

A Correlation of

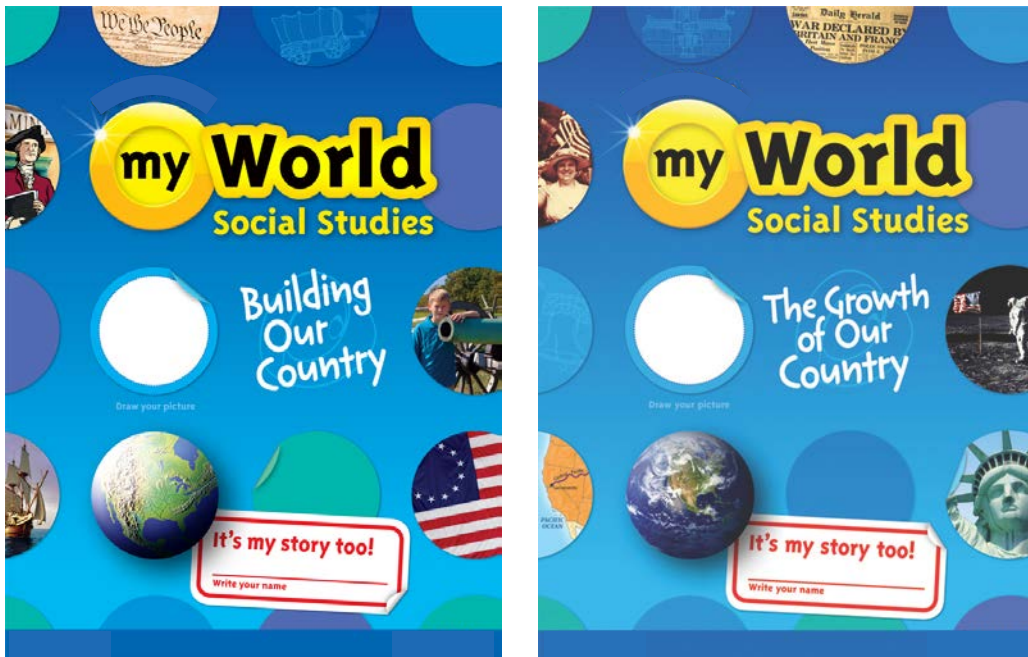
Savvas

myWorld Social Studies

Building Our Country

The Growth of Our Country

©2013



To the

Indiana Academic Standards

Social Studies 2014

Grade 5

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Introduction

Savvas 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 **Savvas myWorld Social Studies** ©2013 meets the Indiana Academic Standards - Social Studies 2014 for Grade 5. Correlation page references are to the Student Worktext, 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
- 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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Standard 1 History	
Historical Knowledge	
<i>Ways of Life Before and After the Arrival of Europeans to 1610</i>	
<p>5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. Examples: The Anasazi (100 B.C.E. – 1300 A.D./C.E.) and Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)</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>5.1.2 Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had. Examples: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto and Francisco Vázquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson and John White</p>	<p>SE: Age of Exploration, 30; Alvar Nunez Cabeza de Vaca, 31–33; Technology Shapes Exploration, 34–41; Explorers for Spain, 44–51; The Columbian Exchange, 52–57; Review and Assessment, 59–61 TG: Active Reading & Lesson Summary pages 24–26, 27–31, 34–38, 39–42, 43–45</p>
<p>5.1.3 Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.</p>	<p>SE: Ancient American Civilizations, 4–9; Adapting to Different Places, 12–17; Native American Cultures, 18–25 TG: Active Reading & Lesson Summary pages 5–8, 11–14, 15–19</p>

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<p>5.1.4 Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements Examples: St. Augustine, Roanoke Island, Santa Fe and Jamestown</p>	<p>SE: Settlements Take Root, 62; The Jamestown Settlement, 63–65; 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 TG: Active Reading & Lesson Summary pages 47–49, 50–53, 54–58, 59–63, 66–69, 70–72</p>
<i>Colonization and Settlements: 1606 to 1763</i>	
<p>5.1.5 Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe. Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade</p>	<p>SE: The Jamestown Settlement, 63–65; 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; New England, Middle, and Southern Colonies, 104–111 TG: Active Reading & Lesson Summary pages 50–53, 54–58, 59–63, 66–69, 70–72, 77–81</p>
<p>5.1.6 Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists Examples: In agriculture, trade, cultural exchanges, military alliances, and massacres.</p>	<p>SE: Jamestown Settlement, 63-65; The Spanish Colony in the Americas, 66-71; The English Colonies in Virginia and the Powhatans, 73, 75, 76, 77, 78; Pilgrims and Native Americans, 82, 83; Pilgrims and the Wampanoag, 87; The French and Dutch in North America, 90-95; The French and Indian War, 130-135 TG: Active Reading & Lesson Summary pages 48–49, 50–53, 55–57, 61, 63, 66–69, 94–97</p>
<p>5.1.7 Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region. Examples: Slavery, plantations, town meetings and town markets</p>	<p>SE: New England, Middle, and Southern Colonies, 104–111; Daily Life in the Colonies, 112–119; Slavery in the Colonies, 120–127; Review and Assessment, 137–138 TG: Active Reading & Lesson Summary pages 77–81, 82–86, 87–91 98–100</p>

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<p>5.1.8 Identify the early founders of colonial settlements and describe early colonial resistance to British rule. Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield and William Penn</p>	<p>SE: John Smith, 76–77; William Bradford, 82, 83; Roger Williams, 106; Anne Hutchinson, 107; John Winthrop, 86; Thomas Hooker, 107; William Penn, 109; George Whitefield, 119 TG: Active Reading & Lesson Summary pages 57, 61, 63, 79, 80</p>
<i>The American Revolution: 1763 to 1783</i>	
<p>5.1.9 Understand how political, religious, and economic ideas brought about the American Revolution Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts.</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>5.1.10 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.</p>	<p>SE: Declaring Independence, 160–165; Review and Assessment, 181; The Declaration of Independence, R1–R3 TG: Active Reading & Lesson Summary pages 116–119, 130, R1–R2</p>
<p>5.1.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. Examples: People: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine and General George Washington; Events: Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776)</p>	<p>SE: King George III, 144, 147, 155, 161, 163, 164, 173; Lord Charles Cornwallis, 178; Benjamin Franklin, 101–103, 162, 171; Patrick Henry, 146, 156; Thomas Jefferson, 162–163; John Adams, 153, 162; General George Washington, 161, 166–171; Samuel Adams, 141–143, 147, 153, 155, 157; Paul Revere, 141, 152, 153, 157; Patrick Henry, 146, 156; Thomas Paine, 161; Boston Tea Party, 154; Battle of Lexington and Concord, 157, 158; Publication of Common Sense, 161, 162; First and Second Continental Congresses, 156, 160–162, 171; Declaration of Independence (1776), 160–165 TG: Active Reading & Lesson Summary pages 103–104, 106, 107, 108, 111–115, 116–119, 122, 123</p>

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<p>5.1.12 Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution. Examples: Benjamin Franklin’s negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben</p>	<p>SE: Alliance with the French, 171; Advantages and Allies, 174-175 TG: Active Reading & Lesson Summary pages 123, 126</p>
<p>5.1.13 Identify contributions of women and minorities during the American Revolution. Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phyllis Wheatley, Deborah Sampson, James Armistead and Joseph Brant</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>5.1.14 Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.</p>	<p>SE: Articles of Confederation, 188–193 TG: Active Reading & Lesson Summary pages 136–139</p>
<i>Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800</i>	
<p>5.1.15 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development. Examples: George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise</p>	<p>SE: The U.S. Constitution, SSH 28–SSH 29; Creating the Constitution, 196–203; Key Concepts of the Constitution, 210–217; United States Constitution, R4–R14 TG: Active Reading & Lesson Summary pages SSH 13, 142–146, 151–155, R3–R14</p>
<p>5.1.16 Describe the origins and drafting of the Bill of Rights, ratified in 1791.</p>	<p>SE: The Bill of Rights, SSH 29–SSH 30, 204–209; United States Constitution, R4–R14 TG: Active Reading & Lesson Summary pages SSH 13–SSH 14, 147–150</p>

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<p>5.1.17 Explain why the first American political parties had on early presidential elections. Examples: Beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, The elections of George Washington (1789 & 1792), the election of John Adams (1796), and the election of Thomas Jefferson (1800)</p>	<p>SE: The First President, 226–227; The First Political Parties, 228; A New Capital, 230–231; Jefferson Becomes President, 235–236 TG: Active Reading & Lesson Summary pages 164, 165, 166, 170, 171</p>
<p>5.1.18 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.</p>	<p>SE: Graph Skills: Use Timelines, 42-43; Complete the timeline, 72–73, 109, 206–207, 296 TG: Active Reading & Lesson Summary pages 33</p>
<p>5.1.19 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events. Examples: Johnny Tremain by Esther Forbes, The Fighting Ground by Avi, and George vs. George by Rosalyn Schanzer</p>	<p>SE: myStory Spark, 1–3, 30–33, 62–65, 100–103, 140–143, 184–187, 222–225, 262–265, 302–305; 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 TG: Active Reading & Lesson Summary pages 2–4, 24–26, 35, 48–49, 75–76, 92–93, 103–104, 109–100, 134–135, 140–141, 161–162, 167–168, 190–191, 218–219, R2, R3, R5, R9, R11</p>

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<p>5.1.20 Using primary* and secondary sources* to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.</p> <p>Examples: Issues regarding quartering of troops, separation from Britain, issues regarding the origins of slavery in the colonies, and the controversy over the presidential election of 1800</p> <p>*primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents)</p> <p>*secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books)</p>	<p>SE: 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, R1–R26; myStory Spark, 1–3, 30–33, 62–65, 100–103, 140–143, 184–187, 222–225, 262–265, 302–305</p> <p>TG: Active Reading & Lesson Summary pages 2–4, 24–26, 35, 48–49, 75–76, 92–93, 103–104, 109–100, 134–135, 140–141, 161–162, 167–168, 190–191, 218–219, R2, R3, R5, R9, R11</p>
<p>5.1.21 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.</p> <p>Examples: Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.</p>	<p>SE: Critical Thinking: Compare Viewpoints, 128–129, Use Primary Sources, 150–151; Media and Technology: Search for Information on the Internet, 194–195; also see: Review and Assessment, 137–139; myStory Spark, 141–143; Review and Assessment, 181–183, 219–221</p> <p>TG: Active Reading & Lesson Summary pages 92–93, 98–100, 103–104, 109–110, 129–131, 140–141, 156–158</p>
<p>5.1.22 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to new nation’s cultural landscape.</p> <p>Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley and Benjamin Franklin</p>	<p>SE: Paul Revere, 157; Phyllis Wheatley, 123, 172; Benjamin Franklin, 101–103</p> <p>TG: Active Reading & Lesson Summary pages 75–76, 124</p>

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Standard 2 Civics and Government	
Foundation of Government	
5.2.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.	SE: The U.S. Constitution, SSH 28–SSH 29; Key Concepts of the Constitution, 210–217 TG: Active Reading & Lesson Summary pages SSH 13, 151–155
5.2.2 Identify and explain ideas about limited government*, the rule of law and individual rights in key colonial era documents. Examples: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639)	SE: House of Burgesses, 78, 110; Mayflower Compact, 81; Town Meetings, 81, 106; Thomas Hooker, 107 TG: Active Reading & Lesson Summary pages 58, 60, 75, 79
5.2.3 Give examples and explain how the British colonies in America developed forms of representative government, self-government and democratic practices. Examples: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut	SE: New England, Middle, and Southern Colonies, 104–111; House of Burgesses, 78, 110; Mayflower Compact, 81; Town Meetings, 81 TG: Active Reading & Lesson Summary pages 58, 60, 75, 77–81

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<p>5.2.4 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.</p> <p>Examples: Union*, popular sovereignty*, republican government* (representative government), constitutional government* (constitutionalism), federal government (national government), federalism* and individual rights*</p> <p>* union: an alliance of citizens, colonies, states or other entities for mutual interest or benefit</p> <p>* popular sovereignty: government by consent of the governed who are the source of all authority in their government</p> <p>* republican government: type of government in which power is exercised by representatives chosen by the people</p> <p>* constitutional government: powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power</p> <p>* federalism: type of government in which power is divided between a federal or national government and the states, such as the states of the United States</p> <p>* individual rights: personal, political and economic rights possessed equally by each person</p>	<p>SE: The U.S. Constitution, SSH 28–SSH 29; Declaring Independence, 160–165; Review and Assessment, 181; Creating the Constitution, 196–203; The Bill of Rights, 204–209; Key Concepts of the Constitution, 210–217; The Declaration of Independence, R1–R3; United States Constitution, R4–R14</p> <p>TG: Active Reading & Lesson Summary pages SSH 13, 116–119, 130, 142–146, 147–150, 151–155, R1–R2, R3–R14</p>
<p>5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights.</p> <p>Examples: The right to associate with whomever one pleases; the right to practice the religion of one’s choice; the right to vote, speak freely and criticized the government, the right to due process; and the right to be protected from unreasonable search and seizure</p>	<p>SE: The Bill of Rights, SSH 29–SSH 30, 204–209; United States Constitution, R4–R14</p> <p>TG: Active Reading & Lesson Summary pages SSH 13–SSH 14, 147–150</p>

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Functions of Government	
5.26 Describe the primary and general election process for local, state and national offices, including those used to select congressional and presidential office holders.	SE: Politics, SSH 33; also see: Elections, 226, 230–231, 312 TG: Active Reading & Lesson Summary pages SSH 15
5.2.7 Identify the three branches of the United States government and explain the functions of each. Examples: separation of powers, shared powers, and checks and balances involving the legislative (law making) executive (law enforcing) and judicial (law interpreting) branches of government	SE: Three Branches of Government, SSH 29; A New Plan for Government, 200; Limiting Government, 201 TG: Active Reading & Lesson Summary page SSH 13, 145
Roles of Citizens	
5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.	SE: Popular Sovereignty, SSH31; Being a Good Citizen, SSH 34; How We Participate in Government, SSH 35 TG: Active Reading & Lesson Summary pages SSH 14, SSH 16
5.2.9 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.	SE: Being a Good Citizen, SSH 34; How We Participate in Government, SSH 35 TG: Active Reading & Lesson Summary page SSH 16
5.2.10 Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good. Examples: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways and housing on historic lands *information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organization	SE: Being a Good Citizen, SSH 34; How We Participate in Government, SSH 35; Media and Technology: Search for Information on the Internet, 194–195, Evaluate Web Sites, 232–233 TG: Active Reading & Lesson Summary pages SSH 16, 140–141, 167–168

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Standard 3 Geography	
The World in Spatial Terms	
5.3.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.	SE: Reading Maps, SSH 12 TG: Active Reading & Lesson Summary page SSH 3
Place and Regions	
5.3.2 Identify and describe cultural and physical region of the United States	SE: Physical Maps, SSH 14; Regions, SSH 16 TG: Active Reading & Lesson Summary pages SSH 4, SSH 5
5.3.3 Use maps and globes to locate states, capitals, major rivers, the Great Lakes, and mountain ranges in the United States.	SE: Physical Maps, SSH 14; Regions, SSH 16; also see: Maps, 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 TG: Active Reading & Lesson Summary pages SSH 4, SSH 5
5.3.4 Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places.	SE: The Native Americans of North America, 12–13; Maps, 75, 82; French Traders and Settlers, 90–91; Geography of the English Colonies, 104–105 TG: Active Reading & Lesson Summary pages 12, 67, 78
Physical Systems	
5.3.5 Locate the continental divide and the major drainage basins in the United States.	SE: Opportunities to address this standard may be found on page: Physical Maps, SSH 14 TG: Active Reading & Lesson Summary page SSH 4
5.3.6 Use maps to describe the characteristics of climate regions of the United States.	SE: Opportunities to address this standard may be found on page: Regions, SSH 16; Geography of the English Colonies, 104–105

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5.3.7 Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.	SE: For related material see: Geography of the English Colonies, 104–105
Human Systems	
5.3.8 Explain how the Spanish, British and French colonists altered the character and use of land in early America.	SE: The Colony of New Spain, 66–67; Plymouth Colony, 82; Life at Plymouth Plantation, 84; French Traders and Settlers, 90–91; Geography of the English Colonies, 104–105; Colonies and Resources, 112–113 TG: Active Reading & Lesson Summary pages 51, 61, 67, 78, 82–83
5.3.9 Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.	SE: Colonies and Resources, 112–113 TG: Active Reading & Lesson Summary page 83
5.3.10 Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists. Examples: Explain how economic competition for resources, boundary disputes, cultural differences and control of strategic locations contributed to these conflicts.	SE: The Pilgrims and Native Americans, 82; Claiming North America, 130 TG: Active Reading & Lesson Summary pages 61
Environment and Society	
5.3.11 Describe adaption and how Native American Indians and colonists adapted to variations in the physical environment. Examples: Plains people’s dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts	SE: The Native Americans of North America, 12–13; The Colony of New Spain, 66–67; Plymouth Colony, 82; Life at Plymouth Plantation, 84; French Traders and Settlers, 90–91; Geography of the English Colonies, 104–105; Colonies and Resources, 112–113 TG: Active Reading & Lesson Summary pages 12, 51, 61, 67, 78, 82–83

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<p>5.3.12 Describe and analyze how specific physical features influenced historical events and movements. Examples: George Washington's headquarters at Valley Forge, Francis Marion's campaign based from South Carolina's swamps and George Rogers Clark's campaign in the Ohio Valley</p>	<p>SE: Washington Crosses the Delaware, 168–169; The Battle of Saratoga, 170; Valley Forge, 171, 174 TG: Active Reading & Lesson Summary pages 122, 123</p>
Standard 4 Economics	
<p>5.4.1 Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.</p>	<p>SE: Native American Economies, 14–15; Culture Areas and Their Economies, 16; Settling in the Americas, 50; The Columbian Exchange, 52–57 TG: Active Reading & Lesson Summary pages 13–14, 39–45</p>
<p>5.4.2 Summarize a market economy* and give examples of how the colonial and early American economy exhibited these characteristics. Example: Private ownership, markets, competition and rule of law. *market economy: An economic system where decision about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets.</p>	<p>SE: The Marketplace, SSH 22; The Columbian Exchange, 52–57; Daily Life in the Colonies, 112–116 TG: Active Reading & Lesson Summary pages SSH 9, 39–45, 82–85</p>
<p>5.4.3 Define types of trade barriers*. *trade barriers: policies that hinder trade such as tariffs, quotas or embargos</p>	<p>SE: The Economy Today, SSH 25; Tariffs, 147, 229 TG: Active Reading & Lesson Summary pages SSH 10, 107, 165</p>
<p>5.4.4 Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.</p>	<p>SE: Inventions, Roads, and Railroads, 266–273 TG: Active Reading & Lesson Summary pages 192–196</p>

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to the
Indiana Academic Standards Social Studies 2014**

<p style="text-align: center;">Indiana Academic Standards Social Studies 2014 The United States The Founding of the Republic</p>	<p style="text-align: center;">Savvas myWorld Social Studies Building Our Country The Growth of Our Country Grade 5</p>
<p>5.4.5 Explain how education and training, specialization and investment in capital resources* increase productivity*. *capital resources: goods, such as tools, buildings and equipment, used in production *productivity: the amount of goods and services produced in a period of time divided by the productive resources used</p>	<p>SE: Jobs, SSH 26; Technology and Specialization, SSH 27 TG: Active Reading & Lesson Summary pages SSH 11</p>
<p>5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence</p>	<p>SE: Opportunities to address this standard may be found on pages: Jobs, SSH 26; Technology and Specialization, SSH 27 TG: Active Reading & Lesson Summary pages SSH 11</p>
<p>5.4.7 Predict the effect of changes in supply* and demand* on price. *supply: what producers are willing and able to sell at various prices *demand: what consumers are willing and able to buy at various prices</p>	<p>SE: Supply and Demand, SSH 20–SSH 21 TG: Active Reading & Lesson Summary pages SSH 7–SSH 8</p>
<p>5.4.8 Analyze how the causes and effects of changes in the price of certain goods* and services* had significant influence on events in United States history. Example: The price of cotton, the price of beaver pelts and the price of gold all are related to specific events and movements in the development of the United States. *goods: tangible objects, such as food or toys, that can satisfy people’s wants *services: actions that someone does for someone else, such as dental care or trash removal</p>	<p>SE: Supply and Demand, SSH 20–SSH 21; The Marketplace, SSH 22; Scarcity and Opportunity Cost, SSH 23; Inventions, Roads, and Railroads, 266–273 TG: Active Reading & Lesson Summary pages SSH 7–SSH 8, SSH 9, 192–196</p>
<p>5.4.9 Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.</p>	<p>SE: Opportunities to address this standard may be found on pages: Banks, SSH 24 TG: Active Reading & Lesson Summary page SSH 10</p>