A Correlation of

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
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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<td><strong>Content Area: Social Studies</strong></td>
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<tr>
<td><strong>Standard: 1. History</strong></td>
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<tr>
<td><strong>Prepared Graduates:</strong> Develop an understanding of<strong>how people view, construct, and interpret history</strong></td>
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<td><strong>Grade Level Expectations: Fifth Grade</strong></td>
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<tr>
<td><strong>Concepts and skills students master:</strong> 1. Analyze<strong>historical sources from multiple points of view to develop an understanding of historical context</strong></td>
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<tr>
<td><strong>Evidence Outcomes</strong></td>
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<tr>
<td><strong>Students Can:</strong></td>
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</tbody>
</table>
| 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, 119, 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, 322, 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 |
<table>
<thead>
<tr>
<th>Prepared Graduates:</th>
<th>Analyze key historical periods and patterns of change over time within and across nations and cultures</th>
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<tbody>
<tr>
<td><strong>Concepts and skills students master:</strong></td>
<td>2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government</td>
</tr>
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</table>

### Evidence Outcomes

#### Students Can:

<table>
<thead>
<tr>
<th>Activity</th>
<th>SE:</th>
<th>TE Only:</th>
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</thead>
<tbody>
<tr>
<td>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)</td>
<td>33, 44-51, 57, 59, 60, 61, 63-65, 66-71, 76-79, 82-87, 90-95, 96, 97, 98, 99, 120-127</td>
<td>26, 35-38, 42, 44, 45, 48, 51, 52, 57, 58, 61-63, 66-69, 71, 72, 88-91</td>
</tr>
<tr>
<td>b. Identify and describe the significant individuals and groups of Native Americans and European colonists before the American Revolution (DOK 1-2)</td>
<td>62-65, 66-71, 72-79, 80-87, 90-95, 96-99</td>
<td>48, 49, 50, 51-53, 54, 55-58, 59, 60-63, 66, 67-69, 71, 72</td>
</tr>
<tr>
<td>c. Explain the development of political, social and economic institutions in the British American colonies (DOK 1-2)</td>
<td>106-111, 112-119, 120-127, 131, 136-139</td>
<td>79-81, 83-86, 88-91, 95, 100</td>
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### 21st Century Skill and Readiness Competencies

#### Relevance & Application:

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<thead>
<tr>
<th>Activity</th>
<th>SE:</th>
<th>TE Only:</th>
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<tbody>
<tr>
<td>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.</td>
<td>3, 17, 19, 29, 43, 88, 89, 100, 182, 183</td>
<td>15, 16, 22, 33, 65, 75, 77, 122, 125, 131, 161</td>
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<tr>
<td>Colorado Academic Standards</td>
<td>myWorld Social Studies</td>
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<tr>
<td>Social Studies Standards</td>
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<td>The Growth of Our Country</td>
<td>Grade 5, ©2013</td>
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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:


**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)

This objective is addressed throughout. See, for example:

**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)

This objective is addressed throughout. See, for example:

**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.

This objective is addressed throughout. See, for example:

**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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<td>Social Studies Standards</td>
<td>This objective is addressed throughout. See, for example:</td>
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<td><strong>SE:</strong> 34-37, 38-41, 58, 59, 112, 158, 175, 238, 249, 331, 352, 405, 452, 511, 542, 608</td>
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<td><strong>TE Only:</strong> 27, 28-31, 44, 83, 115, 126, 172, 179, 237, 253, 290, 325, 365, 387, 435</td>
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<td><strong>Prepared Graduates:</strong> Examine places and regions and the connections among them</td>
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<td><strong>Concepts and skills students master:</strong></td>
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<td></td>
<td><strong>Evidence Outcomes</strong></td>
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<tr>
<td>Students Can:</td>
<td>This objective is addressed throughout. See, for example:</td>
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<td><strong>SE:</strong> 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</td>
</tr>
<tr>
<td>a. Identify variables</td>
<td><strong>TE Only:</strong> 12, 13, 27, 28-31, 61, 62, 79, 83, 95, 139, 161, 172, 178, 196, 223, 253-255, 259-261, 310, 311</td>
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<td>associated with discovery,</td>
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<td>exploration, and migration</td>
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<tr>
<td>(DOK 1-2)</td>
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<td></td>
<td><strong>SE:</strong> 30-33, 54, 55, 58-61, 78, 82, 83, 120, 121, 130, 131, 137, 155, 225, 237, 239</td>
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<tr>
<td>b. Explain migration, trade,</td>
<td><strong>TE Only:</strong> 25, 26, 41, 44, 45, 58, 61, 88, 95, 99, 113, 162, 171, 172</td>
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<td>and cultural patterns that</td>
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<td>result from interactions</td>
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<td>(DOK 1-2)</td>
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<td><strong>SE:</strong> 40, 48, 73, 76, 77, 81, 130, 137, 155, 224, 236, 306-309, 310-313</td>
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<tr>
<td>c. Describe and analyze how</td>
<td><strong>TE Only:</strong> 31, 37, 55, 57, 60, 95, 99, 113, 162, 171, 221-224</td>
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<td>specific physical and</td>
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<td>political features influenced</td>
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<td>historical events, movements,</td>
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<td>and adaptation to the</td>
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<td>environment (DOK 1-3)</td>
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<td>d. Analyze how cooperation</td>
<td><strong>TE Only:</strong> 26, 35, 40, 41, 42, 44, 48, 49, 53, 95, 162, 221-224, 243, 244, 263-266, 290-293, 309-311, 418-421</td>
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<tr>
<td>and conflict among people</td>
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<td>contribute to political,</td>
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<td>economic, and social</td>
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<td>divisions in the United</td>
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<td>States (DOK 2-3)</td>
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<td>Grade 5, ©2013</td>
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<tr>
<td>e. Give examples of the influence of geography on the history of the United States (DOK 1-2)</td>
<td>This objective is addressed throughout. See, for example: <strong>SE</strong>: 54, 55, 73, 130, 137, 153, 235, 306, 307, 331, 352, 377, 472, 549 <strong>TE Only</strong>: 41, 55, 95, 99, 112, 170, 221, 237, 253, 269, 337, 392</td>
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### 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.**


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
### 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:**

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| 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  

**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:**

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</table>
| 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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<td>Social Studies Standards</td>
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</table>
| 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:  

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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**SE = Student Edition**

**TE = Teacher’s Edition**
### 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)


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
|--------------------------------------------------------|----------------------------------------------------------------------------------|
| 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