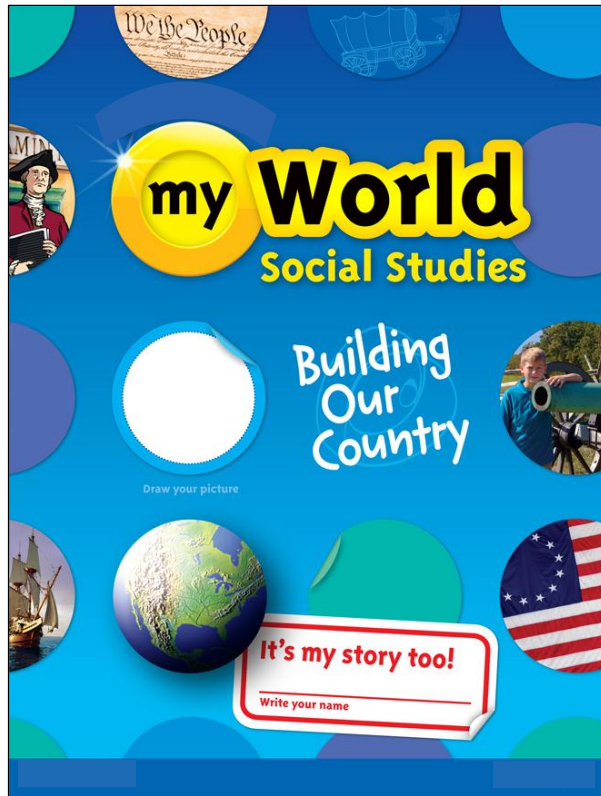


A Correlation of

Savvas

myWorld Social Studies

Building Our Country



To the

Louisiana Social Studies 2011

Grade Level Expectations

Grade 5

A Correlation of Savvas myWorld Social Studies to the Louisiana Social Studies 2011 Grade Level Expectations Grade 5

Introduction

This document demonstrates how **myWorld Social Studies** ©2013 meets the Louisiana Social Studies 2011 Grade Level Expectations for Grade 5. Correlation page references are to the Student Worktext and Teacher’s Guide.

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.

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

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

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

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

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

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

Student Materials

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

Teacher Materials

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

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Standard 1 – Historical Thinking Skills	
<i>Students use facts and concepts to solve problems, interpret, analyze, and draw conclusions from historical events and to relate historical events to contemporary events.</i>	
5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763	SW: Graph Skills: Use Timelines, 42-43; Complete the timeline by listing events for the years that are not filled in, 72-73; Founding of the Middle Colonies, 109 TG: Active Reading & Lesson Summary: 32, 33, 54, 55, 80
5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763	SW: Critical Thinking: Use Primary Sources, 150-151; Media and Technology: Search for Information on the Internet, 194-195; National Anthem, 243; The Declaration of Independence, R0-R3; United States Constitution, R4-R26 TG: Active Reading & Lesson Summary: 109, 110, 140, 141, 175, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14
5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763	SW: Compare and Contrast and Draw Conclusions, xiv; Cultures Collide, 56; Jamestown Settlement: Three Cultures Meet, 63-65; The Massachusetts Bay Colony, 86-87; Fighting Back Against Slavery, 126-127; Critical Thinking: Compare Viewpoints, 128-129; Conflicts Begin, 130-131; Taking Sides, 178; Opinions About the Articles of Confederation, 197; Ideas for Debate, 198; The Virginia and New Jersey Plans, 198; The Nation Debates, 204-205 TG: Active Reading & Lesson Summary: 39, 42, 47, 48, 49, 59, 63, 87, 91, 92, 93, 94, 95, 128, 142, 143, 144, 147, 148
5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:	
<ul style="list-style-type: none"> • conducting historical research 	SW: Critical Thinking: Use Primary Sources, 150-151; Media and Technology: Search for Information on the Internet, 194-195; Media and Technology: Evaluate Web Sites, 232-233 TG: Active Reading & Lesson Summary: 109, 110, 140, 141, 167, 168

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<ul style="list-style-type: none"> • Evaluating a broad variety of primary and secondary sources 	<p>SW: Critical Thinking: Use Primary Sources, 150-151; Media and Technology: Evaluate Web Sites, 232-233; National Anthem, 243; The Declaration of Independence, R0-R3; United States Constitution, R4-R26</p> <p>TG: Active Reading & Lesson Summary: 109, 110, 167, 168, 175, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14</p>
<ul style="list-style-type: none"> • Comparing and contrasting varied points of view 	<p>SW: Compare and Contrast and Draw Conclusions, xiv; Critical Thinking: Compare Viewpoints, 128-129</p> <p>TG: Active Reading & Lesson Summary: 92, 93</p>
<ul style="list-style-type: none"> • Determining the meaning of words and phrases from historical texts 	<p>SW: Vocabulary: 5, 13, 19, 35, 45, 53, 67, 73, 81, 91, 105, 113, 121, 131, 153, 161, 167, 175, 189, 205, 211, 227, 235, 241, 247, 253, 267, 277, 285, 293, 307, 317, 323, 331, 339; Tools for Exploring, 36; Categorize, 67; Classes of Colonial Society, 117; National Anthem, 243; Prairie Schooner, 287; The Declaration of Independence, R0-R3; United States Constitution, R4-R26</p> <p>TG: Active Reading & Lesson Summary: 29, 51, 85, 175, 206, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14; Academic Vocabulary: SSH2, SSH8, SSH13, 7, 12, 13, 17, 18, 25, 28, 37, 40, 52, 58, 67, 75, 80, 85, 88, 90, 103, 106, 107, 108, 113, 114, 117, 118, 119, 124, 134, 137, 143, 146, 150, 161, 164, 165, 171, 172, 201, 211, 218, 221, 222, 223, 224, 229, 232, 233, 234, 237, 238, 240, 242, R1, R2, R3, R4, R6, R9, R10, R11, R13, R14</p>

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<ul style="list-style-type: none"> Using technology to research, produce, or publish a written product 	<p>SW: Media and Technology: Search for Information on the Internet, 194-195; Media and Technology: Evaluate Web Sites, 232-233</p> <p>TG: Active Reading & Lesson Summary: 140, 141, 167, 168</p>
Standard 2 – Key Events, Ideas, and People	
<i>Students investigate how key events, ideas, and people influenced the social, economic, and political development of the New World during the Age of Exploration.</i>	
5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration	<p>SW: Ancient Farmers: Builders in Stone, 1-3; Ancient American Civilizations, 4-9; Adapting to Different Places, 12-17; Native American Cultures, 18-25; Review and Assessment, 27, 28, 29</p> <p>TG: Active Reading & Lesson Summary: 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22</p>
5.2.2 Identify early explorers and their motivations, challenges, and achievements	<p>SW: myStory Spark: Why Do People Explore? 30; Álvar Núñez Cabeza de Vaca: Explorer of Florida and Texas, 31-33; Viking Explorers, 34-35; Searching for Riches, 35; Portuguese Explorers, 38-39; Reaching India, 40-41; Portuguese Explorers, 1487-1499, 40; Got It? 41; Explorers for Spain, 44-51; Review and Assessment, 59, 60; myStory Book: Why Do People Explore? 61</p> <p>TG: Active Reading & Lesson Summary: 24, 25, 26, 27, 28, 30, 31, 34, 35, 36, 37, 38, 43, 44, 45</p>
5.2.3 Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples	<p>SW: Álvar Núñez Cabeza de Vaca: Explorer of Florida and Texas, 31-33; Cortés and the Aztecs, 46; Exploring the North, 48; Coronado’s Expedition, 49; Settling in the Americas, 50; Effects of Spanish Colonization, 51; Got It? 51; Cultures Collide, 56; Review and Assessment, 59; The Spanish Colony in the Americas, 66-71, Review and Assessment, 97</p> <p>TG: Active Reading & Lesson Summary: 24, 25, 26, 34, 36, 37, 38, 43, 44, 50, 51, 52, 53, 70, 71</p>

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5.2.4 Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa	SW: The Columbian Exchange, 52-57; Got It? 57; Review and Assessment, 60 TG: Active Reading & Lesson Summary: 39, 40, 41, 42, 43, 45
Standard 3 – Key Events, Ideas, and People	
<i>Students explain the reasons why different groups settled in North America and describe the effect of key people, ideas, and events on the growth of the thirteen colonies.</i>	
5.3.1 Compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492	SW: Compare and Contrast and Draw Conclusions, xiv; The Columbian Exchange, 52-57; Got It? 57; Review and Assessment, 60; Jamestown Settlement: Three Cultures Meet, 63-65; The Spanish Colony in the Americas, 66-71; The English Colonies in Virginia, 72-79; The French and Dutch in North America, 90-95; New England, Middle and Southern Colonies, 104-111; Imports and Exports, 114-115; Artisans and Craftspeople, 116; Inventions, Roads, and Railroads, 266-273 TG: Active Reading & Lesson Summary: 39, 40, 41, 42, 43, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 66, 67, 68, 69, 77, 78, 79, 80, 81, 82, 84, 85, 192, 193, 194, 195, 196

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5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans	<p>SW: Álvar Núñez Cabeza de Vaca: Explorer of Florida and Texas, 31-33; Portuguese Explorers, 38-39; Cortés and the Aztecs, 46; Settling in the Americas, 50; Changing Ways of Life, 52; Harmful Effects, 53; Cultures Collide, 56-57; Review and Assessment, 60; Jamestown Settlement: Three Cultures Meet, 63-65; The Settlement at St. Augustine, 68-69; Cooperation and Conflict, 70-71; Success at Jamestown, 74-75; Hard Times in Jamestown, 76-77; Cause and Effect, 79; The Pilgrims and Native Americans, 82; Working and Celebrating Together, 83; The Massachusetts Bay Colony, 86-87; French Traders and Settlers, 90-91; French Settlements Grow, 92; Life in New Netherland, 94; Review and Assessment, 97, 98; Slavery in the Colonies, 120-127; The French and Indian War, 130-135</p> <p>TG: Active Reading & Lesson Summary: 24, 25, 26, 27, 30, 34, 36, 38, 39, 40, 42, 43, 45, 47, 48, 49, 50, 52, 53, 54, 56, 57, 58, 59, 61, 63, 66, 67, 68, 69, 70, 71, 72, 87, 88, 89, 90, 91, 94, 95, 96, 97</p>
5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements	<p>SW: The Spanish Colony in the Americas, 66-71; The English Colonies in Virginia, 72-79; The French and Dutch in North America, 90-95; Review and Assessment, 97, 98; The French and Indian War, 130-135</p> <p>TG: Active Reading & Lesson Summary: 50, 51, 52, 53, 54, 55, 56, 57, 58, 66, 67, 68, 69, 70, 71, 72, 94, 95, 96, 97</p>
5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities	<p>SW: Compare and Contrast and Draw Conclusions, xiv; Pilgrims and Puritans in New England, 80-87; The New England Colonies, 106-107; The Middle Colonies, 108-109; Daily Life in the Colonies, 119</p> <p>TG: Active Reading & Lesson Summary: 59, 60, 61, 62, 63, 77, 79, 80</p>

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5.3.5 Evaluate the motives that led to the establishment of the thirteen colonies	SW: New England, Middle, and Southern Colonies, 104-111 TG: Active Reading & Lesson Summary: 77, 78, 79, 80, 81
5.3.6 Explain and give examples of how Native Americans, Europeans, and free and enslaved Africans adapted to living in the New England colonies, the Middle colonies, and the Southern colonies	SW: New England, Middle, and Southern Colonies, 104-111; Daily Life in the Colonies, 112-119; Slavery in the Colonies, 120-127 TG: Active Reading & Lesson Summary: 77, 78, 79, 80, 81, 87, 88, 89, 90, 91
5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War	SW: The War of 1812, 240-245; Review and Assessment, 259 TG: Active Reading & Lesson Summary: 173, 174, 175, 176, 185, 186
Standard 4 – Geography Skills	
<i>Students use geography skills to analyze and interpret maps and explain how physical geography influences historical events.</i>	
5.4.1 Differentiate between various types of maps using characteristics, functions, and applications	SW: Reading Maps, SSH12; Political Maps, SH 13; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current-Events Maps, SSH19; TG: Active Reading & Lesson Summary: SSH3, SSH4, SSH5, SSH6,

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<p style="text-align: center;">Louisiana Social Studies 2011 GLEs: Grade 5</p>	<p style="text-align: center;">myWorld Social Studies Building Our Country</p>
<p>5.4.2 Analyze a map using a variety of tools</p>	<p>SW: Possible Routes of the First Americans, 5; Native American Cultures, 13; Viking Exploration, 34; Portuguese Explorers, 1487-1499, 40; Spanish Exploration, 1513-1542, 48; The Columbian Exchange, 54-55; New Spain Around 1600, 66; Spanish Missions, 1600-1650, 70; Rival Settlements, Early 1600s, 75; Plymouth Colony, 82; European Colonies, mid-1600s, 91; The English Colonies, 104; Products of the 13 Colonies, 112; Triangular Trade, 115; Claiming North America, 130; Express Riders, 153; The Revolution Begins, 158; Thirteen Colonies, 160; British and American Victories, 1776, 169; Battle of Saratoga, 1777, 170; Battles, 1778-1781, 175; The Northwest Territory, 1787, 192; Lewis and Clark’s Journey, 238; Land Claims, 1817, 247; Routes to Indian Territory, 1830s, 249; National Road and Major Canals, early 1800s, 270; Northern Mexico, 1835, 277; Expansion of the United States, 1783-1853, 282; Trails West, 1840s, 290; The United States, 1860, 306; Changes in Slave-Free States and Territories, 1820-1854, 309; Civil War Battlefields, 331; Sherman’s March, 1864, 333</p> <p>TG: Active Reading & Lesson Summary: 6, 12, 28, 31, 37, 41, 51, 53, 56, 61, 67, 78, 83, 84, 95, 112, 115, 117, 122, 123, 126, 139, 172, 178, 179, 195, 200, 203, 208, 221, 222, 237, 238</p>
<p>5.4.3 Analyze maps from the Age of Exploration to 1763</p>	<p>SW: Portuguese Explorers, 1487-1499, 40; Spanish Explorations, 1513-1542, 48; The Columbian Exchange, 54-55; New Spain Around 1600, 66; Spanish Missions, 1600-1650, 70; Rival Settlements, Early 1600s, 75; Plymouth Colony, 82; European Colonies, mid-1600s, 91; The English Colonies, 104; Products of the 13 Colonies, 112; Triangular Trade, 115; Claiming North America, 130</p> <p>TG: Active Reading & Lesson Summary: 27, 31, 34, 37, 39, 41, 50, 51, 53, 54, 56, 59, 61, 66, 67, 77, 78, 82, 83, 84, 94, 95</p>

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Standard 5 – Culture and Environment	
<i>Students examine how the physical environment influenced the cultural development of colonial America.</i>	
5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America	SW: Geography of the English Colonies, 104-105; Geography and Settlements, 105; Southern Colonies, 110-111; Colonies and Resources, 112-113; Slavery in the South, 124-125 TG: Active Reading & Lesson Summary: 77, 78, 81, 82, 83, 87, 90
5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment	SW: Our Land and Regions: Human/Environmental Interaction, SSH11; Ancient Farmers: Builders in Stone, 1-3; Learning to Use the Land, 6; The Mayan and Aztec Worlds, 6-7; Other North American Cultures, 8-9; Adapting to Different Places, 12-17; Geography of the English Colonies, 104-105; Geography and Settlements, 105; Southern Colonies, 110-111; Colonies and Resources, 112-113 TG: Active Reading & Lesson Summary: SSH10, 2, 3, 4, 5, 7, 8, 11, 12, 13, 14, 77, 78, 82, 83
Standard 6 – Purposes, Foundation, and Structure	
<i>Students investigate different types of government to understand their influence on the development of government in colonial America.</i>	
5.6.1 Compare and contrast the different types of government in colonial America that influenced the development of the United States	SW: Compare and Contrast and Draw Conclusions, xiv; Governments of Large Nations, 23; Got It? 25; Jamestown Moves Forward, 78; Got It? 79; The Pilgrims Arrive, 80-81; The New England Colonies, 106-107; The Middle Colonies, 109; Critical Thinking: Compare Viewpoints, 128-129 TG: Active Reading & Lesson Summary: 15, 18, 19, 54, 58, 77, 79, 80, 92, 93

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<p>5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy</p>	<p>SW: Summarize, SSH4; The Bill of Rights, SSH30; Governments of Large Nations, 23; The Government of the League of the Iroquois, 23; Jamestown Moves Forward, 78; The Pilgrims Arrive, 80-81; The New England Colonies, 106-107; The Middle Colonies, 109; Daily Life in the Colonies, 119; Tensions With Britain, 144-149 TG: Active Reading & Lesson Summary: SSH12, SSH14, 15, 18, 54, 58, 77, 79, 80, 82, 86, 105, 106, 107, 108</p>
<p>Standard 7 – Civic Literacy</p>	
<p><i>Students will examine the role of the citizen in government.</i></p>	
<p>5.7.1 Investigate basic rights and responsibilities of citizens in current day government</p>	<p>SW: The Bill of Rights, SSH29-SSH30; Popular Sovereignty, SSH31; Being a Good Citizen, SSH34; Ways to Be a Good Citizen, SSH34; How We Participate in Government, SSH35; Got It? SSH35; Protecting Rights, 207; Ten Amendments, 208-209; The Bill of Rights, 208; United States Constitution, R17-R19 TG: Active Reading & Lesson Summary: SSH12, SSH13, SSH14, SSH16, 147, 149, 150, R9, R10, R11, R12, R13, R14</p>

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Standard 8 – Resources	
<i>Students examine the economic motivations that led to the European exploration and settlement of the Americas.</i>	
5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand, and scarcity	<p>SW: Supply and Demand, SSH20-SSH21; Scarcity and Opportunity Cost, SSH23; myStory Spark: Why Do People Explore? 30; Álvar Núñez Cabeza de Vaca: Explorer of Florida and Texas, 31-33; Searching for Riches, 35; Portuguese Explorers, 38-39; Reaching India, 40-41; Portuguese Explorers, 1487-1499, 40; Columbus Sets Sail, 44-45; Coronado’s Expedition, 49; Settling the Americas, 50; The Columbian Exchange, 52-57; Review and Assessment, 59, 60; myStory Book: Why Do People Explore? 61; The Colony of New Spain, 66; The Settlement at St. Augustine, 68-69; Success at Jamestown, 74-75; Jamestown Moves Forward, 78-79; French Traders and Settlers, 90-91; French Settlements Grow, 92-93; The Dutch Arrive, 93; Life in New Netherland, 94; Review and Assessment, 97; Colonies and Resources, 112-113; Products of the 13 Colonies, 112; Imports and Exports, 114-115; Triangular Trade, 115; Artisans and Craftspeople, 116; The Slave Trade, 120-121</p> <p>TG: Active Reading & Lesson Summary: SSH8, SSH9, 24, 25, 26, 27, 28, 30, 31, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 50, 51, 52, 54, 56, 58, 66, 67, 68, 69, 70, 71, 82, 83, 84, 85, 87, 88</p>
Standard 9 – Interdependence	
<i>Students analyze key events that affected trade and exchange in colonial America.</i>	
5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period	<p>SW: The Columbian Exchange, 52-57; Review and Assessment, 59, 60; French Traders and Settlers, 90-91; Life in New Netherland, 94; Imports and Exports, 114-115; Triangular Trade, 115; Artisans and Craftspeople, 116; The Slave Trade, 120-121</p> <p>TG: Active Reading & Lesson Summary: 39, 40, 41, 42, 43, 45, 66, 67, 69, 82, 84, 85, 87, 88</p>

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5.9.2 Analyze the differences in the economies of the New England colonies, Middle colonies, and the Southern colonies	SW: The New England Colonies, 106-107; The Middle Colonies, 108-109; Southern Colonies, 110-111; Colonies and Resources, 111-112; Slavery in the North, 122-123; Slavery in the South, 124-125 TG: Active Reading & Lesson Summary: 77, 79, 80, 81, 82, 83, 87, 89, 90
Standard 10 – Decision Making	
<i>Students investigate how key British economic policies influenced the thirteen colonies.</i>	
5.10.1 Explain the reasons for the French and Indian War and the economic effects of British policy on colonial America	SW: The French and Indian War, 130-135; Review and Assessment, 138 TG: Active Reading & Lesson Summary: 94, 95, 96, 97