

GRADE

4

**IMPACT**<sup>™</sup>  
SOCIAL STUDIES

# New York Connections



**Mc  
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## WHAT IS IMPACT™?

### Content • Inquiry • Literacy • Citizenship

McGraw-Hill Education's K–5 *IMPACT Social Studies* helps students understand the forces that shape the world they live in. It uses a combination of **inquiry-based activities** and **literacy instruction** to help students explore a rich collection of **primary and secondary sources**. This rich combination of knowledge and skills instruction promotes curiosity and **active citizenship**.

- Students learn to think **historically, civically, spatially, and economically**.
- Students **analyze relevant information, critique arguments, develop opinions** and **make connections** through reading, writing, speaking, and listening in response to Essential Questions.
- Using **dynamic digital content**, students explore **activities with real-world applications**, both immediate and long-term.

## IMPACT Social Studies provides a flexible, accessible, blended learning experience.

### ► Student Resources:

- **Inquiry Journal** Engaging activities for making meaning
- **Research Companion** Carefully curated primary and secondary sources
- **IMPACT Online** Interactive activities, videos, and more as well as access to Inquiry Journal and Research Companion content
- **IMPACT Explorer Magazine** Captivating literature, real-world stories, and informational texts

### ► Teacher Support:

- **Teacher's Edition** Road map to *IMPACT*
- **IMPACT Explorer Magazine Teaching Guide** Three-step instructional model for guiding students through Magazine texts
- **NEW YORK CONNECTIONS** Where to find grade-level New York-specific content and skills

# WHAT IS NEW YORK CONNECTIONS?

## The New York Teacher's Guide to **IMPACT**

Your *New York Connections* booklet provides a Content Map for each chapter and shows how and where **IMPACT** will cover New York skills and standards.

### CONTENT MAPS

The Content Maps provide details about important features of each chapter:

- **Essential Question**
- **Inquiry Project**
- **Explore Words**
- **Connect Through Literature**
- **New York Standards Coverage**
- **Lessons at a Glance**
- **Connections to Science and Math**

### NEW YORK STANDARDS CORRELATION

**IMPACT** New York provides 100% coverage of New York Grade 4 Social Studies Framework. The program also covers and provides connection to New York Grade 4 English Language Arts Standards relevant to social studies instruction.

The correlation chart is divided into two sections:

- **New York Grade 4 Social Studies Framework** Topics in history, economics, civics, and geography
- **New York Grade 4 English Language Arts Standards** Reading and writing, research, speaking and listening, and multimodal literacies

Citations are provided at the chapter and lesson level; in an inquiry-based program, students will often need to complete a full lesson or chapter in order to demonstrate mastery of a standard.

This correlation will call out New York-specific content as it appears throughout the core chapters as.

# Chapter 1 Content Map



## How Does America Use Its Strengths and Face Its Challenges?

### Chapter 1

The Land and People of the United States

#### Lesson 1

Land and Resources

#### Lesson 2

Growth of a Country

#### Lesson 3

Civics and Citizenship

#### Lesson 4

Money and Economics

#### Lesson 5

The **IMPACT** Today  
*E Pluribus Unum*

## In This Chapter

Students will explore strengths of America's land and its people. They will learn about the geography and resources of different regions. They will identify the cause and effect of key events in America's history, the differences among the branches of government, and basic economic concepts. Students will consider how people of diverse backgrounds and cultures have contributed to our country.

## Inquiry Project

### Make an Advertisement for America

Students will choose one strength of America. Then they will create an advertisement promoting this strength.

## Explore Words

**Inquiry Journal**, pp. 4–5

amendment, colonist, democracy, ethnic, expansion, immigrant, latitude, longitude, scarcity

## Connect Through Literature

**Research Companion**, pp. 4–5

"**An Ode to America**" is a work of narrative nonfiction. It tells the story behind the song "America the Beautiful."

## New York Grade 4 Social Studies Framework

for complete correlations see pp. 20-26

- **4.1** New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.
- **4.3b** Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.
- **4.4b** The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.
- **4.7a** Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.

# Lessons-At-A-Glance

## Lesson 1 How Does Geography Define a Region?

**Inquiry Tool:** Main Idea and Details

**Report Your Findings: Informative Writing**—Essay: How would a geographer describe your state and its location?

## Lesson 2 How Has America Stayed United Through Growth and Challenges?

**Inquiry Tool:** Cause and Effect

**Report Your Findings: Informative Writing**—Essay: Choose an event from American history. Explain its cause, what happened during the event, and its effect.

## Lesson 3 How Does the Structure of Our Government Work?

**Inquiry Tool:** Compare and Contrast

**Report Your Findings: Narrative Writing**—Letter: Imagine you are at the Constitutional Convention. Write to your family about the purpose of the Constitution.

## Lesson 4 How Does Our Economy Work?

**Inquiry Tool:** Main Ideas and Details

**Report Your Findings: Informative/Opinion Writing**—Essay: What parts make up an economy? What does a strong economy look like?

## Lesson 5 **The IMPACT Today:** How Do People of Different Backgrounds Come Together to Form Our Country?

**Inquiry Tool:** Making Inferences

**Report Your Findings: Informative Writing**—Essay: How can people of different backgrounds form a community while still honoring their specific heritages?

## Make Connections!



### CONNECT TO SCIENCE

Have students explore the connections between the climates and some of the early economies of different regions. Understanding the climate will provide context for examples such as industrial or agricultural economies.



### CONNECT TO MATH

Have students research the number of members in the Senate and House of Representatives. Then have them read p. 33 in the Research Companion to figure out how many members of each group need to vote to approve a bill after it has been vetoed.



# Chapter 2 Content Map



## Why Have People Moved To and From the Northeast?

### Chapter 2

#### The Northeast

##### Lesson 1

#### The Northeast Long Ago

##### Lesson 2

#### Beginnings of a Country

##### Lesson 3

#### The Industrial Revolution

##### Lesson 4

#### The Draw of the Northeast

##### Lesson 5

#### The **IMPACT** Today A Global Leader

## In This Chapter

Students will explore the lives of people who lived in the Northeast, from early Native Americans and European settlers to today's immigrants. They will read about the Northeast's diverse geography, important events in America's history, key conditions that powered the Industrial Revolution, and various attractions in the region.

## Inquiry Project

### Write with a Point of View

Students will write narrative nonfiction about changes in the Northeast since the Revolutionary War.

## Explore Words

**Inquiry Journal**, pp. 56–57

abolitionist, charter, industrialization, negotiate, protest, quarry, raw material, revolutionary, suffrage, waterway

## Connect Through Literature

**Research Companion**, pp. 60–61

**“My 16-Hour Work Day”** is a work of narrative nonfiction. The story tells of the early years of the Industrial Revolution in America.

## New York Grade 4 Social Studies Framework

for complete correlations see pp. 20-26

- **4.1a** Physical and thematic maps can be used to explore New York State's diverse geography.
- **4.2** Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.
- **4.3d** Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.
- **4.6b** In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.

# Lessons-At-A-Glance

## Lesson 1 How Did the Geography of the Northeast Influence the Way People Lived?

**Inquiry Tool:** Cause and Effect

**Report Your Findings: Informative Writing**—Essay: How did geography affect people living in different parts of the Northeast?

## Lesson 2 Why Did Revolutionary Ideas Prosper in the Northeast?

**Inquiry Tool:** Main Idea and Details

**Report Your Findings: Informative Writing**—Essay: What is a protest, and how can it spark a change?

## Lesson 3 What Conditions Powered the Industrial Revolution?

**Inquiry Tool:** Main Idea and Key Details

**Report Your Findings: Informative Writing**—Essay: What conditions marked the launch of the Industrial Revolution? How did the Industrial Revolution evolve?

## Lesson 4 What Attracts People to the Northeast Today?

**Inquiry Tool:** Main Idea and Key Details

**Report Your Findings: Narrative/Persuasive Writing**—Letter: Imagine you live in the Northeast in 1800s. Write a relative or friend to persuade him or her to move there.

## Lesson 5 **The IMPACT Today:** What Links the Northeast to the World?

**Inquiry Tool:** Main Idea and Details

**Report Your Findings: Opinion Writing**—Essay: How has the Northeast region been important to the world?

## Make Connections!



### CONNECT TO SCIENCE

Have students explore the plant and animal life of the Atlantic Coastal Plain of the Northeast in the 1700s. Have them compare those to the potential dangers to the ecosystem today.



### CONNECT TO MATH

Ask students to research the most commonly used letter in written English. Next, have them look up how Samuel Morse designed Morse code. Although the letters D, E, and F are adjacent in the alphabet, the code for E is much shorter than the code for the other two letters. Ask students why Morse set up the code in this way.

# Chapter 3 Content Map



## How Has the Southeast Changed Over Time?

### Chapter 3

#### The Southeast

#### Lesson 1

##### The Southeast Land

#### Lesson 2

##### The Growth of the Southeast

#### Lesson 3

##### Conflicts in the Southeast

#### Lesson 4

##### The New South

#### Lesson 5

##### The **IMPACT** Today Global Connections

## In This Chapter

Students will investigate changes in the Southeast from early settlements to the people and economy today. They will examine how geography, economics, and historical events changed people's lives. They will compare conflicts in the Southeast during the Civil War and the rebuilding efforts that led to modern industries and new opportunities.

## Inquiry Project

### Southeast Region Newspaper Article

Students will work in teams to write a newspaper article that shows a way that the Southeast has changed over time.

## Explore Words

**Inquiry Journal**, pp. 102–103

boycott (n), commerce, estuary, evacuate, plantation, proximity, rural, secede, sharecropper, yeoman

## Connect Through Literature

**Research Companion**, pp. 118–121

“**The Petticoat Skipper**” is a work of narrative nonfiction. It tells of a woman who became a steamboat captain in the late 1800s.

## New York Grade 4 Social Studies Framework

for complete correlations see pp. 20-26

- **4.5a** There were slaves in New York State. People worked to fight against slavery and for change.
- **4.5b** Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.
- **4.5c** The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.

# Lessons-At-A-Glance

## Lesson 1 How Do People and the Environment Interact?

**Inquiry Tool:** Main Idea and Key Details

**Report Your Findings:** Opinion Writing—Essay: Which environmental feature or natural resource was most important to the people of the Southeast?

## Lesson 2 What Made the Southeast Grow During the 1700s?

**Inquiry Tool:** Cause and Effect

**Report Your Findings:** Informative Writing—Essay: Identify a cause of the growth of the Southeast and explain how this cause affected the Southeast in the 1700s.

## Lesson 3 What Conflicts Changed the Southeast?

**Inquiry Tool:** Cause and Effect

**Report Your Findings:** Informative Writing—Essay: How did reading about the Indian Removal Act help you understand the Native American experience in the 1800s?

## Lesson 4 How Has the Southeast Reinvented Itself?

**Inquiry Tool:** Main Idea and Key Details

**Report Your Findings:** Opinion/Informative Writing—Essay: Was the sharecropping system fair? In what ways did the Southeast use its resources to prosper?

## Lesson 5 **The IMPACT Today:** How Do Citizens of the Southeast Help Each Other and the World?

**Inquiry Tool:** Important Details

**Report Your Findings:** Informative Writing—Essay: What are the benefits and drawbacks of living near the ocean? In what ways did Hurricane Katrina affect the Southeast?

## Make Connections!



### CONNECT TO SCIENCE

Have students research the process of growing cotton, rice, or tobacco to better understand the cash crop industry in the Southeast.



### CONNECT TO MATH

Have students calculate the difference in the number of enslaved people in Northern and Southern states in 1790 using the figures provided in the text: 654,191 in the Southern states and 40,086 in the Northern states. What is the ratio of Northern to Southern enslaved people?

# Chapter 4 Content Map



## How Does the Midwest Reflect the Spirit of America?

### Chapter 4

#### The Midwest

#### Lesson 1

##### The Land of the Midwest

#### Lesson 2

##### Pathways of the Plains

#### Lesson 3

##### Building Cities

#### Lesson 4

##### The Modern Midwest

#### Lesson 5

##### The **IMPACT Today** America's Heartland

## In This Chapter

Students will investigate changes during the time of early Native Americans, settlers, immigrants, and the people who live in the Midwest today. They will examine growth and conflict in the region and how it adapted to the modern economy while still retaining its traditions.

## Inquiry Project

### Road Trip Through the Midwest

Students will work with partners to plan a road trip that describes four or five interesting places to visit in the Midwest. Then, they will make a map of their road trip plan.

## Explore Words

**Inquiry Journal**, pp. 148–149

alternative energy, assembly line, automation, discrimination, drainage, expedition, invasive, irrigation, prairie, reservation

## Connect Through Literature

**Research Companion**, pp. 178–181

“**The Day I Didn’t Go to the Pool**” is fiction. The story concerns a boy who must save his siblings from an approaching tornado.

## New York Grade 4 Social Studies Framework

for complete correlations see pp. 20–26

- **4.6a** After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American trails.
- **4.7** Many people have immigrated and migrated to New York State contributing to its cultural growth and development.
- **4.7b** Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.

# Lessons-At-A-Glance

## Lesson 1 How Did the Midwest’s Climate and Geography Affect Early Peoples?

**Inquiry Tool:** Ask and Answer Questions

**Report Your Findings:** Informative Writing—Essay: How do people today use natural resources and adapt to climate similarly to and differently from early peoples?

## Lesson 2 Why Did Different Peoples Move To and Through the Midwest?

**Inquiry Tool:** Chronology

**Report Your Findings:** Informative Writing—Essay: How did government actions of the 1800s affect the movement of people to the Midwest?

## Lesson 3 How Did Lakes and Rivers Contribute to the Industrial Growth of the Midwest?

**Inquiry Tool:** Problem and Solution

**Report Your Findings:** Informative Writing—Essay: What are the Great Lakes, and why did different groups of people move there?

## Lesson 4 How Does the Midwest Honor Its Roots While Growing in a Modern Economy?

**Inquiry Tool:** Problem and Solution

**Report Your Findings:** Persuasive Writing—Advertisement: Create an advertisement to encourage people to visit a city in the Midwest.

## Lesson 5 **The IMPACT Today:** How Does the Midwest Solve Problems We All Share?

**Inquiry Tool:** Details to Draw Conclusions

**Report Your Findings:** Persuasive Writing—Paragraph: Convince people that the Midwest is important to world, including both economic and environmental information.

## Make Connections!



### CONNECT TO SCIENCE

Have students explore how wind turbines turn a generator that makes electricity. Studying this process will help students understand how winds can create energy without polluting the environment.



### CONNECT TO MATH

Have students use the map scale on p. 177 of the Research Companion to determine the approximate number of miles from the right border of Ohio to the bottom left border of Nebraska.

# Chapter 5 Content Map



## How Does the Southwest Reflect Its Diverse Past and Unique Environment?

### Chapter 5

#### The Southwest

##### Lesson 1

The Landscape of the Southwest

##### Lesson 2

Spanish Arrivals

##### Lesson 3

People on the Move

##### Lesson 4

The Modern Southwest

##### Lesson 5

**The IMPACT Today**  
Science of the Southwest

## In This Chapter

Students will investigate the geography and the lives of early Native Americans of the Southwest and how the arrival of the Spanish impacted the region. They will learn how different events affected the Southwest and explore the culture and the economy of the Southwest today. Students will also investigate how the region has contributed to advances in science.

## Inquiry Project

### One of a Kind

Students will work with partners to create a television program that shows the uniqueness of the Southwest.

## Explore Words

**Inquiry Journal**, pp. 198–199

aerospace, annex (v), arroyo, butte, experiment (n), geometric, interstate, mission, presidio, sovereign

## Connect Through Literature

**Research Companion**, pp. 236–239

“**Cowgirl Morning**” is adventure fiction. This story is about a girl who has to round up some buffalo that escaped from a ranch.

## New York Grade 4 Social Studies Framework

for complete correlations see pp. 20-26

- **4.5** Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.
- **4.6e** Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.
- **4.6g** As manufacturing moved out of New York State, service industries and high-technology industries have grown.

# Lessons-At-A-Glance

## Lesson 1 How Did Early Peoples Cope with the Harsh Environment of the Southwest?

**Inquiry Tool:** Compare and Contrast

**Report Your Findings: Informative Writing**—Essay: How did Native Americans of the Southwest adapt to the region’s unique environment?

## Lesson 2 What Impact Did the Arrival of the Spanish Have on the Southwest?

**Inquiry Tool:** Summarizing

**Report Your Findings: Informative Writing**—Essay: How did the arrival of the Spanish impact North America?

## Lesson 3 What Drove People In and Out of the Southwest?

**Inquiry Tool:** Chronology

**Report Your Findings: Informative Writing**—Newspaper Article: Choose an event that affected the growth of the Southwest. Describe the event and how it affected people.

## Lesson 4 How Has the Past Influenced the Culture and Economy Today?

**Inquiry Tool:** Chronology

**Report Your Findings: Informative Writing**—Essay: In what ways are the cuisine, art, and music of the Southwest unique?

## Lesson 5 **The IMPACT Today:** How Does the Southwest Contribute to the Global Science Community?

**Inquiry Tool:** Problem and Solution

**Report Your Findings: Informative Writing**—Essay: What led to the growth of the space industry in the Southwest? What major accomplishments in exploration happened there?

## Make Connections!



### CONNECT TO SCIENCE

Have students investigate how robots are used in space exploration. Have them consider what mechanical features robots would need to perform tasks like collecting data or working in high-risk terrain.



### CONNECT TO MATH

Discuss with students what the different parts of the graph on p. 275 in the Research Companion show and how to read the graph. Ask students why they think the graph shows cacti instead of bars.



# Chapter 6 Content Map



## What Draws People to the West?

### Chapter 6

#### The West

#### Lesson 1

##### The Geography of the West

#### Lesson 2

##### Westward Expansion

#### Lesson 3

##### Changing Times

#### Lesson 4

##### Resources Today

#### Lesson 5

##### The **IMPACT** Today Success in the West

## In This Chapter

Students will investigate how early cultures developed in a region with the most varied landforms and climates in the United States. They will explore the reasons that diverse groups of people later came to the West and how the groups struggled with new challenges that influence the West today.

## Inquiry Project

### Best of the West Documentary

Students will work in small teams to make a documentary that includes interviews with a group of people who made an impact in the West.

## Explore Words

**Inquiry Journal**, pp. 248–249

animation, arid, boomtown, continental divide, deforestation, internment camp, microchip, Pacific Rim, stagecoach, stock market

## Connect Through Literature

**Research Companion**, pp. 296–299

*Yao Bai and the Egg Pirates* is a work of historical fiction. This excerpt tells about a Chinese family in San Francisco in the 1800s.

## New York Grade 4 Social Studies Framework

for complete correlations see pp. 20–26

- **4.2a** Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.
- **4.6d** Farming, mining, lumbering, and finance are important economic activities associated with New York State.
- **SPA.3** Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.

# Lessons-At-A-Glance

## Lesson 1 What Role Did the Geography of the West Have in Developing Early Cultures?

**Inquiry Tool:** Important Details

**Report Your Findings: Narrative/Informative Writing**—Journal Entry: Describe the daily life of a Native American.

## Lesson 2 Why Did People in the Past Migrate to the West?

**Inquiry Tool:** Details That Lead to Conclusions

**Report Your Findings: Informative Writing**—Essay: What reasons did people have for making the dangerous and difficult journey to the West?

## Lesson 3 How Have People Reacted to Changes and Challenges in the West?

**Inquiry Tool:** Compare and Contrast

**Report Your Findings: Informative Writing**—Essay: What event caused the United States to enter World War II? How did lives change for different U.S. groups during that war?

## Lesson 4 How Do Natural Resources Drive the Economy of the West?

**Inquiry Tool:** Cause and Effect

**Report Your Findings: Opinion/Informative Writing**—Essay: What is the most important natural resource in the West? What is the West's role in agriculture?

## Lesson 5 **The IMPACT Today:** What Makes the West a Worldwide Success?

**Inquiry Tool:** Summarizing

**Report Your Findings: Informative/Opinion Writing**—Postcard: Create a visual and a description showing the most important way the West connects and adds to the world.

## Make Connections!



### CONNECT TO SCIENCE

Alaska may have a short growing season, but cabbages there can grow larger than 100 pounds and pumpkins can easily be several hundred pounds. Have students explore the science of how Alaska's summer daylight hours relate to the size of its vegetables.



### CONNECT TO MATH

Have students explore the math behind the production of animation in the film industry. Guide them to research or watch industry videos on how addition is used to create motion and multiplication is used in scaling to make something bigger or smaller.

# Standards Correlation

## New York 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

#### SOCIAL STUDIES PRACTICES

##### A. Gathering, Interpreting, and Using Evidence

<p><b>1.</b> Develop questions about New York State and its history, geography, economics and government.</p>	<p><b>Chapter 1 (IO):</b> Investigate: Everyone Has a Story: The People and Communities of New York; <b>Chapter 1, Lesson 1 (IO):</b> Investigate: The Land of New York; <b>Chapter 1, Lesson 3 (IO):</b> Investigate: Government in New York</p>
<p><b>2.</b> Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p>	<p><b>Be a Social Studies Detective (TE, RC); Chapter 1 (IEM, IEM TG):</b> Digging Into America’s Past, Take Action!; <b>Chapter 1, Lesson 1 (TE, RC):</b> Land and Resources; <b>Chapter 1, Lesson 2 (TE, IJ, RC):</b> Growth of a Country; <b>Chapter 2, Lesson 1 (TE, IJ):</b> The Northeast Long Ago; <b>Chapter 2 Lesson 2 (TE, IJ):</b> Beginnings of a Country; <b>Chapter 2 Lesson 4 (TE, RC):</b> The Draw of the Northeast; <b>Chapter 2 Lesson 5 (TE, IJ):</b> A Global Leader; <b>Chapter 3, Lesson 1 (TE, IJ):</b> The Southeast Land; <b>Chapter 4 (IEM, IEM TG):</b> Moving to the Midwest, Bright Eyes; <b>Chapter 4, Lesson 2 (TE, IJ):</b> Pathways of the Plains; <b>Chapter 4, Lesson 3 (TE, RC):</b> Building Cities; <b>Chapter 4, Lesson 4 (TE, IJ):</b> The Modern Midwest</p>
<p><b>3.</b> Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.</p>	<p><b>Chapter 1, Investigate (TE, RC); Chapter 1 (WEM, WEMTG):</b> Earth Day; <b>Chapter 2 (WEM, WEMTG):</b> Sarah Orne Jewett: New England Author; <b>Chapter 2, Lesson 1 (TE, IJ):</b> The Northeast Long Ago; <b>Chapter 2, Lesson 4 (TE, IJ, RC):</b> The Draw of the Northeast; <b>Chapter 2, Lesson 5 (TE, RC):</b> A Global Leader; <b>Chapter 4, Lesson 2 (TE, RC):</b> Pathways of the Plains; <b>Chapter 5 (WEM, WEMTG):</b> Connect Through Literature: Weedpatch Camp <b>Chapter 6, Lesson 3 (TE, IJ):</b> Changing Times</p>
<p><b>4.</b> Identify arguments of others.</p>	<p><b>Chapter 2, Lesson 4 (TE, IJ):</b> The Draw of the Northeast; <b>Chapter 3, Lesson 1 (TE, IJ):</b> The Southeast Land; <b>Chapter 4, Engage (TE, IJ); Chapter 4, Lesson 1 (TE, IJ):</b> The Land of the Midwest</p>
<p><b>5.</b> Identify inferences.</p>	<p><b>Chapter 1, Lesson 5 (TE, IJ):</b> <i>E Pluribus Unum</i></p>
<p><b>6.</b> Create an understanding of the past by using primary and secondary sources.</p>	<p><b>Be a Social Studies Detective (TE, RC); Chapter 1, Lesson 1 (TE, RC):</b> Land and Resources; <b>Chapter 1, Lesson 2 (TE, IJ, RC):</b> Growth of a Country; <b>Chapter 2, Lesson 1 (TE, IJ):</b> The Northeast Long Ago; <b>Chapter 2, Lesson 2 (TE, IJ):</b> Beginnings of a Country; <b>Chapter 2, Lesson 4 (TE, RC):</b> The Draw of the Northeast; <b>Chapter 2, Lesson 5 (TE, IJ):</b> A Global Leader; <b>Chapter 3, Lesson 1 (TE, IJ):</b> The Southeast Land; <b>Chapter 4, Lesson 2 (TE, IJ):</b> Pathways of the Plains; <b>Chapter 4, Lesson 3 (TE, RC):</b> Building Cities; <b>Chapter 4, Lesson 4 (TE, IJ):</b> The Modern Midwest</p>

## B. Chronological Reasoning and Causation

<p><b>1.</b> Explain how events are related chronologically to one another.</p>	<p>Chapter 1, Investigate (TE, RC); Chapter 2, Investigate (TE, RC); Chapter 3, Investigate (TE, RC); Chapter 4, Investigate (TE, RC); Chapter 4, Lesson 2 (TE, IJ): Pathways of the Plains; Chapter 5, Investigate (TE, RC); Chapter 5 (IEM, IEM TG): Connect Through Literature: Weedpatch Camp; Chapter 5, Lesson 3 (TE, IJ): People on the Move; Chapter 5, Lesson 4 (TE, IJ): The Modern Southwest; Chapter 6, Investigate (TE, RC)</p>
<p><b>2.</b> Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines, with teacher support.</p>	<p>Chapter 1, Investigate (TE, RC); Chapter 2, Investigate (TE, RC); Chapter 3, Investigate (TE, RC); Chapter 3 (IEM, IEM TG): Birth of the Blues; Chapter 4, Investigate (TE, RC); Chapter 4, Lesson 2 (TE, IJ): Pathways of the Plains; Chapter 5, Investigate (TE, RC); Chapter 5, Lesson 3 (TE, IJ): People on the Move; Chapter 5, Lesson 4 (TE, IJ): The Modern Southwest; Chapter 6, Investigate (TE, RC);</p>
<p><b>3.</b> Identify the relationship between multiple causes and multiple effects, using examples from his/her life or from a current event or history.</p>	<p>Chapter 1 (IEM, IEM TG): Earth Day; Chapter 1, Lesson 2 (TE, IJ): Growth of a Country; Chapter 2, Lesson 1 (TE, IJ): The Northeast Long Ago; Chapter 2, Lesson 4 (TE, RC): The Draw of the Northeast; Chapter 3 (IEM, IEM TG): Saving the Beach; Chapter 3, Lesson 2 (TE, RC): The Growth of the Southeast; Chapter 4 (IEM, IEM TG): Lake Invaders!, Take Action!; Chapter 4, Lesson 2 (TE, RC): Pathways of the Plains</p>
<p><b>4.</b> Distinguish between long-term and immediate causes and effects of a current event or an event in history.</p>	<p>Chapter 2, Lesson 2 (TE): Beginnings of a Country; Chapter 2, Lesson 3 (TE, IJ): The Industrial Revolution; Chapter 3, Lesson 5 (TE, IJ): Global Connections; Chapter 4, Lesson 2 (TE, RC): Pathways of the Plains</p>
<p><b>5.</b> Recognize dynamics of historical continuity and change over periods of time.</p>	<p>Chapter 1, Lesson 2 (TE, RC): Growth of a Country; Chapter 1, Lesson 5 (TE, IJ): <i>E Pluribus Unum</i>; Chapter 2, Investigate (TE, RC); Chapter 2, Lesson 1 (TE, RC): The Northeast Long Ago; Chapter 2, Lesson 2 (TE, RC): Beginnings of a Country; Chapter 2, Lesson 3 (TE, IJ): The Industrial Revolution; Chapter 2, Lesson 4 (TE, IJ): The Draw of the Northeast; Chapter 3 (IEM, IEM TG): In New Orleans, Past Is Present</p>
<p><b>6.</b> Use periods of time such, as decades and centuries to put events into chronological order.</p>	<p>Chapter 1, Investigate (TE, RC); Chapter 1, Lesson 5 (TE): <i>E Pluribus Unum</i>; Chapter 2, Investigate (TE, RC); Chapter 3, Investigate (TE, RC); Chapter 4, Lesson 2 (TE, IJ): Pathways of the Plains; Chapter 5, Lesson 3 (TE, IJ): People on the Move; Chapter 5, Lesson 4 (TE, IJ): The Modern Southwest</p>
<p><b>7.</b> Recognize and identify patterns of continuity and change in New York State.</p>	<p>Chapter 2, Investigate (TE, RC); Chapter 2 (IEM, IEM TG): Traditional Transportation, Then and Now: Building Better Bridges; Chapter 2, Lesson 1 (TE, RC): The Northeast Long Ago; Chapter 2, Lesson 2 (TE, RC): Beginnings of a Country; Chapter 2, Lesson 3 (TE, IJ, RC): The Industrial Revolution; Chapter 2, Lesson 4 (TE, IJ): The Draw of the Northeast</p>

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## C. Comparison and Contextualization

<p>1. Identify a region in New York State by describing a characteristic that places within it have in common, and then compare it to other regions.</p>	<p>Chapter 2, Lesson 1 (TE, RC): The Northeast Long Ago; Chapter 2, Lesson 2 (TE, RC): Beginnings of a Country; Chapter 2, Lesson 5 (TE, RC): A Global Leader</p>
<p>2. Identify multiple perspectives on an historical event.</p>	<p>Be a Social Studies Detective (TE, RC); Chapter 1, Lesson 2 (TE): Growth of a Country; Chapter 2, Engage (TE, IJ); Chapter 2, Lesson 3 (TE, RC): The Industrial Revolution; Chapter 2, Lesson 4 (TE): The Draw of the Northeast; Chapter 2, Take Action (TE, IJ); Chapter 3, Lesson 3 (TE, RC): Conflicts in the Southeast; Chapter 4, Lesson 2 (TE, IJ): Pathways of the Plains; Chapter 5, Lesson 2 (TE, IJ): Spanish Arrivals</p>
<p>3. Describe and compare New York State historical events.</p>	<p>Chapter 2, Lesson 5 (TE, IJ, RC): A Global Leader; Chapter 1, Lesson 2 (IO): Investigate: African Americans in Colonial New York; Chapter 2, Lesson 1 (IO): Investigate: First People of New York; Chapter 3, Lesson 2 (IO): Investigate: Abolition in New York; Chapter 3, Lesson 3 (IO): Investigate: New Yorkers in the Civil War; Chapter 3, Lesson 3 (IO): Investigate: Elizabeth Jennings Graham; Chapter 5, Lesson 3 (IO): Investigate: New York During the Great Depression; Chapter 5, Lesson 5 (IO): Investigate: Battle of the Currents</p>
<p>4. Recognize the relationship between geography, economics, and history in social studies.</p>	<p>Chapter 1, Take Action (TE, RC); Chapter 1 (IEM, IEM TG): Grow Local, America!; Chapter 2, Lesson 3 (TE, IJ, RC): The Industrial Revolution; Chapter 2, Lesson 5 (TE, RC): A Global Leader; Chapter 3 (IEM, IEM TG): In New Orleans, Past Is Present; Chapter 3, Lesson 2 (TE, RC): The Growth of the Southeast; Chapter 4, Lesson 1 (TE, IJ): The Land of the Midwest; Chapter 4, Lesson 3 (TE, IJ): Building Cities; Chapter 5 (IEM, IEM TG): Escaping the Dust; Chapter 6 (IEM, IEM TG): The Mountain Men</p>
<p>5. Describe historical developments in New York State with specific detail, including time and place.</p>	<p>Chapter 2 (IEM, IEM TG): Then and Now: Building Better Bridges; Chapter 2, Lesson 2 (TE, RC): Beginnings of a Country; Chapter 2, Lesson 5 (TE, IJ, RC): A Global Leader</p>

## D. Geographic Reasoning

<p>1. Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</p>	<p>Chapter 1 (IEM, IEM TG): America’s Natural Wonders; Chapter 1, Lesson 1 (TE, IJ, RC): Land and Resources; Chapter 1, Take Action (TE, RC); Chapter 2, Lesson 5 (TE, IJ): A Global Leader; Chapter 3 (IEM, IEM TG): In New Orleans, Past Is Present, Remembering the Trail of Tears; Chapter 4, Engage (TE, IJ): Inquiry Project; Chapter 6 (IEM, IEM TG): Environments of the West</p>
<p>2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).</p>	<p>Chapter 1 (IEM, IEM TG): America’s Natural Wonders; Chapter 1, Lesson 1 (TE, RC): Land and Resources; Chapter 1, Lesson 2 (TE, RC): Growth of a Country; Chapter 2, Lesson 1 (TE, IJ): The Northeast Long Ago; Chapter 2, Lesson 3 (TE, IJ, RC): The Industrial Revolution; Chapter 3, Lesson 1 (TE, RC): The Southeast Land; Chapter 3, Lesson 2 (TE): The Growth of the Southeast; Chapter 3, Lesson 4 (TE, IJ): The New South; Chapter 4 (IEM, IEM TG): Harnessing the Wind; Chapter 4, Lesson 4 (TE, IJ): The Modern Midwest</p>

<p><b>3.</b> Identify how environments affect human activities and how human activities affect physical environments.</p>	<p><b>Chapter 1 (IEM, IEM TG):</b> Digging Into America’s Past; <b>Chapter 1, Lesson 1 (TE, RC):</b> Land and Resources; <b>Chapter 1, Lesson 2 (TE, RC):</b> Growth of a Country; <b>Chapter 2 (IEM, IEM TG):</b> Traditional Transportation; <b>Chapter 2, Lesson 1 (TE, RC):</b> The Northeast Long Ago; <b>Chapter 2, Lesson 2 (TE, IJ, RC):</b> Beginnings of a Country; <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 2, Take Action (TE, RC);</b> <b>Chapter 3, Lesson 1 (TE, RC):</b> The Southeast Land; <b>Chapter 3 (IEM, IEM TG):</b> Remembering the Trail of Tears; <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 (IEM, IEM TG):</b> Moving to the Midwest; <b>Chapter 4, Lesson 1 (TE, 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 5 (IEM, IEM TG):</b> Escaping the Dust, Weedpatch Camp; <b>Chapter 5, Lesson 1 (TE, RC):</b> The Landscape of the Southwest; <b>Chapter 5, Lesson 2 (TE, RC):</b> Spanish Arrivals; <b>Chapter 5, Lesson 3 (TE, RC):</b> People on the Move; <b>Chapter 5, Lesson 4 (TE, RC):</b> The Modern Southwest; <b>Chapter 6 (IEM, IEM TG):</b> Tools of the Trade, Seattle’s Chinatown International District, Environments of the West; <b>Chapter 6, Lesson 1 (TE, RC):</b> The Geography of the West; <b>Chapter 6, Lesson 2 (TE, RC):</b> Westward Expansion; <b>Chapter 6, Lesson 4 (TE, IJ, RC):</b> Resources Today; <b>Chapter 6, Take Action (TE, RC)</b></p>
<p><b>4.</b> Recognize relationships between patterns and processes.</p>	<p><b>Chapter 1, Lesson 1 (TE, RC):</b> Land and Resources; <b>Chapter 3, Lesson 5 (TE, RC):</b> Global Connections; <b>Chapter 4, Take Action (TE);</b> <b>Chapter 6 (IEM, IEM TG):</b> Poetry Corner: Hoodoos</p>
<p><b>5.</b> Describe how human activities alter places and regions.</p>	<p><b>Chapter 1 (IEM, IEM TG):</b> Earth Day, Grow Local, America!; <b>Chapter 1, Lesson 2 (TE, RC):</b> Growth of a Country; <b>Chapter 2 (IEM, IEM TG):</b> Then and Now: Building Better Bridges; <b>Chapter 2, Lesson 1 (TE, RC):</b> The Northeast Long Ago; <b>Chapter 2, Lesson 3 (TE, IJ, RC):</b> The Industrial Revolution; <b>Chapter 2, Lesson 4 (TE, RC):</b> The Draw of the Northeast; <b>Chapter 3 (IEM, IEM TG):</b> Saving the Beach; <b>Chapter 3, Lesson 1 (TE, IJ):</b> The Southeast Land; <b>Chapter 3, Lesson 2 (TE, IJ):</b> The Growth of the Southeast; <b>Chapter 3, Lesson 4 (TE, IJ):</b> The New South; <b>Chapter 3, Lesson 5 (TE, RC):</b> Global Connections; <b>Chapter 4 (IEM, IEM TG):</b> Harnessing the Wind, Lake Invaders!; <b>Chapter 4, Lesson 5 (TE, IJ, RC):</b> America’s Heartland; <b>Chapter 4, Take Action (TE, RC)</b></p>
<p><b>E. Economics and Economic Systems</b></p>	
<p><b>1.</b> Explain how scarcity necessitates decision making; compare the costs and benefits of economic decisions.</p>	<p><b>Chapter 1, Lesson 4 (TE, RC):</b> Money and Economics; <b>Chapter 3, Lesson 4 (TE, IJ):</b> The New South</p>
<p><b>2.</b> Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.</p>	<p><b>Chapter 1, Lesson 4 (TE, RC):</b> Money and Economics; <b>Chapter 3, Lesson 4 (TE, IJ):</b> The New South</p>

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<p><b>3.</b> Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.</p>	<p><b>Chapter 1, Lesson 4 (TE, IJ, RC):</b> Money and Economics; <b>Chapter 6, Engage, Investigate (TE); Chapter 6, Lesson 3 (TE, RC):</b> Changing Times</p>
<p><b>4.</b> Explain why individuals and businesses specialize and trade.</p>	<p><b>Chapter 1, Lesson 4 (TE, IJ, RC):</b> Money and Economics</p>
<p><b>5.</b> Explain the meaning of unemployment.</p>	<p><b>Chapter 1, Lesson 4 (TE, RC):</b> Money and Economics; <b>Chapter 5, Lesson 3 (IO):</b> Investigate: New York During the Great Depression</p>
<p><b>6.</b> Explain the ways the government pays for the goods and services it provides, including tax revenue.</p>	<p><b>Chapter 1, Lesson 4 (TE, RC):</b> Money and Economics</p>
<p><b>F. Civic Participation</b></p>	
<p><b>1.</b> Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.</p>	<p><b>Be a Social Studies Detective (TE, RC); Chapter 1, Lesson 1 (TE):</b> Land and Resources; <b>Chapter 1, Lesson 2 (TE):</b> Growth of a Country; <b>Chapter 2, Lesson 3 (TE):</b> The Industrial Revolution</p>
<p><b>2.</b> Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</p>	<p><b>Chapter 1, Lesson 2 (TE):</b> Growth of a Country; <b>Chapter 3, Lesson 5 (TE):</b> Global Connections</p>
<p><b>3.</b> Identify different types of political systems used at various times in New York State history and, where appropriate, United States history.</p>	<p><b>Chapter 1, Lesson 2 (TE, IJ, RC):</b> Growth of a Country; <b>Chapter 1, Lesson 3 (TE, IJ, RC):</b> Civics and Citizenship; <b>Chapter 2 (IEM, IEM TG):</b> Traditional Transportation; <b>Chapter 2, Lesson 2 (TE, IJ, RC):</b> Beginnings of a Country; <b>Chapter 1, Lesson 3 (IO):</b> Investigate: Government in New York; <b>Chapter 2, Lesson 1 (IO):</b> Investigate: First People of New York</p>
<p><b>4.</b> Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.</p>	<p><b>Chapter 1, Lesson 3 (TE, RC):</b> Civics and Citizenship; <b>Chapter 1, Lesson 5 (TE, RC):</b> <i>E Pluribus Unum</i></p>
<p><b>5.</b> Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</p>	<p><b>Explore Citizenship (TE, RC); Chapter 1, Lesson 2 (TE):</b> Growth of a Country; <b>Chapter 1, Lesson 3 (TE):</b> Civics and Citizenship; <b>Chapter 1, Lesson 4 (TE):</b> Money and Economics; <b>Chapter 3, Lesson 3 (TE, RC):</b> Conflicts in the Southeast; <b>Chapter 6, Lesson 3 (TE, RC):</b> Changing Times</p>
<p><b>6.</b> Identify situations in which social actions are required and suggest solutions.</p>	<p><b>Chapter 1 (IEM, IEM TG):</b> Connect Through Literature: The Scrap Drive; <b>Chapter 1, Lesson 3 (TE, RC):</b> Civics and Citizenship; <b>Chapter 2, Lesson 4 (TE, IJ, RC):</b> The Draw of the Northeast; <b>Chapter 3, Lesson 5 (TE, IJ):</b> Global Connections; <b>Chapter 6, Lesson 3 (TE, RC):</b> Changing Times</p>
<p><b>7.</b> Identify people in positions of power and how they can influence people's rights and freedom.</p>	<p><b>Chapter 1, Lesson 3 (TE, IJ, RC):</b> Civics and Citizenship; <b>Chapter 1, Take Action (TE, RC); Chapter 2, Lesson 5 (TE, IJ, RC):</b> <i>E Pluribus Unum</i></p>
<p><b>8.</b> Identify rights and responsibilities as a citizen of your community and state.</p>	<p><b>Chapter 1, Lesson 2 (TE, RC):</b> Growth of a Country; <b>Chapter 1, Lesson 3 (TE, IJ, RC):</b> Civics and Citizenship; <b>Chapter 1, Lesson 3 (IO):</b> Investigate: Government in New York</p>

## NEW YORK STATE AND LOCAL HISTORY AND GOVERNMENT

### Geography of New York State

**4.1** New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.

**Chapter 1 (IEM, IEM TG):** America’s Natural Wonders; **Chapter 1, Lesson 1 (TE, IJ):** Land and Resources; **Chapter 2, Investigate (TE, RC); Chapter 2, Lesson 1 (TE, RC):** The Northeast Long Ago; **Chapter 2, Lesson 4 (TE, RC):** The Draw of the Northeast; **Chapter 2, Lesson 5 (TE, RC):** A Global Leader

**4.1a** Physical and thematic maps can be used to explore New York State’s diverse geography.

**Chapter 2, Lesson 1 (TE, RC):** The Northeast Long Ago; **Chapter 2, Lesson 4 (TE, RC):** The Draw of the Northeast; **Chapter 2, Lesson 5 (TE, RC):** A Global Leader

**4.1b** New York State can be represented using a political map that shows cities, capitals, and boundaries.

**Chapter 1, Lesson 3 (IO):** Investigate: Government in New York; **Chapter 2, Investigate (TE, RC)**

### Native American Groups and the Environment

**4.2** Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.

**Chapter 1, Lesson 2 (IO):** Investigate: First People of New York  
**Chapter 2 (IEM, IEM TG):** Traditional Transportation; **Chapter 2, Lesson 1 (TE, IJ, RC):** The Northeast Long Ago; **Chapter 2, Lesson 2 (TE, RC):** Beginnings of a Country  
**Chapter 2 (IEM, IEM TG):** Traditional Transportation

**4.2a** Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.

**Chapter 2 (IEM, IEM TG):** Traditional Transportation; **Chapter 2, Lesson 1 (TE, IJ, RC):** The Northeast Long Ago; **Chapter 6, Lesson 4 (IO):** Coast to Coast

**4.2b** Native American groups developed specific patterns of organization and governance to manage their societies.

**Chapter 2, Lesson 1 (TE, RC):** The Northeast Long Ago; **Chapter 2 Lesson 2 (TE, RC):** Beginnings of a Country

**4.2c** Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.

**Chapter 2, Lesson 1 (RC):** The Northeast Long Ago

### Colonial and Revolutionary Period in New York

**4.3** European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.

**Chapter 2 (IEM, IEM TG):** Traditional Transportation; **Chapter 2, Lesson 2 (TE, RC):** Beginnings of a Country

**4.3a** Europeans in search of a route to Asia explored New York’s waterways. Early settlements began as trading posts or missions.

**Chapter 1, Lesson 1 (IO):** Investigate: First People of New York



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<p><b>4.3b</b> Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.</p>	<p><b>Chapter 1 (IO):</b> Investigate: Everyone Has a Story: The People of New York</p>
<p><b>4.3c</b> In the mid-1700s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.</p>	<p><b>Chapter 2, Lesson 2 (TE, RC):</b> Beginnings of a Country</p>
<p><b>4.3d</b> Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.</p>	<p><b>Chapter 2 (IEM, IEM TG):</b> Traditional Transportation; <b>Chapter 2, Lesson 2 (TE, IJ, RC):</b> Beginnings of a Country</p>
<p><b>Government</b></p>	
<p><b>4.4</b> There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens.</p>	<p><b>Chapter 1, Lesson 3 (TE, IJ, RC):</b> Civics and Citizenship</p>
<p><b>4.4a</b> After the Revolution, the United States of America established a federal government; colonies established state governments.</p>	<p><b>Chapter 1, Lesson 2 (TE, RC):</b> Growth of a Country; <b>Chapter 1, Lesson 3 (TE, IJ, RC):</b> Civics and Citizenship</p>
<p><b>4.4b</b> The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.</p>	<p><b>Chapter 1, Lesson 3 (IO):</b> Investigate: Government in New York</p>
<p><b>4.4c</b> Government in New York State is organized into counties, cities, towns, and villages.</p>	<p><b>Chapter 1, Lesson 3 (IO):</b> Investigate: Government in New York</p>
<p><b>4.4d</b> New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.</p>	<p><b>Chapter 1, Lesson 3 (IO):</b> Investigate: Government in New York</p>
<p><b>4.4e</b> Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.</p>	<p><b>Chapter 1, Lesson 3 (IO):</b> Investigate: Government in New York</p>

## In Search of Freedom and a call for Change

**4.5** Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

**Chapter 1, Lesson 2 (TE, RC):** Growth of a Country; **Chapter 1, Lesson 5 (TE, RC):** *E Pluribus Unum*; **Chapter 2, Lesson 4 (TE, RC):** The Draw of the Northeast; **Chapter 2, Lesson 5 (TE):** A Global Leader; **Chapter 3, Lesson 3 (TE, IJ, RC):** Conflicts in the Southeast; **Chapter 5, Lesson 4 (IO):** Investigate: Teddy Roosevelt and the Monument Controversy

**4.5a** There were slaves in New York State. People worked to fight against slavery and for change.

**Chapter 1, Lesson 2 (TE, RC):** Growth of a Country; **Chapter 1, Lesson 5 (TE, RC):** *E Pluribus Unum*; **Chapter 2, Lesson 4 (TE, RC):** The Draw of the Northeast; **Chapter 2, Lesson 5 (TE):** A Global Leader; **Chapter 3, Lesson 3 (TE):** Conflicts in the Southeast; **Chapter 3, Lesson 3 (IO):** Investigate: The Abolition Movement in New York

**4.5b** Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

**Chapter 2, Lesson 4 (TE, IJ, RC):** The Draw of the Northeast; **Chapter 3, Lesson 3 (IO):** Investigate: Elizabeth Jennings Graham

**4.5c** The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.

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

## Westward Movement and Industrialization

**4.6** New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology.

**Chapter 2, Lesson 3 (TE, IJ, RC):** The Industrial Revolution; **Chapter 2, Lesson 5 (TE, RC):** A Global Leader; **Chapter 4, Lesson 2 (IO):** Investigate: New Yorkers in the Midwest

**4.6a** After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American trails.

**Chapter 4, Lesson 2 (IO):** Investigate: New Yorkers in the Midwest

**4.6b** In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.

**Chapter 2, Lesson 3 (TE, IJ, RC):** The Industrial Revolution

**4.6c** Improved technology such, as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the State, and the world.

**Chapter 2 (IEM, IEM TG):** Then and Now: Building Better Bridges; **Chapter 2, Lesson 3 (TE, IJ, RC):** The Industrial Revolution

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<p><b>4.6d</b> Farming, mining, lumbering, and finance are important economic activities associated with New York State.</p>	<p><b>Chapter 6, Lesson 4 (IO):</b> Investigate: Apples in the East and West</p>
<p><b>4.6e</b> Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.</p>	<p><b>Chapter 5, Lesson 5 (IO):</b> Investigate: Battle of the Currents</p>
<p><b>4.6f</b> Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.</p>	<p><b>Chapter 2, Lesson 3 (TE, IJ, RC):</b> The Industrial Revolution</p>
<p><b>4.6g</b> As manufacturing moved out of New York State, service industries and high-technology industries have grown.</p>	<p><b>Chapter 5, Lesson 4 (IO):</b> Investigate: Southwesterners in New York  <b>Chapter 5, Lesson 5 (IO):</b> Investigate: Battle of the Currents</p>
<p><b>Immigration and Migration from the Early 1800s to the Present</b></p>	
<p><b>4.7</b> Many people have immigrated and migrated to New York State contributing to its cultural growth and development.</p>	<p><b>Chapter 1, Lesson 1 (TE, RC):</b> Land and Resources;  <b>Chapter 1, Lesson 5 (TE, IJ):</b> <i>E Pluribus Unum</i>; <b>Chapter 2, Lesson 4 (TE, RC):</b> The Draw of the Northeast; <b>Chapter 4, Lesson 3 (TE, IJ):</b> Building Cities</p>
<p><b>4.7a</b> Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.</p>	<p><b>Chapter 1, Lesson 5 (TE, IJ):</b> <i>E Pluribus Unum</i>; <b>Chapter 2, Lesson 4 (TE, RC):</b> The Draw of the Northeast</p>
<p><b>4.7b</b> Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.</p>	<p><b>Chapter 4, Lesson 3 (IO):</b> Investigate: The Great Migration;  <b>Chapter 4, Lesson 3 (TE, IJ, RC):</b> Building Cities</p>

# New York 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: Literary and Informational Text

##### Key Ideas and Details

**4.R.1** Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

**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.*

**Chapter 1 (IEM, IEM TG):** Connect Through Literature: The Scrap Drive; **Chapter 2 (IEM, IEM TG):** Connect Through Literature: Boat Song; **Chapter 3 (IEM, IEM TG):** Poetry Corner: April—North Carolina; **Chapter 4 (IEM, IEM TG):** Connect Through Literature: Building the Arch; **Chapter 5 (IEM, IEM TG):** Connecting Through Literature: Weedpatch Camp; **Chapter 6 (IEM, IEM TG):** Poetry Corner: Hoodoos

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

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

# Standards Correlation

<p><b>4.R.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RI&amp;RL)</p>	<p><b>Chapter 1, Lesson 1 (TE, IJ, RC):</b> Land and Resources; <b>Chapter 1, Lesson 1 (IO):</b> Investigate Main Idea and Details; <b>Chapter 1, Lesson 4 (TE, RC, IJ):</b> Money and Economics; <b>Chapter 1, Lesson 4 (IO):</b> Investigate Main Idea and Details; <b>Chapter 2, Lesson 1 (TE, IJ, RC):</b> The Northeast Long Ago; <b>Chapter 2, Lesson 2 (IO):</b> Investigate Main Idea and Details; <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 1 (IO):</b> Investigate Main Idea and Details; <b>Chapter 3, Lesson 5 (IO):</b> Investigate Important Details; <b>Chapter 5, Lesson 1 (TE, IJ, RC):</b> The Landscape of the Southwest; <b>Chapter 5, Lesson 2 (IO):</b> Investigate Summarizing; <b>Chapter 5, Lesson 4 (TE, IJ, RC):</b> The Modern Southwest; <b>Chapter 6, Lesson 1 (IO):</b> Investigate Important Details; <b>Chapter 6, Lesson 2 (IO):</b> Investigate Details that Lead to Conclusions; <b>Chapter 6, Lesson 5 (IO):</b> Investigate Summarizing  <i>This standard is also covered throughout the IMPACT Explorer Magazine and the IMPACT Explorer Magazine Teaching Guide.</i></p> <p><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</p>
<p><b>4.R.3</b> In literary texts, describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot. (RL)          In informational texts, explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI)</p>	<p><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</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 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>

## Craft and Structure

**4.R.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters. (RI&RL)

**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.*

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

**4.R.5** In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL)

In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

**Chapter 1, Investigate (TE, RC):** Connect Through Literature; **Chapter 1, Reader’s Theater (TE, IJ):** An International Day to Remember; **Chapter 4, Investigate (TE, RC):** Connect Through Literature; **Chapter 4, Reader’s Theater (TE, IJ):** Our Class Project to Save Salt Creek; **Chapter 5, Investigate (TE, RC):** Connect Through Literature; **Chapter 5, Reader’s Theater (TE, IJ):** If You Build It, ...; **Chapter 6, Investigate (TE, RC):** Connect Through Literature  
**Chapter 2, Lesson 3 (TE, IJ, RC):** The Industrial Revolution; **Chapter 4, Lesson 2 (IO):** Investigate Chronology; **Chapter 5, Lesson 3 (TE, IJ, RC):** People on the Move; **Chapter 5, Lesson 3 (IO):** Investigate Chronology; **Chapter 6, Lesson 3 (TE, IJ, RC):** Changing Times

**4.R.6** In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)

In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)

**Chapter 6, Lesson 3 (TE, IJ, RC):** Changing Times

## Integration of Knowledge and Ideas

**4.R.7** Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)

**Chapter 1, Lesson 3 (TE, IJ, RC):** Civics and Citizenship; **Chapter 1 (IEM, IEM TG):** Graphic Novel: America’s Natural Wonders, Grow Local, America!; **Chapter 2, Lesson 4 (TE, IJ, RC):** The Draw of the Northeast; **Chapter 2, Lesson 5 (TE, IJ, RC):** A Global Leader; **Chapter 2 (IEM, IEM TG):** Graphic Novel: The Lowell Mill Girls, Building Better Bridges; **Chapter 3 (IEM, IEM TG):** Trail of Tears, Saving the Beach; **Chapter 4, Lesson 2 (TE, RC, IJ):** Pathways of the Plains; **Chapter 4 (IEM, IEM TG):** A Trip to the World’s Fair, Harnessing the Wind; **Chapter 5, Lesson 4 (TE, IJ, RC):** The Modern Southwest; **Chapter 5 (IEM, IEM TG):** A Day in the Life of a Vaquero; **Chapter 6, Lesson 4 (TE, IJ, RC):** Resources Today; **Chapter 6 (IEM, IEM TG):** Water Doesn’t Grow on Trees

**4.R.8** Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)

**Chapter 3, Lesson 5 (TE, RC, IJ):** Global Connections

# Standards Correlation

## WRITING

### Text Types and Purposes

<p><b>4.W.1</b> Write an argument to support claim(s), using clear reasons and relevant evidence.</p>	<p>Chapter 1, Lesson 2 (TE, IJ): Growth of a Country; 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</p>
<p><b>4.W.2</b> Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p>	<p>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): <i>E Pluribus Unum</i>; 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, 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 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</p>
<p><b>4.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Chapter 6, Lesson 1 (TE, IJ): The Geography of the West</p>

### Research to Build and Present Knowledge

<p><b>4.W.6</b> Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.</p>	<p>Chapter 1, Lesson 2 (TE, IJ, RC): Growth of a Country; Chapter 3, Lesson 2 (TE, IJ, RC): The Growth of the Southeast; Chapter 3, Lesson 3 (TE, IJ, RC): Conflicts in the Southeast; Chapter 5, Lesson 1 (TE, IJ, RC): The Landscape of the Southwest; Chapter 5, Lesson 2 (TE, IJ, RC): Spanish Arrivals; Chapter 5, Lesson 3 (TE, IJ, RC): People on the Move; Chapter 6, Lesson 1 (TE, IJ, RC): The Geography of the West; Chapter 6, Lesson 2 (TE, IJ, RC): Westward Expansion</p>
<p><b>4.W.7</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p>	<p><b>Be a Social Studies Detective (IO):</b> More to Explore: Evaluating Sources; Chapter 1, Lesson 1 (TE, IJ, RC): Land and Resources; Chapter 1, Lesson 5 (TE, IJ, RC): <i>E Pluribus Unum</i>; Chapter 3, Lesson 3 (TE, RC, IJ): Conflicts in the Southeast; Chapter 4, Lesson 1 (TE, RC, IJ): The Land of the Midwest; Chapter 6, Lesson 5 (TE, IJ, RC): Success in the West</p>

## SPEAKING AND LISTENING

### Comprehension and Collaboration

<p><b>4.SL.1</b> Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p>	<p>Chapter 1, Lesson 3 (TE, IJ, RC): Civics and Citizenship; Chapter 1, Lesson 3 (IO): Branches of the Federal Government; Chapter 1, Lesson 4 (TE, IJ, RC): Money and Economics; Chapter 1, Lesson 5 (TE, IJ, RC): <i>E Pluribus Unum</i>; Chapter 2, Lesson 2 (TE, IJ, RC): Beginnings of a Country; Chapter 2, Lesson 3 (TE, IJ, RC): The Industrial Revolution; Chapter 2, Lesson 4 (TE, IJ, RC): The Draw of the Northeast; Chapter 2, Lesson 5 (TE, IJ, RC): A Global Leader; Chapter 3, Lesson 1 (TE, IJ, RC): The Southeast Land; Chapter 3, Lesson 2 (TE, IJ, RC): The Growth of the Southeast; Chapter 3, Lesson 2 (IO): Traveling the Mississippi; Chapter 3, Lesson 4 (TE, IJ, RC): The New South; Chapter 3, Lesson 4 (IO): The Everglades; Chapter 3, Lesson 5 (TE, IJ, RC): Global Connections; Chapter 4, Lesson 1 (TE, IJ, RC): The Land of the Midwest; Chapter 4, Lesson 2 (TE, IJ, RC): Pathways of the Plains; Chapter 4, Lesson 3 (TE, IJ, RC): Building Cities; Chapter 4, Lesson 4 (TE, IJ, RC): The Modern Midwest; Chapter 4, Lesson 5 (IO): Air Quality; Chapter 5, Lesson 2 (TE, IJ, RC): Spanish Arrivals; Chapter 5, Lesson 3 (TE, IJ, RC): People on the Move; Chapter 5, Lesson 4 (IO): Route 66 Connects Regions; Chapter 6, Lesson 1 (TE, IJ, RC): The Geography of the West; Chapter 6, Lesson 2 (TE, IJ, RC): Westward Expansion; Chapter 6, Lesson 5 (TE, IJ, RC): Success in the West; Chapter 6, Lesson 5 (IO): Hosting the Olympics <i>This standard is also covered throughout the IMPACT Explorer Magazine and the IMPACT Explorer Magazine Teaching Guide.</i></p>
<p><b>4.SL.1.a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Chapter 5, Lesson 1 (TE): The Landscape of the Southwest</p>
<p><b>4.SL.1.b</b> Follow agreed-upon rules for discussions and carry out assigned roles</p>	<p>Chapter 6, Lesson 4 (TE): Resources Today</p>
<p><b>4.SL.1.c</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>Chapter 6, Lesson 5 (TE): Success in the West</p>
<p><b>4.SL.1.d</b> Review the key ideas expressed and explain their own ideas and understanding based on the discussion.</p>	<p>Chapter 1, Lesson 2 (TE, RC, IJ): Growth of a Country; Chapter 2, Lesson 1 (TE, RC, IJ): The Northeast Long Ago</p>
<p><b>4.SL.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Chapter 1, Lesson 1 (IO): Using Maps Throughout Time; Chapter 1, Lesson 2 (IO): A Call for Freedom; Chapter 2, Lesson 4 (TE, RC): The Draw of the Northeast; Chapter 4, Lesson 1 (TE, RC): The Land of the Midwest; Chapter 6, Lesson 4 (TE, IJ): Resources Today</p>



# Standards Correlation

<p><b>4.SL.3</b> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>Chapter 4, Lesson 5 (TE):</b> America’s Heartland</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p><b>4.SL.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>Chapter 1, Lesson 1 (TE, IJ, RC):</b> Land and Resources; <b>Chapter 2, Lesson 3 (TE, IJ, RC):</b> The Industrial Revolution; <b>Chapter 3, Lesson 3 (TE, RC, IJ):</b> Conflicts in the Southeast; <b>Chapter 3, Lesson 4 (TE, RC, IJ):</b> The New South; <b>Chapter 4, Lesson 4 (TE, IJ, RC):</b> The Modern Midwest</p>
<p><b>LANGUAGE</b></p>	
<p><b>Conventions of Standard English</b></p>	
<p><b>4.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Chapter 1, Lesson 4 (TE, IJ):</b> Money and Economics; <b>Chapter 4, Lesson 5 (TE):</b> America’s Heartland; <b>Chapter 5, Lesson 1 (TE):</b> The Landscape of the Southwest; <b>Chapter 6, Lesson 3 (TE):</b> Changing Times</p>
<p><b>4.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>Chapter 3, Lesson 2 (TE, IJ):</b> The Growth of the Southeast</p>
<p><b>Knowledge of Language</b></p>	
<p><b>4.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>Chapter 4, Lesson 3 (TE, IJ):</b> Building Cities</p>
<p><b>Vocabulary Acquisition and Use</b></p>	
<p><b>4.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies</p>	<p><b>Chapter 1, Lesson 2 (TE, IJ):</b> Growth of a Country; <b>Chapter 3, Lesson 3 (TE, IJ):</b> Conflicts in the Southeast <i>This standard is also covered throughout the IMPACT Explorer Magazine, the IMPACT Explorer Magazine Teaching Guide, and by the Explore Words activities found in every lesson of IMPACT Online.</i></p>
<p><b>4.L.4.b</b> Use context as a clue to the meaning of a word or phrase.</p>	<p><b>Chapter 2, Lesson 1 (TE, IJ):</b> The Northeast Long Ago; <b>Chapter 3, Lesson 1 (TE, IJ):</b> The Southeast Land <i>This standard is also covered by the Explore Words activities found in every lesson of IMPACT Online.</i></p>
<p><b>4.L.5.b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>Chapter 2, Lesson 1 (TE):</b> The Northeast Long Ago; <b>Chapter 5, Lesson 4 (TE):</b> The Modern Southwest</p>



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