

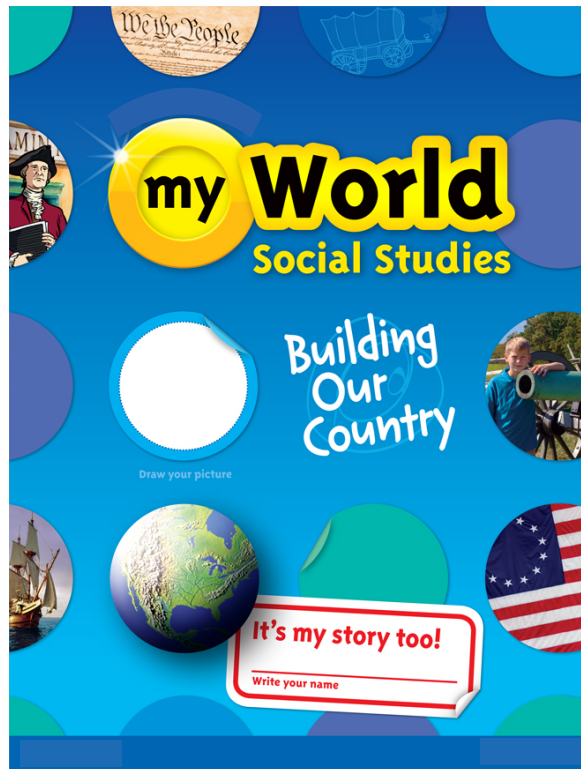
A Correlation of

Savvas

myWorld Social Studies

Building Our Country

©2013



to the

2010 Alabama Course of Study

Social Studies

Grade 5

**A Correlation of
myWorld Social Studies, Building Our Country, ©2013
to the
2010 Alabama Course of Study for Social Studies**

Introduction

myWorld Social Studies is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today's classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use. This document demonstrates how **myWorld Social Studies** ©2013 meets the 2010 Alabama Course of Study: Social Studies. Correlation page references are to the Student Edition and Teacher's Guide. Alignments are cited at the page level.

Everyone has a story. What's yours? *myWorld Social Studies*[™] utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that's easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

Reinforce literacy instruction Every minute spent teaching social studies also reinforces reading and writing instruction.

Reduce prep time Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

Keep it current Teach to the moment using *Savvas'* exclusive *myStory Book Current Events* prompts.

Prepare students for the next level Embedded interactive skills instruction prepares students for lifelong learning.

Interactive Student Text Interactive *Student Worktexts* promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

Student Materials

- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Guide
- Accelerating Progress for English Language Learner's Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans, high-stakes assessment support, and more

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.

**A Correlation of
myWorld Social Studies, Building Our Country, ©2013
to the
2010 Alabama Course of Study for Social Studies**

<p style="text-align: center;">2010 Alabama Course of Study Social Studies: United States Studies Beginnings to the Industrial Revolution</p>	<p style="text-align: center;">Scott Foresman myWorld Social Studies Building Our Country Grade 5, ©2013</p>
<p>1. Locate on a map physical features that impacted the exploration and settlement of the Americas, including ocean currents, prevailing winds, large forests, major rivers, and significant mountain ranges.</p>	<p>SE: Maps, 66, 70, 75, 82, 91, 104, 112 TG: Differentiated Instruction, 52</p>
<p>1.a Locating on a map states and capitals east of the Mississippi River</p>	<p>SE: Maps, R29; see also SSH14, SSH16, 306</p>
<p>1.b Identifying natural harbors in North America Examples: Mobile, Boston, New York, New Orleans, Savannah</p>	<p>SE: Jamestown, 75; Plymouth Colony, 82; See also Map, 91, 104; United States, SSH14</p>
<p>2. Identify causes and effects of early migration and settlement of North America.</p>	<p>SE: People Arrive in the Americas, 4–5 TG: Active Reading & Lesson Summary page, 6</p>
<p>3. Distinguish differences among major American Indian cultures in North America according to geographic region, natural resources, community organization, economy, and belief systems.</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 TG: Active Reading & Lesson Summary pages, 3–4, 5–8, 11–14, 15–19, 20–22</p>
<p>3.a Locating on a map American Indian nations according to geographic region</p>	<p>SE: Map: Native American Cultures, 13 TG: Active Reading & Lesson Summary page, 12</p>
<p>4. Determine the economic and cultural impact of European exploration during the Age of Discovery upon European society and American Indians.</p>	<p>SE: Technology Shapes Exploration, 34-41; Explorers for Spain, 44–51; The Columbian Exchange, 52–57; 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 TG: Active Reading & Lesson Summary pages, 27–31, 34–38, 39–42, 50–53, 54–58, 59–63, 66–69</p>

**A Correlation of
myWorld Social Studies, Building Our Country, ©2013
to the
2010 Alabama Course of Study for Social Studies**

<p style="text-align: center;">2010 Alabama Course of Study Social Studies: United States Studies Beginnings to the Industrial Revolution</p>	<p style="text-align: center;">Scott Foresman myWorld Social Studies Building Our Country Grade 5, ©2013</p>
<p>4.a Identifying significant early European patrons, explorers, and their countries of origin, including early settlements in the New World Examples: patrons—King Ferdinand and Queen Isabella explorers—Christopher Columbus early settlements—St. Augustine, Quebec, Jamestown</p>	<p>SE: King Ferdinand and Queen Isabella, 44; Christopher Columbus, 44–45, 52; Cortés, 46; Magellan, 47; Coronado, 49; Cabeza de Vaca, 31–33; St. Augustine, 68–69; Quebec, 90; Jamestown, 74–76, 78 TG: Active Reading & Lesson Summary pages, 24–26, 35, 36, 37, 52, 56</p>
<p>4.b Tracing the development and impact of the Columbian Exchange</p>	<p>SE: The Columbian Exchange, 52–57 TG: Active Reading & Lesson Summary pages, 39–42</p>
<p>5. Explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies.</p>	<p>SE: 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; The New England Colonies, 106–107; The Middle Colonies, 108–109; The Southern Colonies, 110–111 TG: Active Reading & Lesson Summary pages, 50–53, 54–58, 59–63, 66–69, 77–81</p>
<p>5.a Recognizing how colonial development was influenced by the desire for religious freedom Example: development in Massachusetts, Connecticut, Rhode Island, Pennsylvania, and Maryland colonies</p>	<p>SE: Pilgrims and Puritans in New England, 80–87; The New England Colonies, 106–107; The Middle Colonies, 108–109 TG: Active Reading & Lesson Summary pages, 59–63, 77–81</p>
<p>5.b Identifying influential leaders in colonial society</p>	<p>SE: John Smith, 76–77; Squanto, 82; John Winthrop, 86; Samuel de Champlain, 90; Peter Stuyvesant, 94; Benjamin Franklin, 101–103; Roger Williams, 106; Anne Hutchinson, 107; George Cateret and John Berkeley, 108; William Penn, 109; Lord Baltimore, 110 TG: Active Reading & Lesson Summary pages, 57–58, 61, 75, 79–81</p>

**A Correlation of
myWorld Social Studies, Building Our Country, ©2013
to the
2010 Alabama Course of Study for Social Studies**

<p style="text-align: center;">2010 Alabama Course of Study Social Studies: United States Studies Beginnings to the Industrial Revolution</p>	<p style="text-align: center;">Scott Foresman myWorld Social Studies Building Our Country Grade 5, ©2013</p>
<p>5.c Describing emerging colonial government Examples: Mayflower Compact, representative government, town meetings, rule of law</p>	<p>SE: House of Burgesses, 78; Mayflower Compact, 81; The Massachusetts Bay Colony, 86; Town Meetings, 81, 106 TG: Active Reading & Lesson Summary pages, 58, 60, 63, 79</p>
<p>6. Describe colonial economic life and labor systems in the Americas.</p>	<p>SE: Daily Life in the Colonies, 112–119 TG: Active Reading & Lesson Summary pages, 82–86</p>
<p>6.a Recognizing centers of slave trade in the Western Hemisphere and the establishment of the Triangular Trade Route</p>	<p>SE: Slavery in the Colonies, 120–127 TG: Active Reading & Lesson Summary pages, 87–91</p>
<p>7. Determine causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.</p>	<p>SE: The American Revolution, 140; Samuel Adams: Champion of Liberty, 141–143; Tensions With Britain, 144–149; The Colonists Rebel, 152–159; Declaring Independence, 160–165; Review and Assessment, 181–182 TG: Active Reading & Lesson Summary pages, 102–104, 105–108, 111–115, 116–119, 129–131</p>
<p>8. Identify major events of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown</p>	<p>SE: The Colonists Rebel, 152–159; On the Battlefield and at Home, 166–173; Winning Independence, 174–179; Study Guide, 180; Review and Assessment, 181–182 TG: Active Reading & Lesson Summary pages, 111–115, 120–124, 125–128, 129–131</p>
<p>8.a Describing principles contained in the Declaration of Independence</p>	<p>SE: A Government of Our Own, 162; The Declaration of Independence, 163–164; A Brave Step, 164–165 TG: Active Reading & Lesson Summary pages, 118–119</p>

**A Correlation of
myWorld Social Studies, Building Our Country, ©2013
to the
2010 Alabama Course of Study for Social Studies**

<p style="text-align: center;">2010 Alabama Course of Study Social Studies: United States Studies Beginnings to the Industrial Revolution</p>	<p style="text-align: center;">Scott Foresman myWorld Social Studies Building Our Country Grade 5, ©2013</p>
<p>8.b Explaining contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Haym Solomon, and supporters from other countries to the American Revolution</p>	<p>SE: Thomas Jefferson, 162–163; Samuel Adams, 141–143, 147, 153, 155, 157; Paul Revere, 141, 152, 153, 157; Patrick Henry, 146, 156; Thomas Paine, 161; George Washington, 161, 166–169; Haym Solomon, 178; Supporters from Other Countries to the American Revolution, 174–175 TG: Active Reading & Lesson Summary pages, 103, 104, 112, 117, 118, 122, 126, 128</p>
<p>8.c Explaining contributions of ordinary citizens, including African Americans and women, to the American Revolution</p>	<p>SE: Women of the Revolution, 172; Native Americans in the Revolution, 173; African Americans Fight for Freedom, 177 TG: Active Reading & Lesson Summary pages, 124, 127</p>
<p>8.d Describing efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, boycotts, and the Second Continental Congress</p>	<p>SE: Minutemen, 159; Committees of Correspondence, 153; First Continental Congress, 156; Sons of Liberty, 146, 147, 153, 154, 178; Boycotts, 146–147; Second Continental Congress, 160–162, 171, 188 TG: Active Reading & Lesson Summary pages, 114, 115, 107, 117, 118</p>
<p>8.e Locating on a map major battle sites of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown</p>	<p>SE: Lexington and Concord, 157, 158; Bunker Hill, 159, 177; Saratoga, 170–171, 177; Yorktown, 178 TG: Active Reading & Lesson Summary pages, 114, 115, 123, 128</p>
<p>8.f Recognizing reasons for colonial victory in the American Revolution</p>	<p>SE: Winning Independence, 174-179 TG: Active Reading & Lesson Summary pages, 125–128</p>
<p>8.g Explaining the effect of the Treaty of Paris of 1783 on the development of the United States</p>	<p>SE: Treaty of Paris, 179 TG: Active Reading & Lesson Summary page, 128</p>

**A Correlation of
myWorld Social Studies, Building Our Country, ©2013
to the
2010 Alabama Course of Study for Social Studies**

<p style="text-align: center;">2010 Alabama Course of Study Social Studies: United States Studies Beginnings to the Industrial Revolution</p>	<p style="text-align: center;">Scott Foresman myWorld Social Studies Building Our Country Grade 5, ©2013</p>
<p>9. Explain how inadequacies of the Articles of Confederation led to the creation and eventual ratification of the Constitution of the United States.</p>	<p>SE: Articles of Confederation, 188–193; Creating the Constitution, 196–203; The Bill of Rights, 204–209; Key Concepts of the Constitution, 210–217 TG: Active Reading & Lesson Summary pages, 136–139, 142–146, 147–150, 151–155</p>
<p>9.a Describing major ideas, concepts, and limitations of the Constitution of the United States, including duties and powers of the three branches of government</p>	<p>SE: Participating in Our Government, SSH28-SSH29; A New Plan for Government, 200; Limiting Government, 201; Powers of Government, 202–203; Key Concepts of the Constitution, 210–217 TG: Active Reading & Lesson Summary pages, SSH12-SSH13; 144-146, 149, 152</p>
<p>9.b Identifying factions in favor of and opposed to ratification of the Constitution of the United States Example: Federalist and Anti-Federalist factions</p>	<p>SE: The Nation Debates, 204–205; Ratifying the Constitution, 206 TG: Active Reading & Lesson Summary pages, 148, 149</p>
<p>9.c Identifying main principles in the Bill of Rights</p>	<p>SE: The Bill of Rights, 204–209 TG: Active Reading & Lesson Summary pages, 147–150</p>
<p>9.d Analyzing the election of George Washington as President of the United States for its impact on the role of president in a republic</p>	<p>SE: Washington Takes Office, 226–231 TG: Active Reading & Lesson Summary pages, 163–166</p>
<p>10. Describe political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States, including the War of 1812, the Indian Removal Act, the Texas-Mexican War, the Mexican-American War, and the Gold Rush of 1849.</p>	<p>SE: Jefferson and the Louisiana Purchase, 234–239; The War of 1812, 240–245; Native Americans and the Trail of Tears, 246–251; Inventions, Roads, and Railroads, 266–273; The Lone Star State, 276–283; Trails to the West, 284–291; The California Gold Rush, 292–297 TG: Active Reading & Lesson Summary pages, 169–172, 173–176, 177–180, 192–196, 199–203, 204–208, 209–212</p>

**A Correlation of
myWorld Social Studies, Building Our Country, ©2013
to the
2010 Alabama Course of Study for Social Studies**

<p style="text-align: center;">2010 Alabama Course of Study Social Studies: United States Studies Beginnings to the Industrial Revolution</p>	<p style="text-align: center;">Scott Foresman myWorld Social Studies Building Our Country Grade 5, ©2013</p>
<p>10.a Analyzing the role of the Louisiana Purchase and explorations of Meriwether Lewis and William Clark for their impact on Westward Expansion</p>	<p>SE: The Lewis and Clark Expedition: Sacagawea’s Unique Role, 223–225; Jefferson and the Louisiana Purchase, 234–239 TG: Active Reading & Lesson Summary pages, 160–162, 169–172</p>
<p>10.b Explaining the purpose of the Monroe Doctrine</p>	<p>SE: The Monroe Doctrine, 246 TG: Active Reading & Lesson Summary pages, 178</p>
<p>10.c Identifying Alabama’s role in the expansion movement in the United States, including the Battle of Horseshoe Bend and the Trail of Tears</p>	<p>SE: Native Americans and the Trail of Tears, 246–251 TG: Active Reading & Lesson Summary pages, 177–180</p>
<p>10.d Identifying the impact of technological developments on United States’ expansion Examples: steamboat, steam locomotive, telegraph, barbed wire</p>	<p>SE: Inventions, Roads, and Railroads, 266–273 TG: Active Reading & Lesson Summary pages, 192–196</p>
<p>11. Identify causes of the Civil War, including states’ rights and the issue of slavery.</p>	<p>SE: Struggles Over Slavery, 306–313; The War Begins, 316–321; Life During the Civil War, 322–329; The War Ends, 330–337 TG: Active Reading & Lesson Summary pages, 220–224, 227–230, 231–235, 236–240</p>
<p>11.a Describing the importance of the Missouri Compromise, Nat Turner’s insurrection, the Compromise of 1850, the Dred Scott decision, John Brown’s rebellion, and the election of 1860</p>	<p>SE: Missouri Compromise, 308; Compromise of 1850, 308; Dred Scott Decision, 311; John Brown’s Rebellion, 311; Election of 1860, 312 TG: Active Reading & Lesson Summary pages, 222, 223, 224</p>
<p>11.b Recognizing key Northern and Southern personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan “Stonewall” Jackson, William Tecumseh Sherman, and Joseph Wheeler</p>	<p>SE: Abraham Lincoln, 312, 318, 321, 322, 336, 338; Jefferson Davis, 313, 316, 318, 319, 334; Ulysses S. Grant, 331, 332, 334–335; Robert E. Lee, 320, 332–335; Thomas Jonathan “Stonewall” Jackson, 317, 320; William Tecumseh Sherman, 333 TG: Active Reading & Lesson Summary pages, 224, 228, 229, 230, 237, 238, 239, 240, 242</p>

**A Correlation of
myWorld Social Studies, Building Our Country, ©2013
to the
2010 Alabama Course of Study for Social Studies**

<p style="text-align: center;">2010 Alabama Course of Study Social Studies: United States Studies Beginnings to the Industrial Revolution</p>	<p style="text-align: center;">Scott Foresman myWorld Social Studies Building Our Country Grade 5, ©2013</p>
<p>11.c Describing social, economic, and political conditions that affected citizens during the Civil War</p>	<p>SE: Life During the Civil War, 322–329 TG: Active Reading & Lesson Summary pages, 231–235</p>
<p>11.d Identifying Alabama’s role in the Civil War Examples: Montgomery as the first capital of the Confederacy, Winston County’s opposition to Alabama’s secession</p>	<p>SE: For opportunities to address this standard, please see: The War Begins, 316–321 TG: Active Reading & Lesson Summary pages, 227-230</p>
<p>11.e Locating on a map sites important to the Civil War Examples: Mason-Dixon Line, Fort Sumter, Appomattox, Gettysburg, Confederate states, Union states</p>	<p>SE: Maps, 306, 309, 318, 331, 333 TG: Active Reading & Lesson Summary pages, 221, 222, 229, 237, 238</p>
<p>11.f Explaining events that led to the conclusion of the Civil War</p>	<p>SE: The War Ends, 330–337 TG: Active Reading & Lesson Summary pages, 236–240</p>
<p>12. Summarize successes and failures of the Reconstruction Era.</p>	<p>SE: Reconstruction, 338–343 TG: Active Reading & Lesson Summary pages, 241–244</p>
<p>12.a Evaluating the extension of citizenship rights to African Americans included in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.</p>	<p>SE: Congress and Reconstruction, 338–339; New Amendments, 341 TG: Active Reading & Lesson Summary pages, 242, 243, 244</p>
<p>12.b Analyzing the impact of Reconstruction for its effect on education and social institutions in the United States Examples: Horace Mann and education reform, Freedmen’s Bureau, establishment of segregated schools, African-American churches</p>	<p>SE: Freedmen’s Bureau, 340; Establishment of Segregated Schools, 340; African-American Churches, 340 TG: Active Reading & Lesson Summary pages, 243</p>
<p>12.c Explaining the black codes and the Jim Crow laws</p>	<p>SE: Black Codes, 340, Negative Reaction, 342-343 TG: Active Reading & Lesson Summary pages, 243</p>

**A Correlation of
myWorld Social Studies, Building Our Country, ©2013
to the
2010 Alabama Course of Study for Social Studies**

<p style="text-align: center;">2010 Alabama Course of Study Social Studies: United States Studies Beginnings to the Industrial Revolution</p>	<p style="text-align: center;">Scott Foresman myWorld Social Studies Building Our Country Grade 5, ©2013</p>
<p>12.d Describing post-Civil War land distribution, including tenant farming and sharecropping</p>	<p>SE: Rebuilding the South, 340; After Reconstruction, 342 TG: Active Reading & Lesson Summary pages, 243, 244</p>
<p>13. Describe social and economic influences on United States' expansion prior to World War I.</p>	<p>SE: Inventions, Roads, and Railroads, 266-273; Winning the Peace, 282-283; The Oregon Country, 286; The Mormon Trail, 288; The California Gold Rush, 292-297 TG: Active Reading & Lesson Summary pages, 193-196; 203; 207, 210-212</p>
<p>13.a Explaining how the development of transcontinental railroads helped the United States achieve its Manifest Destiny</p>	<p>SE: The First Railroads, 272-273; Tensions Over Texas, 280; Winning the Peace, 282-283 TG: Active Reading & Lesson Summary pages, 196; 202; 203</p>
<p>13.b Locating on a map states, capitals, and important geographic features west of the Mississippi River</p>	<p>SE: Maps, SSH14, SSH15, SSH16, 277; 282, 290; 306, R28, R30 TG: Active Reading & Lesson Summary pages, 200, 203, 208, 221</p>
<p>13.c Explaining how the United States acquired Alaska and Hawaii</p>	<p>See Savvas myWorld The Growth of Our Country, Alaska and Hawaii, Chapter 10, Lesson 4</p>
<p>13.d Identifying major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics</p>	<p>SE: myStory Spark, Narcissa Whitman; Americans in Texas, 276-277; The Mormon Trail, 288; Trails to the Southwest, 289; Reaching California, 290-291; The California Gold Rush, 292-297 TG: Active Reading & Lesson Summary pages, 200; 207; 208; 210-211</p>
<p>13.d Analyzing the impact of closing the frontier on American Indians' way of life</p>	<p>SE: Native Americans Fight for Their Homes, 249, The Trail of Tears, 250, 251; Trails to the Southwest, 289, Reaching California, 291 TG: Active Reading & Lesson Summary pages, 180</p>
<p>13.e Explaining how the Spanish-American War led to the emergence of the United States as a world power</p>	<p>See Savvas myWorld The Growth of Our Country, The Spanish-American War, Chapter 10, Lesson 4</p>