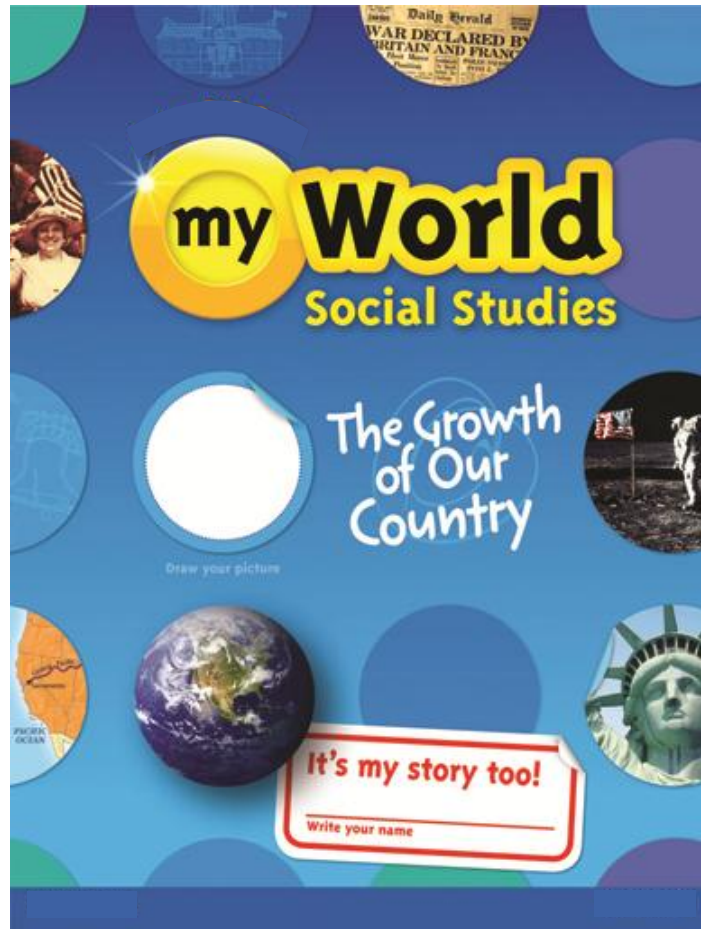


A Correlation of



To the

Georgia Social Studies Standards

Grade 5

A Correlation of Savvas myWorld Social Studies, The Growth of Our Country to the Georgia Social Studies Standards

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 Georgia Social Studies Standards. Correlation page references are to the Grade 5 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

- Kindergarten Flip Book
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Guide
- Kindergarten Teacher Lesson Plan Blackline Masters
- 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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Georgia Social Studies Standards Grade 5	Savvas myWorld Social Studies The Growth of Our Country
Grade Five	
UNITED STATES HISTORY SINCE 1860	
In fifth grade, students continue their formal study of United States history. As with fourth grade, the strands of history, geography, civics, and economics are fully integrated. Students study United States history beginning with the Civil War and continue to the present. The geography strand emphasizes the influence of geography on U. S. history. The civics strand emphasizes concepts and rights as outlined in amendments to the U. S. Constitution. The economics strand uses material from the historical strand to further understanding of economic concepts.	
Historical Understandings	
SS5H1 The student will explain the causes, major events, and consequences of the Civil War.	
a. Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry, and explain how each of these events was related to the Civil War.	SE: Starting Down the Road to War, 311; Anger Grows, 311 TG: x
b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South.	SE: Struggles Over Slavery, 306–313 TG: Active Reading & Lesson Summary 220–224
c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.	SE: The War Begins, 316–322; The War Ends, 330–337 TG: Active Reading & Lesson Summary 227–230, 236–240
d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson.	SE: Abraham Lincoln, 312, 318, 321, 322, 336, 338; Robert E. Lee, 320, 332–335; Ulysses S. Grant, 331, 332, 334–335; Jefferson Davis, 313, 316, 318, 319, 334; Thomas Jonathan “Stonewall” Jackson, 317, 320 TG: Active Reading & Lesson Summary 224, 228, 229, 230, 237, 238, 239, 240, 242
e. Describe the effects of war on the North and South.	SE: The Cost of the Civil War, 335 TG: Active Reading & Lesson Summary 239
SS5H2 The student will analyze the effects of Reconstruction on American life.	
a. Describe the purpose of the 13th, 14th, and 15th Amendments.	SE: New Amendments, 341, 343 TG: Active Reading & Lesson Summary 243, 244
b. Explain the work of the Freedmen’s Bureau.	SE: Freedmen’s Bureau, 340 TG: Active Reading & Lesson Summary 243

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c. Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs.	SE: Rebuilding the South, 340; After Reconstruction, 342 TG: Active Reading & Lesson Summary 243, 244
SS5H3 The student will describe how life changed in America at the turn of the century.	
a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.	SE: Cowboys and Ranchers, 355; The Impact of the Railroads, 356–357 TG: Active Reading & Lesson Summary 254, 255
b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).	SE: Inventors and Inventions, 388–395 TG: Active Reading & Lesson Summary 278–282
c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.	SE: Expanding Overseas, 374–379; TG: Active Reading & Lesson Summary 267–270
d. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled.	SE: Ellis Island, 385–387; Immigration, 404–411 TG: Active Reading & Lesson Summary 275–277, 289–293
e. Describe the impact of westward expansion on Native Americans; include the Battle of the Little Bighorn and the relocation of Native Americans to reservations.	SE: Native Americans Struggle to Survive, 366–373 TG: Active Reading & Lesson Summary 262–266
SS5H4 The student will describe U.S. involvement in World War I and post-World War I America.	
a. Explain how German attacks on U.S. shipping during the war in Europe (1914–1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.	SE: World War I, 450–457 TG: Active Reading & Lesson Summary 323–327

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b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).	SE: The Roaring Twenties, 458–465 TG: Active Reading & Lesson Summary 328–332
SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.	
a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.	SE: The Great Depression, 466–473 TG: Active Reading & Lesson Summary 333–337
b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority.	SE: The New Deal, 476–481 TG: Active Reading & Lesson Summary 340–343
c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.	SE: For related material see: The New Deal, 476–481 TG: Active Reading & Lesson Summary 340–343
SS5H6 The student will explain the reasons for America’s involvement in World War II.	
a. Describe Germany’s aggression in Europe and Japan’s aggression in Asia.	SE: World War II Begins, 490–497 TG: Active Reading & Lesson Summary 351–355
b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.	SE: World War II Begins, 490–497; World War II in Europe, 506–513; The Holocaust, 514–519; World War II in the Pacific, 520–527 TG: Active Reading & Lesson Summary 351–355, 362–366, 371–375
c. Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.	SE: A Dangerous New Weapon, 524; Hiroshima and Nagasaki, 524–525 TG: Active Reading & Lesson Summary 374

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d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.	SE: Roosevelt, 494, 495; Stalin, 496; Churchill, Hirohito, 494, 497, 527, 540; Truman, 524; Mussolini, 490, 492, 496, 509; Hitler, 491, 492, 496, 497, 510, 511, 513, 516 TG: Active Reading & Lesson Summary 352, 353, 354, 355, 365, 366, 375, 386
e. Describe the effects of rationing and the changing role of women and African-Americans; include "Rosie the Riveter" and the Tuskegee Airmen.	SE: World War II at Home, 500–505 TG: Active Reading & Lesson Summary 358–361
f. Explain the U.S. role in the formation of the United Nations.	SE: The United Nations, 539 TG: Active Reading & Lesson Summary 385
SS5H7 The student will discuss the origins and consequences of the Cold War.	
a. Explain the origin and meaning of the term "Iron Curtain."	SE: A Divided Europe, 540 TG: Active Reading & Lesson Summary 386
b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.	SE: A Divided World, 536–543; The Superpowers Compete, 546–551; Cold War Conflicts, 552–557 TG: Active Reading & Lesson Summary 384–387, 390–393, 394–397
c. Identify Joseph McCarthy and Nikita Khrushchev.	SE: The Red Scare and McCarthyism, 546–547; Nikita Khrushchev, 549 TG: Active Reading & Lesson Summary 391, 392
SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975.	
a. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.	SE: The Cuban Missile Crisis, 548–549; The Vietnam War, 554–557 TG: Active Reading & Lesson Summary 392, 396, 397
b. Explain the key events and people of the Civil Rights movement; include <i>Brown v. Board of Education</i> (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.	SE: Civil Rights, 584–591; also see: National Voting Rights Museum, 571–573 TG: Active Reading & Lesson Summary 407–409, 417–421

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c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.	SE: President John F. Kennedy, 592; Martin Luther King, Jr., 590 TG: Active Reading & Lesson Summary 421, 423
d. Discuss the significance of the technologies of television and space exploration.	SE: The Space Race, 550; Americans Reach for the Moon, 551; New Technology, 578; Television in 1950s America, 578-579 TG: Active Reading & Lesson Summary 393, 413
SS5H9 The student will trace important developments in America since 1975.	
a. Describe U. S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, the Persian Gulf War, and the War on Terrorism in response to September 11, 2001.	SE: Trials at Home and Abroad, 608-613; Threats to Prosperity, 616-621 TG: Active Reading & Lesson Summary 434-437, 440-443
b. Explain the impact the development of the personal computer and the Internet has had on American life.	SE: Future Jobs for Americans, 625 TG: Active Reading & Lesson Summary 446
Geographic Understandings	
SS5G1 The student will locate important places in the United States.	
a. Locate important physical features; include the Grand Canyon, Salton Sea, Great Salt Lake, and Mojave Desert.	SE: Maps, 306, 309, 333, 352, 354, 357, 364, 369, 405, 478, 492-493, 526, 541, 542, 553, 561, 564, 608, 610, 618 TG: Active Reading & Lesson Summary 221, 222, 238, 253, 254, 255, 261, 264, 290, 342, 353, 375, 386, 387, 395, 400, 402, 435, 436, 442
b. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL.	SE: Maps, 306, 309, 333, 352, 354, 357, 364, 369, 405, 478, 492-493, 526, 541, 542, 553, 561, 564, 608, 610, 618 TG: Active Reading & Lesson Summary 221, 222, 238, 253, 254, 255, 261, 264, 290, 342, 353, 375, 386, 387, 395, 400, 402, 435, 436, 442

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SS5G2 The student will explain the reasons for the spatial patterns of economic activities.	
a. Explain how factors such as population, transportation, and resources influenced industrial location in the United States between the end of the Civil War and 1900.	SE: Industry and Resources, 401; Cities and Businesses, 420–403 TG: Active Reading & Lesson Summary 287, 288
b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas.	SE: Maps: Resources of the United States by 1920, 357; Dust Bowl, 472; Tennessee Valley Authority, 478 TG: Active Reading & Lesson Summary 255, 337, 342
Government/Civic Understandings	
SS5CG1 The student will explain how a citizen’s rights are protected under the U.S. Constitution.	
a. Explain the responsibilities of a citizen.	SE: Being a Good Citizen, SSH 34; How We Participate in Government, SSH 35 TG: Active Reading & Lesson Summary pages SSH 14, SSH 16
b. Explain the freedoms granted and rights protected by the Bill of Rights.	SE: The Bill of Rights, SSH 29–SSH 30, 204–209 TG: Active Reading & Lesson Summary pages SSH 13–SSH 14, 147–150
c. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen’s rights by due process.	SE: The Bill of Rights, SSH 29–SSH 30 TG: Active Reading & Lesson Summary SSH 13–SSH 14
SS5CG2 The student will explain the process by which amendments to the U.S. Constitution are made.	
a. Explain the amendment process outlined in the Constitution.	SE: The Bill of Rights, SSH 29–SS 30; Amendment, 339 TG: Active Reading & Lesson Summary SSH 13, SSH 14
b. Describe the purpose for the amendment process.	SE: The Bill of Rights, SSH 29–SS 30; Amendment, 339 TG: Active Reading & Lesson Summary SSH 13, SSH 14

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SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy.	
a. Explain the purpose of the 12th and 17th amendments.	SE: The U.S. Constitution, SSH 28–SSH 29 TG: Active Reading & Lesson Summary SSH 13
b. Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments.	SE: The U.S. Constitution, SSH 28–SSH 29; Fifteenth Amendment, SSH 30, 341; Nineteenth Amendment, 419, 440–441, 459, 464 TG: Active Reading & Lesson Summary SSH 13, SSH 14, 243, 399, 315, 329, 332
Economic Understandings	
SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.	
a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to ration goods during WWII).	SE: Scarcity and Opportunity Cost, SSH 23; Rationing, 500 TG: Active Reading & Lesson Summary SSH 9, 359
b. Explain how price incentives affect people’s behavior and choices (such as decisions to participate in cattle trails because of increased beef prices).	SE: The Marketplace, SSH 22; The Impact of the Railroads, 356–357 TG: Active Reading & Lesson Summary SSH 11, 255
c. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20th century).	SE: Jobs, SSH 26; Technology and Specialization, SSH 27 TG: Active Reading & Lesson Summary SSH 11
d. Explain how voluntary exchange helps both buyers and sellers (such as how specialization leads to the need to exchange to get wants and needs).	SE: The Marketplace, SSH 22; The United States and the Global Economy, 624–625 TG: Active Reading & Lesson Summary SSH 9, 446
e. Describe how trade promotes economic activity (such as how the Panama Canal increases trade between countries).	SE: The Economy Today, SSH25; Tariffs, 470; U.S. Foreign Trade Graph, 374; United States Trades Around the World, 375; Tensions Rise and Fall, 560; The United States and the Global Economy, 624–625 TG: Active Reading & Lesson Summary SSH 10, 268, 446

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f. Give examples of technological advancements and their impact on business productivity during the continuing development of the United States (such as the development of the personal computer and the internet).	SE: New Technology, 578; Future Jobs for Americans, 625; Going Green, 627 TG: Active Reading & Lesson Summary 413, 446, 447
SS5E2 The student will describe the functions of four major sectors in the U. S. economy.	
a. Describe the household function in providing resources and consuming goods and services.	SE: The Marketplace, SSH 22 TG: Active Reading & Lesson Summary SSH 9
b. Describe the private business function in producing goods and services.	SE: Supply and Demand, SSH 20–SSH 21; The Marketplace, SSH 22; The Impact of Big Business, 398–403; New Products, 458–459 TG: Active Reading & Lesson Summary SSH 9, 286–288, 329
c. Describe the bank function in providing checking accounts, savings accounts, and loans.	SE: Banks, SSH24, 400, 469, 478, 479 TG: Active Reading & Lesson Summary SSH 10, 287, 335, 342
d. Describe the government function in taxation and providing certain goods and services.	SE: Taxes, SSH32, 501, 598 TG: Active Reading & Lesson Summary SSH 15, 359, 426
SS5E3 The student will describe how consumers and businesses interact in the U. S. economy.	
a. Describe how competition, markets, and prices influence people’s behavior.	SE: The Marketplace, SSH 22; The United States and the Global Economy, 624–625 TG: Active Reading & Lesson Summary SSH 9, 446
b. Describe how people earn income by selling their labor to businesses.	SE: Jobs, SSH26; Technology and Specialization, SSH27; also see: Labor Movement, 422, 423 TG: Active Reading & Lesson Summary SSH 11, 303
c. Describe how entrepreneurs take risks to develop new goods and services to start a business.	SE: Entrepreneurs 398, 458 TG: Active Reading & Lesson Summary 286, 329

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SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.	SE: Opportunities to address this standard may be found on pages: Banks, SSH 24 TG: Active Reading & Lesson Summary page SSH 10