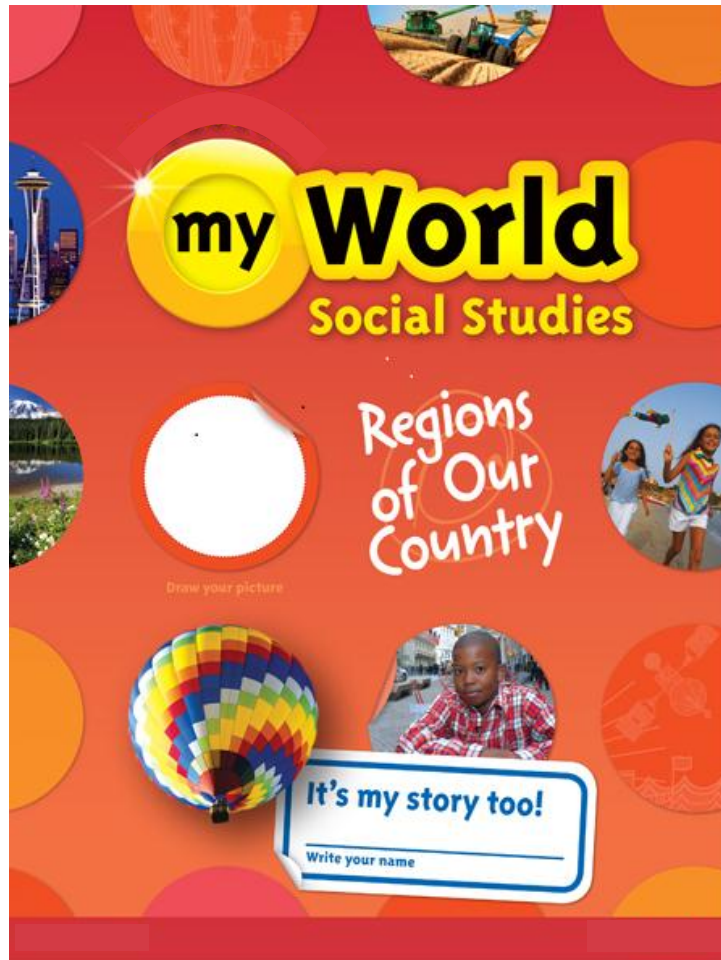


A Correlation of



To the

**Missouri Social Studies
Grade Level Expectations
Grade 4**

A Correlation of Savvas myWorld Social Studies, Regions of Our Country, Grade 4 to the Missouri Social Studies Grade Level Expectations, Grade 4

Introduction

This document demonstrates how *myWorld Social Studies* meets the Missouri Social Studies Grade Level Expectations for Grade 4. Correlation page references are to the Student Edition and Teacher’s Edition. Alignments are cited at the page level.

Everyone has a story. What’s yours?

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

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

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

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

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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1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
Purposes and principles of the Declaration of Independence	
A. With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.	SE: Declaration of Independence, 46, 66, 80–81, 84, 156, 169, 202 TG: Active Reading & Lesson Summary, 37, 61
Purposes and principles of the Constitution	
B. Explain the major purposes of the U.S. Constitution. With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.	SE: A Hard Job, 48; A New Constitution, 48–49; Continental Congress, 80, 81; The Constitution of the United States, 82; Bill of Rights, 83, 92; A New Plan of Government, 155 TG: Active Reading & Lesson Summary, 38, 61, 62, 115
Purposes and principles of the Bill of Rights	
C. Explain the major purpose of the Bill of Rights. Identify important principles in the Bill of Rights.	SE: Bill of Rights, 49, 83, 92; Amendments Expand Citizens’ Rights, 93 TG: Active Reading & Lesson Summary, 62, 70
Role of citizens and governments in carrying out constitutional principles	
D. Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	SE: The Civil Rights Era, 66; Greater Diversity, 67; Continuity and Change (American values), 68; Thurgood Marshall: Law and Justice, 75–77; The Abolitionists, 156; African Americans: in the Senate, 56, in World War II, 62, rights of, 66–67, 156, 205, in Congress, 205 TG: Active Reading & Lesson Summary, 32, 42, 47, 50, 58, 115, 116, 150, 151, 153, 176, 200, 204

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Character traits and civic attitudes of significant individuals	
E. Describe the character traits and civic attitudes of historically significant individuals in American history prior to c. 1800.	SE: George Washington, 46, 47, 49, 155, 202; Thomas Jefferson, 46, 50, 51, 80, 202; James Madison, 49, 202; John Adams, 80; Thomas Paine, 92; Adams, Abigail, 154; also see: myStory: Marjory Stoneman Douglas, 1-3; Abraham Lincoln, 35-37; Thurgood Marshall, 75-77; Bill Gates, 106-105 TG: Active Reading & Lesson Summary, 37, 38, 39, 150
Knowledge of the symbols of our state and nation	
F. Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	SE: Statue of Liberty, 58, 138; Central Park, 136; Niagara Falls, 140; City Sights and Landmarks, 169; Great Smoky Mountains National Park, 199; Pioneer Courage Park, 218; Gateway Arch, 244; Mount Rushmore, 245; Pueblo cliff dwellings, 268; Hoover Dam, 281; Golden Gate Bridge, 323 TG: Active Reading & Lesson Summary, 104, 125
2. Knowledge of principles and processes of governance systems	
Purposes and roles of government	
A. Explain how the purpose and roles of government were debated c. early settlements to 1800.	SE: European Colonies, 41; Government in the English Colonies, 43; A Hard Job, 48; A New Constitution, 48-49; Continental Congress, 80, 81; The Constitution of the United States, 82; Bill of Rights, 83, 92; A New Plan of Government, 155 TG: Active Reading & Lesson Summary, 38, 61, 62, 115
Dispute resolution	
B. Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800.	SE: Government in the English Colonies, 43; A Hard Job, 48; also see: A New Constitution, 48-49; The Cuban Missile Crisis, 64; myStory: Thurgood Marshall, 75-77 TG: Active Reading & Lesson Summary, 33, 38

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Processes of governmental systems in decision making	
C. Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.	SE: The Civil War, 54–55; The New Deal, 61; Reconstruction, 56; The Civil Rights Era, 66; Greater Diversity, 67; Thurgood Marshall: Law and Justice, 75–77; The Constitution of the United States, 82; Bill of Rights, 83, 92; A New Plan of Government, 155 TG: Active Reading & Lesson Summary, 42, 43, 61, 62, 115
Functions of governmental systems	
D. Identify and explain the functions of the three branches of government in the federal government.	SE: The Three Branches and Their Responsibilities, 86–87; Checks and Balances, 88–89; Our Rights and Responsibilities, 92–97 TG: Active Reading & Lesson Summary, 66, 67, 70–73
3a. Knowledge of continuity and change in the history of Missouri and the United States	
Understand the movement of people from many regions of the world to North America	
A. Describe the migrations of native Americans prior to 1800. Describe the discovery, exploration and early settlement of America by Europeans prior to 1800. Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.	SE: Native Americans and European Colonies, 41; Changes for Native Americans, 57; Forced removals, 203, 236, 275; Native American reservations, 272 TG: Active Reading & Lesson Summary, 31, 32, 43, 50, 114, 149, 150, 174, 178, 199, 201

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Historical perspective / Thinking / Passage of time	
B. Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.	SE: The First Americans, 38–39; Native Americans and European Colonies, 41; Changes for Native Americans, 57; Native American rights, 67; Native Americans of the Northeast, 152–153; Native Americans of the Southeast, 200, 201; forced removals, 203, 236, 275; Native Americans of the Midwest, 234; Native American Trade in the 1200s, 240; Ancient Cultures of the Region, 268; Native Americans of the 1500s, 269; Native American reservations, 272 TG: Active Reading & Lesson Summary, 31, 32, 43, 50, 114, 149, 150, 174, 178, 199, 201
Knowledge of the contributions of significant persons in U.S. history.	
C. Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800.	SE: George Washington, 46, 47, 49, 155, 202; Thomas Jefferson, 46, 50, 51, 80, 202; James Madison, 49, 202; John Adams, 80; Thomas Paine, 92; Adams, Abigail, 154; also see: myStory: Marjory Stoneman Douglas, 1–3; Abraham Lincoln, 35–37; Thurgood Marshall, 75–77; Bill Gates, 106–105 TG: Active Reading & Lesson Summary, 37, 38, 39, 150
Perspectives on the American Revolution	
D. Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies. Explain the factors that contributed to the colonists' success.	SE: The American Revolution, 47, 82, 155, 236; The Declaration of Independence, 80; Thomas Paine, 92 TG: Active Reading & Lesson Summary, 37, 62, 115

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Political developments and reform movements in the U.S.	
<p>E. Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.</p> <p>Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800.</p>	<p>SE: Declaration of Independence, 46, 66, 80–81, 84, 156, 169, 202; A New Constitution, 48–49; The Constitution of the United States, 82; Bill of Rights, 83, 92; A New Plan of Government, 155</p> <p>TG: Active Reading & Lesson Summary, 37, 38, 61, 62, 115</p>
Westward Expansion and settlement in the US	
<p>F Investigate the causes and consequences of westward expansion prior to 1800.</p>	<p>SE: Louisiana Purchase, 50, 51, 202; Manifest Destiny, 52; Changes for Native Americans, 57; Transcontinental Railroad, 58, 242; Pioneers Head West (Trail of Tears), 203; Northwest Ordinance, 236; Immigrants Come to the Midwest, 237; Growth of the Southwest, 274–278; Growth of the West, 314–319</p> <p>TG: Active Reading & Lesson Summary, 39, 41, 43, 45, 150, 175, 203</p>
4. Knowledge of economic concepts and principles	
Knowledge of basic economic concepts	
<p>A. Compare and contrast saving and financial investment.</p> <p>Explain the relationship between profit and loss in economic decisions.</p> <p>Distinguish among natural, capital and human resources.</p>	<p>SE: For related material see: Parts of the Economy, 109; The Government as Consumer, 110–111; Prices and inflation, 115; Businesses and Markets, 116; Supply and Demand, 118–119; The Things We Want, 121; Making Choices, 122</p> <p>TG: Active Reading & Lesson Summary, 86, 87, 88, 90–93</p>
Understanding the consequences of economic decisions	
<p>B. Conduct a public cost- benefit analysis.</p>	<p>SE: Making Choices (producers and Consumers), 106–107; The Things We Want, 121; Making Choices, 122; Incentives, 123</p> <p>TG: Active Reading & Lesson Summary, 90–93</p>
Understanding various types of taxes and their purposes	
<p>C. Explain how the government utilizes taxes to provide goods and services.</p>	<p>SE: Taxes, 48, 90, 94, 110</p> <p>TG: Active Reading & Lesson Summary, 38, 68, 71, 83</p>

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Factors that influence the economy	
D. Explain factors, past and present that influence changes in state and regional economies.	SE: Market Economy, 108; Trade and Markets, 114–119; People and the Economy, 120–125; A Global Economy, 126–131; also see: Regions and Resources, 18–23; People Change the Land, 26–27; Saving Resources with Technology, 28–29; Resources of the Northeast, 146–151; A Land of Many Resources, 194–199; Resources and Farming, 228–233; Southwestern Land and Water, 254–259; Western Resources, 308–313 TG: Active Reading & Lesson Summary, 15, 16, 17, 18, 19, 21, 22, 82, 86–89, 90–93, 94–97, 109, 110, 111, 112, 144, 145, 146, 147, 169, 170, 171, 172, 188, 189, 190, 191, 227, 228, 229, 230
5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
Reading and constructing maps	
A. Construct and interpret historical and current maps	SE: Map and Globe Handbook, SSH10–SSH21; Map Skills: Read Inset Maps, 16–17, Use a Road Map and Scale, 186–187 TG: Active Reading & Lesson Summary, SSH 4, SSH 5, SSH 6, SSH 7, 13, 14, 138, 139
Understanding the concept of location to make predictions and solve problems.	
B. Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	SE: 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 TG: 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

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Understanding the concept of place	
<p>C. Identify and compare physical characteristics of specific regions within the nation.</p> <p>Identify and compare diverse human geographic characteristics of the nation.</p>	<p>SE: 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>TG: Active Reading & 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, 221–224, 227–230</p>
Relationships within places Human- Environment Interactions	
<p>D. Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.</p>	<p>SE: 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>TG: Active Reading & 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>

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Understanding relationships between and among places	
E. Analyze how changes in communication and transportation technologies affect people’s lives.	<p>SE: Changes in transportation, 53; Transcontinental Railroad, 58, 242, 318; Innovations in transportation, 160–161; Industry and transportation, 170; Steam engine, 237; Transportation in 1800s, 241; Railroads and Shipping, 242</p> <p>TG: Active Reading & Lesson Summary pages, 41, 45, 119, 126, 175, 178</p>
Understanding relationships between and among regions	
F. Identify different regions in the United States and analyze how their characteristics affect people who live there.	<p>SE: 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>TG: Active Reading & 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, 221–224, 227–230</p>

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Using geography to interpret, explain and predict	
G. Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.	SE: 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 TG: 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
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions	
Cultural characteristics of all people	
A. Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.	SE: The First Americans, 38–39; European Colonies, 41; Government in the English Colonies, 43; Changes for Native Americans, 57; Native American rights, 67; Maps: Native Americans of the Northeast, 153 TG: Active Reading & Lesson Summary pages, 114, 118, 149, 174, 199, 204, 232
Methods of resolving conflicts	
B. Apply constructive processes or methods for resolving conflicts.	SE: Collaboration and Creativity: Work in Teams, 164–165; also see: Problem and Solution, 38, 46, 88, 111, 119, 120, 142, 143, 165, 175, 178, 196, 204, 207, 209, 228, 229, 237, 238 TG: Active Reading & Lesson Summary pages, 122, 123

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Ideas and beliefs of different cultures	
C. Research stories and songs that reflect the cultural history of the early United States prior to 1800.	SE: For related material see: Critical Thinking: Identify Primary and Secondary Sources, 84–85 TG: Active Reading & Lesson Summary pages, 64, 65
Cultural heritage and preservation	
D. Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	SE: Flags, 90, 96, 97; also see: Statue of Liberty, 58, 138; Central Park, 136; Niagara Falls, 140; City Sights and Landmarks, 169; Great Smoky Mountains National Park, 199; Pioneer Courage Park, 218; Gateway Arch, 244; Mount Rushmore, 245; Hoover Dam, 281; Golden Gate Bridge, 323 TG: Active Reading & Lesson Summary, 104, 125
Changing of roles of various groups	
E. Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c. 1800.	SE: The First Americans, 38–39; Native Americans and European Colonies, 41; A Diverse Nation, 60; Women’s Rights, 67, 93, 156–157; African Americans: in the Senate, 56, in World War II, 62, rights of, 66–67, 156, 205, segregation of, 75–77, poets, 155, inventors, 160, in Congress, 205, music of, 207, pioneers, 238, explorers, 270, cowboys, 276; Greater Diversity, 67; Native Americans of the Northeast, 152–153; Immigrants Come the Northeast, 158–159; Native Americans of the Southeast, 200, 201; forced removals, 203, 236, 275; Native Americans of the Midwest, 234; Immigrants Come the Midwest, 237; Native American Trade in the 1200s, 240; Ancient Cultures of the Region, 268; Native Americans of the 1500s, 269; Native American reservations, 272 TG: Active Reading & Lesson Summary, 32, 42, 43, 47, 50, 58, 104, 114, 115, 116, 118, 119, 120, 149, 150, 151, 153, 174, 175, 176, 178, 199, 200, 201, 204

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7. Knowledge of the use of tools of social science inquiry	
<p>A. Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.</p> <p>Analyze and use artifacts to share information on social studies' topics.</p>	<p>SE: Critical Thinking: Identify Primary and Secondary Sources, 84–85; Media and Technology: Search for Information on the Internet, 260–261; also see: myStory Book, 33, 73, 101, 135, 215, 249, 289, 329</p> <p>TG: Identify Primary and Secondary Sources, 63, 64</p>
Identify, select, analyze, and evaluate resources to create a product of social science inquiry	
<p>B. Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.</p> <p>Create products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding.</p>	<p>SE: 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; Map Skills: Read Inset Maps, 16–17, Use a Road Map and Scale, 186–187; Timelines, 44–45, 160–161</p> <p>TG: Active Reading & Lesson Summary, SSH 4, SSH 5, SSH 6, SSH 7, 13, 14, 138, 139</p>
Use visual tools to communicate information and ideas	
<p>C. Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.</p>	<p>SE: Critical Thinking: Identify Primary and Secondary Sources, 84–85; Media and Technology: Search for Information on the Internet, 260–261</p> <p>TG: Identify Primary and Secondary Sources, 63, 64; Write a Report, 43; Research, 12, 18, 22, 33, 35, 43, 68, 97, 108, 112, 116, 126, 133, 137, 143, 147, 151, 155, 166, 180, 224</p>

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Understanding and supporting fact, opinion, bias and point of view in sources.	
D. With assistance, conduct and present social studies' research to an audience using appropriate sources.	SE: Critical Thinking: Identify Primary and Secondary Sources, 84–85; Media and Technology: Search for Information on the Internet, 260–261; also see: myStory Book, 33, 73, 101, 135, 215, 249, 289, 329 TG: Identify Primary and Secondary Sources, 63, 64; Write a Report, 43; Research, 12, 18, 22, 33, 35, 43, 68, 97, 108, 112, 116, 126, 133, 137, 143, 147, 151, 155, 166, 180, 224
Conducting and presenting research with appropriate resources.	
E. Generate compelling research questions about a social studies' topic. Apply a research process to a compelling social studies' question. Identify and use appropriate resources for investigating a compelling social studies' question.	SE: Media and Technology: Search for Information on the Internet, 260–261; also see: myStory Book 33, 73, 101, 135, 215, 249, 289, 329 TG: Identify Primary and Secondary Sources, 63, 64; Write a Report, 43; Research, 12, 18, 22, 33, 35, 43, 68, 97, 108, 112, 116, 126, 133, 137, 143, 147, 151, 155, 166, 180, 224
Developing a research plan and identifying resources	
F. Research an appropriate social studies' question and share results with an audience.	SE: Collaboration and Creativity: Give an Effective Presentation, 226–227; Media and Technology: Search for Information on the Internet, 260–261; also see: Writing process: share, SSH8; myStory Book 33, 73, 101, 135, 215, 249, 289, 329 TG: Identify Primary and Secondary Sources, 63, 64