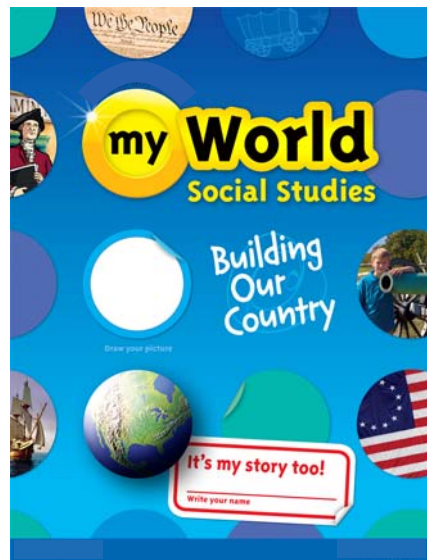


A Correlation of

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To the

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Oregon Social Science Standards Grade 5	Savvas myWorld Social Studies Building Our Country Grade 5, ©2013
Social Sciences Grade 5 U.S. History 1492-1786	
Historical Knowledge	
5.1. Identify and compare historical Native American groups and settlements that existed in North America prior to contact with European exploration in the late fifteenth and sixteenth centuries.	SE: The First Americans, 1–3; Ancient American Civilizations, 4–9; Adapting to Different Places, 12–17; Native American Cultures, 18–25; Review and Assessment, 27–28; Story Book, 29
5.2. Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.	SE/TE: Technology Shapes Exploration, 34–41; Explorers for Spain, 44–51; The Columbian Exchange, 52–57; Review and Assessment, 59–60; Story Book, 61; Settlements Take Root, 62–65; The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72–79; Pilgrims and Puritans in New England, 80–87; The French and Dutch in North America, 90–95; Review and Assessment, 97–98; Story Book, 99
5.3. Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe instances of both cooperation and conflict between Native American Indians and European settlers.	SE/TE: Explorers for Spain, 44–51; The Columbian Exchange, 52–57; Review and Assessment, 59–60; Story Book, 61; Settlements Take Root, 62–65; The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72–79; Pilgrims and Puritans in New England, 80–87; The French and Dutch in North America, 90–95; Review and Assessment, 97–98; Story Book, 99; The French and Indian War, 130–135
5.4. Identify and locate the 13 British colonies that became the United States and identify the early founders, describe daily life (political, social, and economic organization and structure), and describe early colonial resistance to British rule.	SE/TE: Settlements Take Root, 62–65; The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72–79; Pilgrims and Puritans in New England, 80–87; The French and Dutch in North America, 90–95; Review and Assessment, 97–98; Story Book, 99; Life in the Colonies, 100–103; New England, Middle, and Southern Colonies, 104–111; Daily Life in the Colonies, 112–119; Slavery in the Colonies, 120–127; The French and Indian War, 130–135; Review and Assessment, 137–138; Story Book, 139; The American Revolution, 140–143; Tensions With Britain, 144–149; The Colonists Rebel, 152–159

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Historical Thinking	
5.5. Create and interpret timelines showing major people, events and developments in the early history of the United States.	SE/TE: Graph Skills: Use Timelines, 42–43; Timelines, 73, 109, 206–207, 296, 362–363, 390–391, 439, 509, 550, 565, 594, 599
5.6. Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.	SE/TE: Critical Thinking: Compare Viewpoints, 128–129; Use Primary Sources, 150–151; Media and Technology: Search for Information on the Internet, 194–195; Evaluate Web Sites, 232–233; Primary Sources, 44, 46, 94, 133, 163, 164, 177, 200, 231, 243, 254, 281, 438, 440, 505, 535, 539, 590, R1–R3, R4–R26; Secondary Sources, 31–33, 101–103, 141–143, 223–225, 263–265, 417–419, 447–449, 533–535, 605–607
Geography	
5.7. Identify, locate, and describe places and regions in the United States.	SE/TE: Maps, SSH14, SSH15, SSH16, SSH17, SSH18, SSH19, SSH25, 13, 48, 75, 82, 91, 104, 112, 115, 130, 153, 158, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290, 306, 309, 318, 331, 352, 354, 357, 364, 369, 377, 405, 452, 456, 472, 478, 492, 493, 509, 511, 523, 526, 541, 542, 549, 553, 561, 564, 585, 608, 610, 618, 624
5.8. Use various types of maps to describe and explain the United States.	SE: Maps, SSH14, SSH15, SSH16, SSH17, SSH18, SSH19, SSH25, 5, 13, 34, 40, 48, 54, 55, 66, 71, 75, 82, 91, 104, 112, 115, 130, 153, 158, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290, 306, 309, 318, 331, 352, 354, 357, 364, 369, 377, 405, 452, 456, 472, 478, 492, 493, 509, 511, 523, 526, 541, 542, 549, 553, 561, 564, 585, 608, 610, 618, 624
5.9. Explain migration, trade, and cultural patterns in the United States.	SE/TE: The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72–79; Pilgrims and Puritans in New England, 80–87; The French and Dutch in North America, 90–95; Slavery in the Colonies, 120–127; Immigration 252, 253, 269, 296; Ellis Island, 385–387; Immigration, 404–411; Migrating North, 432; Movement and Change, 463; A Tough Time for Immigrants, 464; African Americans Find New Opportunities, 502

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5.10. Describe how physical and political features influenced events, movements, and adaptation to the environment.	SE/TE: Ancient American Civilizations, 4–9; Adapting to Different Places, 12–17; Settlement Takes Root, 62–99; Life in the Colonies, 100–139; The French and Indian War, 130–135; Jefferson and the Louisiana Purchase, 234–239; Native Americans and the Trail of Tears, 246–251; Moving West, 262–301; Expanding West and Overseas, 348–383
5.11 Describe how technological developments, societal decisions, and personal practices include sustainability in the United States.	SE: The Environmental Movement, 596; Wind Turbines, 622–623; Environmental Issues, 626; Going Green, 627
Civics and Government	
5.12. Analyze how cooperation and conflict among people contribute to political, economic, and social events and situations in the United States.	SE: Civil Rights, 584–591; From The Great Society to Reagan, 592–603; Trials at Home and Abroad, 608–613; Threats to Peace and Prosperity, 616–621; Meeting Today’s Challenges, 622–629; also see: The American Revolution, 140–183; Civil War and Reconstruction, 302–347; Struggle for Reform, 416–445; Good Times and Hardships, 446–485; World War II, 486–531; The Cold War, 532–569
5.13. Describe and summarize how colonial and new states’ governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes).	SE: House of Burgesses, 78, 100, 120; Mayflower Compact, 81; Continental Congress, 160–162, 171; Articles of Confederation, 188–193; Key Concepts of the Constitution, 210–217
5.14. Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.	SE/TE: Native American Leaders and Rules, 22; Monarchs, 66; Government of Large Nations, 23; House of Burgesses, 78, 100, 120; Mayflower Compact, 81; Continental Congress, 160–162, 171
5.15. Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.	SE/TE: The Bill of Rights, 204–209; Key Concepts of the Constitution, 210–217; Study Guide, 218; Review and Assessment, 219–220; Constitution, R4–R26
5.16. Describe how national government affects local and state government.	SE/TE: Federal, State, and Local Government, SSH30; Government in Action, SSH32; Key Concepts of the Constitution, 210–217

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Economics/Financial Literacy	
5.17. Explain ways trade can be restricted or encouraged (e.g., boycott) and how these affect producers and consumers.	SE/TE: The Economy Today, SSH25; Boycotts, 146–147, 423; Colonial Trade, 114, 115; Tensions with Britain, 144–149; Tariffs, 147, 229, 470; U.S. Foreign Trade Graph, 374; United States Trades Around the World, 375; Tensions Rise and Fall, 560
5.18. Explain the purpose of taxes and give examples from U.S. history of their use.	SE/TE: Taxes, SSH32, 501, 598; Achievements of the Progressive Era, 425; Reforms to the Constitution, 464; The Government Expands, 480
Social Science Analysis	
5.19. Analyze two accounts of the same event or topic and describe important similarities and differences.	SE/TE: Critical Thinking: Compare Viewpoints, 128–129; also see: Native Americans and the Trail of Tears, 246–251; Expanding Overseas, 374–379; The Superpowers Compete, 546–551; The New Deal, 476–483; Berlin Wall, 533–535, 542, 563, 570
5.20. Gather, use and document information from multiple sources (e.g., print, electronic, human, primary, secondary) to examine an event, issue, or problem through inquiry and research.	SE/TE: Critical Thinking: Compare Viewpoints, 128–129; Use Primary Sources, 150–151; Recognize Bias, 544–545; Media and Technology: Search for Information on the Internet, 194–195; Evaluate Web Sites, 232–233; Analyze Historical Visuals, 498–499; Analyze Media Content, 614–615; Stories, 1–3, 31–33, 63–65, 101–103, 141–143, 185–187, 223–225, 263–265, 303–305, 349–351, 385–387, 447–449, 487–489, 533–535, 571–573, 605–607
5.21. Identify and study two or more points of view of an event, issue or problem.	SE/TE: Critical Thinking: Compare Viewpoints, 128–129; Solving Problems, 428–429; Recognize Bias, 544–545; Collaboration and Creativity: Generate New Ideas, 474–475; Make a Difference, 582–583
5.22. Identify characteristics of an event, issue, or problem, suggesting possible causes and results.	SE/TE: Critical Thinking: Make Decisions, 88–89; Solving Problems, 428–429; Collaboration and Creativity: Generate New Ideas, 474–475; Make a Difference, 582–583

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5.23. Propose a response or solution to an issue or problem and support why it makes sense, using support from research.	SE/TE: Critical Thinking: Make Decisions, 88–89; Solving Problems, 428–429; Collaboration and Creativity: Generate New Ideas, 474–475; Make a Difference, 582–583