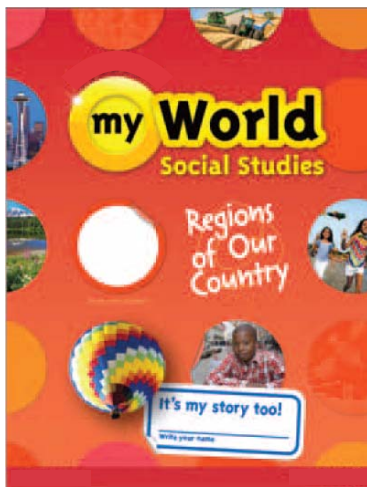
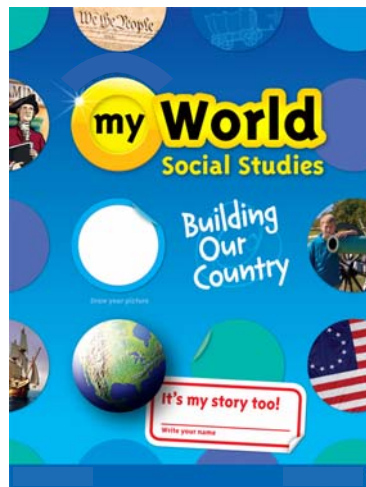


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Chapters 2-4



Chapters 1-7

To the

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<b>West Virginia Next Generation CSOs for Social Studies - Grade 4</b>	<b>Regions of Our Country-Chapters 2-4 Building Our Country-Chapters 1-7</b>
<b>Civics</b>	
SS.4.C.1 identify, explain, and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of Independence, Constitution, Bill of Rights, etc.).	<p><b>Regions of Our Country</b> <b>SE:</b> Government in the English Colonies, 43; Independence, 46; A New Constitution, 48–49; The Civil Rights Era, 66; Greater Diversity, 67; Principles of Our Government, 78–83; Our Rights and Responsibilities, 92–97; myStory Book, 101</p> <p><b>Building Our Country</b> <b>SE:</b> Participating in Our Government, SSH28–SSH35; Declaring Independence, 160–165; The Bill of Rights, 204–209; Key Concepts of the Constitution, 210–217; Study Guide, 218; Review and Assessment, 219–220; myStory Book, 221; Constitution, R4–R26</p>
SS.4.C.2 compare and contrast the powers of each branch of government and identify the responsibilities and rights of United States citizens.	<p><b>Regions of Our Country</b> <b>SE:</b> How Our Government Works, 86–91</p> <p><b>Building Our Country</b> <b>SE:</b> Limiting government, 201; Checks and Balances, SSH28, 201; Three Branches of Government, SSH29</p>
SS.4.C.3 explore the concepts of rule of law to create a visual or oral presentation of how these concepts protect individual rights and the common good.	<p><b>Regions of Our Country</b> <b>SE:</b> What Is Government? 78–79; Our Rights and Responsibilities, 92–97</p> <p><b>Building Our Country</b> <b>SE:</b> Popular Sovereignty, SSH31; Protecting Rights, 207; Establish Justice, 211; also see: Promote the General Welfare, 214; Review and Assessment, 220; myStory Book, 221</p>
SS.4.C.4 demonstrate patriotism by creating and implementing school/community service projects (e.g., litter cleanup, fundraisers for community groups, participation in community holiday parades, celebrations, services, etc.).	<p><b>Regions of Our Country</b> <b>SE:</b> Our Responsibilities, 94–95</p> <p><b>Building Our Country</b> <b>SE:</b> Being a Good Citizen, SSH34; How We Participate in Government, SSH35; also see: Collaboration and Creativity: Work in Teams, 10–11</p>

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<b>Economics</b>	
SS.4.E.1 investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply-demand on prices through projects (e.g., developing budgets or products in simulated situations, etc.).	<p><b>Regions of Our Country</b> <b>SE:</b> What Is the Economy? 106–111; Graph Skills: Compare Line and Bar Graphs, 112–113; Businesses and Markets, 116; Supply and Demand, 118–119; People and the Economy, 120–125</p> <p><b>Building Our Country</b> <b>SE:</b> Supply and Demand, SSH20–SSH21; The Marketplace, SSH22</p>
SS.4.E.2 analyze communication techniques that impact consumer choices (e.g., print/non-print, advertisement, media, etc.) while distinguishing the relationship of taxation and public services.	<p><b>Regions of Our Country</b> <b>SE:</b> State and Local Government, 90; Government and the Economy, 110–111; Incentives, 123; New Technologies, 127</p> <p><b>Building Our Country</b> <b>SE:</b> For related material see: Supply and Demand, SSH20–SSH21; The Marketplace, SSH22; Scarcity and Opportunity Cost, SSH23</p>
SS.4.E.3 use documents (e.g., business, government reports, government job reports, employment bureaus, etc.) to determine jobs that are needed according to supply and demand on a national level.	<p><b>Regions of Our Country</b> <b>SE:</b> Graph Skills: Compare Line and Bar Graphs, 112–113</p> <p><b>Building Our Country</b> <b>SE:</b> For related material see: Jobs, SSH26; Technology and Specialization, SSH27</p>
SS.4.E.4 examine and research how slavery and indentured servitude influenced the early economy of the United States by constructing graphics (e.g., charts, graphs, tables and grids, etc.) displaying the effect of having slaves and indentured servants.	<p><b>Regions of Our Country</b> <b>SE:</b> Slavery, 41; The North and the South, 54</p> <p><b>Building Our Country</b> <b>SE:</b> For related material see: Forced Labor, 52; Enslaved Native Americans, 66–67; Indentured Servants, 85; Slavery in the Colonies, 120-127</p>

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<b>West Virginia Next Generation CSOs for Social Studies - Grade 4</b>	<b>Regions of Our Country-Chapters 2-4 Building Our Country-Chapters 1-7</b>
<b>Geography</b>	
SS.4.G.1 describe and create examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, Global Information System, etc.).	<b>Building Our Country</b> <b>SE:</b> For related material see: Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Topographic Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Geography of the English Colonies, 104–105
SS.4.G.2 document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following: · transportation routes · settlement patterns and population density · culture (e.g., jobs, food, clothing, shelter, religion, government, etc.) · interactions with others (local and national).	<b>Regions of Our Country</b> <b>SE:</b> The New Nation Grows, 50; Lewis and Clark Explore the West, 51; Manifest Destiny, 52; Changes for Native Americans, 57  <b>Building Our Country</b> <b>SE:</b> Adapting to Different Environments, 12–17; myStory Book, 29; New Crops, Changing Diets, 55; Encomienda, 66; New England, Middle, and Southern Colonies, 104; Map: Products of the 13 Colonies, 112
SS.4.G.3 compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).	<b>Regions of Our Country</b> <b>SE:</b> An Industrial Nation, 58; Inventions Bring Change, 59  <b>Building Our Country</b> <b>SE:</b> Learning to Use the Land, 6; New England, Middle, and Southern Colonies, 104; Map: Products of the 13 Colonies, 112
SS.4.G.4 plan and construct maps to demonstrate the effect of geographic conditions on historical events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward Expansion, etc.).	<b>Building Our Country</b> <b>SE:</b> For related material see: Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Topographic Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19

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West Virginia Next Generation CSOs for Social Studies - Grade 4	Regions of Our Country-Chapters 2-4 Building Our Country-Chapters 1-7
<b>History</b>	
<b>Cluster 1 Demonstrate an understanding of the various influencing factors upon the founding of the original colonies (e.g., economic, political, cultural, etc.).</b>	
SS.4.H.CL1.1 Analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.).	<p><b>Regions of Our Country</b> <b>SE:</b> For related material see: European Colonies, 41</p> <p><b>Building Our Country</b> <b>SE:</b> The New England Colonies, 106-107; The Middle Colonies, 108-109; The Southern Colonies, 110-111; Colonial Society, 117; Daily Life in the Colonies, 118–119; Slavery in the Colonies, 120-127</p>
SS.4.H.CL1.2 Compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.).	<p><b>Building Our Country</b> <b>SE:</b> Daily Life in the Colonies, 118–119; Slavery in the Colonies, 120-127</p>
SS.4.H.CL1.3 Compare and contrast backgrounds, motivations, and occupational skills between English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.).	<p><b>Regions of Our Country</b> <b>SE:</b> For related material see: European Colonies, 41</p> <p><b>Building Our Country</b> <b>SE:</b> Settling in the Americas, 50; Effects of Spanish Colonization, 51; Jamestown Settlement, 63-65; The Spanish Colony in the Americas, 66-71; The English Colonies in Virginia, 72-79; Pilgrims and Puritans in New England, 80-87; The French and Dutch in North America, 90-95; New England, Middle, and Southern Colonies, 104-111</p>
<b>Cluster 2 Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.</b>	
SS.4.H.CL2.1 explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.).	<p><b>Regions of Our Country</b> <b>SE:</b> Government in the English Colonies, 43; Independence, 46</p> <p><b>Building Our Country</b> <b>SE:</b> The American Revolution, 140–143; Tensions With Britain, 144–149; The Colonists Rebel, 152–159, Declaring Independence, 160-165</p>

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<b>West Virginia Next Generation CSOs for Social Studies - Grade 4</b>	<b>Regions of Our Country-Chapters 2-4 Building Our Country-Chapters 1-7</b>
SS.4.H.CL2.2 explain the major ideas reflected in the Declaration of Independence.	<p><b>Regions of Our Country</b> SE: Independence, 46; The Declaration of Independence, 80; Our Founding Principles, 81</p> <p><b>Building Our Country</b> SE: Declaring Independence, 160-165</p>
SS.4.H.CL2.3 summarize the roles of the principal American, British and European leaders involved in the conflict (e.g., King George III, Ben Franklin, George Washington, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and Marquis de Lafayette, etc.).	<p><b>Regions of Our Country</b> SE: Independence, 46; The American Revolution, 47; Thomas Jefferson, 80; Benjamin Franklin, 80; John Adams, 80</p> <p><b>Building Our Country</b> SE: George III, 144, 147, 155, 161, 163, 164, 173; Ben Franklin, 101–103, 162, 179, 196; George Washington, 161, 166–169; John Adams, 153, 162; Marquis de Lafayette, 174, 177; Samuel Adams: Champion of Liberty, 141-143; Patrick Henry, 146; Mercy Otis Warren &amp; Daughters of Liberty, 148; Crispus Attucks, 152; Paul Revere, 157; Thomas Paine, 161; Thomas Jefferson, 162-163; Green Mountain Boys, 166</p>
SS.4.H.CL2.4 explain the contributions of the Native Americans, French and the Dutch during the Revolutionary War; and list the contributions of women and African Americans during and after the American Revolution.	<p><b>Regions of Our Country</b> SE: The American Revolution, 47</p> <p><b>Building Our Country</b> SE: Alliance with the French, 171; Women of the Revolution, 172; Native Americans in the Revolution, 173; African Americans Fight of Freedom, 177; Advantages and Allies, 174-175</p>

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<b>West Virginia Next Generation CSOs for Social Studies - Grade 4</b>	<b>Regions of Our Country-Chapters 2-4 Building Our Country-Chapters 1-7</b>
<b>Cluster 3 Trace the beginnings of America as a nation and the establishment of the new government.</b>	
SS.4.H.CL3.1 compare and contrast the various forms of government in effect from 1776-1854 (e.g., Continental Congress, Articles of Confederation, U.S. Constitution, Bill of Rights, etc.).	<p><b>Regions of Our Country</b>  <b>SE:</b> Government in the English Colonies, 43; Independence, 46; A Hard Job, 48; A New Constitution, 48–49; The Declaration of Independence, 80; The Constitution of the United States, 82</p> <p><b>Building Our Country</b>  <b>SE:</b> First Continental Congress, 156; Second Continental Congress, 160–161; A Government of Our Own, 162; Articles of Confederation, 188–193; Creating the Constitution, 196–203; The Bill of Rights, 204–209; Key Concepts of the Constitution, 210–217; Study Guide, 218; Review and Assessment, 219–220; Constitution, R4–R26</p>
SS.4.H.CL3.2 research the contributions of early American historic figures (e.g., Washington, John Adams, Abigail Adams, Jefferson, Hamilton, Jackson, James Madison, Dolly Madison, etc.).	<p><b>Regions of Our Country</b>  <b>SE:</b> George Washington, 46, 47, 49; James Madison, 49; Thomas Jefferson, 80; Benjamin Franklin, 80; John Adams, 80</p> <p><b>Building Our Country</b>  <b>SE:</b> Washington, 132, 133, 161, 166–169, 196; John Adams, 153, 162, 230–231; Abigail Adams, 172, 231; Thomas Jefferson, 162-163, 223, 227, 228, 235–239; Alexander Hamilton, 197, 204; Andrew Jackson, 244, 245, 247, 248, 249; James Madison, 196, 204, 242–243; Dolly Madison, 243</p>
SS.4.H.CL3.3 explain the political, social and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.).	<p><b>Regions of Our Country</b>  <b>SE:</b> The New Nation Grows, 50; Lewis and Clark Explore the West, 51; Manifest Destiny, 52; New Industries, 53; The North and the South, 54</p> <p><b>Building Our Country</b>  <b>SE:</b> Articles of Confederation, 188–193; Washington Takes Office, 226–231; The War of 1812, 240–245; Women and African Americans Fight for Freedom, 252–257</p>

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<b>West Virginia Next Generation CSOs for Social Studies - Grade 4</b>	<b>Regions of Our Country-Chapters 2-4 Building Our Country-Chapters 1-7</b>
<b>Cluster 4 Demonstrate an understanding of the causes and effects of Westward Expansion.</b>	
SS.4.H.CL4.1 investigate the economic, political and cultural factors involved in the Westward Expansion (e.g., Land Ordinance of 1785, Northwest Ordinance of 1787, Indian Removal Act, Trail of Tears, Manifest Destiny, resources, trade, etc.).	<p><b>Regions of Our Country</b> <b>SE:</b> The New Nation Grows, 50; Lewis and Clark Explore the West, 51; Manifest Destiny, 52; Changes for Native Americans, 57</p> <p><b>Building Our Country</b> <b>SE:</b> New Lands for New States, 192–193; Lewis and Clark Expedition, 223–225; Jefferson and the Louisiana Purchase, 234–239; Native Americans and the Trail of Tears, 252–257</p>
SS.4.H.CL4.2 analyze the people and events that facilitated Westward Expansion (e.g., Daniel Boone, Louisiana Purchase, Lewis and Clark, Northwest Territory, Alamo, Gold Rush, etc.).	<p><b>Regions of Our Country</b> <b>SE:</b> The New Nation Grows, 50; Lewis and Clark Explore the West, 51; Manifest Destiny, 52; Changes for Native Americans, 57</p> <p><b>Building Our Country</b> <b>SE:</b> New Lands for New States, 192–193; Lewis and Clark Expedition, 223–225; Jefferson and the Louisiana Purchase, 234–239; Native Americans and the Trail of Tears, 252–257</p>
SS.4.H.CL4.3 trace transportation innovations and explaining their impact on Westward Expansion (e.g., bridges, canals, steamboats, railroads, steam engines, clipper ships, flat boats, roads, dams, locks, ports, harbors, etc.).	<p><b>Regions of Our Country</b> <b>SE:</b> Railroads, 53, 58, 60; Covered Wagons, 52</p> <p><b>Building Our Country</b> <b>SE:</b> For related material see: Better Navigation Tools, 36; Improved Shipbuilding, 37; The Wilderness Road, 234–235</p>



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<b>West Virginia History</b>	
SS.4.WV.1 analyze the impact of West Virginia’s geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.	<b>Building Our Country</b> <b>SE:</b> For related material see: New England, Middle, and Southern Colonies, 104–111; Daily Life in the Colonies, 112–119
SS.4.WV.2 compare and contrast West Virginia’s population, products, resources and transportation from the 18th century through modern day.	<b>Regions of Our Country</b> <b>SE:</b> For related material see: Trade and Markets, 114–119; People and the Economy, 120–125  <b>Building Our Country</b> <b>SE:</b> Opportunities to address this objective may be found with the following lessons: New England, Middle, and Southern Colonies, 104–111; Daily Life in the Colonies, 112–119
SS.4.WV.3 pose, research and answer student-generated questions relating to West Virginia (e.g., primary source documents, magazines, online resources, etc.).	<b>Regions of Our Country</b> <b>SE:</b> Opportunities to address this objective may be found with the following lesson: Identify Primary and Secondary Sources, 84–85  <b>Building Our Country</b> <b>SE:</b> Opportunities to address this objective may be found with the following lesson: Media and Technology: Search for Information on the Internet, 194–195