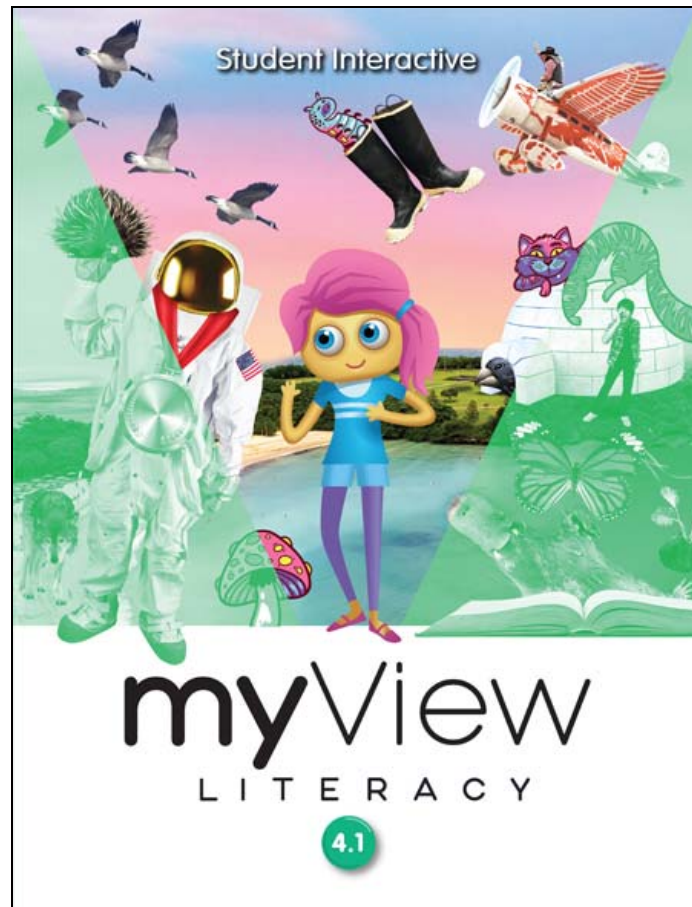


A Correlation of



Grade 4, ©2020

To the

**Ohio Learning Standards
for Social Studies
Grade 4**

SAVVAS

A Correlation of myView Literacy, Grade 4, ©2020 to Ohio’s Learning Standards for Social Studies, Grade 4

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **Ohio’s Learning Standards for Social Studies**. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references.

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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Ohio’s Learning Standards for Social Studies, Grade 4	myView Literacy Grade 4, ©2020
H History	
H.HT Historical Thinking and Skills	
H.HT.1 The order of significant events in Ohio and the United States can be shown on a timeline.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
H.HT.2 Primary and secondary sources can be used to create historical narratives.	<p>Unit 1: Conduct Research: Field Research, T368 Refine Research: Primary and Secondary Sources, T372-T373</p> <p>Unit 2: Interact with Sources: Explore the Primary Source, Saving Elephants, T166-T167</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, Search Internet, T313</p> <p>Unit 4: Conduct Research: Request Information, Question and Answer, T374-T375</p> <p>Unit 5: Conduct Research: Expert Assistance, Reach Out to a Pro, T366-T367 Refine Research: Primary and Secondary Sources, T370-T371 Extend Research: Online Archives, T372-T373</p>
H.H Heritage	
H.H.3 Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
H.H.4 The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
H.H.5 The Northwest Ordinance incorporated democratic ideals into the territories. It	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside

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provided a process for territories to become states and recognized them as equal to the other existing states.	the scope of the program.
H.H.6 Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States’ involvement in the War of 1812.	For supporting content please see: Unit 4: <i>The Secret of the Winter Count</i> , T236-T255 Cross-Curricular Perspectives: Social Studies, Native People in Montana, T245
H.H.7 Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
H.H.8 Many technological innovations that originated in Ohio benefited the United States.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
G Geography	
G.ST Spatial Thinking and Skills	
G.ST.9 A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	For supporting content please see: Unit 1: Map of Africa, T232 Cross-Curricular Perspectives: Social Studies, Interpret Map, T232 Unit 5: Map: Standard Time Zones of the World, T38-T39 Map: Bali, T305
G.PR Places and Regions	
G.PR.10 The economic development of the United States continues to influence and be	For supporting content please see: Unit 1:

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influenced by agriculture, industry and natural resources in Ohio.	Matching Texts to Learning: <i>Railroad Networks</i> , T26 Cross-Curricular Perspectives: Social Studies, Economically Interdependent, T313 Unit 3: Interact with Sources: Explore the Infographic, Diverse Ways We Communicate, T20-T21
G.PR.11 The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.	Unit 1: Interact with Sources: Explore the Infographic, Where We Live, T88-T89 Matching Texts to Learning: <i>Texas: A Living Land</i> , T95 Matching Texts to Learning: <i>Geographic Regions</i> , T161 Cross-Curricular Perspectives: Social Studies, Promote Relationships, T318 Unit 4: Cross-Curricular Perspectives: Social Studies, Blackfoot, T238 Cross-Curricular Perspectives: Social Studies, Blackfoot/Blackfeet, T240 Unit 5: Listening Comprehension: Information Text, Big Bend: Land of Contrasts, T228-T229
G.HS Human Systems	
G.HS.12 People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.	Unit 1: Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287 Unit 2: Matching Texts to Learning: <i>The Urban Jungle</i> ,

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	<p>T27 Matching Texts to Learning: <i>Wildfires</i>, T99 Interact with Sources: Explore the Infographic, Part of a Habitat, T230-T231 "Deer and Trees," T252-T253 Unit 5: Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23 Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153 <i>The Top 10 Ways You Can Reduce Waste</i>, T162-T183 Listening Comprehension: Informational Text, The Footprints Across Earth’s Back, T294-T29 <i>Trashing Paradise</i>, T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319</p>
<p>G.HS.13 The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio’s population has become increasingly reflective of the multicultural diversity of the United States.</p>	<p>For supporting content please see: Unit 1: ELL Targeted Support, Understanding Suffixes, Diversity, T130 Unit 3: Unit 3 Unit of Study: Unit Theme Diversity, T2-T3 Unit 3 Introduce the Unit: Diversity, Essential Question, Unit Video, Turn Talk and Share, T12-T13 Compare Across Texts: Diversity, T356-T357</p>
<p>G.HS.14 Ohio’s location and its transportation systems continue to influence the movement of people, products and ideas in the United States.</p>	<p>For supporting content please see: Unit 1: Matching Texts to Learning: <i>Railroad Networks</i>, T26 Interact with Sources: Explore the Infographic, Where We Live, T88-T89 Unit 4: Cross-Curricular Perspectives: Social Studies,</p>

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	Water, T252
GOV Government	
GOV.CP Civic Participation and Skills	
GOV.CP.15 Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	<p>Unit 1: Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287</p> <p>Unit 3: Introduce the Project: Let’s All Play, T358-T359 Critical Literacy: Build Background, “Playing Together,” T358 Explore and Plan: Argumentative Writing, A Matter of Opinion, T360-T361 Collaborate and Discuss: Analyze Student Model, Take a Stand, T364-T365</p> <p>Unit 5: <i>The Top Ten Ways You Can Reduce Waste</i>, T162-T183</p>
GOV.CP.16 Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.	<p>For supporting content please see:</p> <p>Unit 3: Introduce the Project: Let’s All Play, T358-T359 Critical Literacy: Build Background, “Playing Together,” T358 Explore and Plan: Argumentative Writing, A Matter of Opinion, T360-T361 Collaborate and Discuss: Analyze Student Model, Take a Stand, T364-T365</p> <p>Unit 4: Matching Texts to Learning: <i>Leaders of Change</i>, T304</p>
GOV.RL Rules and Laws	
GOV.RL.17 Laws can protect rights, provide benefits and assign responsibilities.	<p>Unit 1: Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287</p> <p>Unit 2: Listening Comprehension: Informational Text, “Moths in Hiding,” The Comeback, T94-T95 Interact with Sources: Explore the Primary Source, Saving Elephants, T166-T167</p> <p>Unit 5: Interact with Sources: Explore the Infographic, The Trouble with Ocean Trash, T292-T293</p>

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GOV.RL.18 The U.S. Constitution establishes a system of limited government and protects citizens’ rights; five of these rights are addressed in the First Amendment.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
GOV.RS Roles and Systems of Government	
GOV.RS.19 A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
E Economics	
E.DM Economic Decision Making and Skills	
E.DM.20 Tables and charts organize data in a variety of formats to help individuals understand information and issues.	For supporting content please see: Unit 1: Minilesson: Informational Text, Focus on Strategies, T222-T223 Minilesson: Analyze Text Features, Focus on Strategies, T248-T249 Unit 2: Minilesson: Compose with Multimedia, Teaching Point, T224 Minilesson: Informational Text, Focus on Strategies, T300-T301 Unit 5: Minilesson: Informational Text, Focus on Strategies, T24-T25

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E.PC Production and Consumption	
E.PC.21 Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
E.FL Financial Literacy	
E.FL.22 Saving a portion of income contributes to an individuals’ financial well-being. Individuals can reduce spending to save more of their income.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.