

2017 Social Studies Review

Social Studies Evaluation Tool – 5th Grade

| | |
|-----------------|-------------------------------------------------------------------------|
| Publisher Name: | Savvas Learning Company |
| Title: | myWorld Social Studies, Building Our Country, The Growth of Our Country |
| ISBN # | 9780328865338 |
| Author: | Bennett, et al |
| Copyright | 2013 |
| Reviewer ID: | Click here to enter text. |

Instructions

Publishing Company:

- Complete the course evaluation form below. Please provide written explanation as to how the material meets the standard along with location references.

Review Team Member:

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and those provided information. Explanations and comments should directly reflect the rubric.
- Further explain any findings.

Standards Alignment Evaluation Rubric

0 = No Alignment- **Not Evident**: content as described in the Standards is **not evident**.

.5 = Partial Alignment- **Partially Evident**: content as described in the Standards is **partially evident** and there are few gaps.

1 = High Alignment – **Clearly Evident**: content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

N/A = Not applicable for standard.

Standard 1: History

Students in Grade 5 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.

| <u>Goal</u> | <u>Objective- The students will:</u> | List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. | Point Value 0/5/1 (Reviewer) |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Goal 1.1: Build an understanding of the cultural and social development of the United States. | 5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America. | Building Our Country <i>Specific Examples: SE: Introduced: Settling in the Americas, 50; Taught: Categorize, 71; Assessed: Review and Assessment, 97</i> SE: Exploring the North, 48; Coronado’s Expedition, 49; Settling in the Americas, 50; The Columbian Exchange, 52–57; The Settlement of St. Augustine, 68–69; Cooperation and Conflict, 70; Hard Times at Jamestown, 76–77; The Pilgrims and Native Americans, 82; Life in New Netherland, 94–95 TG: Active Reading & Lesson Summary pages 34–38, 52, 69 | Choose an item. |
| | 5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States. | Building Our Country <i>Specific Examples: SE: Introduced: Champion of Liberty, 141–143; Taught: Women and African Americans Fight for Freedom, 252–257; Assessed: myStory Book, 261</i> SE: William Bradford, 83; Wampanaag, 83; Anne Hutchinson, 107; William Penn, 109; Samuel Adams: Champion of Liberty, 141–143; Daniel Shay, 191; Saccagawea, 223–225; Women and African Americans Fight for Freedom, 252–257; Harriet Tubman, 310; John Brown, 311; John Brown, 311; Sojourner Truth, 327 | Choose an item. |

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

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

| | | | |
|--|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | | <p>(Continued)</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Harriet Tubman, 310; Taught: Fight for Women’s Rights, 436–441; Assessed: myStory Book, 603</i></p> <p>SE: Harriet Tubman, 310; John Brown, 311; Sojourner Truth, 327; Thomas Edison, 390–391; Susan B. Anthony, 417–419; The Progressive Era, 420–427; The Fight for Women’s Rights, 436–441; Civil Rights, 584–591</p> | |
| | <p>5.SS.1.1.3 Identify and explain influential political and cultural groups and their impact on American history.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Envision It!, 144–145; Taught: Women and African Americans Fight for Freedom, 252–257; Assessed: Got it?, 257</i></p> <p>SE: The Colonists Take Action, 146; Mercy Otis Warren & Daughters of Liberty, 148; The Colonists Rebel, 152–159; Federalists and Anti-Federalists, 204; Native Americans Fight for Their Homes, 249; Women and African Americans Fight for Freedom, 252–257</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Envision It!, 436–437; Taught: Civil Rights, 584–591; Assessed: Got it?, 591</i></p> <p>SE: Reconstruction, 338–342; The Progressive Era, 420–427; The New Deal, 476–481; The Fight for Women’s Rights, 436–441; Civil Rights, 584–591</p> | <p>Choose an item.</p> |

| | | | |
|--|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | <p>5.SS.1.1.4 Identify different examples of how religion has been an important influence in American history.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples:</i> SE: <i>Introduced:</i> The Massachusetts Bay Colony, 86–87; <i>Taught:</i> Critical Thinking: Make Decisions: Try It!, 89; <i>Assessed:</i> Review and Assessment, 90</p> <p>SE: Pilgrims and Puritans in New England, 80–87; Great Awakening, 119; Maryland, 110; The Colonists Take Action, 146</p> <p>TG: Active Reading & Lesson Summary pages 59–63</p> | <p>Choose an item.</p> |
| | <p>5.SS.1.1.5 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples:</i> SE: <i>Introduced:</i> The English Colonies in Virginia, 72–79; <i>Taught:</i> The Colonists Rebel, 152–159; <i>Assessed:</i> Review and Assessment, 181–182</p> <p>SE: The English Colonies in Virginia, 72–79; Pilgrims and Puritans in New England, 80–87; New England, Middle, and Southern Colonies, 104–111; Samuel Adams: Champion of Liberty, 141–143; Mercy Otis Warren & Daughters of Liberty, 148; The Colonists Rebel, 152–159</p> <p>TG: Active Reading & Lesson Summary pages 77–81</p> | <p>Choose an item.</p> |

| | | | |
|--|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | <p>5.SS.1.1.6 Analyze the causes and effects of various compromises and conflicts in American history.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: SSH 4; Taught: Cause and Effect: Taxing the American Colonies, 145; Assessed: Review and Assessment, 181</i></p> <p>SE: Cause and Effect, SSH 4, 51, 53, 79, 95, 145, 148, 149, 157, 173, 176, 181, 273, 276</p> <p>TG: Recognize/Identify Cause and Effect, SSH 8, SSH 9, SSH 10, 3, 53, 18, 25, 28, 30, 36, 37, 41, 51, 52, 55, 56, 57, 58, 62, 63, 69, 78, 79, 83, 85, 86, 90, 91, 106, 107, 108, 112, 114, 115, 117, 121, 123, 128, 138, 154, 161, 165, 170, 176, 178, 179, 190, 194, 196, 201, 202, 203, 206, 207, 211, 212, R4, R11</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Cause and Effect, 357; Taught: Got It?: Cause and Effect, 457; Assessed: Review and Assessment, 483</i></p> <p>SE: Cause and Effect, 313, 357, 373, 379, 427, 435, 451, 457, 465, 467, 470, 481, 505, 527</p> <p>TG: Recognize/Identify Cause and Effect, SSH 7, SSH 8, SSH 9, 243, 244, 254, 260, 265, 266, 269, 282, 286, 287, 292, 302, 304, 311, 315, 321, 325, 326, 327, 332, 335, 336, 337, 342, 352, 353, 354, 355, 364, 366, 372, 373, 375, 411, 412, 414, 423, 424, 425, 432, 437, 441, 445, 446, 448</p> | <p>Choose an item.</p> |
|--|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|

| | | | |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</p> | <p>5.SS.1.2.1 Discuss the religious, political, and economic motives of immigrants to the United States.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: New England, Middle, and Southern Colonies, 104–111; Taught: New Groups Arrive, 252–253; Assessed: Generalize, 253</i></p> <p>SE: New England, Middle, and Southern Colonies, 104–111; New Groups Arrive, 252–253; Immigrant Miners, 296</p> <p>TG: Active Reading & Lesson Summary pages 77–81</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Envision It!, 404–405; Taught: Immigration, 404–411; Assessed: Review and Assessment, 414</i></p> <p>SE: Immigration, 404–411</p> <p>TG: Active Reading & Lesson Summary pages 289–293</p> | <p>Choose an item.</p> |
| | <p>5.SS.1.2.2 Explain the history of indentured servitude and the slave trade in the United States.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Envision It!, 120–121; Taught: Slavery in the Colonies, 120–127; Assessed: Review and Assessment, 138</i></p> <p>SE: Slavery in the Colonies, 120–127; Struggles Over Slavery, 306–313; Abolish Slavery, 341; Indentured Servants, 5, 117</p> <p>TG: Active Reading & Lesson Summary pages 87–91, 220–224</p> | <p>Choose an item.</p> |

| | | | |
|--|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | <p>5.SS.1.2.3 Analyze and discuss the motives of the major groups who participated in western expansion.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Envision It!, 284–285; Taught: Trails to the West, 284–291; Assessed: Review and Assessment, 299–300</i></p> <p>SE: Inventions, Roads, and Railroads, 266–273; The Lone Star State, 276–283; Trails to the West, 284–291; The California Gold Rush, 292–297</p> <p>TG: Active Reading & Lesson Summary pages 192–196, 199–203, 204–208, 209–212</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Envision It!, 360–361; Taught: Sodbusters and Homesteaders, 360–365; Assessed: Review and Assessment, 381</i></p> <p>SE: Railroads, Miners, and Ranchers, 352–357; Sodbusters and Homesteaders, 360–365; Native Americans Struggle to Survive, 366–373; Trouble for Farmers, 466</p> <p>TG: Active Reading & Lesson Summary pages 252–255, 258–261, 262–266</p> | <p>Choose an item.</p> |
| | <p>5.SS.1.2.4 Discuss the American Indian groups encountered in western expansion.</p> | <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Who Owns the Land?, 366; Taught: Native Americans Struggle to Survive, 366–373; Assessed: Got It?, 373</i></p> <p>SE: Native Americans Struggle to Survive, 366–373</p> <p>TG: Active Reading & Lesson Summary pages 262–266</p> | <p>Choose an item.</p> |

| | | | |
|--|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | <p>5.SS.1.2.5 Discuss the significant individuals who took part in western expansion.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Stephen Austin, 276; Taught: Narcissa Whitman, 286; Assessed: Review and Assessment, 299</i></p> <p>SE: Inventions, Roads, and Railroads, 266–273; The Lone Star State, 276–283; Trails to the West, 284–291; The California Gold Rush, 292–297</p> <p>TG: Active Reading & Lesson Summary pages 192–196, 199–203, 204–208, 209–212</p> | <p>Choose an item.</p> |
| | <p>5.SS.1.2.6 Describe the impact of scientific and technological advances on westward expansion.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Envision It!, 266–267; Taught: Inventions, Roads and Railroads, 266–273; Assessed: Got It?, 273</i></p> <p>SE: Inventions, Roads and Railroads, 266–273</p> <p>TG: Active Reading & Lesson Summary pages 192–196</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Envision It!, 352–353; Taught: The Impact of the Railroads, 356–357; Assessed: Got It?, 357</i></p> <p>SE: Mining in the West, 355; The Impact of the Railroads, 356–357; Farming on the Great Plains, 363; Becoming an Economic Power, 374; Industry and Resources, 401; Cities and Businesses, 402–403</p> <p>TG: Active Reading & Lesson Summary pages 254, 255, 260, 287, 288</p> | <p>Choose an item.</p> |

| | | | |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p>Goal 1.3: Identify the role of American Indians in the development of the United States.</p> | <p><u>5.SS.1.3.1</u> Discuss that American Indians were early inhabitants of the United States.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Ancient Farmers, 1–3; Taught: Native American Cultures, 18–25; Assessed: Review and Assessment, 27–29</i></p> <p>SE: Ancient Farmers, 1–3; Ancient American Civilizations, 4–9; Adapting to Different Places, 12–17; Native American Cultures, 18–25; Review and Assessment, 27–29</p> <p>TG: Active Reading & Lesson Summary pages 3–4, 5–8, 11–14, 15–19, 20–22</p> | <p>Choose an item.</p> |
| | <p><u>5.SS.1.3.2</u> Identify examples of American Indian individual contributions and influences.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Native Americans in the Revolution, 173; Taught: The Lewis and Clark Expedition: Sacagawea’s Unique Role, 223–225; Assessed: Got It?, 251</i></p> <p>SE: Native American Cultures, 18–25; Native Americans in the Revolution, 173; The Lewis and Clark Expedition: Sacagawea’s Unique Role, 223–225; Tecumseh, 241; Native Americans Fight for Their Homes, 249</p> <p>TG: Active Reading & Lesson Summary pages 15–19</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Chief Joseph, 371; Taught: Fill in chart of Native American leaders, 371; Assessed: Review and Assessment, 382</i></p> <p>SE: Native Americans Struggle to Survive, 366–373</p> <p>TG: Active Reading & Lesson Summary pages 263, 264, 265, 266, 267</p> | <p>Choose an item.</p> |

| | | | |
|--|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | <p>5.SS.1.3.3 Define the terms treaty, reservation and sovereignty.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Native Americans Fight for Their Homes, 249; Taught: The Trail of Tears, 250–251; Assessed: Got It?, 251</i></p> <p>SE: For related material see: Native Americans Fight for Their Homes, 249; The Trail of Tears, 250–251</p> <p>TG: Active Reading & Lesson Summary page 180</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: The Reservation System, 369; Taught: Got It?, 373; Assessed: Review and Assessment, 382</i></p> <p>SE: Native Americans Struggle to Survive, 366–373</p> <p>TG: Active Reading & Lesson Summary pages 263, 264, 265, 266, 267</p> | <p>Choose an item.</p> |
|--|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | <p>5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> • That both parties to treaties were sovereign powers. • That Indian tribes had some form of transferable title to the land. • That acquisition of Indian land was solely a government matter not to be left to individual colonists. | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Native Americans Fight for Their Homes, 249; Taught: The Trail of Tears, 250–251; Assessed: Got It?, 251</i></p> <p>SE: For related material see: Native Americans Fight for Their Homes, 249; The Trail of Tears, 250–251</p> <p>TG: Active Reading & Lesson Summary page 180</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: The Reservation System, 369; Taught: Got It?, 373; Assessed: Review and Assessment, 382</i></p> <p>SE: Native Americans Struggle to Survive, 366–373</p> <p>TG: Active Reading & Lesson Summary pages 263, 264, 265, 266, 267</p> | <p>Choose an item.</p> |
| <p>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</p> | <p>No objectives at this grade level</p> | | |
| <p>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</p> | <p>No objectives at this grade level</p> | | |

| | | | |
|--------------------------------------------------------------------------------------------------|-----------------------------------|--|--|
| Goal 1.6: Explain the rise of human civilization. | No objectives at this grade level | | |
| Goal 1.7: Trace how natural resources and technological advances have shaped human civilization. | No objectives at this grade level | | |
| Goal 1.8: Build an understanding of the cultural and social development of human civilization. | No objectives at this grade level | | |
| Goal 1.9: Identify the role of religion in the development of human civilization. | No objectives at this grade level | | |

Standard 2: Geography

Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth's surface.

| <u>Goal</u> | <u>Objective- The students will:</u> | List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. | Point Value 0/.5/1 (Reviewer) |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface. | 5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced:</i> Map Handbook, SSH 12–SSH 19; <i>Taught:</i> Read Circle Graphs, 314–315; <i>Assessed:</i> Media and Technology: Search for Information on the Internet, 194–195</p> <p>SE: Graph Skills: Use Timelines, 42–43; Read Circle Graphs, 314–315; Media and Technology: Search for Information on the Internet, 194–195; Evaluate Web Sites, 232–233; also see: Map Handbook, SSH 12–SSH 19; Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290</p> <p>TG: Maps, SSH 2, SSH 3, SSH 4, SSH 5, 6, 12, 28, 37, 41, 51, 83, 84, 95, 115, 123, 172, 178, 203, 208</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced:</i> Graph Skills: Read Circle Graphs, 314–315; <i>Taught:</i> Compare Line and Bar Graphs, 358–359; <i>Assessed:</i> Media and Technology: Analyze Media Content, 614–615</p> <p>SE: Graph Skills: Read Circle Graphs, 314–315; Compare Line and Bar Graphs, 358–359; Media and Technology: Analyze Historical Visuals, 498–499, Analyze Media Content, 614–615; also see: Map Handbook, SSH 12–SSH 19; Maps, 306, 309, 333, 352, 354, 357, 364, 369, 405, 478, 492–493, 526, 541, 542, 553, 561, 564, 608, 610, 618</p> | Choose an item. |

| | | | |
|--|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | | <p>(Continued)</p> <p>TG: Use images, pictures and photographs, 270, 277, 280, 310, 342, 357, 369, 424, 439, 447; Analyze a cartoon, 389; also see: Maps, SSH 2, SSH 3, SSH 4, SSH 5, 221, 222, 238, 253, 254, 255, 261, 264, 290, 342, 353, 375, 386, 387, 395, 400, 402, 435, 436, 442</p> | |
| | <p>5.SS.2.1.2 Identify the regions of the United States and their resources.</p> | <p>Building Our Country</p> <p><i>Specific Examples: SE: Introduced: Regions, SSH 16; Taught: New England, Middle, and Southern Colonies, 104–111; Assessed: Generalize, 253</i></p> <p>SE: Regions, SSH 16; New England, Middle, and Southern Colonies, 104–111; New Groups Arrive, 252–253; The Lone Star State, 276–283; Trails to the West, 284–291; The California Gold Rush, 292–297</p> <p>TG: Active Reading & Lesson Summary pages SSH 5, 77–81, 192–196, 199–203, 204–208, 209–212</p> <p>The Growth of Our Country</p> <p><i>Specific Examples: SE: Introduced: Envision It!, 360–361; Taught: Sodbusters and Homesteaders, 360–365; Assessed: Review and Assessment, 381</i></p> <p>SE: Regions, SSH 16; Railroads, Miners, and Ranchers, 352–357; Sodbusters and Homesteaders, 360–365; Native Americans Struggle to Survive, 366–373; Trouble for Farmers, 466</p> <p>TG: Active Reading & Lesson Summary pages SSH 5, 252–255, 258–261, 262–266</p> | <p>Choose an item.</p> |

| | | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | <p><u>5.SS.2.1.3</u> Use latitude and longitude coordinates to find specific locations on a map.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Reading Maps, SSH 12; Taught: Question 1, SSH 12</i></p> <p>SE: Reading Maps, SSH 12</p> <p>TG: Active Reading & Lesson Summary pages SSH 3</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Reading Maps, SSH 12; Taught: Question 1, SSH 12</i></p> <p>SE: Reading Maps, SSH 12</p> <p>TG: Active Reading & Lesson Summary pages SSH 3</p> | <p>Choose an item.</p> |
| | <p><u>5.SS.2.1.4</u> Name and locate the 50 States and their Capitals, and U.S. Territories.</p> | <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: The United States of America, Political, R1; Taught: Political Maps, SSH 13; Assessed: Current Event Maps, SSH 19</i></p> <p>SE: Political Maps, SSH 13; Regions, SSH 16; Historical Maps, SSH 17; Atlas, R1–R3</p> <p>TG: Maps, SSH 2, SSH 3, SSH 4, SSH 5</p> | <p>Choose an item.</p> |
| | <p><u>5.SS.2.1.5</u> Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Reading Maps, SSH 12; Taught: Physical Maps, SSH 13; Assessed: Elevation Maps, SSH 14</i></p> <p>SE: Our Land and Regions, SSH 10-SSH 19</p> <p>TG: Active Reading & Lesson Summary pages SSH 2- SSH 6</p> | <p>Choose an item.</p> |

| | | | |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | <p>(Continued)</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Reading Maps, SSH 12; Taught: Physical Maps, SSH 13; Assessed: Elevation Maps, SSH 14</i></p> <p>SE: Our Land and Regions, SSH 10-SSH 19</p> <p>TG: Active Reading & Lesson Summary pages SSH 2- SSH 6</p> | |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| <u>Goal</u> | <u>Objective- The students will:</u> | List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. | Point Value 0/.5/1 (Reviewer) |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions. | No objectives at this grade level | | |
| Goal 2.3: Trace the migration and settlement of human populations on the earth's surface. | No objectives at this grade level | | |
| Goal 2.4: Analyze the human and physical characteristics of different places and regions. | No objectives at this grade level | | |
| Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time. | No objectives at this grade level | | |

Standard 3: Economics

Students in Grade 5 explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

| <u>Goal</u> | <u>Objective- The students will:</u> | List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. | Point Value 0/.5/1 (Reviewer) |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Goal 3.1: Explain basic economic concepts. | 5.SS.3.1.1 Describe examples of improved transportation and communication networks and how they encourage economic growth. | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Reading Maps, SSH 12; Taught: Physical Maps, SSH 13; Assessed: Elevation Maps, SSH 14</i></p> <p>SE: Our Land and Regions, SSH 10-SSH 19</p> <p>TG: Active Reading & Lesson Summary pages SSH 2- SSH 6</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Reading Maps, SSH 12; Taught: Physical Maps, SSH 13; Assessed: Elevation Maps, SSH 14</i></p> <p>SE: Our Land and Regions, SSH 10-SSH 19</p> <p>TG: Active Reading & Lesson Summary pages SSH 2- SSH 6</p> | Choose an item. |

| | | | |
|--|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | <p>5.SS.3.1.1 Explain the concepts of tariffs, taxation, and embargo.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Taxes, SS32; Taught: Cause and Effect: Taxing the American Colonies, 145; Assessed: Got It?, 149</i></p> <p>SE: Taxes, SS32, 191, 342; Tariffs, 147, 229; No Taxation Without Representation, 145; New Taxes From Great Britain, 147–148; Townshend Acts Repealed, Mostly, 149</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Taxes, SS32; Taught: Summarize: Complete, 425; Assessed: Tariffs, 470</i></p> <p>SE: Embargo, 560; Taxes, SS32, 342, 425, 464; Tariffs, 470</p> | <p>Choose an item.</p> |
| | <p>5.SS.3.1.3 Describe the basic characteristics of a market.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Our Marketplace: Supply and Demand, SSH 20– SSH 21; Taught: The Marketplace, SSH 22; Assessed: Circle the marketplace, SSH 22</i></p> <p>SE: Our Marketplace: Supply and Demand, SSH 20– SSH 21; The Marketplace, SSH 22</p> <p>TG: Active Reading & Lesson Summary pages SSH 9</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Our Marketplace: Supply and Demand, SSH 20– SSH 21; Taught: The Marketplace, SSH 22; Assessed: Circle the marketplace, SSH 22</i></p> <p>SE: Our Marketplace: Supply and Demand, SSH 20– SSH 21; The Marketplace, SSH 22</p> <p>TG: Active Reading & Lesson Summary pages SSH 9</p> | <p>Choose an item.</p> |

| | | | |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p>Goal 3.2: Identify different influences on economic systems.</p> | <p>5.SS.3.2.1 Discuss the economic policies that contributed to rebellion within the North American colonies.</p> | <p>Building Our Country</p> <p><i>Specific Examples: SE: Introduced: Cause and Effect: Taxing the American Colonies, 145; Taught: New Taxes From Great Britain, 147–148; Assessed: Got It?, 149</i></p> <p>SE: Tensions With Britain, 144–149</p> <p>TG: Active Reading & Lesson Summary pages 105–108</p> | <p>Choose an item.</p> |
| <p>Goal 3.3: Analyze the different types of economic institutions.</p> | <p>No objectives at this grade level</p> | <p style="background-color: #cccccc;"></p> | <p style="background-color: #cccccc;"></p> |

| <u>Goal</u> | <u>Objective- The students will:</u> | List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. | Point Value 0/.5/1 (Reviewer) |
|-----------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Goal 3.4: Explain the concepts of personal finance. | 5.SS.3.4.1 Identify economic incentives and risks for entrepreneurship. | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Entrepreneur, 295; Taught: Collaboration and Creativity: Give an Effective Presentation (about entrepreneurs), 274–275; Assessed: Review and Assessment, 300</i></p> <p>SE: Collaboration and Creativity: Give an Effective Presentation (about entrepreneurs), 274–275; Entrepreneur, 295; Review and Assessment, 300</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Entrepreneur, 398; Taught: Write (products of entrepreneurs), 400; Assessed: Review and Assessment, 413</i></p> <p>SE: Entrepreneur, 398, 412; The Impact of Big Business, 398–403; Immigrants Make Contributions, 408; New Products, 458–459</p> <p>TG: Active Reading & Lesson Summary pages 285–288, 329</p> | Choose an item. |
| | 5.SS.3.4.2 Explain the impact of taxation on personal finance. | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Taxes, SS32; Taught: A Tax Revolt, 191; Assessed: Review and Assessment, 219</i></p> <p>SE: For related material see: Taxes, SS32, 144, 147, 149, 191, 219, 342</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Taxes, SS32; Taught: Summarize: Complete, 425; Assessed: Sixteenth Amendment, 464</i></p> <p>SE: For related material see: Taxes, SS32, 342, 425, 464</p> | Choose an item. |

Standard 4: Civics and Government

Students in Grade 5 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

| <u>Goal</u> | <u>Objective- The students will:</u> | List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. | Point Value 0/.5/1 (Reviewer) |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Goal 4.1: Build an understanding of the foundational principles of the American political system. | 5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments. | Building Our Country <i>Specific Examples: SE: Introduced:</i> Three Branches of Government, SSH 29; <i>Taught:</i> Amending the Constitution, 215–216; <i>Assessed:</i> Review and Assessment, 221 SE: Three Branches of Government, SSH 29; Rule of Law, SSH 31; Creating the Constitution, 196–203; The Bill of Rights, 204–209; Key Concepts of the Constitution, 210–217 TG: Active Reading & Lesson Summary pages SSH 13, SSH 15, 142–146, 147–150 | Choose an item. |
| | 5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence. | Building Our Country <i>Specific Examples: SE: Introduced:</i> The Declaration of Independence, 163–164; <i>Taught:</i> Describe, 164; <i>Assessed:</i> Review and Assessment, 165 SE: Declaring Independence, 160–165; The Declaration of Independence, R1–R3 TG: Active Reading & Lesson Summary pages 116–119 | Choose an item. |

| | | | |
|--|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | <p>5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: The New Government, 188; Taught: Articles of Confederation, 188–193; Assessed: Review and Assessment, 219</i></p> <p>SE: Articles of Confederation, 188–193</p> <p>TG: Active Reading & Lesson Summary pages 136–139</p> | <p>Choose an item.</p> |
|--|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|

| | | | |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| | 5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, including popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism. | <p>Building Our Country</p> <p><i>Specific Examples: SE: Introduced:</i> The U.S. Constitution, SSH 28–SSH 29; <i>Taught:</i> Creating the Constitution, 196–203; <i>Assessed:</i> Review and Assessment, 220</p> <p>SE: The U.S. Constitution, SSH 28; The Bill of Rights, SSH 30–SSH 29; Creating the Constitution, 196–203; The Bill of Rights, 204–209; Key Concepts of the Constitution, 210–217; Constitution, R4–R26</p> <p>TG: Active Reading & Lesson Summary pages 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155</p> | Choose an item. |
| Goal | Objective- The students will: | List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. | Point Value 0/.5/1 (Reviewer) |
| Goal 4.2: Build an understanding of the organization and formation of the American system of government. | 5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system. | <p>Building Our Country</p> <p><i>Specific Examples: SE: Introduced:</i> Federalism, SSH 30; <i>Taught:</i> Powers of Government, 202; <i>Assessed:</i> Write, 202</p> <p>SE: Federalism, SSH 30; Powers of Government, 202–203</p> <p>TG: Active Reading & Lesson Summary pages SSH 14, 146</p> | Choose an item. |
| | 5.SS.4.2.2 Identify the three branches of government and the functions and powers of each. | <p>Building Our Country</p> <p><i>Specific Examples: SE: Introduced:</i> The Three Branches of Government, SSH 29; <i>Taught:</i> Limiting Government, 201; <i>Assessed:</i> Fill in: Checks and Balances, 201</p> <p>SE: The Three Branches of Government, SSH 29; A New Plan for Government, 200; Checks and Balances, 201</p> <p>TG: Active Reading & Lesson Summary pages SSH 13, 145</p> | Choose an item. |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | <p>5.SS.4.2.3 Explain the difference between State and federal lands.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Federalism, SSH 30; Taught: Powers of Government, 202; Assessed: Write, 202</i></p> <p>SE: For related material see: Federalism, SSH 30; Powers of Government, 202–203</p> <p>TG: Active Reading & Lesson Summary pages SSH 14, 146</p> | <p>Choose an item.</p> |
| <p>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</p> | <p>5.SS.4.3.1 Identify the President and Vice President of the United States and the United States senators and congressional representatives from Idaho.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Politics, SSH 33; Taught: How We Participate in Government, SSH 35; Assessed: Got It?, SSH 35</i></p> <p>SE: Politics, SSH 33; How We Participate in Government, SSH 35</p> <p>TG: Active Reading & Lesson Summary pages SSH 16</p> | <p>Choose an item.</p> |

| | | | |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| | <p><u>5.SS.4.3.2</u> Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: The Bill of Rights, SSH 29–SSH 30; Taught: Being a Good Citizen, SSH 34; Assessed: Review and Assessment, 220</i></p> <p>SE: The Bill of Rights, SSH 29–SSH 30; Being a Good Citizen, SSH 34; Key Concepts of the Constitution, 210–217; Review and Assessment, 220</p> <p>TG: Active Reading & Lesson Summary pages SSH 13, SSH 14, 151–155</p> | Choose an item. |
| | <p><u>5.SS.4.3.3</u> Describe ways in which citizens participate in public life.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Politics, SSH 33; Taught: How We Participate in Government, SSH 35; Assessed: Got It?, SSH 35</i></p> <p>SE: Politics, SSH 33; Being a Good Citizen, SSH 34; How We Participate in Government, SSH 35</p> <p>TG: Active Reading & Lesson Summary pages SSH 16</p> | Choose an item. |
| <u>Goal</u> | <u>Objective- The students will:</u> | List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. | Point Value 0/5/1 (Reviewer) |
| Goal 4.4: Build an understanding of the evolution of democracy. | <p><u>5.SS.4.4.1</u> Explain how the United States is a democratic republic.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: What Is Government? SSH 28; Taught: A More Perfect Union, 210; Assessed: Summarize, 211</i></p> <p>SE: What Is Government? SSH 28; Powers of Government, 202–203; A More Perfect Union, 210; Key Concepts of the Constitution, 210–217</p> | Choose an item. |

| | | | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | <p><u>5.SS.4.4.2</u> State the difference between direct democracy and the constitutional representative democracy of today's United States.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced:</i> Representative Democracy, SSH 28; <i>Taught:</i> Popular Sovereignty, SSH 31; <i>Assessed:</i> Got it?, SSH 35</p> <p>SE: Representative Democracy, SSH 28; Popular Sovereignty, SSH 31; Got it?, SSH 35</p> <p>TG: Active Reading & Lesson Summary pages SSH 13, SSH 14</p> | <p>Choose an item.</p> |
| | <p><u>5.SS.4.4.3</u> Discuss the concepts of popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, and personal liberty.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced:</i> The Bill of Rights, SSH 29–SSH 30; <i>Taught:</i> Popular Sovereignty, SSH 31; <i>Assessed:</i> Review and Assessment, 220</p> <p>SE: Popular Sovereignty, SSH 31; Key Concepts of the Constitution, 210–217</p> <p>TG: Active Reading & Lesson Summary pages SSH 14, 151–155</p> | <p>Choose an item.</p> |

| <u>Goal</u> | <u>Objective- The students will:</u> | List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. | Point Value 0/.5/1 (Reviewer) |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Goal 4.5: Build an understanding of comparative government. | No objectives at this grade level | | |
| Standard 5: Global Perspectives Students in Grade 5 build an understanding of multiple perspectives and global interdependence. | | | |
| Goal 5.1: Build an understanding of multiple perspectives and global interdependence. | 5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government. | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: What Is Government? SSH 28; Taught: Write: European Colonies, 91; Assessed: Review and Assessment, 97</i></p> <p>SE: For related material see: What Is Government? SSH 28; Monarchs, 68; European Colonies, 91; Review and Assessment, 97; The Declaration of Independence, 163–164</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: What Is Government? SSH 28; Taught: Choose: Allied Powers and Central Powers, 452; Assessed: Review and Assessment, 529–530</i></p> <p>SE: For related material see: What Is Government? SSH 28; Communism, 540, 560, 563, 564; Dictator, 490</p> | Choose an item. |

| | | | |
|--|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | <p><u>5.SS.5.1.2</u> Define a nation.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Political Maps, SSH 13; Taught: What Is Government? SSH 28; Assessed: myStory Book, 261</i></p> <p>SE: For related material see: Political Maps, SSH 13; What Is Government? SSH 28; European Colonies, 91; Review and Assessment, 97</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Political Maps, SSH 13; Taught: Choose: Allied Powers and Central Powers, 452; Assessed: Review and Assessment, 529–530</i></p> <p>SE: For related material see: Political Maps, SSH 13; What Is Government? SSH 28; Allied Powers and Central Powers, 452; Review and Assessment, 529–530</p> | <p>Choose an item.</p> |
| | <p><u>5.SS.5.1.3</u> Explain how the United States is one nation and how it interacts with other nations in the world.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Treaty of Paris, 179; Taught: The War of 1812, 240–245; Assessed: Got It?, 245</i></p> <p>SE: Treaty of Paris, 179; New Lands for New States, 192–193; Tariffs, 229; The Louisiana Purchase, 236–237; The War of 1812, 240–245; The Lone Star State, 276–283</p> <p>TG: Active Reading & Lesson Summary pages 128, 139, 165, 171, 173, 174, 175, 176, 199, 200, 201, 202, 203</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: Monroe Doctrine, 376; Taught: The Superpowers Compete, 546–551; Assessed: Got It?, 551</i></p> | <p>Choose an item.</p> |

| | | | |
|--|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | | <p>(Continued)</p> <p>SE: Expanding Overseas, 374–379; World War I, 450–457; World War II, 490–497, 506–513, 520–527; The Superpowers Compete, 546–551; Cold War Conflicts, 552–557; Threats to Peace and Prosperity, 616–621</p> <p>TG: Active Reading & Lesson Summary pages 267–270, 323–327, 351–355, 362–366, 371–375, 390–393, 394–397, 440–443</p> | |
| | <p>5.SS.5.1.4 Discuss how nations try to resolve problems.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced:</i> The Louisiana Purchase, 236–237; <i>Taught:</i> Events Leading to the Louisiana Purchase: Cause and Effect, 236; <i>Assessed:</i> Got It?, 239</p> <p>SE: The Louisiana Purchase, 236–237</p> <p>TG: Active Reading & Lesson Summary pages 171, 173</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced:</i> The Cuban Missile Crisis, 548–549; <i>Taught:</i> Got It?, 551; <i>Assessed:</i> Review and Assessment, 568</p> <p>SE: The Cuban Missile Crisis, 548–549; The Berlin Wall Comes Down, 563; The United Nations, 539</p> <p>TG: Active Reading & Lesson Summary pages 385, 392</p> | <p>Choose an item.</p> |

| | | | |
|--|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | <p>5.SS.5.1.5 Identify the role of the United States in a global economy.</p> | <p><u>Building Our Country</u></p> <p><i>Specific Examples: SE: Introduced: The Economy Today, SSH 25; Taught: Technology and Specialization, SSH 27; Assessed: Got It?, SSH 27</i></p> <p>SE: The Economy Today, SSH 25; Technology and Specialization, SSH 27</p> <p>TG: Active Reading & Lesson Summary pages SSH 10</p> <p><u>The Growth of Our Country</u></p> <p><i>Specific Examples: SE: Introduced: The Economy Today, SSH 25; Taught: The United States and the Global Economy, 624; Assessed: Review and Assessment, 632</i></p> <p>SE: The Economy Today, SSH 25; Technology and Specialization, SSH 27; The United States and the Global Economy, 624</p> <p>TG: Active Reading & Lesson Summary pages SSH 10, 446</p> | <p>Choose an item.</p> |
|--|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|

| Indicators of Quality | | |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Literacy Connections Across All Content Areas | Evidence-Give specific example | Rating: (Reviewer only) |
| Students will build knowledge and academic language through content rich, complex nonfiction texts. | <p><i>myWorld Social Studies</i> provides instruction in comprehension strategies and academic/content-specific vocabulary within the context of Social Studies texts.</p> <p>Representative Examples: SE: Reading Skills, xiv–SSH6; Draw Conclusions, 35, 41, 51; Vocabulary, 53, 81</p> | Choose an item. |
| Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum. | <p><i>myWorld Social Studies</i> is fully designed to build reading, writing, and speaking skills and can be seamlessly integrated in the reading block of time. Each area of learning, such as reading, writing, or speaking, does not need to be a separate focus of teaching, but is taught in a single, rich lesson. Students are provided with several opportunities for reading and writing throughout every chapter and every lesson.</p> <p>Representative Examples: SE: myStory: Benjamin Franklin: Young Apprentice, 101–103; Main Idea and Details, 127; Summarize, 193; myStory Book (Writing), 221</p> | Choose an item. |
| Students will use digital resources strategically to conduct research and create and present material in oral and written form. | <p><i>myWorld Social Studies</i> utilizes storytelling to bring Social Studies content to life. Our exclusive interactive digital solution, on <i>Savvas' Realize™</i>, makes Social Studies personal for every student in a way that's easier for you. Using electronic tools, students can investigate new knowledge, produce projects, and distribute their work to an extended audience.</p> <p>Representative Examples: SE: myStory Video, 223; TG: Students as Digital Citizens, T24–T27; myStory Spark, 276; Chapter 11: Objectives page with Technology, 274; see savvasrealize.com for online e-text and teacher materials.</p> | Choose an item. |

| <p>Students will collaborate effectively for a variety of purposes while also building independent literacy skills.</p> | <p>Students actively engage in acquiring literacy skills in Savvas' <i>myWorld Social Studies</i>. Students love writing, drawing, circling, and underlining content in their own worktext. This format encourages greater interaction with the text and more active reading. Small group activities provide opportunities for students to demonstrate and transfer their understanding of the chapter content. Activities range from mapping, graphing, and role playing, to read-alouds and analyzing primary sources. Representative Examples: SE: Sequence Chart, 317; Chart, 318; Got It? & Main Idea Chart, 321; TG: Differentiated Instruction, 239, 260</p> | <p>Choose an item.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <p>Equity</p> | <p>Evidence-Give specific example</p> | <p>Rating: (Reviewer only)</p> |
| <p>1. Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, culture, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.</p> <ul style="list-style-type: none"> • Multicultural Representation • Free from bias • Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students. • The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices. | <p><i>myWorld Social Studies</i> provides a full range of text and illustrations across print and digital assets that depict the full range of contributions, heritage, experiences and achievements of males and females in American history.</p> <p><i>myWorld Social Studies</i> is committed to representing peoples and cultures in a fair and equitable way across ethnicities, gender, and abilities. Turning pages through the program will show the range of representation across children and adults at play, at work and within a home environment. Representative Examples: SE: Photos, SSH32, 310, 324, 325, 385.422, 441</p> | <p>Choose an item.</p> |
| <p>2. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.</p> | <p>Each student text has been carefully selected by subject-matter experts for its contribution to a diverse representation of cultures and voices. Accompanying illustrations and photographs were carefully reviewed to ensure accuracy and respectful representation of a wide array of cultures and experiences. Representative Examples: SE: Daily Life for Native Americans, 20; Improved Rights for Others, 595; Photo, 595; Ellis Island: A Doorway to America, 385–387</p> | <p>Choose an item.</p> |

| Accessibility | Evidence-Give specific example | Rating: (Reviewer only) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p>3. Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video). Laws that govern the use of AEM: 1.) The Individuals with Disabilities Education Act (IDEA) focuses on accessible formats of print instructional material in the following formats: Braille, Large Print, Audio Text & Digital Text; 2.) Two federal civil rights acts: Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). Both prohibit discrimination on the basis of disability and speak to the obligation of public schools to provide accessible educational materials to students with disabilities who need them.</p> <ul style="list-style-type: none"> Submitted core PRINT materials must include assurance from the publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials. | <p><i>myWorld Social Studies</i>, connects Social Studies content and literacy instruction with materials that are streamlined, flexible and attuned to today's classroom. Our innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective and easy to use. All materials in the program comply with NIMAS specifications regarding instructional materials.</p> <p>Representative Examples: TG: Students as Digital Citizens, T24–T27. Sign on to savvasrealize.com for student and teacher materials crossing all platforms.</p> | <p>Choose an item.</p> |
| Student Focus | Evidence-Give specific example | Rating: (Reviewer only) |
| <p>4. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student's independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.</p> | <p><i>Savvas' myWorld Social Studies</i> integrates the sequential and cumulative development of foundational skills and processes with social studies content. Target Reading Skills throughout the text allow students to practice these essential skills in every lesson. The worktext format encourages greater interaction with the text and more active reading.</p> <p>Representative Examples: SE: Reading Skills, xiv–SSH6; Compare and Contrast, 25, 28; Main Idea and Details, 107, 111; Generalize, 251</p> | <p>Choose an item.</p> |
| <p>5. The material provides many and varied opportunities for students to work with each standard within the grade level.</p> | <p><i>myWorld Social Studies</i> provides easy-to-use resources that engage all students, and includes standards-based social studies content that reinforces literacy instruction. The program is designed to help you address critical knowledge and skill development in the time you have to teach social studies.</p> <p>Representative Examples: SE: Big Question, 348; Got It? 357, 365, 373; Review and Assessment, 381–382; myStory Book, 383; TE: Objectives, 275, 278, 283; myWorld Activity, 294; Differentiated Instruction, 322, 330</p> | <p>Choose an item.</p> |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p>6. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.</p> | <p>Providing students with instruction in comprehension skills is critical in the social studies classroom. Each level of <i>myWorld Social Studies</i> program provides numerous opportunities to integrate language arts skills with the social studies content. The <i>myWorld Social Studies</i> program is fully designed to build reading and writing skills at the appropriate level of complexity and can be seamlessly integrated into the social studies classroom.</p> <p>Representative Examples: SE: Reading Skills, xiv–SSH6; Cause and Effect, 505; myStory Spark, 486; myStory Book, 531; TG: Differentiated Instruction, 360; myStory Book, 376; myStory Activity, 376</p> | <p>Choose an item.</p> |
| <p>7. The material engages the reader, i.e. does it correspond with age appropriate interests?</p> | <p>All aspects of the design and content of <i>myWorld Social Studies</i> engages the reader with age appropriate interests. Videos, illustrations, stories, photos, graphics, and texts are seamlessly intertwined to create a grade-appropriate and content-rich experience.</p> <p>Representative Examples: SE: The Progressive Era (graphs and photos), 420–427; myStory Video, 385; TG: myStory Spark, 276</p> | <p>Choose an item.</p> |
| <p>8. The material cross-refers and integrates with other subjects in related areas of the curriculum.</p> | <p><i>Savvas' myWorld Social Studies</i> provides opportunities for teachers and students opportunities to integrate other subject areas throughout the program. Research activities, Differentiated Instruction, and text activities provide a rich learning experience for all students. Nonfiction <i>Leveled Readers</i> and <i>Content Readers</i> allow you to integrate social studies in your reading block and bring learning full circle for students.</p> <p>Representative Examples: SE: Yo0Yo Ma, 605–607 (Music); Inventors and Inventions, 388–395 (Technology); TG: Differentiate Instruction, 330 (Research Music and Literature); Differentiated Instruction, 413 (Research Technology)</p> | <p>Choose an item.</p> |
| <p>9. The material includes strategies and textual content that are grade appropriate.</p> | <p><i>Savvas' myWorld Social Studies</i> includes strategies and textual content that grade appropriate. At the beginning of each chapter, students watch a video in which children their own age explore the Big Questions and the key ideas they'll learn about in the text. In each grade level students explore target reading, critical thinking, graph, and map skills that grade and content appropriate.</p> <p>Representative Examples: SE: Graph Skills: Read Circle Graphs, 314–315; Compare and Contrast, 361; The Big Question, 384, 399; myStory Video, 447; TG: Objectives, 340</p> | <p>Choose an item.</p> |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p>10. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.</p> | <p>Each student text of Savvas' <i>myWorld Social Studies</i> includes a balance of text types and lengths. The text includes headings and subheadings, different type faces, and specific graphics to highlight key features and teaching moments. The Got It?, Try It!, and Review and Assessment activities encourages in-depth reading and synthesis of the text. Representative Examples: SE: Samuel Adams: Champion of Liberty, 141–143; Got It?, 149, 159, 165, 173; Try It!, 151; Review and Assessment, 181–183</p> | <p>Choose an item.</p> |
| <p>11. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.</p> | <p>One of the most important and challenging responsibilities of a teacher is to create and execute activity-based learning experiences while ensuring that activities are high quality and lead to real learning. The myWorld Activity for each chapter includes activity cards; provides a non-written performance assessment option for each chapter; and hands-on, minds-on activities addressing a wide variety of learning styles. Representative Examples: TG: myWorld Activity: How Much Do You Know About World War II?, 347; Presentation myWorld and me, 351, 358; Performance Assessment: Choice A and Choice B, 344</p> | <p>Choose an item.</p> |
| <p>12. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.</p> | <p>Teachers know that students learn best when they tackle real-world problems that spark their curiosity and relate to their lives. The challenge is to make lessons interesting and relevant for students, while making sure students can develop problem-solving skills and encourage research and inquiry skills. Opportunities for individual learning and cooperative learning exist at all levels. Representative Examples: TG: myWorld Activity: Perspectives on the Revolution, 101; Differentiated Instruction, 104, 107, 115</p> | <p>Choose an item.</p> |
| <p>13. The material has activities and assignments that reflect varied learning styles of students.</p> | <p>Diverse student needs, experiences, and learning styles challenge today's classrooms. Differentiated Instruction includes flexible teaching techniques oriented to various learning modalities and work habits. Savvas' <i>myWorld Social Studies</i> provides activities and strategies teachers can employ to create a student-centered, personalized instructional approach. Representative Examples: TG: Differentiated Instruction, 229, 234, 243</p> | <p>Choose an item.</p> |
| <p>14. The material includes appropriate instructional strategies.</p> | <p>Explicit instruction in comprehension strategies within the context of social studies texts exists at each level of Savvas' <i>myWorld Social Studies</i>. Students explore target reading, critical thinking, graph, and map skills. Graphic and semantic organizers are used to provide concrete representations of abstract thinking processes. Representative Examples: SE: Reading Skills, xiv–SSH6; Graph Skills: Compare Line and Bar Graphs, 358–359; Critical Thinking: Use Primary Sources, 150–151</p> | <p>Choose an item.</p> |

| Pedagogical Approach | Evidence-Give specific example | Rating: (Reviewer only) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p>15. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.</p> | <p>Diverse student needs, experiences, and learning styles challenge today's teachers. Educators who differentiate instruction recognize students as individuals with individual learning needs. They realize students learn at different rates and also in a variety of ways. English Language Learner Notes provide suggestions for assisting English learners at various proficiency levels. Differentiated Instruction Notes provide suggestions to modify the material for all students. Representative Examples: TG: Support English Language Learners, 4, 16; Differentiated Instruction, 26, 29, 33, 38</p> | <p>Choose an item.</p> |
| <p>16. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.</p> | <p><i>myWorld Social Studies</i> provides suggestions for scaffolding that support the comprehension of grade-level text. Each chapter is built around a Big Question, which is revisited in each lesson and chapter assessment. Each chapter begins with a song, myStory, or myVideo that introduces the topics. Comprehension skills and activities are intertwined within the text to help students make sense of information about the world they live in. The myStory Book and myWorld Activity encourages students to demonstrate understanding of the chapter content. Representative Examples: SE: The Big Question, 348; myStory video, 349; Cause and Effect, 373, 379; Reading Skills, xiv–SSH6; TG: The Big Questions, 75; Draw Inferences, 121</p> | <p>Choose an item.</p> |
| <p>17. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.</p> | <p>All Teacher's Guides of <i>myWorld Social Studies</i> include English Language Learning objectives for each lesson. ELL Notes on Active Reading pages provide suggestions for supporting English Language Learners at several levels of English proficiency. In addition, Extra Support at the bottom of each Digital Presentation provides Language Support. Finally, lesson plans for leveled readers provide suggestions for ELL students. Representative Examples: TG: Support English Language Learners, 51, 60, 71</p> | <p>Choose an item.</p> |
| <p>18. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.</p> | <p>Savvas' <i>myWorld Social Studies</i> includes clear and concise instruction for teachers and students. The Lesson Plan Summaries for each lesson provide a quick summary of the steps teachers can use to teach the lesson using both digital and print resources. The Active Reading Pages provide additional comprehension questions, English Language Learner Notes, and Differentiated Instruction Notes. The Chapter Review and Assessment Options page explores options for assessment. Representative Examples: TG: Lesson Plan Summary, 120, 142; Active Reading notes, 143, 145; Review and Assessment, 157–158</p> | <p>Choose an item.</p> |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p>19. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the ICS.</p> | <p>Teachers have many opportunities to assess students’ strengths and weaknesses and analyze their performance based on specific goals and criteria. Got It? & Review and Assessment activities exist for all lessons and chapters. myWorld Activity and myStory Book for each chapter provide two great performance assessment options. Chapter Tests, in digital and text formats, provide quick formal and summative assessment options. Representative Examples: SE: Got It?, 379, 395, 403; Review and Assessment, 413–414; myStory Book, 415; TG: my World Activity, 156</p> | <p>Choose an item.</p> |
| <p>20. The material offers ongoing, easily implemented, and varied assessments.</p> <ul style="list-style-type: none"> Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up. | <p>Savvas’ <i>myWorld Social Studies</i> includes ongoing traditional assessments that focus on tests and written work & performance assessment that show learning in active and nontraditional formats. Representative Examples: SE: Review and Assessment, 345–347; TG: Active Reading support, 28–29; my World Activity, 98; Guide to Assessment, T47</p> | <p>Choose an item.</p> |

| Presentation and Design | Evidence-Give specific example | Rating: (Reviewer only) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p>21. The material has an aesthetically appealing appearance (attractive, inviting).</p> | <p>All text and digital components of Savvas' <i>myWorld Social Studies</i> has an aesthetically appealing appearance. Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos have been intertwined to create a rich student-centered learning environment. Representative Examples: SE: The Colonists Rebel, 152–159; myStory Video Link, 349</p> | <p>Choose an item.</p> |
| <p>22. Layout is consistent, clear, and understandable.</p> <ul style="list-style-type: none"> • The material has headings and sub-headings that make it easy to navigate through the book. • Chapters are logically arranged. • Text provides a useful table of contents, glossary, and index. • Text contains references, bibliography, and resources. | <p>The layout is consistent, clear, and understandable in Savvas' <i>myWorld Social Studies</i>. The student text includes a clear easy to use Table of Contents, Glossary, and Index, and Credits page. Each chapter follows a consistent format, are logically arranged, and include headings that encourage students to comprehend the material. Explicit instruction that includes teacher activities and questions help students to analyze the structure and layout of the text. Representative Examples: SE: Table of Contents, v–xiii; Glossary, R27–R35; Index, R36–R46; Credits, R47–R49; TG: Differentiated Instruction, 7</p> | <p>Choose an item.</p> |
| <p>23. The material uses a language/reading level suitable for the intended readers.</p> | <p>Savvas' <i>myWorld Social Studies</i> uses a language/reading level of the intended audience. Instruction promotes active engagement with the vocabulary, as well as repeated exposure in many contexts. Representative Examples: SE: Vocabulary, 353; Homestead National Monument, 349–351; also see: TG: Reading in the Social Studies Classroom, T32–T35</p> | <p>Choose an item.</p> |
| <p>24. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.</p> | <p>All student materials in <i>myWorld Social Studies</i> includes a balance of text and illustrations or graphics. Images enhance the text, encouraging students to visualize important ideas and concepts. The text font size is appropriate for each grade level. Representative Examples: SE: Native American illustration, 7; Compare Line and Bar Graphs, 358–359</p> | <p>Choose an item.</p> |
| <p>25. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.</p> | <p>Illustrations, photographs, and graphics in <i>myWorld Social Studies</i> are directly related to the content and are accompanied with descriptive captions. The Teacher's Guide includes comprehension questions that connect the images with lesson material. Representative Examples: SE: Painting, 44; Photographs, 328, 330; Use Timelines, 42–43; TG: Analyze Visuals, 138; Differentiated Instruction, 115</p> | <p>Choose an item.</p> |

| <p>26. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.</p> | <p>Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos are accurate and well integrated into the text. The Student Worktext includes concise captions and instructions encourage students to explore this non-text content. The Teacher’s Guide includes teaching strategies and questions to interconnect this material with the text. Representative Examples: SE: Illustrations, 106, 107; Photos, 421, 464; Map, 192; Graphs, 315; TG: Analyze Charts, 268; Analyze Maps, 253</p> | <p>Choose an item.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <p>Technology</p> | <p>Evidence-Give specific example</p> | <p>Rating: (Reviewer only)</p> |
| <p>27. The material includes or references technology that provides teachers with additional tasks for students.</p> | <p>Savvas’ Realize <i>myWorld Social Studies</i> allows students and teachers to travel beyond the classroom with technology that blends easily into any classroom. Time-saving activities, interactive presentations, and classroom management tools allow for seamless integration of 21st century skills and daily lesson planning. Digital courseware on <i>Savvas’ Realize™</i> platform also includes digital presentations, eTexts, myStory Videos, teacher podcasts, leveled readers, and 21st century learning lessons. Representative Examples: SE: Media and Technology: Evaluate Web Sites, 232–233; Analyzing Media Content, 614–615; TG: Students as Digital Citizens, T24–T27; Building 21st Century Learning Environments, T28–T31; Chapter 10: Chapter Objectives page with Technology, 248; see savvasrealize.com for online e-text and Teacher materials.</p> | <p>Choose an item.</p> |
| <p>28. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.</p> | <p>Savvas’ Realize <i>myWorld Social Studies</i> platform integrates technology and 21st century skills such as innovating, working in teams, or evaluating websites. The helps teachers to develop experiences in which students use technology to communicate and collaborate with others in the classroom, school, community, and world. Representative Examples: SE: Media and Technology: Evaluate Web Sites, 232–233; Analyzing Media Content, 614–615; TG: Students as Digital Citizens, T24–T27. See savvasrealize.com for online e-text and Teacher materials.</p> | <p>Choose an item.</p> |
| <p>Does the electronic/digital/online version of the materials:</p> | <p>Evidence-Give specific example</p> | <p>Rating: (Reviewer only)</p> |
| <p>29. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking.</p> | <p><i>Savvas’ Realize™ myWorld Social Studies</i> is platform neutral and available for networking. Please specifications at the platform website. Representative Examples: Sign on to savvasrealize.com for student and teacher materials crossing all platforms.</p> | <p>Choose an item.</p> |

| | | |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p>30. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).</p> | <p>All platforms of Savvas' Realize allows the students to control their digital experience. Among Songs and videos, digital eText, hands-on activities, and digital game-like practice make learning experiential. <i>myWorld Social Studies</i> motivates learners and connects them to the real world. Representative Examples: TG: Students as Digital Citizens, T24–T27. Also see: savvasrealize.com see Chapter Opener: Big Question; mVideo; and myStory Spark (students can find all materials in English and Spanish)</p> | <p>Choose an item.</p> |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|

Notes: Click here to enter text.