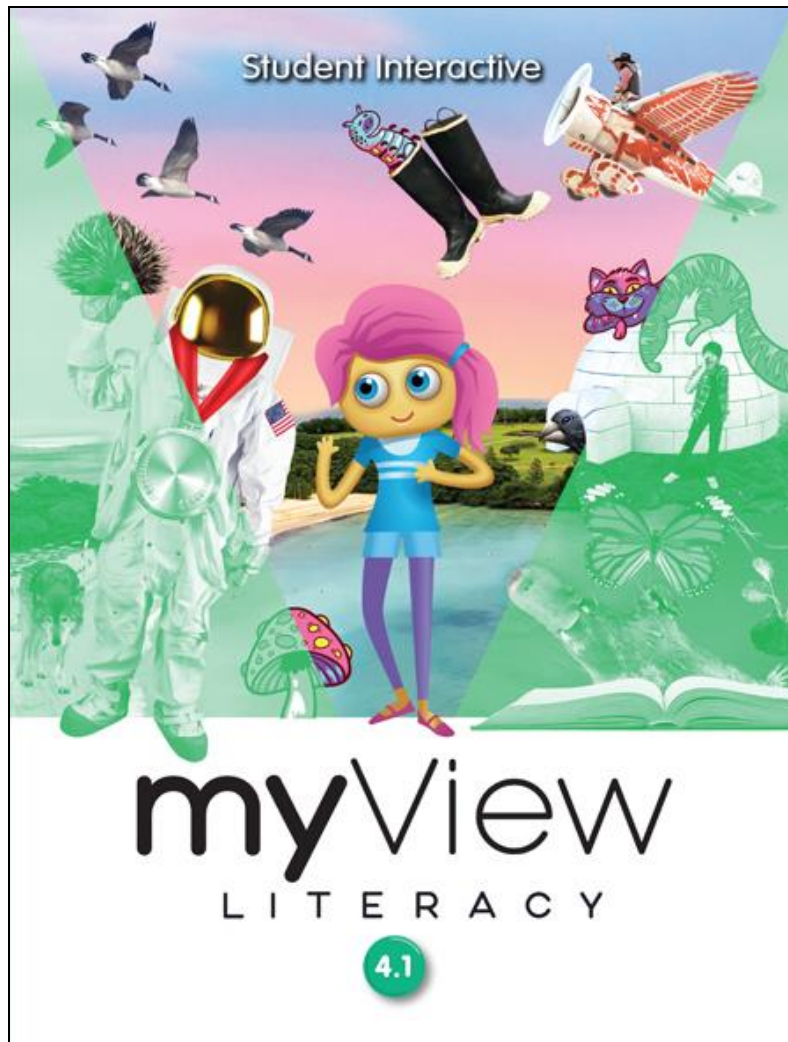


A Correlation of



Grade 4 ©2020

To the

Nebraska Social Studies Standards 2019 Grade 4

**A Correlation of myView Literacy 2020, Grade 4 to the
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Grade 4**

Introduction

This document demonstrates how *myView Literacy, Grade 4 ©2020* meets the Nebraska Social Studies Standards, 2019. Page references are to the Teacher's Edition and are cited by grade, unit, and page numbers.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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Nebraska Social Studies Standards 2019 Grade 4	myView Literacy Grade 4, 2020
SS 4.1 Civics	
Forms and Functions of Government	
SS 4.1.1 Synthesize and justify the structure and function of Nebraska’s government.	
SS 4.1.1.a Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska’s Constitution and government.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SS 4.1.1.b Analyze the origin, structure, and function of Nebraska’s state government.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SS 4.1.1.c Communicate how a bill becomes a law in the Nebraska unicameral.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SS 4.1.1.d Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SS 4.1.1.e Justify the importance of roles that leaders and citizens serve in Nebraska government.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Civic Participation	
SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.	
SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level.	For supporting content please see: Unit 5: First Read: Connect, T160 First Read: Respond, T161 First Read: Notice, T168 First Read: Generate Questions, T169
SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays.	Unit 3: First Read: Connect, T151
SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized.	Unit 3: First Read: Connect, T151 Unit 4: Cross-Curricular Perspectives: Social Studies, T231
SS 4.1.2.d Identify and engage in opportunities to serve the state.	Unit 5: First Read: Notice, T168 First Read: Generate Questions, T169 Interact with Sources: Explore the Infographic, T266 First Read: Respond, T293 Possible Teaching Point: Read Like a Writer, T294

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SS 4.1.2.e Explain how individuals and groups influence the way a state issue is viewed and resolved.	For supporting content please see: Unit 5: Close Read: Analyze Argument, T156 First Read: Respond, T157 First Read: Generate Questions, T169 Close Read: Vocabulary in Context, T169 Cross-Curricular Perspectives: Science, T286 Cross-Curricular Perspectives: Science, T292 Compare Across Texts: Features, T456
SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.	For supporting content please see: Unit 1: Interact with Sources: Explore the Primary Source, T260
SS 4.2 Economics	
Economic Decision Making	
SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.	
SS 4.2.1.a Predict how consumers would react if the price of a good or service changed.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.	For supporting content please see: Unit 3: Cross-Curricular Perspectives: Social Studies, T228
Financial Literacy	
SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people’s spending and saving choices.	
SS 4.2.2.a Identify financial institutions in the community and their purposes.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Exchange and Markets	
SS 4.2.3 Investigate how resources are used to make other goods and produce services.	
SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.	For supporting content please see: Unit 1: Interact with Sources: Explore the Primary Source, T260 Unit 5: Cross-Curricular Perspectives: Science, T36 Cross-Curricular Perspectives: Science, T154 Interact with Sources: Explore the Infographic, T266 Listening Comprehension: Informational Text, T268 Spotlight on Genre: Informational Text and Video, T270

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National Economy	
SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.	
SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces.	Unit 3: Interact with Sources: Explore the Infographic, T198
SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska’s economy and surrounding states.	For supporting content please see: Unit 1: Interact with Sources: Explore the Media, T140
Global Economy	
SS 4.2.5 Not addressed at this level	
SS 4.3 Geography	
Location and Place	
SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.	
SS 4.3.1.a Use local and state maps and atlases to locate physical and human features in Nebraska.	For supporting content please see: Unit 1: Interact with Sources: Explore the Map, T18 Cross-Curricular Perspectives: Social Studies, T216 Book Club: Week 1, T480 Unit 5: First Read: Generate Questions, T99 First Read: Notice, T223
SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.	For supporting content please see: Unit 1: Interact with Sources: Explore the Map, T18 Cross-Curricular Perspectives: Social Studies, T216 Book Club: Week 1, T480 Unit 5: First Read: Generate Questions, T99 First Read: Notice, T223
SS 4.3.1.c Determine why things are located where they are in Nebraska.	For supporting content please see: Unit 1: Extend Research: Incorporate Media, T470
SS 4.3.1.d Differentiate between classifications of bodies of water, cities, and land masses.	For supporting content please see: Unit 1: Cross-Curricular Perspectives: Social Studies, T216 Unit 5: Interact with Sources: Explore the Infographic, T18 First Read: Generate Questions, T99

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Regions	
SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.	
SS 4.3.2.a Identify criteria used to define regions in the state of Nebraska and the United States.	For supporting content please see: Unit 1: Book Club: Launch <i>Life in the West</i> , T478 Book Club: Week 1, T480-T481 Unit 4: Cross-Curricular Perspectives: Social Studies, T108 Unit 5: First Read: Respond, T40 Close Read: Make Inferences, T40
SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features.	For supporting content please see: Unit 1: Interact with Sources: Explore the Infographic, T80 Unit 4: Cross-Curricular Perspectives: Social Studies, T108
Human-Environment Interaction	
SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.	
SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns.	For supporting content please see: Unit 4: Cross-Curricular Perspectives: Social Studies, T108 Unit 5: Interact with Sources: Explore the Infographic, T18 First Read: Notice, T36
SS 4.3.3.b Identify examples of ecosystems in Nebraska and describe related environmental issues.	For supporting content please see: Unit 4: Cross-Curricular Perspectives: Social Studies, T108 Unit 5: Spotlight on Genre: Informational Text and Video, T270 Cross-Curricular Perspectives: Science, T292 Possible Teaching Point: Read Like a Writer, T294 Compare Across Texts: Features, T456
SS 4.3.3.c Describe the impact of extreme natural events on the human and physical environment in Nebraska.	For supporting content please see: Unit 1: Book Club: Week 4, T486-T487 Unit 4: Cross-Curricular Perspectives: Social Studies, T108 Unit 5: Inquire: Introduce the Project, T458

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SS 4.3.3.d Describe how humans have adapted to Nebraska's physical environment and use available natural resources.	For supporting content please see: Unit 1: Close Read: Analyze Text Features, T220 Cross-Curricular Perspectives: Social Studies, T220 Book Club: Week 1, T480-T481 Book Club: Week 4, T486-T487 Unit 5: Cross-Curricular Perspectives: Science, T36 Cross-Curricular Perspectives: Science, T154
Movement	
SS 4.3.4 Compare and contrast the characteristics of culture statewide.	
SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska.	For supporting content please see: Unit 3: Close Read: Explain Author's Purpose, T163
SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Geospatial Skills and Geo-literacy	
SS 4.3.5 Use geographic skills to make connections to issues and events.	
SS 4.3.5.a Identify and evaluate how changes in human and physical geography have shaped Nebraska.	For supporting content please see: Unit 3: Close Read: Explain Author's Purpose, T163 Unit 4: Cross-Curricular Perspectives: Social Studies, T108 Unit 5: Compare Across Texts: Features, T456
SS 4.3.5.b Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.	For supporting content please see: Unit 1: Conduct Research: Field Research, T464-T465 Collaborate and Discuss: Analyze Student Model, T466 Refine Research: Primary and Secondary Sources, T468-T469
SS 4.4 History	
Change, Continuity, and Context	
SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.	
SS 4.4.1.a Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.	For supporting content please see: Unit 1: Book Club: Launch Life in the West, T478 Book Club: Week 1, T481-T482 Book Club: Week 2, T482-T483 Book Club: Week 3, T484-T485 Book Club: Week 4, T486-T487 Book Club: Week 5, T488-T489

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Multiple Perspectives	
SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.	
SS 4.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.	Unit 1: Refine Research: Primary and Secondary Sources, T468-T469 Unit 5: Refine Research: Primary and Secondary Sources, T466-T467
SS 4.4.2.b Identify and describe how various sources relate their perspectives of Nebraska history.	For supporting content please see: Unit 1: Refine Research: Primary and Secondary Sources, T468-T469
Historical Analysis and Interpretation	
SS 4.4.3 Analyze past and current events throughout Nebraska history.	
SS 4.4.3.a Analyze key sources in Nebraska history to determine credibility and context.	For supporting content please see: Unit 1: Refine Research: Primary and Secondary Sources, T468-T469
SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraskans.	For supporting content please see: Unit 1: Inquire: Introduce the Project, T460-T461
Historical Inquiry and Research	
SS 4.4.4 Develop historical inquiry and research skills.	
SS 4.4.4.a Construct and answer questions about Nebraska history.	Unit 1: Inquire: Introduce the Project, T460-T461
SS 4.4.4.b Identify and cite primary and secondary sources to research the history of Nebraska.	Unit 1: Conduct Research: Field Research, T464-T465 Refine Research: Primary and Secondary Sources, T468-T469
SS 4.4.4.c Gather, analyze, and communicate historical information about Nebraska.	Unit 1: Conduct Research: Field Research, T464-T465 Collaborate and Discuss: Analyze Student Model, T466 Refine Research: Primary and Secondary Sources, T468-T469