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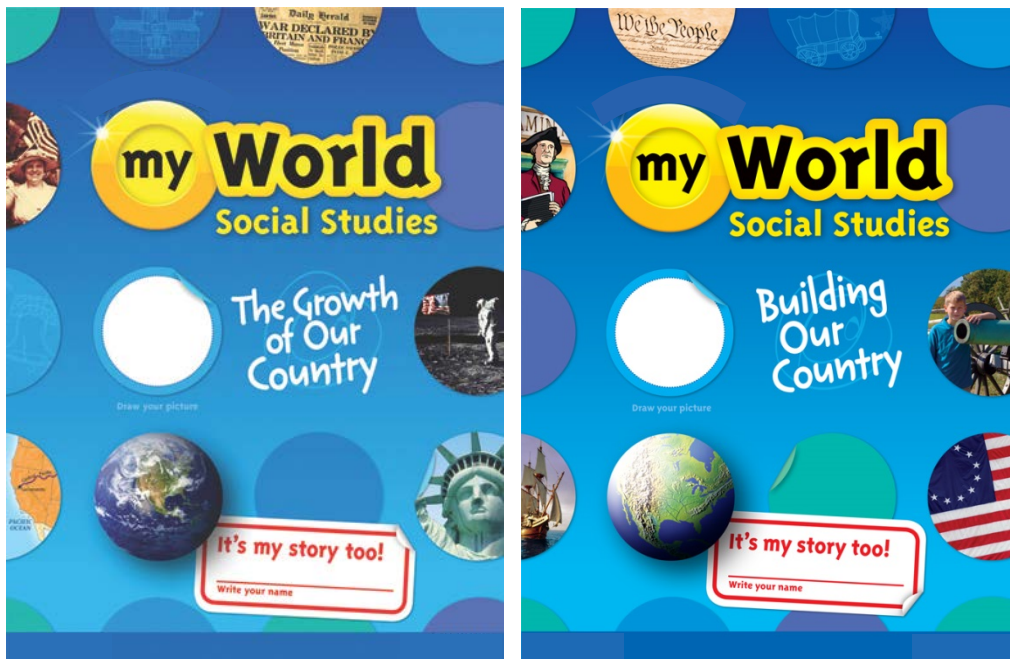
Savvas

myWorld Social Studies

The Growth of Our Country

Building Our Country

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To the

Colorado Academic Standards

Social Studies

Grade 5

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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 Colorado Academic Standards, Social Studies Standards, Grade 5. Correlation page references are to the Student Edition and Teacher's Edition. 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 Edition
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher's Edition
- 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

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Colorado Academic Standards Social Studies Standards	myWorld Social Studies Building Our Country The Growth of Our Country Grade 5, ©2013
Content Area: Social Studies	
Standard: 1. History	
Prepared Graduates: Develop an understanding of how people view, construct, and interpret history	
Grade Level Expectations: Fifth Grade	
Concepts and skills students master: 1. Analyze historical sources from multiple points of view to develop an understanding of historical context	
Evidence Outcomes	
Students Can:	
a. Identify different ways of dating historical sources to understand historical context (DOK 1)	For related content, please see: SE: 122, 128, 129, 150, 151, 177, 231 TE Only: 89, 93, 110, 127, 166
b. Examine significant historical documents. Topics to include but not limited to the Stamp Act, the Declaration of Independence, and the Constitution (DOK 1)	SE: SSH 28-SSH 30, 128, 129, 150, 151, 163-165, 200, 201, 204-209, 210-217, 218-221, R0-R26 TE Only: SSH 13, SSH 14, 93, 110, 118, 119, 137, 142-146, 147, 148-150, 151, 152-155, 157, 158, R0-R13
c. Create timelines of eras and themes in North America from 1491 through the American Revolution (DOK 1-2)	SE: 43, 73, 109 TE Only: 33, 55, 80
d. Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in North America from 1491 through the American Revolution (DOK 1-3)	SE: 28, 32, 33, 49, 56, 64, 65, 68-69, 74, 76, 78, 82-83, 85, 101-103, 114, 118, 124-125 TE Only: 22, 26, 37, 38, 40, 42, 49, 52, 56-58, 61, 62, 75-76, 79, 84, 86, 90
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Historical information from multiple perspectives is used to interpret, evaluate, and inform; and make decisions and policies regarding various issues. For example, some accounts of the American Revolution refer to American patriots while others refer to American rebels.	SE: 128, 129, 196-199, 232-233, 316, 317-321, 416-419, 464, 544, 545 TE Only: 92, 93, 109, 143, 144, 168, 228-230, 299, 300, 332, 389
2. The historical method of inquiry allows individuals to continue to interpret and refine history. For example, political cartoonists portray multiple perspectives of events, and newspapers may be biased in coverage of events throughout time.	SE: 128, 129, 261, 316, 317, 544, 545, 614, 615 TE Only: 93, 109, 187, 228-230, 389, 439

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Prepared Graduates: Analyze key historical periods and patterns of change over time within and across nations and cultures	
Concepts and skills students master: 2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government	
Evidence Outcomes	
Students Can:	
a. Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans (DOK 1-2)	SE: 33, 44-51, 57, 59, 60, 61, 63-65, 66-71, 76-79, 82-87, 90-95, 96, 97, 98, 99, 120-127 TE Only: 26, 35-38, 42, 44, 45, 48, 51, 52, 57, 58, 61-63, 66-69, 71, 72, 88-91
b. Identify and describe the significant individuals and groups of Native Americans and European colonists before the American Revolution (DOK 1-2)	SE: 62-65, 66-71, 72-79, 80-87, 90-95, 96-99 TE Only: 48, 49, 50, 51-53, 54, 55-58, 59, 60-63, 66, 67-69, 71, 72
c. Explain the development of political, social and economic institutions in the British American colonies (DOK 1-2)	SE: 106-111, 112-119, 120-127, 131, 136-139 TE Only: 79-81, 83-86, 88-91, 95, 100
d. Explain important political, social, economic, and military developments leading to and during the American Revolution (DOK 1-2)	SE: 130-135, 141-143, 144-149, 152-154, 155-159, 160-165, 166-173, 174-179, 180-183 TE Only: 94-97, 103, 104, 106-108, 111, 112-115, 116, 117-119, 125, 126-128, 129, 130, 131
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. The context and information from the past are used to make connections and inform decisions in the present. For example, the concepts of liberty continue to be defended by lawyers and citizens while on topics to include but not limited to the rights and responsibilities of citizens continue to evolve through the work of policy makers, legislators, judges, lawyers, and individuals.	SE: 3, 17, 19, 29, 43, 88, 89, 100, 182, 183 TE Only: 15, 16, 22, 33, 65, 75, 77, 122, 125, 131, 161

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2. Technological developments continue to evolve and affect the present in areas such as communication, transportation, and science.	This objective is addressed throughout. See, for example: SE: 34-37, 41, 59, 112, 113, 266-270, 271-273, 298, 388-395, 574-581, 622-627, 630 TE Only: 28, 29, 31, 44, 83, 192, 193-196, 214, 278, 279-282, 411-414, 445-447, 450
Standard: 2. Geography	
Prepared Graduates: Develop spatial understanding, perspectives, and personal connections to the world	
Concepts and skills students master: 1. Use various geographic tools and sources to answer questions about the geography of the United States	
Evidence Outcomes	
Students Can:	
a. Answer questions about regions of the United States using various types of maps (DOK 1-2)	This objective is addressed throughout. See, for example: SE: SSH 10, SSH 13, SSH 16, 48, 104, 160, 277, 282, 306, 309, 352, 472, 585 TE Only: SSH 2, SSH 5, SSH 13, 37, 78, 117, 200, 203, 221, 222, 253, 337, 418
b. Use geographic tools to identify, locate, and describe places and regions in the United States and suggest reasons for their location (DOK 1-3)	SE: SSH 17, 13, 48, 70, 75, 82, 91, 104, 192, 277, 282, 306, 352, 369, 472, 585 TE Only: SSH 5, 12, 37, 53, 56, 61, 67, 78, 139, 200, 203, 221, 253, 264, 337, 418
c. Locate resources in the United States and describe the influence of access on the development of local and regional communities (DOK 1-3)	SE: 54, 55, 112-115, 137, 292-295, 352-357, 381, 401 TE Only: 41, 83, 84, 99, 210, 211, 253-255, 272, 287
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Geographic tools are used to locate places and identify resources, physical features, regions, and populations.	This objective is addressed throughout. See, for example: SE: 13, 48, 54, 55, 91, 104, 112, 115, 175, 192, 270, 331, 377, 472, 541, 585 TE Only: 12, 37, 41, 67, 78, 83, 84, 126, 139, 195, 237, 269, 337, 386, 418
2. People and organizations decided on specific locations for operations based on geographic information.	SE: SSH 17, 82, 91, 104, 105, 112, 137, 175, 254, 270, 282, 289 TE Only: SSH 5, 61, 67, 78, 83, 99, 126, 183, 195, 203, 207

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3. Technologies enhance the ability to locate and analyze maps to answer questions. For example, historians use maps to help recreate settings of historical events, and individuals use maps to learn about different geographic areas.	This objective is addressed throughout. See, for example: SE: 34-37, 38-41, 58, 59, 112, 158, 175, 238, 249, 331, 352, 405, 452, 511, 542, 608 TE Only: 27, 28-31, 44, 83, 115, 126, 172, 179, 237, 253, 290, 325, 365, 387, 435
Prepared Graduates: Examine places and regions and the connections among them	
Concepts and skills students master: 2. Causes and consequences of movement	
Evidence Outcomes	
Students Can:	
a. Identify variables associated with discovery, exploration, and migration (DOK 1-2)	This objective is addressed throughout. See, for example: SE: 12, 13, 15, 34-37, 38-41, 82, 83, 84, 85, 106, 112, 130, 192, 223, 238, 247, 272, 310, 352-357, 360-365, 432-435 TE Only: 12, 13, 27, 28-31, 61, 62, 79, 83, 95, 139, 161, 172, 178, 196, 223, 253-255, 259-261, 310, 311
b. Explain migration, trade, and cultural patterns that result from interactions (DOK 1-2)	SE: 30-33, 54, 55, 58-61, 78, 82, 83, 120, 121, 130, 131, 137, 155, 225, 237, 239 TE Only: 25, 26, 41, 44, 45, 58, 61, 88, 95, 99, 113, 162, 171, 172
c. Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment (DOK 1-3)	SE: 40, 48, 73, 76, 77, 81, 130, 137, 155, 224, 236, 306-309, 310-313 TE Only: 31, 37, 55, 57, 60, 95, 99, 113, 162, 171, 221-224
d. Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States (DOK 2-3)	This objective is addressed throughout. See, for example: SE: 33, 45, 52, 54, 55, 56, 59, 65, 70, 131, 225, 306-309, 310-313, 340-343, 366-369, 370-373, 404-407, 408-411, 430-435, 584-587, 588-591 TE Only: 26, 35, 40, 41, 42, 44, 48, 49, 53, 95, 162, 221-224, 243, 244, 263-266, 290-293, 309-311, 418-421

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e. Give examples of the influence of geography on the history of the United States (DOK 1-2)	This objective is addressed throughout. See, for example: SE: 54, 55, 73, 130, 137, 153, 235, 306, 307, 331, 352, 377, 472, 549 TE Only: 41, 55, 95, 99, 112, 170, 221, 237, 253, 269, 337, 392
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Individuals understand the consequences and causes of movement to make connections to current personal or international events such as hurricane victims moving from storms, refugees fleeing from war, and economic hardship causing relocation for better jobs.	This objective is addressed throughout. See, for example: SE: 62, 71, 225, 262-265, 368-370, 371-373, 432, 472, 473, 576, 577, 612, 613 TE Only: 48, 53, 162, 190-191, 264-266, 310, 337, 412, 437
2. Technology has influenced movement to, colonization of, and the settlement of North America. For example, the West was promoted as the place for economic prosperity. Transportation systems have influenced movement.	This objective is addressed throughout. See, for example: SE: 34-41, 54, 153, 242, 266-269, 270-273, 388-395, 458, 459, 576-581, 625 TE Only: 28-31, 41, 112, 175, 193-196, 279-282, 329, 412-414, 446
3. Migration of individuals has multiple effects on society including economic and environmental impacts.	This objective is addressed throughout. See, for example: SE: 54, 65, 91, 92, 93, 131, 225, 404-407, 408-411, 414, 415, 432-435, 576, 577 TE Only: 41, 49, 67, 68, 95, 162, 290-293, 296, 310, 311, 412

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Standard: 3. Economics	
Prepared Graduates: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
Concepts and skills students master: 1. Government and market structures influence financial institutions	
Evidence Outcomes	
Students Can:	
a. Define a capitalist market economy (DOK 1)	SE: SSH 22 TE Only: SSH 9
b. Identify governmental activities that affect financial institutions and the economy at the local, state, and national level (DOK 1)	SE: SSH 22-SSH 25, SSH 30, SSH32, 470, 476-481, 483, 484, 623 TE Only: SSH 9, SSH 10, SSH 14, 336, 340, 341-343, 345, 346, 445
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Knowledge about the role of financial institutions in a market economy allows individuals and businesses to better prepare for financial security. For example, financial analysts monitor the banking industry; individuals can evaluate the services and costs of banking with various institutions; and businesses can borrow money to expand.	For related content, please see: SE: SSH 24, SSH 25, SSH 26 TE Only: SSH 10, SSH 11
2. Government actions affect the services and policies of financial institutions, thereby affecting financial options for individuals.	SE: SSH 24, SSH 25, 428, 429, 470, 476, 483, 484, 622, 623 TE Only: SSH 10, 307, 336, 340, 341-343, 345, 346, 445
Prepared Graduates: Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)	
Concepts and skills students master: 2. Use of financial institutions to manage personal finances (PFL)	
Evidence Outcomes	
Students Can:	
a. Identify different financial institutions (DOK 1)	For related content, please see: SE: SSH 24 TE Only: SSH 10
b. Identify the products and services of financial institutions to include but not limited to: checking accounts, savings accounts, investments, and loans (DOK 1)	For related content, please see: SE: SSH 24 TE Only: SSH 10

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c. Compare and contrast financial institutions, their products, and services (DOK 1-2)	For related content, please see: SE: SSH 24 TE Only: SSH 10
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Analysis of the benefits and risks of investing and saving with "virtual" and "brick and mortar" financial institutions helps to make informed financial decisions.	For related content, please see: SE: SSH 24 TE Only: SSH 10
2. Evaluation of the opportunity costs help to make financial decisions.	SE: SSH 23 TE Only: SSH 9
3. Technology is used to track and graph the interest accrued on a "virtual" investments, checking and savings accounts, investments, and loans.	For related content, please see: SE: SSH 24 TE Only: SSH 10
Standard: 4. Civics	
Prepared Graduates: Analyze and practice rights, roles, and responsibilities of citizens	
Concepts and skills students master:	
1. The foundations of citizenship in the United States	
Evidence Outcomes	
Students Can:	
a. Describe and provide sources and examples of individual rights (DOK 1-2)	SE: SSH 30, 204-209, 216, 218-221, 254-257, 259, 260, 416-419, 420-422, 430-435, 436-441, 442-445 TE Only: SSH 14, 147, 148-150, 155, 156, 157, 158, 183, 184, 186, 187, 299, 300, 301, 302, 309-311, 313-315, 317, 318
b. Give examples of group and individual actions that illustrate civic ideals in the founding of the United States. Ideals to include but not limited to freedom, rules of law, equality, civility, cooperation, respect, responsibility, and civic participation (DOK 1-3)	This objective is addressed throughout. See, for example: SE: SSH 28-SSH 35, 210-217, 220, 221, 254-257, 258-260, 416-419, 420-422, 430-435, 436-441, 442, 443, 444, 445, 500-505, 570-573, 584-591 TE Only: SSH 13-SSH 16, 151, 152-155, 158, 183, 184, 186, 187, 299, 300, 301, 302, 309-311, 312, 313-315, 317, 318, 359-361, 408, 409, 417, 418-421
c. Explain the reasons for the settlement of the American colonies (DOK 1-2)	SE: 62-65, 72-78, 80-83, 84-87 TE Only: 48-49, 54, 55-58, 59, 60-63
d. Define the criteria and process for becoming a citizen (DOK 1)	For related content, please see: SE: 410, 411 TE Only: 293

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21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Actions illustrate civic virtues such as civility, cooperation, respect, and responsible participation and are foundational components of our society. Examples include peaceful assembly by groups and respectful behavior during a performance or speech.	SE: SSH 34, SSH 35, 10, 11, 416-419, 422-427, 432-435, 436, 445 TE Only: SSH 16, 10, 299-300, 303-305, 310, 311, 313-315, 317, 318
2. Knowledge of the foundations of citizenship in the United States ensures that citizens' rights are being protected. For example, the rule of law applies to everyone in society and all individuals and groups are treated with respect.	SE: SSH 34, SSH 35, 416-419, 422-427 TE Only: SSH 16, 299, 300, 303-305
Prepared Graduates: Analyze origins, structure, and functions of governments and their impacts on societies and citizens	
Concepts and skills students master:	
2. The origins, structure, and functions of the United States government	
Evidence Outcomes	
Students Can:	
a. Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles (DOK 1-2)	SE: SSH 28-SSH 32, 210-213, 214-217, 218-221, R4-R26 TE Only: SSH 12, SSH 13-SSH 15, 152-155, 157, 158, R2-R13
b. Explain the historical foundation and the events that led to the formation of the United States constitutional government. Topics to include but not limited to the colonial experience, the Declaration of Independence, and the Articles of Confederation (DOK 1-2)	SE: 100-103, 104-111, 112-115, 117-119, 120-123, 124-127, 128, 129, 130-135, 136-139, 140-143, 144-149, 152-155, 156-159, 160-165, 166-169, 170-173, 174-179, 180-183, 188-193, 196-199, 200-203, 204-209, R0-R3 TE Only: 75, 76, 77, 78-81, 82, 83-86, 87, 88-91, 94, 95-97, 99, 100, 103, 104, 105, 106-108, 111, 112-115, 116, 117-119, 120, 121-124, 125, 126-128, 130, 131, 136, 137-139, 142, 143-146, 147, 148-150, R0-R1
c. Explain the origins, structure, and functions of the three branches of the United States government and the relationships among them (DOK 1-2)	SE: SSH 28, SSH 29, 188, 189 TE Only: SSH 13, 137

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d. Describe how the decisions of the national government affect local and state government (DOK 1-2)	SE: SSH 30, SSH 31, 202, 203, 204-207 TE Only: SSH 14, 146, 148, 149
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. The origins, structure, and function of the United States government are studied to create an informed, civically literate, and responsible society. For example, fundamental principles and liberties are still evolving as judges interpret the Constitution, and legislators make laws and local city councils and boards create regulations	SE: SSH 28-SSH 35, 210-217 TE Only: SSH 12, SSH 13-SSH 16, 152-155