

# Standards Correlation

## Indiana Academic Standards

### 4th Grade Social Studies Standards

In fourth grade, students will learn about the government, basic economics, geography, and human characteristics of the United States. Evidence of specific coverage can be found in the lessons listed below, though it may take the full chapter before students are able to demonstrate mastery of each standard.

**Key:** **IJ:** Inquiry Journal; **RC:** Research Companion; **TE:** Teacher Edition; **IO:** IMPACT Online;

**IEM:** IMPACT Explorer Magazine; **IEM TG:** IMPACT Explorer Magazine Teaching Guide

**Standard 1 History** *Students trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.*

#### American Indians and the Arrival of Europeans to 1770

**4.1.1** Identify and compare the major early cultures that lived in the region of Indiana before the arrival of the Europeans, and before Indiana became a state.

**Examples:** Paleo-Indians such as the Hopewell, Adena, and the Mississippian cultures

**Explore Indiana (IO):** Indiana's First Cultures; **Indiana Magazine (IEM, IEM TG):** Visit Indiana's Mounds State Park; **Chapter 1, Lesson 2 (TE, RC):** Growth of a Country; **Chapter 4, Lesson 1 (TE, RC):** The Land of the Midwest

**4.1.2** Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

**Examples:** Miami, Shawnee, Potawatomi, and Lenape (Delaware); Resource: Conner Prairie Native Americans in Indiana

**Explore Indiana (IO):** Other Native Peoples in Indiana; **Chapter 4 (IO):** Chapter Video: The Midwest; **Chapter 4, Lesson 1 (TE, IJ, RC):** The Land of the Midwest

#### The American Revolution and the Indiana Territory: 1770 to 1816

**4.1.3** Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.

**Examples:** George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)

**Explore Indiana (IO):** People You Should Know; **Explore Indiana (IO):** The Indiana Territory; **Chapter 1, Lesson 1 (TE):** Land and Resources; **Chapter 1, Lesson 2 (TE, IJ, RC):** Growth of a Country; **Chapter 2, Engage (TE, IJ):** Inquiry Project; **Chapter 2, Lesson 2 (TE, RC):** Beginnings of a Country; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 3, Lesson 2 (TE, IJ, RC):** The Growth of the Southeast; **Chapter 3, Lesson 3 (RC):** Conflicts in the Southeast; **Chapter 4, Lesson 2 (TE, RC):** Pathways of the Plains; **Chapter 4, Lesson 3 (RC):** Building Cities

**4.1.4** Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.

**Examples:** Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.

**Explore Indiana (IO):** The Indiana Territory; **Chapter 4, Lesson 2 (TE, RC):** Pathways of the Plains; **Chapter 4, Lesson 3 (RC):** Building Cities

## Statehood: 1816 to 1851

**4.1.5** Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s.

**Explore Indiana (IO):** Native American Removal and Resettlement in Indiana; **Chapter 3, Lesson 3 (TE, RC):** Conflicts in the Southeast; **Chapter 4, Lesson 2 (TE, RC):** Pathways of the Plains

**4.1.6** Explain how key individuals and events influenced the early growth and development of Indiana.

**Examples:** Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851

**Explore Indiana (IO):** Early Settlements in Indiana; **Explore Indiana (IO):** Statehood for Indiana

## The Civil War Era and Later Development: 1850 to 1900

**4.1.7** Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

**Examples:** Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement

**Indiana Magazine (IEM, IEM TG):** Indiana and the Underground Railroad; **Indiana Magazine (IEM, IEM TG):** Social Conflict and the Constitution; **Chapter 2, Lesson 4 (TE, RC):** The Draw of the Northeast; **Chapter 3, Lesson 3 (TE, IJ, RC):** Conflicts in the Southeast

**4.1.8** Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.

**Examples:** Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the homefront.

**Explore Indiana (IO):** Indiana in the Civil War; **Chapter 1, Lesson 2 (TE, RC):** Growth of a Country; **Chapter 3, Lesson 3 (TE, RC):** Conflicts in the Southeast

**4.1.9** Give examples of Indiana's increasing agricultural, industrial, political, and business development in the nineteenth century.

**Examples:** Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne, and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly's pharmaceutical business

**Explore Indiana (IO):** The Growth of Railroads and Urban Centers; **Chapter 1, Lesson 2 (TE, RC):** Growth of a Country; **Chapter 2, Lesson 4 (TE, RC):** The Draw of the Northeast; **Chapter 5, Lesson 3 (RC):** People on the Move

## Growth and Development: 1900 to 1950

**4.1.10** Describe the participation of Indiana citizens in World War I and World War II.

**Examples:** Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; the contribution of troops; and the war reports of Ernie Pyle

**Indiana Magazine (IEM, IEM TG):** The War Reports of Ernie Pyle; **Indiana Magazine (IEM, IEM TG):** Indiana Goes to War; **Chapter 1, Lesson 2 (TE, RC):** Growth of a Country; **Chapter 1 (IEM, IEM TG):** The Scrap Drive; **Chapter 4, Lesson 5 (IO):** Investigate Indiana: Indiana on the Home Front

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<p><b>4.1.11</b> Identify and describe important events and movements that changed life in Indiana in the early twentieth century.</p> <p><b>Examples:</b> Women’s suffrage, the Great Depression, World War I, African-American migration from the South, and World War II</p>	<p><b>Indiana Magazine (IEM, IEM TG):</b> The War Reports of Ernie Pyle; <b>Indiana Magazine (IEM, IEM TG):</b> Indiana Goes to War; <b>Chapter 1, Lesson 2 (TE, RC):</b> Growth of a Country; <b>Chapter 4, Lesson 3 (TE, IJ, RC):</b> Building Cities</p>
<p><b>4.1.12</b> Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.</p> <p><b>Examples:</b> The impact of improved farming methods on Indiana agriculture; the development of Indiana’s automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state</p>	<p><b>Explore Indiana (IO):</b> The Growth of Railroads and Urban Centers; <b>Indiana Magazine (IEM, IEM TG):</b> The Early Indy 500; <b>Chapter 1, Lesson 4 (IO):</b> Investigate Indiana: Indiana’s Goods and Services; <b>Chapter 1, Lesson 5 (TE, IJ, RC):</b> <i>E Pluribus Unum</i>; <b>Chapter 2, Lesson 3 (TE, RC):</b> The Industrial Revolution; <b>Chapter 2, Lesson 4 (TE, RC):</b> The Draw of the Northeast; <b>Chapter 3, Lesson 4 (TE, RC):</b> The New South; <b>Chapter 4, Lesson 3 (TE, RC):</b> Building Cities; <b>Chapter 4, Lesson 4 (TE, RC):</b> The Modern Midwest; <b>Chapter 4, Lesson 5 (TE, IJ, RC):</b> America’s Heartland; <b>Chapter 4, Take Action (TE, RC):</b> Connections in Action!; <b>Chapter 4 (IEM, IEM TG):</b> Take Action!; <b>Chapter 5, Lesson 4 (TE, IJ):</b> The Modern Southwest; <b>Chapter 5, Lesson 5 (TE, IJ, RC):</b> Science of the Southwest; <b>Chapter 6, Lesson 5 (TE, RC):</b> Resources Today</p>
<p><b>Contemporary Indiana: 1950 to Present</b></p>	
<p><b>4.1.13</b> Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.</p> <p><b>Examples:</b> The civil rights movement and school integration in Indiana; Indiana’s participation in the Korean War; Asian, and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.</p>	<p><b>Explore Indiana (IO):</b> Indiana in the Civil War; <b>Indiana Magazine (IEM, IEM TG):</b> Changing Times, Changing Lives; <b>Indiana Magazine (IEM, IEM TG):</b> Indiana Goes to War; <b>Chapter 1, Lesson 2 (TE, RC):</b> Growth of a Country; <b>Chapter 2, Lesson 4 (TE, RC):</b> The Draw of the Northeast; <b>Chapter 3, Lesson 3 (TE, RC):</b> Conflicts in the Southeast; <b>Chapter 4, Lesson 3 (TE, RC):</b> Building Cities; <b>Chapter 4, Lesson 3 (IO):</b> Investigate Indiana: Immigration and Indiana; <b>Chapter 4, Lesson 4 (IO):</b> Research Indiana: Indiana’s Economy Today</p>
<p><b>4.1.14</b> Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation, and global connections.</p> <p><b>Examples:</b> Use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.</p>	<p><b>Chapter 4, Lesson 4 (IO):</b> Research Indiana: Indiana’s Economy Today</p>
<p><b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research</b></p>	
<p><b>4.1.15</b> Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.</p> <p><b>Examples:</b> Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing</p>	<p><b>Explore Indiana (IO):</b> Indiana’s First Cultures; <b>Explore Indiana (IO):</b> The Indiana Territory; <b>Explore Indiana (IO):</b> Take Action: Connections in Action; <b>Chapter 2, Investigate (TE):</b> People You Should Know; <b>Chapter 3 (TE, RC):</b> Connections in Action!; <b>Chapter 4, Lesson 2 (TE):</b> Pathways of the Plains</p>

<p><b>4.1.16</b> Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.</p> <p><b>Examples:</b> Identify different opinions regarding Indiana’s participation in the Civil War, using political cartoons, newspaper editorials, and writings found in digital collections of local and state libraries, museums, and historic sites.</p>	<p><b>Indiana Magazine (IEM, IEM TG):</b> Social Conflict and the Constitution; <b>Chapter 1, Lesson 3 (TE, IJ):</b> Civics and Citizenship; <b>Chapter 2, Lesson 2 (TE, IJ):</b> Beginnings of a Country; <b>Chapter 2, Lesson 4 (TE, IJ):</b> The Draw of the Northeast</p>
<p><b>4.1.17</b> Construct a brief narrative about an event in Indiana history using primary and secondary sources.</p> <p><b>Examples:</b> the first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913, and the 1965 Palm Sunday tornadoes</p>	<p><b>Explore Indiana (IO):</b> Natural Disasters Impact Indiana; <b>Explore Indiana (IO):</b> Take Action: Report Your Findings; <b>Indiana Magazine (IEM, IEM TG):</b> The Early Indy 500; <b>Indiana Magazine (IEM, IEM TG):</b> Take Action!</p>
<p><b>4.1.18</b> Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.</p> <p><b>Examples:</b> Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Gene Stratton Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell, and John Mellencamp; other entertainers: Red Skelton and David Letterman</p>	<p><b>Chapter 4, Lesson 4 (IO):</b> Investigate Indiana: Indiana and the Arts</p>

## Standard 2 Civics and Government

*Students describe the components and characteristics of Indiana’s constitutional form of government; explain the levels and three branches of Indiana’s government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.*

### Foundations of Government

<p><b>4.2.1</b> Explain the major purposes of Indiana’s Constitution, as stated in the Preamble.</p>	<p><b>Chapter 1, Lesson 3 (IO):</b> Investigate Indiana: Indiana’s Constitution</p>
<p><b>4.2.2</b> Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana’s Constitution.</p>	<p><b>Chapter 1, Lesson 3 (IO):</b> Investigate Indiana: Indiana’s Constitution</p>

### Functions of Government

<p><b>4.2.3</b> Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.</p>	<p><b>Chapter 1, Lesson 3 (IO):</b> Investigate Indiana: How Indiana’s Government Works</p>
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<p><b>4.2.4</b> Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.</p> <p><b>Examples:</b> Governor, lieutenant governor, chief justice, state senators, and state representatives.</p>	<p><b>Chapter 1, Lesson 3 (IO):</b> Investigate Indiana: How Indiana’s Government Works</p>
<p><b>Role of Citizens</b></p>	
<p><b>4.2.5</b> Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.</p>	<p><b>Chapter 1, Lesson 3 (TE, RC):</b> Civics and Citizenship</p>
<p><b>4.2.6</b> Define and provide examples of civic virtues in a democracy.</p> <p><b>Examples:</b> Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness, and commitment to the common good.</p>	<p><b>Be a Social Studies Detective (TE, RC):</b> Explore Citizenship; <b>Chapter 1, Lesson 3 (TE, RC):</b> Civics and Citizenship; <b>Chapter 1, Lesson 3 (IO):</b> Civic Virtues; <b>Chapter 3, Lesson 3 (TE, IJ, RC):</b> Conflicts in the Southeast</p>
<p><b>4.2.7</b> Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana’s past or present.</p> <p><b>Examples:</b> Use local, state, and federal online resources, as well as newspapers, television, and video images, to research and write an editorial related to Indiana’s environment.</p>	<p><b>Chapter 4, Lesson 5 (IO):</b> Research Indiana: Protecting Indiana</p>
<p><b>Standard 3 Geography</b>  <i>Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth’s physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world/country.</i></p>	
<p><b>The World in Spatial Terms</b></p>	
<p><b>4.3.1</b> Use latitude and longitude to identify physical and human features of Indiana.</p> <p><b>Examples:</b> transportation routes and bodies of water (lakes and rivers)</p>	<p><b>Chapter 4, Lesson 1 (IO):</b> Investigate Indiana: Indiana Places and Regions; <b>Chapter 4, Lesson 1 (IO):</b> Midwest Region Map</p>
<p><b>4.3.2</b> Estimate distances between two places on a map when referring to relative locations.</p>	<p><b>Be a Social Studies Detective (TE):</b> Explore Geography; <b>Chapter 1, Lesson 1 (TE, IJ):</b> Land and Resources</p>
<p><b>Places and Regions</b></p>	
<p><b>4.3.3</b> Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities, and rivers in Indiana.</p>	<p><b>Chapter 1, Lesson 1 (TE, IJ):</b> Land and Resources; <b>Chapter 1, Lesson 1 (IO):</b> Regions of the United States; <b>Chapter 4, Lesson 1 (IO):</b> Investigate Indiana: Indiana Places and Regions; <b>Chapter 4, Lesson 1 (IO):</b> Midwest Region Map</p>

<p><b>4.3.4</b> Map and describe the physical regions of Indiana and identify major natural resources and agricultural/crop regions.</p> <p><b>Examples:</b> Northern Lakes and Moraines, Central Till Plain, and Southern Lowlands</p>	<p>Indiana Magazine (IEM, IEM TG): Views of Indiana; <b>Chapter 1, Lesson 1 (RC, IJ, TE):</b> Land and Resources; <b>Chapter 4, Lesson 1 (IO):</b> Investigate Indiana: Indiana Places and Regions; <b>Chapter 4, Lesson 1 (IO):</b> Investigate Indiana: Indiana’s Landforms</p>
<p><b>Physical Systems</b></p>	
<p><b>4.3.5</b> Explain how glaciers shaped Indiana’s landscape and environment.</p>	<p><b>Chapter 4, Lesson 1 (IO):</b> Investigate Indiana: Indiana’s Landforms; <b>Chapter 6, Lesson 1 (TE, IJ):</b> The Geography of the West</p>
<p><b>4.3.6</b> Describe Indiana’s landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).</p>	<p><b>Chapter 4, Lesson 1 (IO):</b> Investigate Indiana: Indiana’s Landforms</p>
<p><b>4.3.7</b> Explain the effect of the Earth/sun relationship on the climate of Indiana.</p> <p><b>Examples:</b> Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.</p>	<p><b>Chapter 4, Lesson 1 (IO):</b> Investigate Indiana: Indiana’s Weather and Climate</p>
<p><b>4.3.8</b> Identify the challenges in the physical landscape of Indiana to early settlers and to modern day economic development.</p> <p><b>Examples:</b> Forest growth, historic and modern transportation routes, and bodies of water</p>	<p><b>Explore Indiana (IO):</b> Statehood for Indiana</p>
<p><b>Human Systems</b></p>	
<p><b>4.3.9</b> Explain the importance of major transportation routes in the exploration, settlement and growth of Indiana and in the state’s location as a crossroad of America.</p> <p><b>Examples:</b> Lake Michigan and its tributaries, Wabash River, canals, Buffalo Trace, roadways, interstates.</p>	<p><b>Explore Indiana (IO):</b> Engage with the Essential Question; <b>Explore Indiana (IO):</b> Other Native Peoples in Indiana; <b>Explore Indiana (IO):</b> Early Settlements in Indiana</p>
<p><b>4.3.10</b> Identify immigration patterns into and out of the state, and describe the impact diverse ethnic/native/cultural groups have had and have on Indiana.</p> <p><b>Examples:</b> E pluribus unum (out of many, one); Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Only Indiana-born president )</p>	<p><b>Explore Indiana (IO):</b> Engage with the Essential Question; <b>Explore Indiana (IO):</b> The Growth of Railroads and Urban Centers; <b>Chapter 1, Lesson 5 (TE, IJ, RC):</b> <i>E Pluribus Unum</i>; <b>Chapter 2, Lesson 4 (TE, RC):</b> The Draw of the Northeast; <b>Chapter 2 (IO):</b> Chapter Video: The Northeast</p>
<p><b>4.3.11</b> Examine Indiana’s international relationships with states and regions in other parts of the world.</p> <p><b>Examples:</b> Describe cultural exchanges between Indiana and other states and provinces, such as Rio Grande do Sul, Brazil, or Zhejiang Province, China.</p>	<p><b>Chapter 4, Lesson 4 (IO):</b> Investigate Indiana: Indiana and Cultural Exchange</p>

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<p><b>4.3.12</b> Address misconceptions and misperceptions of Native Americans, Africans, early settlers, and other immigrant groups historically and currently.</p>	<p><b>Explore Indiana (IO):</b> Indiana’s First Cultures; <b>Explore Indiana (IO):</b> Other Native Peoples in Indiana; <b>Explore Indiana (IO):</b> Early Settlements in Indiana; <b>Chapter 3, Investigate (TE):</b> Activate Knowledge; <b>Chapter 4, Lesson 3 (IO):</b> Investigate Indiana: Immigration and Indiana; <b>Chapter 5, Investigate (TE):</b> Activate Knowledge</p>
<p><b>Environment and Society</b></p>	
<p><b>4.3.13</b> Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.</p>	<p><b>Explore Indiana (IO):</b> Indiana’s First Cultures; <b>Explore Indiana (IO):</b> The Indiana Territory; <b>Explore Indiana (IO):</b> Native American Removal and Resettlement in Indiana; <b>Explore Indiana (IO):</b> Early Settlements in Indiana; <b>Explore Indiana (IO):</b> Indiana in the Civil War; <b>Indiana Magazine (IEM, IEM TG):</b> Visit Indiana’s Mounds State Park; <b>Indiana Magazine (IEM, IEM TG):</b> Indiana and the Underground Railroad</p>
<p><b>4.3.14</b> Read and interpret texts (written texts, graphs, maps, timelines, data, audio, video) to answer geographic questions about Indiana in the past and present.</p>	<p><b>Chapter 4, Lesson 1 (IO):</b> Investigate Indiana: Indiana Places and Regions</p>
<p><b>Standard 4 Economics</b> <i>Students study and compare the characteristics of Indiana’s changing economy in the past and present.</i></p>	
<p><b>4.4.1</b> Give examples of the kinds of goods and services produced in Indiana in different historical periods.</p>	<p><b>Chapter 1, Lesson 4 (TE, IJ, RC):</b> Money and Economics; <b>Chapter 1, Lesson 4 (IO):</b> Investigate Indiana: Indiana’s Goods and Services</p>
<p><b>4.4.2</b> Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years. <b>Examples:</b> Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.</p>	<p><b>Chapter 1, Lesson 4 (IO):</b> Investigate Indiana: Indiana’s Goods and Services; <b>Chapter 2, Lesson 4 (TE, RC):</b> The Draw of the Northeast; <b>Chapter 3, Lesson 2 (TE, RC):</b> The Growth of the Southeast; <b>Chapter 3, Lesson 3 (TE, RC):</b> Conflicts in the Southeast; <b>Chapter 4, Lesson 4 (TE, RC):</b> The Modern Midwest; <b>Chapter 6, Lesson 5 (TE, RC):</b> Success in the West</p>
<p><b>4.4.3</b> Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</p>	<p><b>Chapter 1, Lesson 2 (TE, RC):</b> Growth of a Country; <b>Chapter 1, Lesson 4 (IO):</b> Investigate Indiana: Money and Trade; <b>Chapter 2, Lesson 3 (TE, RC):</b> The Industrial Revolution; <b>Chapter 2, Lesson 5 (TE, RC):</b> A Global Leader; <b>Chapter 3, Lesson 2 (TE, RC):</b> The Growth of the Southeast; <b>Chapter 4, Lesson 3 (TE, RC):</b> Building Cities; <b>Chapter 6, Lesson 5 (TE, IJ):</b> Success in the West</p>
<p><b>4.4.4</b> Explain that prices change as a result of changes in supply and demand for specific products.</p>	<p><b>Chapter 1, Lesson 4 (TE, IJ, RC):</b> Money and Economics; <b>Chapter 1, Lesson 4 (IO):</b> Circular Flow of Money</p>

<p><b>4.4.5</b> Describe Indiana’s global connections.  <b>Examples:</b> Identify international companies in Indiana, such as Toyota, Chrysler (Fiat), Honda, Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly, and Cummins Engine.</p>	<p><b>Chapter 4, Lesson 4 (IO):</b> Investigate Indiana: Indiana and the World</p>
<p><b>4.4.6</b> List the functions of money and compare and contrast things that have been used as money in the past in Indiana, the United States, and the world.</p>	<p><b>Chapter 1, Lesson 4 (TE, IJ):</b> Money and Economics; <b>Chapter 1, Lesson 4 (IO):</b> Investigate Indiana: Money and Trade</p>
<p><b>4.4.7</b> Identify entrepreneurs who have influenced Indiana and the local community.  <b>Examples:</b> The Studebaker brothers, Madam C.J. Walker, Eli Lilly, and Marie Webster</p>	<p><b>Explore Indiana (IO):</b> People You Should Know; <b>Explore Indiana (IO):</b> The Growth of Railroads and Urban Centers; <b>Chapter 1, Investigate (TE, RC):</b> People You Should Know; <b>Chapter 1, Lesson 4 (TE, RC):</b> Money and Economics; <b>Indiana Magazine (IEM, IEM TG):</b> The Early Indy 500</p>
<p><b>4.4.8</b> Define profit and describe how profit is an incentive for entrepreneurs.</p>	<p><b>Chapter 1, Lesson 4 (IO):</b> Investigate Indiana: Indiana’s Goods and Services</p>
<p><b>4.4.9</b> Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.</p>	<p><b>Chapter 1, Lesson 3 (TE, RC):</b> Civics and Citizenship; <b>Chapter 1, Lesson 4 (TE, RC):</b> Money and Economics; <b>Chapter 1, Lesson 3 (IO):</b> Local Government</p>
<p><b>4.4.10</b> Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.</p>	<p><b>Be a Social Studies Detective (TE, RC):</b> Explore Economics; <b>Chapter 1, Lesson 4 (TE, RC):</b> Money and Economics</p>



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## Indiana English Language Arts Standards

### IMPACT Coverage

*IMPACT Social Studies* supports the deep interconnectedness of content and literacy. Students learn to read, write, speak, listen, and use language effectively across every chapter. The citations below provide examples but are not an exhaustive list of where skills are included.

**Key:** **IJ:** Inquiry Journal; **RC:** Research Companion; **TE:** Teacher Edition; **IO:** IMPACT Online;

**IEM:** IMPACT Explorer Magazine; **IEM TG:** IMPACT Explorer Magazine Teaching Guide

READING	
Reading: <i>Literature</i>	
Key Ideas and Textual Support	
<b>4.RL.2.1</b> Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	<b>Chapter 1 (IEM, IEM TG):</b> Connect Through Literature: The Scrap Drive; <b>Chapter 2 (IEM, IEM TG):</b> Connect Through Literature: Boat Song; <b>Chapter 3 (IEM, IEM TG):</b> Poetry Corner: April--North Carolina; <b>Chapter 4 (IEM, IEM TG):</b> Connect Through Literature: Building the Arch; <b>Chapter 5 (IEM, IEM TG):</b> Connecting Through Literature: Weedpatch Camp; <b>Chapter 6 (IEM, IEM TG):</b> Poetry Corner: Hoodoos
<b>4.RL.2.2</b> Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	<b>Chapter 1 (IEM, IEM TG):</b> Connect Through Literature: The Scrap Drive; <b>Chapter 2 (IEM, IEM TG):</b> Connect Through Literature: Boat Song; <b>Chapter 3 (IEM, IEM TG):</b> Poetry Corner: April--North Carolina; <b>Chapter 4 (IEM, IEM TG):</b> Connect Through Literature: Building the Arch; <b>Chapter 5 (IEM, IEM TG):</b> Connecting Through Literature: Weedpatch Camp; <b>Chapter 6 (IEM, IEM TG):</b> Poetry Corner: Hoodoos
<b>4.RL.2.3</b> Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	<b>Chapter 1 (IEM, IEM TG):</b> Connect Through Literature: The Scrap Drive; <b>Chapter 4, Investigate (TE, RC):</b> Connect Through Literature; <b>Chapter 4 (IEM, IEM TG):</b> Connect Through Literature: Building the Arch; <b>Chapter 5, Investigate (TE, RC):</b> Connect Through Literature; <b>Chapter 6, Investigate (TE, RC):</b> Connect Through Literature
Structural Elements and Organization	
<b>4.RL.3.1</b> Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.	<b>Chapter 1, Investigate (TE, RC):</b> Connect Through Literature; <b>Chapter 1, Reader's Theater (TE, IJ):</b> An International Day to Remember; <b>Chapter 4, Investigate (TE, RC):</b> Connect Through Literature; <b>Chapter 4, Reader's Theater (TE, IJ):</b> Our Class Project to Save Salt Creek; <b>Chapter 5, Investigate (TE, RC):</b> Connect Through Literature; <b>Chapter 5, Reader's Theater (TE, IJ):</b> If You Build It, ...; <b>Chapter 6, Investigate (TE, RC):</b> Connect Through Literature

## Synthesis and Connection of Ideas

**4.RL.4.1** Describe how visual and multimedia presentations and representations can enhance the meaning of a text.

**Chapter 3 (IEM, IEM TG):** Saving the Beach; **Chapter 4 (IEM, IEM TG):** A Trip to the Chicago World's Fair; **Chapter 5 (IEM, IEM TG):** A Day in the Life of a *Vaquero*

## Reading: *Nonfiction*

### Key Ideas and Textual Support

**4.RN.2.1** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

**Chapter 1, Lesson 1 (TE, IJ, RC):** Land and Resources; **Chapter 1, Lesson 3 (TE, IJ, RC):** Civics and Citizenship; **Chapter 1, Lesson 5 (IO):** Investigate Inferences; **Chapter 2, Lesson 1 (TE, IJ, RC):** The Northeast Long Ago; **Chapter 2, Lesson 4 (TE, IJ, RC):** The Draw of the Northeast; **Chapter 3, Lesson 4 (TE, RC, IJ):** The New South; **Chapter 3, Lesson 5 (TE, RC, IJ):** Global Connections; **Chapter 4, Lesson 1 (TE, RC, IJ):** The Land of the Midwest; **Chapter 4, Lesson 1 (IO):** Investigate Ask and Answer Questions; **Chapter 4, Lesson 2 (TE, RC, IJ):** Pathways of the Plains; **Chapter 4, Lesson 3 (IO):** Investigate Problem and Solution; **Chapter 4, Lesson 4 (TE, IJ, RC):** The Modern Midwest; **Chapter 4, Lesson 5 (IO):** Investigate Details to Draw Conclusions; **Chapter 6, Lesson 2 (TE, IJ, RC):** Westward Expansion  
*This standard is also covered throughout the IMPACT Explorer Magazine and the IMPACT Explorer Magazine Teaching Guide.*

**4.RN.2.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**Chapter 1, Lesson 1 (TE, IJ, RC):** Land and Resources; **Chapter 1, Lesson 1 (IO):** Investigate Main Idea and Details; **Chapter 1, Lesson 4 (TE, RC, IJ):** Money and Economics; **Chapter 1, Lesson 4 (IO):** Investigate Main Idea and Details; **Chapter 2, Lesson 1 (TE, IJ, RC):** The Northeast Long Ago; **Chapter 2, Lesson 2 (IO):** Investigate Main Idea and Details; **Chapter 2, Lesson 5 (TE, IJ, RC):** A Global Leader; **Chapter 3, Lesson 1 (TE, IJ, RC):** The Southeast Land; **Chapter 3, Lesson 1 (IO):** Investigate Main Idea and Details; **Chapter 3, Lesson 5 (IO):** Investigate Important Details; **Chapter 5, Lesson 1 (TE, IJ, RC):** The Landscape of the Southwest; **Chapter 5, Lesson 2 (IO):** Investigate Summarizing; **Chapter 5, Lesson 4 (TE, IJ, RC):** The Modern Southwest; **Chapter 6, Lesson 1 (IO):** Investigate Important Details; **Chapter 6, Lesson 2 (IO):** Investigate Details that Lead to Conclusions; **Chapter 6, Lesson 5 (IO):** Investigate Summarizing  
*This standard is also covered throughout the IMPACT Explorer Magazine and the IMPACT Explorer Magazine Teaching Guide.*

# Standards Correlation

<p><b>4.RN.2.3</b> Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><b>Chapter 1, Lesson 2 (TE, IJ, RC):</b> Growth of a Country; <b>Chapter 1, Lesson 2 (IO):</b> Investigate Cause and Effect; <b>Chapter 1, Lesson 3 (IO):</b> Investigate Compare and Contrast; <b>Chapter 1, Lesson 5 (TE, IJ, RC):</b> <i>E Pluribus Unum</i>; <b>Chapter 2, Lesson 1 (IO):</b> Investigate Cause and Effect; <b>Chapter 2, Lesson 2 (TE, IJ, RC):</b> Beginnings of a Country; <b>Chapter 3, Lesson 2 (TE, IJ, RC):</b> The Growth of the Southeast; <b>Chapter 3, Lesson 2 (IO):</b> Investigate Cause and Effect; <b>Chapter 3, Lesson 3 (TE, IJ, RC):</b> Conflicts in the Southeast; <b>Chapter 4, Lesson 3 (TE, RC, IJ):</b> Building Cities; <b>Chapter 4, Lesson 5 (TE, IJ, RC):</b> America’s Heartland; <b>Chapter 5, Lesson 2 (TE, RC, IJ):</b> Spanish Arrivals; <b>Chapter 5, Lesson 5 (TE, RC, IJ):</b> Science of the Southwest; <b>Chapter 6, Lesson 1 (TE, RC, IJ):</b> The Geography of the West; <b>Chapter 6, Lesson 4 (IO):</b> Investigate Cause and Effect; <b>Chapter 6, Lesson 5 (TE, RC, IJ):</b> Success in the West</p>
<p><b>Structural Elements and Organization</b></p>	
<p><b>4.RN.3.1</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).</p>	<p><b>Chapter 1, Lesson 1 (TE, RC):</b> Land and Resources; <b>Chapter 1, Lesson 3 (TE, RC):</b> Civics and Citizenship; <b>Chapter 1 (IEM, IEM TG):</b> America’s Natural Wonders; <b>Chapter 2, Lesson 1 (TE, RC):</b> The Northeast Long Ago; <b>Chapter 2 (IEM, IEM TG):</b> The Lowell Mill Girls; <b>Chapter 3, Lesson 1 (TE, RC):</b> The Southeast Land; <b>Chapter 3, Lesson 3 (TE, RC):</b> Conflicts in the Southeast; <b>Chapter 4, Lesson 1 (TE, RC):</b> The Land of the Midwest; <b>Chapter 4, Lesson 2 (TE, RC):</b> Pathways of the Plains; <b>Chapter 5, Lesson 1 (TE, RC):</b> The Landscape of the Southwest; <b>Chapter 6, Lesson 1 (TE, RC):</b> The Geography of the West; <b>Chapter 6, Lesson 4 (TE, RC):</b> Resources Today; <b>Chapter 6 (IEM, IEM TG):</b> Water Doesn’t Grow on Trees!</p>
<p><b>4.RN.3.2</b> Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.</p>	<p><b>Chapter 2, Lesson 3 (TE, IJ, RC):</b> The Industrial Revolution; <b>Chapter 4, Lesson 2 (IO):</b> Investigate Chronology; <b>Chapter 5, Lesson 3 (TE, IJ, RC):</b> People on the Move; <b>Chapter 5, Lesson 3 (IO):</b> Investigate Chronology; <b>Chapter 6, Lesson 3 (TE, IJ, RC):</b> Changing Times</p>
<p><b>4.RN.3.3</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.</p>	<p><b>Chapter 6, Lesson 3 (TE, IJ, RC):</b> Changing Times</p>
<p><b>Synthesis and Connection of Ideas</b></p>	
<p><b>4.RN.4.1</b> Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.</p>	<p><b>Chapter 3, Lesson 5 (TE, RC, IJ):</b> Global Connections</p>

## Reading: Vocabulary

### Vocabulary Building

**4.RV.2.1** Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

**Chapter 2, Lesson 1 (TE, IJ):** The Northeast Long Ago; **Chapter 3, Lesson 1 (TE, IJ):** The Southeast Land  
*This standard is also covered by the Explore Words activities found in every lesson of IMPACT Online.*

### Vocabulary in Literature and Nonfiction Texts

**4.RV.3.1** Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

**Chapter 3 (IEM, IEM TG):** Poetry Corner: April--North Carolina

**4.RV.3.2** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

**Chapter 1, Lesson 2 (TE, IJ):** Growth of a Country; **Chapter 3, Lesson 3 (TE, IJ):** Conflicts in the Southeast  
*This standard is also covered by the Explore Words activities found in every lesson of IMPACT Online, as well as the Build Meaning & Support Language section for each lesson in the IMPACT Teacher's Edition.*

**4.RV.3.3** Explain the meanings of proverbs, adages, and idioms in context.

**Chapter 2, Lesson 1 (TE):** The Northeast Long Ago; **Chapter 5, Lesson 4 (TE):** The Modern Southwest

## WRITING

### Writing Genres: Argumentative, Informative, and Narrative

**4.W.3.1** Write persuasive compositions in a variety of forms that –

- In an introductory statement, clearly state an opinion to a particular audience.
- Support the opinion with facts and details from various sources, including texts.
- Use an organizational structure to group related ideas that support the purpose.
- Connect opinion and reasons using words and phrases.
- Provide a concluding statement or section related to the position presented.

**Chapter 1, Engage (TE, IJ):** Inquiry Project; **Chapter 1, Lesson 2 (TE, IJ):** Growth of a Country; **Chapter 1, Take Action (TE, IJ):** Inquiry Project; **Chapter 2, Lesson 4 (TE, IJ):** The Draw of the Northeast; **Chapter 2, Lesson 5 (TE, IJ):** A Global Leader; **Chapter 3, Lesson 1 (TE, IJ):** The Southeast Land; **Chapter 3, Lesson 3 (TE, RC, IJ):** Conflicts in the Southeast; **Chapter 4, Lesson 4 (TE, IJ):** The Modern Midwest; **Chapter 4, Lesson 5 (TE, IJ):** America's Heartland; **Chapter 6, Lesson 4 (TE, IJ):** Resources Today

# Standards Correlation

**4.W.3.2** Write informative compositions on a variety of topics that –

- Provide an introductory paragraph with a clear main idea.
- Provide supporting paragraphs with topic and summary sentences.
- Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- Connect ideas using words and phrases.
- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use language and vocabulary appropriate for audience and topic.
- Provide a concluding statement or section.

**Chapter 1, Lesson 1 (TE, IJ):** Land and Resources; **Chapter 1, Lesson 3 (TE, IJ):** Civics and Citizenship; **Chapter 1, Lesson 4 (TE, IJ):** Money and Economics; **Chapter 1, Lesson 5 (TE, IJ):** *E Pluribus Unum*; **Chapter 2, Lesson 1 (TE, IJ):** The Northeast Long Ago; **Chapter 2, Lesson 2 (TE, IJ):** Beginnings of a Country; **Chapter 2, Lesson 3 (TE, IJ):** The Industrial Revolution; **Chapter 3, Engage (TE, IJ):** Inquiry Project; **Chapter 3, Lesson 2 (TE, IJ):** The Growth of the Southeast; **Chapter 3, Lesson 4 (TE, IJ):** The New South; **Chapter 3, Lesson 5 (TE, IJ):** Global Connections; **Chapter 3, Take Action (TE, IJ):** Inquiry Project; **Chapter 4, Lesson 2 (TE, IJ):** Pathways of the Plains; **Chapter 4, Lesson 3 (TE, IJ):** Building Cities; **Chapter 5, Lesson 1 (TE, IJ):** The Landscape of the Southwest; **Chapter 5, Lesson 2 (TE, IJ):** Spanish Arrivals; **Chapter 5, Lesson 3 (TE, IJ):** People on the Move; **Chapter 5, Lesson 4 (TE, IJ):** The Modern Southwest; **Chapter 5, Lesson 5 (TE, IJ):** Science of the Southwest; **Chapter 6, Lesson 2 (TE, IJ):** Westward Expansion; **Chapter 6, Lesson 5 (TE, IJ):** Success in the West

**4.W.3.3** Write narrative compositions in a variety of forms that–

- Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
- Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
- Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations.
- Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
- Provide an ending that follows the narrated experiences or events.

**Chapter 2, Engage (TE, IJ):** Inquiry Project; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 2 (IEM, IEM TG):** Boat Song; **Chapter 3, Lesson 3 (TE, IJ):** Conflicts in the Southeast; **Chapter 5, Engage (TE, IJ):** Inquiry Project; **Chapter 5, Take Action (TE, IJ):** Inquiry Project; **Chapter 6, Engage (TE, IJ):** Inquiry Project; **Chapter 6, Lesson 1 (TE, IJ):** The Geography of the West; **Chapter 6, Take Action (TE, IJ):** Inquiry Project

## The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

**4.W.5** Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

**Be a Social Studies Detective (IO):** More to Explore: Evaluating Sources; **Chapter 1, Lesson 2 (TE):** Growth of a Country; **Chapter 3, Lesson 2 (TE):** The Growth of the Southeast; **Chapter 3, Lesson 3 (TE):** Conflicts in the Southeast; **Chapter 5, Lesson 1 (TE):** The Landscape of the Southwest; **Chapter 5, Lesson 2 (TE):** Spanish Arrivals; **Chapter 5, Lesson 3 (TE):** People on the Move; **Chapter 6, Lesson 1 (TE):** The Geography of the West; **Chapter 6, Lesson 2 (TE):** Westward Expansion

## Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

**4.W.6.1** Demonstrate command of English grammar and usage, focusing on:

**4.W.6.1b** Verbs –

- Writing sentences that use the progressive verb tenses.
- Recognizing and correcting inappropriate shifts in verb tense.
- Using modal auxiliaries (e.g., can, may, must).

**Chapter 1, Lesson 4 (TE):** Money and Economics; **Chapter 4, Lesson 5 (TE):** America’s Heartland

**4.W.6.1d** Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.

**Chapter 1, Lesson 2 (TE):** Growth of a Country; **Chapter 2, Lesson 4 (TE):** The Draw of the Northeast; **Chapter 5, Lesson 3 (TE):** People on the Move

**4.W.6.1e** Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

**Chapter 3, Lesson 1 (TE):** The Southeast Land

**4.W.6.2** Demonstrate command of capitalization, punctuation, and spelling, focusing on:

**4.W.6.2a** Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

**Chapter 1, Lesson 1 (TE):** Land and Resources; **Chapter 6, Lesson 2 (TE):** Westward Expansion

**4.W.6.2b** Punctuation –

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence.

**Chapter 3, Lesson 1 (TE):** The Southeast Land; **Chapter 4, Lesson 1 (TE):** The Land of the Midwest

**4.W.6.2c** Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.

**Chapter 4, Lesson 4 (TE):** The Modern Midwest; **Chapter 6, Lesson 4 (TE):** Resources Today

# Standards Correlation

## SPEAKING AND LISTENING

### Speaking and Listening

#### Discussion and Collaboration

<p><b>4.SL.2.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p>	<p><b>Chapter 1, Lesson 3 (TE, IJ, RC):</b> Civics and Citizenship; <b>Chapter 1, Lesson 3 (IO):</b> Branches of the Federal Government; <b>Chapter 1, Lesson 4 (TE, IJ, RC):</b> Money and Economics; <b>Chapter 1, Lesson 5 (TE, IJ, RC):</b> <i>E Pluribus Unum</i>; <b>Chapter 2, Lesson 2 (TE, IJ, RC):</b> Beginnings of a Country; <b>Chapter 2, Lesson 3 (TE, IJ, RC):</b> The Industrial Revolution; <b>Chapter 2, Lesson 4 (TE, IJ, RC):</b> The Draw of the Northeast; <b>Chapter 2, Lesson 5 (TE, IJ, RC):</b> A Global Leader; <b>Chapter 3, Lesson 1 (TE, IJ, RC):</b> The Southeast Land; <b>Chapter 3, Lesson 2 (TE, IJ, RC):</b> The Growth of the Southeast; <b>Chapter 3, Lesson 2 (IO):</b> Traveling the Mississippi; <b>Chapter 3, Lesson 4 (TE, IJ, RC):</b> The New South; <b>Chapter 3, Lesson 4 (IO):</b> The Everglades; <b>Chapter 3, Lesson 5 (TE, IJ, RC):</b> Global Connections; <b>Chapter 4, Lesson 1 (TE, IJ, RC):</b> The Land of the Midwest; <b>Chapter 4, Lesson 2 (TE, IJ, RC):</b> Pathways of the Plains; <b>Chapter 4, Lesson 3 (TE, IJ, RC):</b> Building Cities; <b>Chapter 4, Lesson 4 (TE, IJ, RC):</b> The Modern Midwest; <b>Chapter 4, Lesson 5 (IO):</b> Air Quality; <b>Chapter 5, Lesson 2 (TE, IJ, RC):</b> Spanish Arrivals; <b>Chapter 5, Lesson 3 (TE, IJ, RC):</b> People on the Move; <b>Chapter 5, Lesson 4 (IO):</b> Route 66 Connects Regions; <b>Chapter 6, Lesson 1 (TE, IJ, RC):</b> The Geography of the West; <b>Chapter 6, Lesson 2 (TE, IJ, RC):</b> Westward Expansion; <b>Chapter 6, Lesson 5 (TE, IJ, RC):</b> Success in the West; <b>Chapter 6, Lesson 5 (IO):</b> Hosting the Olympics</p> <p><i>This standard is also covered throughout the IMPACT Explorer Magazine, the IMPACT Explorer Magazine Teaching Guide, and the More to Explore features in most lessons of IMPACT Online.</i></p>
<p><b>4.SL.2.2</b> Explore ideas under discussion by drawing on readings and other information.</p>	<p><b>Chapter 5, Lesson 1 (TE):</b> The Landscape of the Southwest</p>
<p><b>4.SL.2.3</b> Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>Chapter 6, Lesson 4 (TE):</b> Resources Today</p>
<p><b>4.SL.2.4</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p><b>Chapter 6, Lesson 5 (TE):</b> Success in the West</p>
<p><b>4.SL.2.5</b> Review the key ideas expressed and explain personal ideas in reference to the discussion.</p>	<p><b>Chapter 1, Lesson 2 (TE, RC, IJ):</b> Growth of a Country; <b>Chapter 2, Lesson 1 (TE, RC, IJ):</b> The Northeast Long Ago</p>

Comprehension	
<b>4.SL.3.1</b> Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Chapter 1, Lesson 1 (IO):</b> Using Maps Throughout Time; <b>Chapter 1, Lesson 2 (IO):</b> A Call for Freedom; <b>Chapter 2, Lesson 4 (TE, RC):</b> The Draw of the Northeast; <b>Chapter 4, Lesson 1 (TE, RC):</b> The Land of the Midwest; <b>Chapter 6, Lesson 4 (TE, IJ):</b> Resources Today
<b>4.SL.3.2</b> Identify and use evidence a speaker provides to support particular points.	<b>Chapter 4, Lesson 5 (TE):</b> America’s Heartland
Presentation of Knowledge and Ideas	
<b>4.SL.4.1</b> Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.	<b>Chapter 1, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 1, Take Action (TE, IJ):</b> Inquiry Project; <b>Chapter 2, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 2, Take Action (TE, IJ):</b> Inquiry Project; <b>Chapter 3, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 3, Take Action (TE, IJ):</b> Inquiry Project; <b>Chapter 4, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 4, Take Action (TE, IJ):</b> Inquiry Project; <b>Chapter 5, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 5, Take Action (TE, IJ):</b> Inquiry Project; <b>Chapter 6, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 6, Take Action (TE, IJ):</b> Inquiry Project
<b>4.SL.4.2</b> Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.	<b>Chapter 1, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 1, Take Action (TE, IJ):</b> Inquiry Project; <b>Chapter 2, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 2, Take Action (TE, IJ):</b> Inquiry Project; <b>Chapter 3, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 3, Take Action (TE, IJ):</b> Inquiry Project; <b>Chapter 4, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 4, Take Action (TE, IJ):</b> Inquiry Project; <b>Chapter 5, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 5, Take Action (TE, IJ):</b> Inquiry Project; <b>Chapter 6, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 6, Take Action (TE, IJ):</b> Inquiry Project
MEDIA LITERACY	
Media Literacy	
<b>4.ML.2.1</b> Recognize claims in print, image, and multimedia and identify evidence used to support these claims.	<b>Be a Social Studies Detective (IO):</b> More to Explore: Evaluating Sources; <b>Chapter 1, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 1, Take Action (TE, IJ):</b> Inquiry Project