A Correlation of

Savvas
myWorld Social Studies
Building Our Country

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

Students use facts and concepts to solve problems, interpret, analyze, and draw conclusions from historical events and to relate historical events to contemporary events.

| **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:**  
• 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 |
## A Correlation of Savvas myWorld Social Studies to the Louisiana Social Studies 2011 Grade Level Expectations

**Grade 5**

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<th>Louisiana Social Studies 2011 GLEs: Grade 5</th>
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| • Evaluating a broad variety of primary and secondary sources | **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  
**TG:** Active Reading & Lesson Summary: 109, 110, 167, 168, 175, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14 |
| • Comparing and contrasting varied points of view | **SW:** Compare and Contrast and Draw Conclusions, xiv; Critical Thinking: Compare Viewpoints, 128-129  
**TG:** Active Reading & Lesson Summary: 92, 93 |
| • Determining the meaning of words and phrases from historical texts | **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  
**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, 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, R5, R6, R9, R10, R11, R13, R14 |

*SW = Student Worktext  TG = Teacher’s Guide*
### Louisiana Social Studies 2011 GLEs: Grade 5

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<th>Standard 2 – Key Events, Ideas, and People</th>
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| Students investigate how key events, ideas, and people influenced the social, economic, and political development of the New World during the Age of Exploration. | **5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration**  
**SW:** Media and Technology: Search for Information on the Internet, 194-195; Media and Technology: Evaluate Web Sites, 232-233  
**TG:** Active Reading & Lesson Summary: 140, 141, 167, 168  
**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  
**TG:** Active Reading & Lesson Summary: 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22|
| | **5.2.2 Identify early explorers and their motivations, challenges, and achievements**  
**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  
**TG:** Active Reading & Lesson Summary: 24, 25, 26, 27, 28, 30, 31, 34, 35, 36, 37, 38, 43, 44, 45|
| | **5.2.3 Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples**  
**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  
**TG:** Active Reading & Lesson Summary: 24, 25, 26, 34, 36, 37, 38, 43, 44, 50, 51, 52, 53, 70, 71|
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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**

*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.***

| **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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<td><strong>5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans</strong></td>
<td><strong>SW:</strong> 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</td>
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<td><strong>5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements</strong></td>
<td><strong>SW:</strong> 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</td>
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<td><strong>5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities</strong></td>
<td><strong>SW:</strong> 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</td>
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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**

*Students use geography skills to analyze and interpret maps and explain how physical geography influences historical events.*

| **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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<td><strong>5.4.2 Analyze a map using a variety of tools</strong></td>
<td><strong>SW:</strong> 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</td>
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<td><strong>5.4.3 Analyze maps from the Age of Exploration to 1763</strong></td>
<td><strong>TG:</strong> Active Reading &amp; Lesson Summary: 6, 12, 28, 31, 34, 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</td>
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<td><strong>Standard 5 – Culture and Environment</strong></td>
<td>Students examine how the physical environment influenced the cultural development of colonial America.</td>
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| **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** | Students investigate different types of government to understand their influence on the development of government in colonial America. |
| **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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| **5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy** | 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 |

**Standard 7 – Civic Literacy**  
*Students will examine the role of the citizen in government.*

| **5.7.1 Investigate basic rights and responsibilities of citizens in current day government** | 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 |
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<td><strong>Standard 8 – Resources</strong></td>
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<td>Students examine the economic motivations that led to the European exploration and settlement of the Americas.</td>
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<td><strong>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</strong></td>
<td><strong>SW:</strong> 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</td>
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<td><strong>Standard 9 – Interdependence</strong></td>
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<td>Students analyze key events that affected trade and exchange in colonial America.</td>
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<td><strong>5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period</strong></td>
<td><strong>SW:</strong> 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</td>
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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**

*Students investigate how key British economic policies influenced the thirteen colonies.*

| 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 |