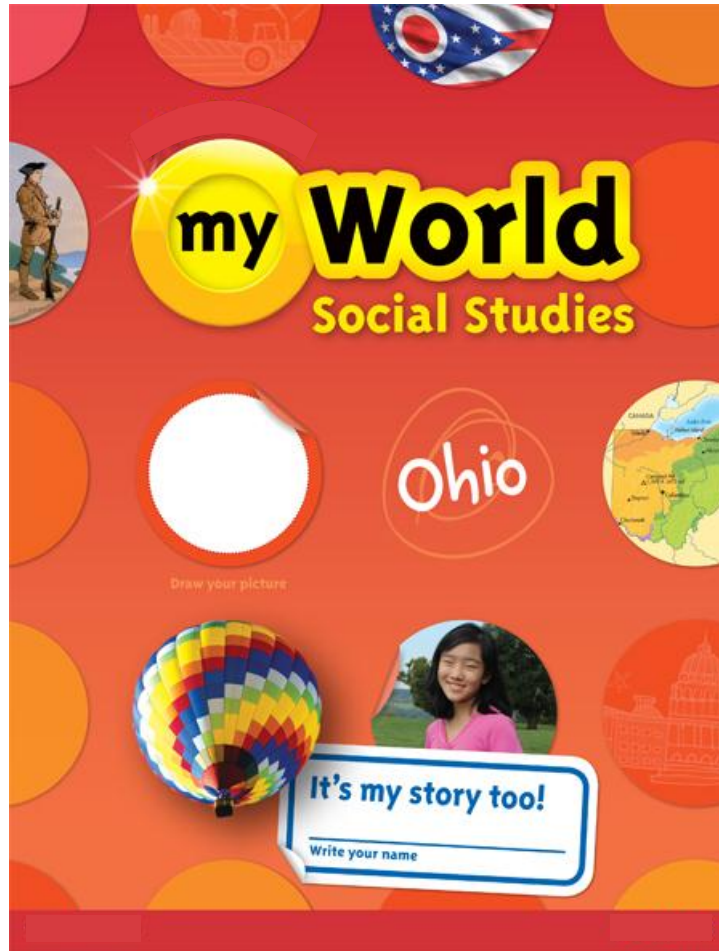


A Correlation of



To

Ohio's Learning Standards K-12 Social Studies Grade 4

A Correlation of myWorld Social Studies, Ohio Edition, Grade 4 to Ohio’s Learning Standards: K-12 Social Studies

Introduction

This document demonstrates how **myWorld Social Studies, Ohio Edition** meets Ohio’s Learning Standards: K-12 for Grade 4. Correlation page references are to the Student Worktext and the Teacher’s Guide. Alignments are cited at the page level.

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

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

Savvas™ and **Savvas Learning Company**™ are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of myWorld Social Studies, Ohio Edition, Grade 4
to Ohio’s Learning Standards: K-12 Social Studies**

Ohio’s Learning Standards K-12 Social Studies	myWorld Social Studies Ohio Edition
Grade Four	
THEME: OHIO IN THE UNITED STATES	
HISTORY STRAND	
TOPIC: HISTORICAL THINKING AND SKILLS	
Content Statement: The order of significant events in Ohio and the United States can be shown on a timeline.	
SS.4.1.a Construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.	SE/TE: 86-87
Content Statement: Primary and secondary sources can be used to create historical narratives.	
SS.4.2.a Research, organize and evaluate information from primary and secondary sources to create an historical narrative.	SE/TE: 58-59
TOPIC: HERITAGE	
Content Statement: Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.	
SS.4.3.a Explain how interactions among prehistoric peoples and historic American Indians and European settlers resulted in both cooperation and conflict.	SE/TE: 14-19; 20-27; 28-33; 96-103
Content Statement: 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.	
SS.4.4.a Explain why the American colonists united to fight for independence from Great Britain and form a new nation.	SE/TE: 42-49
Content Statement: The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.	
SS.4.5.a Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.	SE/TE: 50-57; 60-65
SS.4.5.b Explain how the Northwest Ordinance influenced the incorporation of democratic ideals in the states formed from the Northwest Territory.	SE/TE: 50-57

**A Correlation of myWorld Social Studies, Ohio Edition, Grade 4
to Ohio’s Learning Standards: K-12 Social Studies**

Ohio’s Learning Standards K-12 Social Studies	myWorld Social Studies Ohio Edition
Content Statement: The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.	
SS.4.6.a Explain how the inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led to the War of 1812.	SE/TE: 66-71
SS.4.6.b Explain the significance of the Battle of Lake Erie to American success in the War of 1812.	SE/TE: 66-71
Content Statement: Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.	
SS.4.7.a Describe the sectional issues that divided the United States after the War of 1812.	SE/TE: 112-117; 118-119; 120-125; 126-131
SS.4.7.b Explain the role Ohio played with the anti-slavery movement and the Underground Railroad.	SE/TE: 112-117; 120-125
Content Statement: Many technological innovations that originated in Ohio benefited the United States.	
SS.4.8.a Identify important inventions in communication, technology and transportation that began in Ohio	SE/TE: 88-95; 140-147; 148-153; 154-155; 156-163; 178-183
SS.4.8.b Explain how technological innovations of inventors from Ohio or that originated in Ohio benefitted the United States.	SE/TE: 88-95; 140-147; 148-153; 154-155; 156-163; 178-183
GEOGRAPHY STRAND	
TOPIC: SPATIAL THINKING AND SKILLS	
Content Statement: 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.	
SS.4.9.a Use a map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.	SE/TE: 12-13

**A Correlation of myWorld Social Studies, Ohio Edition, Grade 4
to Ohio’s Learning Standards: K-12 Social Studies**

Ohio’s Learning Standards K-12 Social Studies	myWorld Social Studies Ohio Edition
TOPIC: PLACES AND REGIONS	
Content Statement: The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.	
SS.4.10.a Explain how Ohio’s agriculture, industry and natural resources continue to both influence and be influenced by the economic development of the United States.	SE/TE: 5-11; 80-85; 88-95; 140-147; 156-163; 172-177; 178-183; 230-233; 234-239
Content Statement: 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.	
SS.4.11.a Describe physical and economic characteristics of the northern, southern and western regions of the United States in the early 1800s.	SE/TE: 88-95
TOPIC: HUMAN SYSTEMS	
Content Statement: People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.	
SS.4.12.a Describe ways humans have modified the environment and explain the positive and negative consequences resulting from those modifications.	SE/TE: 5-11; 14-19; 20-27; 80-85; 88-95; 140-147; 230-23
Content Statement: 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 cultural diversity of the United States.	
SS.4.13.a Explain how Ohio’s population is increasingly reflective of the cultural diversity of the United States.	SE/TE: 50-57; 96-103; 148-153; 224-229
Content Statement: Ohio’s location and its transportation systems continue to influence the movement of people, products and ideas in the United States.	
SS.4.14.a Explain how Ohio’s location and its transportation systems have influenced the movement of people, products and ideas.	SE/TE: 5-11; 20-27; 28-33; 80-85; 140-147; 148-153; 192-197

**A Correlation of myWorld Social Studies, Ohio Edition, Grade 4
to Ohio’s Learning Standards: K-12 Social Studies**

Ohio’s Learning Standards K-12 Social Studies	myWorld Social Studies Ohio Edition
GOVERNMENT STRAND	
TOPIC: CIVIC PARTICIPATION AND SKILLS	
Content Statement: Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	
SS.4.15.a Describe the ways citizens participate in and influence their state and national government.	SE/TE: 184-189; 192-197; 206-213; 214-215; 216-223
SS.4.15.b Explain the rights and responsibilities of citizens in a democratic government.	SE/TE: 184-189; 206-213
Content Statement: Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.	
SS.4.16.a Use information effectively to make an informed decision.	SE/TE: 206-213; 216-223
Content Statement: Effective participants in a democratic society engage in compromise.	
SS.4.17.a Describe a strategy for compromise in a situation where there are differences of opinion on a matter.	SE/TE: 206-213
TOPIC: RULES AND LAWS	
Content Statement: Laws can protect rights, provide benefits and assign responsibilities.	
SS.4.18.a Describe ways in which laws protect rights, provide benefits and assign responsibilities to citizens.	SE/TE: 206-213; 216-223
Content Statement: The U.S. Constitution establishes a system of limited government and protects citizens’ rights; five of these rights are addressed in the First Amendment.	
SS.4.19.a Explain how the U.S. Constitution limits the power of government and protects the rights of citizens.	SE/TE: 60-65; 206-213
TOPIC: ROLES AND SYSTEMS OF GOVERNMENT	
Content Statement: A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.	
SS.4.20.a Describe the purpose of democratic constitutions in Ohio and the United States.	SE/TE: 60-65; 206-213

**A Correlation of myWorld Social Studies, Ohio Edition, Grade 4
to Ohio’s Learning Standards: K-12 Social Studies**

Ohio’s Learning Standards K-12 Social Studies	myWorld Social Studies Ohio Edition
Content Statement: The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.	
SS.4.21.a Explain major responsibilities of each of the three branches of government in Ohio and the United States.	SE/TE: 60-65; 206-213
ECONOMIC STRAND	
TOPIC: ECONOMIC DECISION MAKING AND SKILLS	
Content Statements: Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).	
SS.4.22.a Use tables and charts to interpret information.	SE/TE: 190-191
TOPIC: PRODUCTION AND CONSUMPTION	
Content Statement: Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.	
SS.4.23.a Explain characteristics of entrepreneurship, including the risks and benefits.	SE/TE: 88-95; 140-147; 156-163; 234-239
TOPIC: FINANCIAL LITERACY	
Content Statement: Saving a portion of income contributes to an individual’s financial well-being. Individuals can reduce spending to save more of their income.	
SS.4.24.a Demonstrate how saving a portion of income contributes to an individual’s financial well-being.	SE/TE: 234-239
SS.4.24.b Explain how individuals can save more of their income by reducing spending.	SE/TE: 234-239