

A Correlation of

Savvas
myWorld Social Studies
©2013



To the

Massachusetts
History and Social Science
Concepts, Skills, and
Learning Standards

Grades K-5

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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 addresses the **Massachusetts History and Social Science Concepts, Skills, and Learning Standards, Grades K-5**. Correlation page references are to the Kindergarten Flip Chart, 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

- 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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Massachusetts History and Social Science Concepts, Skills, and Learning Standards	myWorld Social Studies ©2013 Grade K
Kindergarten	
Living, Learning, and Working Together	
At the preschool and kindergarten level, learning in history and social science is built on children’s experiences in their families, school, community, state, and country. The picture books chosen for reading aloud, the stories told, and the songs they hear or learn are basic components of the curriculum. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also become familiar with our national symbols to help them develop a civic identity.	
Kindergarten Concepts and Skills	
With guidance from the teacher, students should be able to:	
History and Geography	
1. Identify sequential actions, such as <i>first, next, last</i> , in stories and use them to describe personal experiences. (H)	FC: Reading Skill: Sequence, 106–107 TG: Active Reading & Lesson Summary, 107–108
2. Use correctly words and phrases related to chronology and time (<i>now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs</i>). (H)	FC: Life Then and Now, 100–101; Begin With a Song, 104; Vocabulary Preview, 103; What is my personal history? 104–105; Reading Skill: Sequence, 106–107; How do we talk about time? 108–109; How do we measure time? 110–111; What is a timeline? 112–113; How can we learn about history? 114–115; Who are American heroes from the past? 118–119; How have families changed? 120–121; How has school changed? 122–123; How have communities changed? 124–125; How has technology changed? 126–127 TG: Active Reading & Lesson Summary, 103–104, 105–106, 107–108, 109–110, 111–112, 113–114, 115–116, 119–120, 121–122, 123–124, 125–126, 127–128
3. Use correctly the word <i>because</i> in the context of stories or personal experiences. (H)	FC: For related material see: Life Then and Now, 100–101; What is my personal history? 104–105; Reading Skill: Sequence, 106–107; How have families changed? 120–121; How has school changed? 122–123; How have communities changed? 124–125; How has technology changed? 126–127 TG: Active Reading & Lesson Summary, 103, 105–106, 107–108, 121–128

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4. Use correctly words and phrases that indicate location and direction, such as <i>up, down, near, far, left, right, straight, back, behind, and in front of.</i> (G)	FC: Where Do We Live? 54–55; Where Are Places Located? 56–57; TG: Active Reading & Lesson Summary pages, 53, 54, 55, 56
5. Tell or show what a map is and what a globe is. (G)	FC: What Do Maps Show? 58–59, Map Skills: Cardinal Directions, 60–61, What Do Globes Show? 68–69 TG: Active Reading & Lesson Summary, 57, 58, 59, 60, 67, 68
Civics and Government	
6. Give examples that show the meaning of the following concepts: <i>authority, fairness, justice, responsibility, and rules.</i> (C)	FC: What makes a good citizen? 8–9; What are rights? What are responsibilities? 10–11; How do we get along with others? 12–13; Reading Skills: Main Idea and Details, 14–15; What Rules Do We Follow? 16–17; Who Are Our Leaders? 18–19; How Do We Make Decisions? 20–21; Problem-Solving, 22–23 TG: Active Reading & Lesson Summary pages, 5–20
Economics	
7. Use words relating to work, such as <i>jobs, money, buying, and selling.</i> (E)	FC: Everybody Works, 29–30; Begin with a Song, 31; Vocabulary Preview, 32; What do we need? What do we want? 33–34; How do we get what we need or want? 35–36; How Do We Use Money? 37–38; Collaboration and Creativity, 39–40; What Are Jobs that People Do? 41–42; Why Do We Make Choices? 45–46; What Are Goods and Services? 47–48 TG: Active Reading & Lesson Summary, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 43–44, 45–46
8. Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. (E)	FC: How do we get what we need or want? 35–36; How Do We Use Money? 37–38 TG: 33–34, 35–36

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Kindergarten Learning Standards	
With guidance from the teacher, students should be able to:	
PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)	
A. Columbus Day	FC: For related material see: What are national holidays, 91–92 TG: Active Reading & Lesson Summary pages, 91, 92
B. Independence Day	FC: What are national holidays, 91–92 TG: Active Reading & Lesson Summary pages, 91, 92
C. Martin Luther King, Jr. Day	FC: What are national holidays, 91–92; Who Are American Heroes from the Past? 118–119 TG: Active Reading & Lesson Summary pages, 91, 92, 119–120
D. Presidents’ Day	FC: What are national holidays, 91–92 TG: Active Reading & Lesson Summary pages, 91, 92
E. Thanksgiving	FC: What are national holidays, 91–92 TG: Active Reading & Lesson Summary pages, 91
PreK-K.2 Put events in their own and their families’ lives in temporal order. (H)	FC: How do we talk about time? 108–109; What is a timeline? 112–113 TG: Active Reading & Lesson Summary pages, 109–110, 113–114
PreK-K.3 Identify the student’s street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student’s school and the city or town in which it is located. (G)	FC: Where Do We Live? 54–55; Where Are Places Located? 56–57; What Do Maps Show? 58–59 TG: Active Reading & Lesson Summary pages, 53, 54, 55, 56, 57, 58
PreK-K.4 Describe the location and features of places in the immediate neighborhood of the student’s home or school. (G)	FC: Where Are Places Located? 56–57; What Do Maps Show? 58–59 TG: Active Reading & Lesson Summary pages, 53, 54, 55, 56, 57, 58

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PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)	FC: For related material see: Who Are Our Leaders? 18–19; What Are National Holidays? 91–92; Who Are American Folk Heroes? 118–119 TG: Active Reading & Lesson Summary, 15, 16, 91–92, 119–120
PreK-K.6 Identify and describe family or community members who promote the welfare and safety of children and adults. (C)	FC: Who are our leaders? 18–19; also see: What are jobs that people do? 41–42 TG: Active Reading & Lesson Summary pages, 15, 16, 39, 40
PreK-K.7 Demonstrate understanding that there are important American symbols by identifying	
A. the American flag and its colors and shapes	FC: What are our country's symbols? 24–25 TG: Active Reading & Lesson Summary pages, 21, 22
B. the melody of the national anthem	FC: For related material see: What are our country's symbols? 24–25 TG: Active Reading & Lesson Summary pages, 21, 22
C. the picture and name of the current president	FC: For related material see: Who Are Our Leaders? 18–19 TG: Active Reading & Lesson Summary, 15, 16
D. the words of the Pledge of Allegiance. (C)	FC: For related material see: What are our country's symbols? 24–25 TG: Active Reading & Lesson Summary pages, 21, 22

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PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)	FC: Everybody Works, 29–30; Begin with a Song, 31; Collaboration and Creativity, 39–40; What are jobs that people do? 41–42 TG: Active Reading & Lesson Summary pages, 29, 30, 37–38, 39–40
PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)	FC: Everybody Works, 29–30; Begin with a Song, 31; Collaboration and Creativity, 39–40; What are jobs that people do? 41–42 TG: Active Reading & Lesson Summary pages, 29, 30, 37–38, 39–40
PreK-K.10 Give examples of the things that people buy with the money they earn. (E)	FC: How do we get what we need or want? 35–36; How Do We Use Money? 37–38 TG: 33–34, 35–36

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Grade 1	
True Stories and Folk Tales from America and from Around the World	
In first grade, children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America and its national holidays and why they are important to Americans. As students study concepts in geography, civics, economics, and history, they also learn about each other's families and about the achievements of different people in different times and places.	
Grade 1 Concepts and Skills	
Students should be able to:	
Apply concepts and skills learned in previous grades.	
History and Geography	
1. Identify temporal sequences such as days, weeks, months, years, and seasons. Use correctly words and phrases related to time (<i>now, in the past, in the future</i>) and recognize the existence of changing historical periods (<i>other times, other places</i>). (H)	SE: Measuring Time, 158–161; Sequence, 162–163; Talking About Time, 164–167; Graph skills: Timeline, 168–169; Life then and Now, 178–181; Technology Then and Now, 182–185 TG: Active Reading & Lesson Summary pages, 121–123, 125, 126–128, 130, 137–142
2. Place events in students' own lives in chronological order. (H)	SE: Sequence: Try It! 163, Timelines: Try It!, 169 TG: Active Reading & Lesson Summary pages, 124, 125, 129, 130
3. Read dates on a calendar and associate them with days of the week. (H)	SE: Calendars Measure Time, 160; Got It?, 161 TG: Active Reading & Lesson Summary pages, 123
4. Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world. (G)	SE: Where Things Are Located, 86–89; Map Skills, 94–95 TG: Active Reading & Lesson Summary pages, 64–65, 70
5. Identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community. (G)	SE: Directions on a Map, 88; Got It? 65; Find Places on a Map, 92; Parts of a Map, 94–95; Review and Assessment, 114 TG: Active Reading & Lesson Summary pages, 65, 86

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6. Define and locate the North and South Poles and the equator. (G)	SE: For related material see: Globe, 90
7. Define and give examples of a continent, mountain, river, lake, and ocean. (G)	SE: Land and Water, 96–99; Continents and Oceans, 100–103; Review and Assessment, 115 TG: Active Reading & Lesson Summary pages, 72–73, 74–76, 86
Civics and Government	
8. Give examples that show the meaning of the following words: <i>politeness, achievement, courage, honesty, and reliability</i> . (C)	SE: For related material see: I Am a Good Citizen, 14–17; Conflict and Cooperation, 22–23; American Heroes, 174–177; also see: Stories From the Past, 140–143 TG: Active Reading & Lesson Summary pages, 6–8, 12, 107–108, 134–136
Economics	
9. Give examples of products (goods) that people buy and use. (E)	SE: Goods and Services, 58–61 TG: Active Reading & Lesson Summary pages, 41–42
10. Give examples of services that people do for each other. (E)	SE: Goods and Services, 58–61 TG: Active Reading & Lesson Summary pages, 41–42
11. Give examples of the choices people have to make about the goods and services they buy (e.g. a new coat, a tie, or a pair of shoes) and why they have to make choices (e.g., because they have a limited amount of money). (E)	SE: Why We Make Choices, 54–57; Buying and Selling, 64–67; Spending and Saving, 68–71; Review and Assessment, 78–79 TG: Active Reading & Lesson Summary pages, 38–39, 46, 47, 49, 50

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Grade 1 Learning Standards	
Building on knowledge from previous years, students should be able to:	
United States Leaders, Symbols, Events, and Holidays	
1.1 On a map of the United States, locate Washington, D.C., and identify it as the capital of the United States of America; locate Boston and identify it as the capital of Massachusetts. (G)	SE: Washington, D.C., 92 TG: Active Reading, 68
1.2 Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people. (H, C)	SE: National Government, 34 TG: Active Reading, 21
1.3 Identify and explain the meaning of American national symbols. (H, C)	
A. the American flag	SE: You're a Grand Old Flag, 11; Symbols of Our Country, 38–41 TG: Active Reading & Lesson Summary pages, 3, 25–26
B. the bald eagle	SE: American Bald Eagle, 39 TG: Active Reading & Lesson Summary pages, 25
C. the White House	SE: White House, 36; TG: Active Reading & Lesson Summary pages, 23
D. the Statue of Liberty	SE: Statue of Liberty, 138, 151 TG: Active Reading & Lesson Summary pages, 108, 115
1.4 Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs such as <i>America the Beautiful</i> , <i>My Country, 'tis of Thee</i> , <i>God Bless America</i> , and <i>The Star Spangled Banner</i> and explain the general meaning of the lyrics. (H, C)	SE: Songs and the Pledge of Allegiance, 40; You're a Grand Old Flag, 11 TG: Active Reading & Lesson Summary pages, 3, 26

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1.5 Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays. On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Patriots' Day, Memorial Day, Flag Day, and Independence Day. (H, C, G)	SE: What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139; Review and Assessment, 151 TG: Active Reading & Lesson Summary pages, 98, 99, 100, 103, 104, 105, 115
1.6 Give reasons for noting the days that mark the changes in seasons. (G)	SE: Weather, 105; What We Wear, 123 TG: Active Reading & Lesson Summary pages, 78, 93
Individuals, Families, and Communities Now and Long Ago	
1.7 After reading or listening to folktales, legends, and stories from America (e.g., Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, and Annie Oakley) and from around the world (e.g., Anansi, Issun Boshi, the Knee-High Man, Lon Po Po, and Medio Pollito), describe the main characters and their qualities. (H)	SE: Stories From the Past, 140–143 TG: Active Reading & Lesson Summary pages, 107, 108
1.8 After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods (e.g., Neil Armstrong, Cesar Chavez, Roberto Clemente, Thomas Edison, Bill Gates, Daniel Inouye, Thurgood Marshall, Rosa Parks, Colin Powell, Sacagawea, Jonas Salk, Harriett Beecher Stowe, Clarence Thomas, Booker T. Washington, and the Wright Brothers) describe their qualities or distinctive traits. (H, C) <i>Teachers are free to choose whatever biographies they wish.</i>	SE: Our Nation's Heroes, 136–137; Stories From the Past, 140–143; American Heroes, 174–177 TG: Active Reading & Lesson Summary pages, 103, 104, 106, 107, 135, 136
1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. (H)	SE: Traditions We Share, 118; What Is Culture? 122–125; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Sharing Our Cultures, 144–147; Review and Assessment, 150–152; myStory Book, 153 TG: Active Reading & Lesson Summary pages, 95, 96, 97, 98, 99, 100, 104, 105, 109, 110, 111

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Grade 2	
E Pluribus Unum: From Many, One	
Second graders study world and United States history, geography, economics, and government by learning more about who Americans are and where they came from. They explore their own family's history and listen to or read a variety of teacher- or student-selected stories about: distinctive individuals, peoples, achievements, customs, events, places, or landmarks from long ago and around the world. Students learn more economic concepts by identifying producers, consumers, buyers, and sellers in their own communities.	
Grade 2 Concepts and Skills	
Students should be able to:	
Apply concepts and skills learned in previous grades.	
History and Geography	
1. Use a calendar to identify days, weeks, months, years, and seasons. (H)	SE: Envision It! 140–141 TG: Active Reading & Lesson Summary pages, 107
2. Use correctly words and phrases related to time (<i>now, in the past, in the future</i>), changing historical periods (<i>other times, other places</i>), and causation (<i>because, reasons</i>). (H)	SE: Our Nation Past and Present, 158–159; Vocabulary Preview, 160–161; Life Then and Now, 162–165; Reading a Timeline, 166–167; Learning About the Past, 168–171; The First Americans, 172–175; America's Early Settlers, 176–179; A Growing Nation, 180–183; Technology Then and Now, 184–187; American Heroes, 190–193; Review and Assessment, 194–197 TG: Active Reading & Lesson Summary pages, 121–151
3. Explain the information that historical timelines convey and then put in chronological order events in the student's life (e.g., the year he or she was born, started school, or moved to a new neighborhood) or in the history of countries studied. (H)	SE: Reading a Timeline, 166–167 TG: Make a Timeline, 128
4. Describe how maps and globes depict geographical information in different ways. (G)	SE: Maps Show Locations, 88; All About Maps, 90–93; Showing Earth on a Globe, 97 TG: Active Reading & Lesson Summary pages, 65, 66–68, 72

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5. Read globes and maps and follow narrative accounts using them. (G, H)	SE: Maps Show Locations, 88; All About Maps, 90–93; Using a Map Scale, 94–95; Showing Earth on a Globe, 97; Latitude and Longitude, 99; also see: Political Maps, 103; United States Capitals, 36; The United States (Physical), 102; United States Climate Regions, 106; Three Texas Resources, 116; Tennessee Road Map, 119; Going West, 181 TG: Active Reading & Lesson Summary pages, 23, 65, 66, 67, 68, 69, 70, 76, 79, 87, 89, 139; Analyze Maps, 52, 65, 73, 113, 133; Map work, 73
Civics and Government	
6. Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules). (C)	SE: We Are Good Citizens, 14–17; Our Rights as Citizens, 20–23; School Rules, 24 TG: Active Reading & Lesson Summary pages, 5–7, 10–12, 14
7. Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage). (C)	SE: Collaboration and Creativity: Taking Action, 18–19; Our Leaders, 34–37; Service Workers and Their Jobs, 64–67; American Stories, 144–147; American Heroes, 190–193; also see: We Are Good Citizens, 14–17 TG: Active Reading & Lesson Summary, 9, 21–23, 45–47, 109–111, 146–148
Economics	
8. Give examples of people in the school and community who are both producers and consumers. (E)	SE: Producing and Consuming Goods, 58–61; Service Workers and Their Jobs, 64–67 TG: Active Reading & Lesson Summary, 40–42, 45–47
9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)	SE: Begin With a Song: What We Buy, 47; Producing and Consuming Goods, 58–61 TG: Active Reading & Lesson Summary, 32

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Grade 2 Learning Standards	
Building on knowledge from previous years, students should be able to:	
2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)	SE: The World, 99 TG: Active Reading & Lesson Summary, 73
2.2 Locate the current boundaries of the United States, Canada, and Mexico. (G)	SE: Political Maps, 103 TG: Active Reading & Lesson Summary, 76
2.3 Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans. (G)	SE: For related material see: Map of the World, 99; Landforms and Bodies of Water, 100–103 TG: Active Reading & Lesson Summary, 74–76
2.4 Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile. (G)	SE: For related material see: Landforms and Bodies of Water, 100–103 TG: Active Reading & Lesson Summary, 74–76
2.5 Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains. (G)	SE: For related material see: Landforms and Bodies of Water, 100–103 TG: Active Reading & Lesson Summary, 74–76
2.6 Explain the difference between a continent and a country and give examples of each. (G)	SE: For related material see: The World, 73; Political Maps, 103
2.7 On a map of the world, locate the continent, regions, or countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)	SE: For related material see: Culture Is Our Way of Life, 130–133, Cultures in Our Country, 134–137; Map of the World, 99

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2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)	SE: Culture Is Our Way of Life, 130–133, Cultures in Our Country, 134–137; What We Celebrate, 140–143; American Stories, 144–147; Two Cultures, 148–151 TG: Active Reading & Lesson Summary, 98–100, 101–103, 106–108, 109–111, 112–114
2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. (H, G, C)	SE: For related material see: Culture Is Our Way of Life, 130–133, Cultures in Our Country, 134–137; Reading Skills: Compare and Contrast, 138–139; What We Celebrate, 140–143; American Stories, 144–147; Two Cultures, 148–151 TG: Active Reading & Lesson Summary, 98–100, 101–103, 106–108, 109–111, 112–114
2.10 After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic). (H)	SE: American Stories, 144–147; American Heroes, 190–193; also see: Sacagawea, 180 TG: Active Reading & Lesson Summary, 109–111, 146–148

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Grade 3	
Massachusetts and its Cities and Towns: Geography and History	
Using local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history. In addition, they read biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history.	
Grade 3 Concepts and Skills	
Students should be able to:	
Apply concepts and skills learned in previous grades.	
History and Geography	
1. Explain the meaning of time periods or dates in historical narratives (<i>decade, century, 1600s, 1776</i>) and use them correctly in speaking and writing. (H)	SE: Graph Skills: Timelines, 96–97 TG: Active Reading & Lesson Summary, 66
2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)	SE: Historic paintings, photographs, or illustrations, 83–86, 88–89, 92, 94, 100, 101, 104–108, 110–115, 116–120, 127–129, 132, 134, 137, 168–172, 176, 177, 178, 187–189, 190, 192, 193, 194, 200, 201, 206, 210, 211, 212, 213, 214, 215, 216
3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)	SE: Primary and Secondary Sources, 196–197; Artifacts, 83, 207, 212–213, 214; Mission, 103; Le Chateau, Frontenac, 106; Capital Building, 120, 138; Oval Office, 141; Supreme Court Building, 142, 171; Florida Capital Building, 146; Statue of Liberty, 27, 199, 279, 284; Mt. Rushmore, 140
4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G)	SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Maps, 39, 46–47, 49, 53, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 TG: Active Reading & Lesson Summary, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195
5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19 th , or early 20 th century. (H, G)	SE: For related material see: Different Forms of California Maps, 28–29; Photos of Austin, Texas, 20

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<u>Civics and Government</u>	
6. Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C)	SE: Why We Need Government, 130–131; Branches of Government, 138–143; Levels of Government, 144–149; myStory Book: Why do we have government? 155 TG: Active Reading & Lesson Summary, 91, 96–99, 100–103, 108
7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C)	SE: Good Citizens, Good Deeds, 160–165; Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 TG: Active Reading & Lesson Summary, 113–116, 119–122, 125–128
<u>Economics</u>	
8. Define what a tax is and the purposes for taxes, and with the help of their teachers and parents, give examples of different kinds of taxes (e.g., property, sales, or income taxes). (E)	SE: Taxes, 116–117; Governments Work Together, 148 TG: Active Reading & Lesson Summary, 80
9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)	SE: Many Different Jobs, 254–259 TG: Active Reading & Lesson Summary, 183–186
10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want. (E) <i>Barter is the direct exchange of goods and services between people without using money. Trade is the exchange of goods and services between people.</i>	SE: Trade and Barter, 240–241, 245 TG: Active Reading & Lesson Summary, 174
Grade 3 Learning Standards	
Building on knowledge from previous years, students should be able to:	
<u>New England and Massachusetts</u>	
3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.(G)	SE: Maps: Thirteen Colonies, 112 TG: Active Reading & Lesson Summary, 77
3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)	SE: For related material see: The New England Colonies, 114

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3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)	
A. the purpose of the Mayflower Compact and its principles of self-government	SE: New England Colonies, 114 TG: Active Reading & Lesson Summary,
B. challenges in settling in America	SE: SE: Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115 TG: Active Reading & Lesson Summary, 67–78
C. events leading to the first Thanksgiving	SE: New England Colonies, 114 TG: Active Reading & Lesson Summary,
3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)	SE: Early English Communities, 110–115 TG: Active Reading & Lesson Summary, 75–78
3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C)	
A. the growth of towns and cities in Massachusetts before the Revolution	SE: For related material see: Early English Communities, 110–115 TG: Active Reading & Lesson Summary, 75–78
B. the Boston Tea Party	SE: Boston Tea Party, 117 TG: Active Reading & Lesson Summary, 80
C. the beginning of the Revolution at Lexington and Concord	SE: Lexington and Concord, 118 TG: Active Reading & Lesson Summary, 81
D. the Battle of Bunker Hill	SE: Bunker Hill, 25 TG: Active Reading & Lesson Summary, 12
Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere	SE: American Patriots, 118 TG: Active Reading & Lesson Summary, 81
3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)	SE: Constitution of the United States, 134–135, 162, 189; Declaration of Independence, 119, 132–133, 189; Bill of Rights, 162, 168 TG: Active Reading & Lesson Summary, 81, 92, 93, 115, 120

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3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C)	
A. science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse)	SE: Education and New Inventions, 212–213; New Machines for Work, 214; Orville and Wilbur Wright, 194 TG: Active Reading & Lesson Summary, 153, 154
B. the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley)	SE: Francis Scott King, 276–277; Pierre L'Enfant, 120; Sculpture, 279 TG: Active Reading & Lesson Summary, 201
C. business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang);	SE: Education and New Inventions, 212–213; New Machines for Work, 214; Mary McLeod Bethune, 176–177, 212 TG: Active Reading & Lesson Summary, 126, 153, 154
D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)	SE: Clara Barton, 180; New Ideas in Medicine, 215 TG: Active Reading & Lesson Summary, 128, 154
E. political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)	SE: New Ideas in Human Rights, 216–217; Cesar Chavez, 178–179; Captain John Smith, 111; James Oglethorpe, 112; Mary Musgrove, 112; William Penn, 113; Benjamin Franklin, 113, 118, 119, 187–189; William Bradford, 114; Anne Hutchinson, 114; Linda Brown, 170; Jimmy Carter, 146; Frederick Douglass, 216; Mohandas Gandhi, 283; John Hancock, 118, 137; Patrick Henry, 132; Thomas Jefferson, 118–119, 132, 133, 190, 191; Lyndon Johnson, 171, 217; Martin Luther King, Jr., 216, 283; Paul Revere, 118; Elizabeth Cady Stanton, 168, 169; George Washington, 119, 120, 127–129

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Cities and Towns of Massachusetts	
3.8 On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (G)	SE: For related material see: Where Communities Are Located, 24–29 TG: Active Reading & Lesson Summary, 11–14
3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)	SE: Mission, 103; Le Chateau, Frontenac, 106; Capital Building, 120, 138; Oval Office, 141; Supreme Court Building, 142, 171; Florida Capital Building, 146; Statue of Liberty, 27, 199, 279, 284; Mt. Rushmore, 140
3.10 Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag. (C)	SE: For related material see: American Flag, 116, 276, 277, 279
3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)	SE: For related material see: St. Augustine, 101; Mission, 103; What Makes a Community? 16–21
3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)	SE: For related material see: Primary and Secondary Sources, 196–197; also see: Artifacts, 83, 207, 212–213, 214
3.13 Give examples of goods and services provided by their local businesses and industries. (E)	SE: Exchanging Goods and Services, 240–245 TG: Active Reading & Lesson Summary, 173–176
3.14 Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (E)	SE: Why We Need Government, 130–131; Services of Local Government, 145; State Government, 146; National Government, 147 TG: Active Reading & Lesson Summary, 91, 102

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Grade 4	
North American Geography	
<p>In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions.</p> <p>Note: The grade 5 MCAS will cover only the U.S. history, geography, economics, and civics standards, concepts, and skills of grades 4 and 5.</p>	
Grade 4 Concepts and Skills	
Students should be able to:	
Apply concepts and skills learned in previous grades.	
History and Geography	
1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G)	<p>SE: Map Skills: Latitude and Longitude, 306–307; also see: Reading Globes, SSH 12; Earth’s Hemispheres, SSH 13; Use Latitude and Longitude for Exact Location, SSH 20</p> <p>TG: Active Reading & Lesson Summary, SSH 3, SSH 7, 226</p>
2. Interpret a map using information from its title, compass rose, scale, and legend. (G)	<p>SE: Maps Show Direction (compass rose), SSH 14; Maps Show Distance, SSH 15; Political Maps, SSH 16; Physical Maps, SSH 17; Elevation Maps, SSH 18; Maps Show Events, SSH 21; Map Skills: Read Inset Maps, 16–17, Use a Road Map and Scale, 186–187</p> <p>TG: Active Reading & Lesson Summary, SSH 4, SSH 5, SSH 6, SSH 7, 13, 14, 138, 139</p>
3. Observe and describe national historic sites and describe their function and significance. (H, C)	<p>SE: Statue of Liberty, 58, 138; Central Park, 136; Niagara Falls, 140; City Sights and Landmarks, 169; Great Smoky Mountains National Park, 199; Pioneer Courage Park, 218; Gateway Arch, 244; Mount Rushmore, 245; Pueblo cliff dwellings, 268; Hoover Dam, 281; Golden Gate Bridge, 323</p> <p>TG: Active Reading & Lesson Summary, 104, 125</p>
Civics and Government	
4. Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition). (C)	<p>SE: Citizens and Their Rights, 92; Amendments Expand Citizens’ Rights, 93; Our Responsibilities, 94–95; also see: Bill of Rights, 49, 83, 92</p> <p>TG: Active Reading & Lesson Summary, 70, 71</p>

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5. Give examples of the different ways immigrants can become citizens of the United States. (C)	SE: Citizens and Their Rights, 92 TG: Active Reading & Lesson Summary, 70
Economics	
6. Define and give examples of natural resources in the United States. (E)	SE: Regions and Resources, 18–23; People Change the Land, 26–27; Saving Resources with Technology, 28–29; Resources of the Northeast, 146–151; A Land of Many Resources, 194–199; Resources and Farming, 228–233; Southwestern Land and Water, 254–259; Western Resources, 308–313 TG: Active Reading & Lesson Summary, 15, 16, 17, 18, 19, 21, 22, 109, 110, 111, 112, 144, 145, 146, 147, 169, 170, 171, 172, 188, 189, 190, 191, 227, 228, 229, 230
7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E)	SE: Nonrenewable resources, 22–23, 29, 198, 232; Renewable resources, 29, 321 TG: Active Reading & Lesson Summary, 18, 22, 147, 172, 236
8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)	SE: Prices and inflation, 115; Businesses and Markets, 116; Supply and Demand, 118–119 TG: Active Reading & Lesson Summary, 86, 87, 88

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Grade 4 Learning Standards	
North America	
Anguilla (U.K.), Antigua and Barbuda, Aruba (Neth.), Bahamas, Barbados, Belize, Bermuda (U.K.), British Virgin Islands (U.K.), Canada, Cayman Islands (U.K.), Costa Rica, Cuba, Dominica, Dominican Republic, Greenland (Den.), Grenada, Guadeloupe (Fr.), Guatemala, Haiti, Honduras, Jamaica, Martinique (Fr.), Mexico, Montserrat (U.K.), Netherlands Antilles (Neth.), Nicaragua, Panama, Puerto Rico (U.S.), St. Kitts and Nevis, St. Lucia, St.-Pierre and Miquelon (Fr.), St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands (U.K.), United States, Virgin Islands (U.S.)	
Building on knowledge from previous years, students should be able to:	
Regions of the United States	
4.8 On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. (G)	SE: Earth's Hemispheres, SSH 13; Explorers in the Americas, SSH 21; Map Skills, 16–17 TG: Analyze Maps, SSH3, SSH7, 7, 8, 10, 11, 14, 32, 96, 97, 237
4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate the New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific states and the Commonwealth of Puerto Rico. See Appendix H for a listing of states in each region. (G)	SE: Southwest, Land Use, SSH 14; Political Maps (Midwest), SSH 16; Map Skills, 16–17, 186–187, 306–307 TG: Analyze Maps, SSH5, SSH6, 7, 8, 12, 106, 107, 111, 125, 136, 146, 147, 164, 171, 189, 190, 191, 218, 219, 229
4.10 Identify the states, state capitals, and major cities in each region. (G)	SE: Political Maps, SSH 16; Use a Grid, SSH 19; Map Skills, 16–17, 186–187, 306–307 TG: Analyze Maps, SSH5, SSH6, 7, 8, 106, 107, 125, 164, 189, 218, 219

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4.11 Describe the climate, major physical features, and major natural resources in each region. (G)	<p>SE: Regions and Resources, 18–23; People Change the Land, 26–27; Saving Resources with Technology, 28–29; Resources of the Northeast, 146–151; A Land of Many Resources, 194–199; Resources and Farming, 228–233; Southwestern Land and Water, 254–259; Western Resources, 308–313</p> <p>TG: Active Reading & Lesson Summary, 15, 16, 17, 18, 19, 21, 22, 109, 110, 111, 112, 144, 145, 146, 147, 169, 170, 171, 172, 188, 189, 190, 191, 227, 228, 229, 230</p>
4.12 Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)	<p>SE: Marjory Stoneman Douglas: Rescuer of the Everglades, 1–3; Rocky Mountains, 4; Great Lakes Region, 8; Niagara Falls, 140; Great Smoky Mountains National Park, 199; Appalachian Mountains, 200; Land of 10,000 Lakes, 220; Mount Rushmore, 245; Grand Canyon, 256; Window Rock, 257; Taos Mountain, 266; Pueblo cliff dwellings, 268; Hoover Dam, 281; Mount Rainier, 294; Old Faithful, 297</p>
4.13 Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon). (G)	<p>SE: Statue of Liberty, 58, 138; Central Park, 136; Niagara Falls, 140; City Sights and Landmarks, 169; Great Smoky Mountains National Park, 199; Pioneer Courage Park, 218; Gateway Arch, 244; Mount Rushmore, 245; Pueblo cliff dwellings, 268; Hoover Dam, 281; Golden Gate Bridge, 323</p> <p>TG: Active Reading & Lesson Summary, 104, 125</p>
4.14 Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)	<p>SE: For related material see: European Colonies, 41; Government in the English Colonies, 43</p> <p>TG: Active Reading & Lesson Summary, 32, 33</p>

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4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:	
A. Several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).	<p>SE: The First Americans, 38–39; Native Americans and European Colonies, 41; Changes for Native Americans, 57; Native American rights, 67; Native Americans of the Northeast, 152–153; Native Americans of the Southeast, 200, 201; forced removals, 203, 236, 275; Native Americans of the Midwest, 234; Native American Trade in the 1200s, 240; Ancient Cultures of the Region, 268; Native Americans of the 1500s, 269; Native American reservations, 272</p> <p>TG: Active Reading & Lesson Summary, 31, 32, 43, 50, 114, 149, 150, 174, 178, 199, 201</p>
B. African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20 th century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.	<p>SE: Africans, enslaved, 41, 54, 156, 202; African Americans: in the Senate, 56, in World War II, 62, rights of, 66–67, 156, 205, segregation of, 75–77, poets, 155, inventors, 160, in Congress, 205, music of, 207, pioneers, 238, explorers, 270, cowboys, 276</p> <p>TG: Active Reading & Lesson Summary, 32, 42, 47, 50, 58, 115, 116, 150, 151, 153, 176, 200, 204</p>
C. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).	<p>SE: A Diverse Nation, 60; Greater Diversity, 67; Little Italy, 138; Immigrants Come the Northeast, 158–159; The Contributions of Immigrants, 160; Andrew Carnegie, 161; Reform movements to help immigrants, 162–163; Immigrants Come the Midwest, 237</p> <p>TG: Active Reading & Lesson Summary, 46, 50, 104, 118, 119, 120, 175</p>
D. major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19 th and 20 th centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)	<p>SE: A Diverse Nation, 60; Greater Diversity, 67; Immigrants from Mexico and Central America, 278</p> <p>TG: Active Reading & Lesson Summary, 46, 50</p>

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4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)	SE: For related material see: Immigrants Come the Northeast, 158–159 TG: Active Reading & Lesson Summary, 118
Canada	
4.17 On a map of North America, locate Canada, its provinces, and major cities. (G)	<i>The focus of myWorld: Regions of Our Country is the regional and cultural geography of the United States.</i>
4.18 Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy. (G, E)	<i>The focus of myWorld: Regions of Our Country is the regional and cultural geography of the United States.</i>
4.19 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)	<i>The focus of myWorld: Regions of Our Country is the regional and cultural geography of the United States.</i>
4.20 Identify when Canada became an independent nation and explain how independence was achieved. (H, G)	<i>The focus of myWorld: Regions of Our Country is the regional and cultural geography of the United States.</i>
4.21 Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G)	<i>The focus of myWorld: Regions of Our Country is the regional and cultural geography of the United States.</i>
4.22 Identify the major language groups in Canada, their geographic location, and the relations among them. (H, G)	<i>The focus of myWorld: Regions of Our Country is the regional and cultural geography of the United States.</i>

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<u>Mexico</u>	
4.23 On a map of North America, locate Mexico and its major cities. (G)	<i>The focus of myWorld: Regions of Our Country is the regional and cultural geography of the United States.</i>
4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)	<i>The focus of myWorld: Regions of Our Country is the regional and cultural geography of the United States.</i>
4.25 Identify the language, major religion, and peoples of Mexico. (H)	<i>The focus of myWorld: Regions of Our Country is the regional and cultural geography of the United States.</i>
4.26 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)	<i>The focus of myWorld: Regions of Our Country is the regional and cultural geography of the United States.</i>

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Massachusetts History and Social Science Concepts, Skills, and Learning Standards	myWorld Social Studies ©2013 Grade 5
Grade 5	
United States History, Geography, Economics, and Government:	
Early Exploration to Westward Movement	
<p>Students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.</p> <p>The grade 5 MCAS will cover the U.S. history, geography, economics, and civics standards, concepts, and skills of grades 4 and 5.</p>	
Grade 5 Concepts and Skills	
Students should be able to:	
Apply concepts and skills learned in previous grades.	
History and Geography	
<p>1. Identify different ways of dating historical narratives (<i>17th century, seventeenth century, 1600s, colonial period</i>). (H)</p>	<p><u>Building Our Country</u> SE: Graph Skills: Use Timelines, 42-43; Sequence, 239 TG: Timeline, 33; Active Reading & Lesson Summary, 32, 172</p> <p><u>The Growth of Our Country</u> SE: Sequence Chart, 311, 317, 343; Sequence, 311, 317, 329, 343, 497, 505, 513, 523, 537, 543, 591 TG: Differentiated Instruction: Sequence activity, 223, Write and illustrate storyboard (historical), 335: L3, Create sequence chart, 392</p>
<p>2. Interpret timelines of events studied. (H)</p>	<p><u>Building Our Country</u> SE: Graph Skills: Use Timelines, 42-43 TG: Active Reading & Lesson Summary, 32; Timeline, 33</p>

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<p>3. Observe and identify details in cartoons, photographs, charts, and graphs relating to a historical narrative. (H, E, C)</p>	<p><u>Building Our Country</u> SE: Graph Skills: Use Timelines, 42-43; Media and Technology: Evaluate Web Sites, 232–233; also see: myStory Video (illustrations, photos, and connection to online video), 1–3, 31–33, 63–65, 101–103, 141–143, 185–187, 223–225, 263–265 TG: Analyze Images, SSH8, SSH9, SSH14, 26, 48, 53, 56, 61, 62, 103, 112, 123; Analyze Visuals, 3, 6, 7, 18, 19, 25, 30, 35, 36, 42, 75, 81, 85, 89, 90, 96, 103, 113, 114, 127, 138, 161, 165, 166, 172, 180, 184, 190, 195, 196, 202</p> <p><u>The Growth of Our Country</u> SE: Graph Skills: Read Circle Graphs, 306-307, Compare Line and Bar Graphs, 358; Media and Technology: Analyze Historical Visuals, 498–499, Analyze Media Content, 614–615; also see: myStory Video (illustrations, photos, and connection to online video), 1–3, 31–33, 63–65, 101–103, 141–143, 185–187, 223–225, 263–265 TG: Analyze Images, SSH8, SSH9, SSH13, 305, 354, 368, 370, 412, 436, 442; Analyze Visuals, 235, 276, 334, 336, 337, 370</p>
<p>4. Use maps and globes to identify absolute locations (latitude and longitude). (G)</p>	<p><u>Building Our Country</u> SE: Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Topographic Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290 TG: Maps, SSH2, SSH3, SSH4, SSH5, 6, 12, 28, 37, 41, 51, 83, 84, 95, 115, 123, 172, 178, 203, 208</p> <p><u>The Growth of Our Country</u> SE: Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Topographic Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 306, 309, 333, 352, 354, 357, 364, 369, 405, 478, 492–493, 526, 541, 542, 553, 561, 564, 608, 610, 618 TG: Maps, SSH2, SSH3, SSH4, SSH5, 221, 222, 238, 253, 254, 255, 261, 264, 290, 342, 353, 375, 386, 387, 395, 400, 402, 435, 436, 442</p>

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<p>5. Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)</p>	<p><u>Building Our Country</u> SE: Reading Maps, SSH12; Better Navigation Tools, 36 TG: Maps, SSH2</p> <p><u>The Growth of Our Country</u> SE: Reading Maps, SSH12 TG: Maps, SSH2</p>
<p>6. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change. (G, H, E)</p>	<p><u>Building Our Country</u> SE: Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Topographic Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290 TG: Maps, SSH2, SSH3, SSH4, SSH5, 6, 12, 28, 37, 41, 51, 83, 84, 95, 115, 123, 172, 178, 203, 208</p> <p><u>The Growth of Our Country</u> SE: Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Topographic Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 306, 309, 333, 352, 354, 357, 364, 369, 405, 478, 492–493, 526, 541, 542, 553, 561, 564, 608, 610, 618 TG: Maps, SSH2, SSH3, SSH4, SSH5, 221, 222, 238, 253, 254, 255, 261, 264, 290, 342, 353, 375, 386, 387, 395, 400, 402, 435, 436, 442</p>
<p>7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world. (G, H, E)</p>	<p><u>Building Our Country</u> SE: Better Navigation Tools, 36; Map from 1400s, 37; also see: Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Topographic Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290 TG: Maps, SSH2, SSH3, SSH4, SSH5, 6, 12, 28, 37, 41, 51, 83, 84, 95, 115, 123, 172, 178, 203, 208</p>

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Civics and Government	
<p>8. Define and use correctly words related to government: <i>citizen, suffrage, rights, representation, federal, state, county, and municipal</i>. (C)</p>	<p><u>Building Our Country</u> SE: Representative democracy, SSH28; Individual rights & federalism, SSH 30; Terms and Definitions, SSH 31; Citizen, SSH 34; Vocabulary: representation, 73, rights, 161, suffrage, 247; Protecting Rights, 207; The Bill of Rights, 204-209; State government, 202–203; Suffrage, 248; also see: Key Concepts of the Constitution, 210-217; Constitution, R4-R26 TG: Active Reading & Lesson Summary, SSH 13, SSH 14, SSH 16, 55, 117, 147, 148, 149, 150, 151, 152, 153, 154, 155, 178, 179</p> <p><u>The Growth of Our Country</u> SE: Representative democracy, SSH28; Individual rights & federalism, SSH 30; Terms and Definitions, SSH 31; Citizen, SSH 34 TG: Active Reading & Lesson Summary, SSH 13, SSH 14, SSH 16</p>
<p>9. Give examples of the responsibilities and powers associated with major federal and state officials (the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). (C)</p>	<p><u>Building Our Country</u> SE: Separation of Powers & Checks and Balances, SSH 28; Three Branches of Government, SSH 29; Federalism: National State and Local Government, SSH 30; Powers of State and National Government, 202–203 TG: Active Reading & Lesson Summary, SSH 12, SSH 13, SSH 14, 146</p> <p><u>The Growth of Our Country</u> SE: Separation of Powers & Checks and Balances, SSH 28; Three Branches of Government, SSH 29; Federalism: National State and Local Government, SSH 30 TG: Active Reading & Lesson Summary, SSH 12, SSH 13, SSH 14</p>

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10. Explain the structure of the student’s city or town government. (C)	<p><u>Building Our Country</u> SE: Federalism: National State and Local Government, SSH 30; Government Workers, SSH 32; Ways to Be a Good Citizen, SSH 34; How We Participate in Government, SSH 35 TG: Active Reading & Lesson Summary, SSH 14, SSH 15, SSH 16</p> <p><u>The Growth of Our Country</u> SE: Federalism: National State and Local Government, SSH 30; Government Workers, SSH 32; Ways to Be a Good Citizen, SSH 34; How We Participate in Government, SSH 35 TG: Active Reading & Lesson Summary, SSH 14, SSH 15, SSH 16</p>
<u>Economics</u>	
11. Give examples of the ways people save their money and explain the advantages and disadvantages of each. (E)	<p><u>Building Our Country</u> SE: Banks & How Banks Work, SSH 24 TG: Active Reading & Lesson Summary, SSH 10</p> <p><u>The Growth of Our Country</u> SE: Banks & How Banks Work, SSH 24 TG: Active Reading & Lesson Summary, SSH 10</p>
12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E)	<p><u>Building Our Country</u> SE: Entrepreneurs, 295 TG: Active Reading & Lesson Summary, 211</p> <p><u>The Growth of Our Country</u> SE: Entrepreneurs, 398, 458 TG: Active Reading & Lesson Summary, 282, 329</p>

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<p>13. Define profit and describe how profit is an incentive for entrepreneurs. (E)</p>	<p><u>Building Our Country</u> SE: Entrepreneurs, 295; also see: Profit, 266 TG: Active Reading & Lesson Summary, 193, 211</p> <p><u>The Growth of Our Country</u> SE: Entrepreneurs, 398, 458; also see: Profit, 389 TG: Active Reading & Lesson Summary, 279, 282, 329</p>
<p>14. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat). (E, H)</p>	<p><u>Building Our Country</u> SE: Supply and Demand , SSH 20–SSH 21 TG: Active Reading & Lesson Summary, SSH 8</p>

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Grade 5 Learning Standards	
Building on knowledge from previous years, students should be able to:	
Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700	
5.1 Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. (H, G)	<u>Building Our Country</u> SE: Viking, 34–35 TG: Active Reading & Lesson Summary, 28
5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (H, G, E)	<u>Building Our Country</u> SE: The Mayan and Aztec Worlds, 6–7 TG: Active Reading & Lesson Summary, 7
5.3 Explain why trade routes to Asia had been closed in the 15 th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E)	
A. Vasco Nuñez de Balboa	<u>Building Our Country</u> SE: For related material see: Explorers for Spain, 44–51 TG: Active Reading & Lesson Summary, 34, 35, 36, 37, 38
B. John and Sebastian Cabot	<u>Building Our Country</u> SE: John Cabot, 80 TG: Active Reading & Lesson Summary, 60
C. Jacques Cartier	<u>Building Our Country</u> SE: Jacques Cartier, 90 TG: Active Reading & Lesson Summary, 67
D. Samuel de Champlain	<u>Building Our Country</u> SE: Samuel de Champlain, 90–91 TG: Active Reading & Lesson Summary, 67
E. Christopher Columbus	<u>Building Our Country</u> SE: Christopher Columbus, 44–45, 52 TG: Active Reading & Lesson Summary, 35, 40

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F. Henry Hudson	<u>Building Our Country</u> SE: Henry Hudson, 93 TG: Active Reading & Lesson Summary, 68
G. Ferdinand Magellan	<u>Building Our Country</u> SE: Ferdinand Magellan, 47 TG: Active Reading & Lesson Summary, 36
H. Juan Ponce de Leon	<u>Building Our Country</u> SE: Juan Ponce de Leon, 48, 49 TG: Active Reading & Lesson Summary, 37
I. Amerigo Vespucci	<u>Building Our Country</u> SE: For related material see: Searching for Riches, 35 TG: Active Reading & Lesson Summary, 28
5.4 Explain why the Aztec and Inca civilizations declined in the 16 th century. (H)	
A. the encounters between Cortez and Montezuma	<u>Building Our Country</u> SE: Cortés and the Aztecs, 46 TG: Active Reading & Lesson Summary, 36
B. the encounters between Pizarro and the Incas	<u>Building Our Country</u> SE: For related material see: Spanish conquistadors, 46, 52 TG: Active Reading & Lesson Summary, 36, 40
C. the goals of the Spanish conquistadors	<u>Building Our Country</u> SE: Spanish conquistadors, 46, 52 TG: Active Reading & Lesson Summary, 36, 40
D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere	<u>Building Our Country</u> SE: Smallpox, 53 TG: Active Reading & Lesson Summary, 40

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5.5 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California. (H)	<p><u>Building Our Country</u> SE: 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, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 77, 78, 79, 80, 81</p>
5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England). (H, G, E)	<p><u>Building Our Country</u> SE: The English Colonies in Virginia and the Powhatans, 73, 75, 76, 77, 78; Pilgrims and Native Americans, 82, 83; Pilgrims and the Wampanoag, 87 TG: Active Reading & Lesson Summary, 54, 55, 56, 57, 58, 59, 60, 61, 63</p>
5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. (H, C)	
A. Lord Baltimore in Maryland	<p><u>Building Our Country</u> SE: Lord Baltimore, 110 TG: Active Reading & Lesson Summary, 81</p>
B. William Penn in Pennsylvania	<p><u>Building Our Country</u> SE: William Penn, 109 TG: Active Reading & Lesson Summary, 80</p>
C. John Smith in Virginia	<p><u>Building Our Country</u> SE: John Smith, 76-77 TG: Active Reading & Lesson Summary, 57</p>
D. Roger Williams in Rhode Island	<p><u>Building Our Country</u> SE: Roger Williams, 106-107 TG: Active Reading & Lesson Summary, 79</p>
E. John Winthrop in Massachusetts	<p><u>Building Our Country</u> SE: John Winthrop, 86, 128 TG: Active Reading & Lesson Summary, 63, 93</p>

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<p>5.8 Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans. (H, C)</p>	<p><u>Building Our Country</u> SE: For related material see: Puritan meetinghouse, 106; A Government of Our Own, 162; A Declaration of Independence, 163–165; The New Government, 188–189; also see: The U.S. Constitution, SSH28; The Bill of Rights, SSH29–SSH30; Popular Sovereignty, SSH31; Government in Action, SSH32; Key Concepts of the Constitution, 210–217; Constitution, R4-R26 TG: Active Reading & Lesson Summary, SSH13, SSH14, SSH15, 151, 152, 153, 154, 155</p> <p><u>The Growth of Our Country</u> SE: The U.S. Constitution, SSH28; The Bill of Rights, SSH29–SSH30; Popular Sovereignty, SSH31; Government in Action, SSH32; Impeachment of Nixon, 597; Impeachment of Clinton, 611; Challenges at Home, 612; Americans Respond, 617 TG: Active Reading & Lesson Summary, SSH13, SSH14, SSH15, 425, 436, 437, 441</p>
<p>5.9 Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)</p>	
<p>A. the relatively small number of colonists who came from other nations besides England</p>	<p><u>Building Our Country</u> SE: 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, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69</p>
<p>B. long experience with self-government</p>	<p><u>Building Our Country</u> SE: Mayflower Compact, 81; New England Colonies (early government), 106–107; Stamp Act Congress, 146; First Continental Congress, 156; Second Continental Congress, 160–161; A Government of Our Own, 162; Declaration of Independence, 163–165 TG: Active Reading & Lesson Summary, 58, 60, 79, 107, 114, 117, 118, 119</p>

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C. the high rates of literacy and education among the English colonial leaders	<p><u>Building Our Country</u> SE: For related material see: Education in the Massachusetts Bay Colony, 86–87; also see: The English in North America, 72–73; Success at Jamestown, 74–75; Jamestown Moves Forward, 78; Mayflower Compact, 81; Colonial Society, 117 TG: Active Reading & Lesson Summary, 55, 56, 58, 60, 63, 85</p>
D. England’s strong economic, intellectual, and military position	<p><u>Building Our Country</u> SE: The English Colonies in Virginia, 72-79; Pilgrims and Puritans in New England, 80-87 TG: Active Reading & Lesson Summary, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63</p>
The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775	
5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18 th century. (H, G, E)	<p><u>Building Our Country</u> SE: Products of the Thirteen Colonies, 112; Thirteen Colonies, 160 TG: Active Reading & Lesson Summary, 83, 117</p>
5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed. (H, E)	
A. the fishing and shipbuilding industries	<p><u>Building Our Country</u> SE: Products of the Thirteen Colonies, 112; New England industries, 113 TG: Active Reading & Lesson Summary, 83</p>
B. trans-Atlantic trade	<p><u>Building Our Country</u> SE: Pilgrims and trade, 84; Trade in New England, 104; Imports and Exports, 114–115; The Slave Trade, 120–121; Slavery in the North, 122–123 TG: Active Reading & Lesson Summary, 62, 78, 84, 88, 89</p>
C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston	<p><u>Building Our Country</u> SE: Boston as a trading center, 116; The Boston Tea Party, 154, 155; Map showing Boston and beginning of the Revolution, 158 TG: Active Reading & Lesson Summary, 85, 113, 115</p>

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5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (H, G, E, C)	<u>Building Our Country</u> SE: Enslaved Africans and trade, 55; Triangular Trade, 115; Slavery in the Colonies, 120-127 TG: Active Reading & Lesson Summary, 40, 51, 62, 87, 88, 89, 90, 91
5.13 Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (H)	<u>Building Our Country</u> SE: Harvard College, 86 TG: Active Reading & Lesson Summary, 63
5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)	
A. legislative bodies	<u>Building Our Country</u> SE: House of Burgesses, 78 TG: Active Reading & Lesson Summary, 58
B. town meetings	<u>Building Our Country</u> SE: Town Meeting, 81; Puritan meetinghouse, 106 TG: Active Reading & Lesson Summary, 60, 79
C. charters on individual freedom and rights	<u>Building Our Country</u> SE: Mayflower Compact, 81 TG: Active Reading & Lesson Summary, 60
5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)	
A. Sugar Act (1764)	<u>Building Our Country</u> SE: For related material see: Tensions with Britain, 144–149 TG: Active Reading & Lesson Summary, 105, 106, 107, 108
B. Stamp Act (1765)	<u>Building Our Country</u> SE: Stamp Act, 144, 145, 146 TG: Active Reading & Lesson Summary, 105, 106, 107

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C. Townsend Duties (1767)	<u>Building Our Country</u> SE: Townshend Acts, 147, 149, 154 TG: Active Reading & Lesson Summary, 107, 108, 113
D. Tea Act (1773) and the Intolerable Acts (1774)	<u>Building Our Country</u> SE: Tea Act, 154; Intolerable Acts, 155, 156 TG: Active Reading & Lesson Summary, 113, 114
E. the slogan, “no taxation without representation”	<u>Building Our Country</u> SE: No Taxation Without Representation, 145 TG: Active Reading & Lesson Summary, 106
F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)	<u>Building Our Country</u> SE: Stamp Act Congress, 146; Sons of Liberty, 146, 147, 153, 178; Boston Tea Party, 154 TG: Active Reading & Lesson Summary, 107, 112, 113, 128
The Revolution and the Formation of a Federal Government under the Constitution, 1775-1789	
5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)	<u>Building Our Country</u> SE: Declaring Independence, 160-165, 302, R1-R3 TG: Active Reading & Lesson Summary, 116, 117, 118, 119, 218
5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. (H)	
A. Lexington and Concord (1775)	<u>Building Our Country</u> SE: The First Shots, 158–159 TG: Active Reading & Lesson Summary, 115
B. Bunker Hill (1775)	<u>Building Our Country</u> SE: Bunker Hill, 159 TG: Active Reading & Lesson Summary, 115

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C. Saratoga (1777)	<u>Building Our Country</u> SE: Battle of Saratoga, 170–171 TG: Active Reading & Lesson Summary, 123
D. Valley Forge (1777-1778)	<u>Building Our Country</u> SE: Washington at Valley Forge, 171 TG: Active Reading & Lesson Summary, 123
E. Yorktown (1781)	<u>Building Our Country</u> SE: Battle of Yorktown, 178–179 TG: Active Reading & Lesson Summary, 128
5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C)	
A. John Adams	<u>Building Our Country</u> SE: John Adams, 153, 162, 172, 179, 205, 230–231 TG: Active Reading & Lesson Summary, 112, 118, 124, 128, 148, 166
B. Benjamin Franklin	<u>Building Our Country</u> SE: Benjamin Franklin, 101–103, 162, 171, 179, 196 TG: Active Reading & Lesson Summary, 73, 74, 75, 76, 118, 123, 128, 143
C. King George III	<u>Building Our Country</u> SE: George III, King of England, 144, 147, 155, 161, 163, 164, 173 TG: Active Reading & Lesson Summary, 105, 106, 107, 113, 116, 117, 118, 119, 124
D. Alexander Hamilton	<u>Building Our Country</u> SE: Alexander Hamilton, 197, 204, 227, 228, 229 TG: Active Reading & Lesson Summary, 143, 148, 164, 165
E. Thomas Jefferson	<u>Building Our Country</u> SE: Thomas Jefferson, 162, 205, 223, 227, 228, 229, 235–239 TG: Active Reading & Lesson Summary, 118, 148, 161, 164, 165, 169, 170, 171, 172

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F. James Madison	<u>Building Our Country</u> SE: James Madison, 196, 204, 242–243 TG: Active Reading & Lesson Summary, 143, 148, 175
G. George Washington	<u>Building Our Country</u> SE: George Washington, 132, 133, 161, 166–169, 171, 196, 226–231 TG: Active Reading & Lesson Summary, 96, 117, 120, 121, 122, 123, 143, 163, 164, 165, 166
5.19 Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author (John Adams), and the basic rights it gives to citizens of the Commonwealth. (C)	<u>Building Our Country</u> SE: For related material see: John Adams, 162; A New Government, 188–189; A Weak National Government, 190 TG: Active Reading & Lesson Summary, 118, 137, 138
5.20 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (H, C)	<u>Building Our Country</u> SE: Articles of Confederation, 188–193 TG: Active Reading & Lesson Summary, 136, 137, 138, 139
5.21 Describe Shays’s Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (H, E, C)	<u>Building Our Country</u> SE: Shays’s Rebellion, 191 TG: Active Reading & Lesson Summary, 138
5.22 Identify the various leaders of the Constitutional Convention and describe the major issues they debated. (H, E, C)	
A. distribution of political power	<u>Building Our Country</u> SE: Ideas for Debate, 198; A New Plan for Government, 200; Limiting Government, 201; Powers of Government, 202–203 TG: Active Reading & Lesson Summary, 144, 145, 146
B. rights of individuals	<u>Building Our Country</u> SE: The Bill of Rights, 204–209 TG: Active Reading & Lesson Summary, 147, 148, 149, 150

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C. rights of states	<u>Building Our Country</u> SE: Powers of Government, 202–203 TG: Active Reading & Lesson Summary, 146
D. the Great Compromise	<u>Building Our Country</u> SE: The Great Compromise, 199 TG: Active Reading & Lesson Summary, 144
E. slavery	<u>Building Our Country</u> SE: Three-Fifths Compromise, 199 TG: Active Reading & Lesson Summary, 144
The Principles and Institutions of American Constitutional Government	
5.23 Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools). (C)	<u>Building Our Country</u> SE: A New Plan for Government, 200; Limiting Government, 201; Powers of Government, 202–203 TG: Active Reading & Lesson Summary, 145, 146
5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles. (C)	
A. individual rights and responsibilities	<u>Building Our Country</u> SE: Bill of Rights, SSH 29; Individual rights, SSH 30; Ways to Be a Good Citizen, SSH 34; How We Participate in Government, SSH 35; Bill of Rights, 204–209; Civic responsibilities, 210; Voting Rights, 215 TG: Active Reading & Lesson Summary, SSH 13, SSH 16, 147, 148, 149, 150, 152, 154 <u>The Growth of Our Country</u> SE: Bill of Rights, SSH 29; Individual rights, SSH 30; Ways to Be a Good Citizen, SSH 34; How We Participate in Government, SSH 35 TG: Active Reading & Lesson Summary, SSH 13, SSH 16

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B. equality	<p><u>Building Our Country</u> SE: Bill of Rights, SSH 29–SSH30, 204–209; Declaration of Independence (all men created equal), 163; Amending the Constitution, 215–216 TG: Active Reading & Lesson Summary, SSH 13, 118, 154</p> <p><u>The Growth of Our Country</u> SE: Bill of Rights, SSH 29–SSH30 TG: Active Reading & Lesson Summary, SSH 13</p>
C. the rule of law	<p><u>Building Our Country</u> SE: Rule of law, SSH 31, 211 TG: Active Reading & Lesson Summary, SSH 14, 152</p> <p><u>The Growth of Our Country</u> SE: Rule of law, SSH 31 TG: Active Reading & Lesson Summary, SSH 14</p>
D. limited government	<p><u>Building Our Country</u> SE: Separation of Powers & Checks and Balances, SSH 28, 200; Three Branches of Government, SSH 29; Federalism: National State and Local Government, SSH 30; Limiting Government, 201; Powers of State and National Government, 202–203 TG: Active Reading & Lesson Summary, SSH 13, 145, 146</p> <p><u>The Growth of Our Country</u> SE: Separation of Powers & Checks and Balances, SSH 28; Three Branches of Government, SSH 29; Federalism: National State and Local Government, SSH 30 TG: Active Reading & Lesson Summary, SSH 13</p>

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E. representative democracy	<p><u>Building Our Country</u> SE: Representative democracy, SSH 28; Ideas for Debate (representation of the states), 198, 199 TG: Active Reading & Lesson Summary, SSH 13, 144</p> <p><u>The Growth of Our Country</u> SE: Representative democracy, SSH 28 TG: Active Reading & Lesson Summary, SSH 13</p>
5.25 Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary). (H, C)	<p><u>Building Our Country</u> SE: Three branches of government, SSH 29; The Virginia and New Jersey Plans, 198; The Great Compromise, 199; A New Plan for Government, 200; Limiting Government & Checks and Balances, 201 TG: Active Reading & Lesson Summary, SSH 13, 144, 145</p> <p><u>The Growth of Our Country</u> SE: Three branches of government, SSH 29 TG: Active Reading & Lesson Summary, SSH 13</p>
5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791. (H, C)	<p><u>Building Our Country</u> SE: The Bill of Rights, SSH 29–SSH 30; The Bill of Rights, 204-209 TG: Active Reading & Lesson Summary, SSH 13, 147, 148, 149, 150</p> <p><u>The Growth of Our Country</u> SE: The Bill of Rights, SSH 29–SSH 30 TG: Active Reading & Lesson Summary, SSH 13</p>
5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today. (H, C)	<p><u>Building Our Country</u> SE: Ways to Be a Good Citizen, SSH 34; How We Participate in Government, SSH 35; Civic responsibilities, 210; Voting Rights, 215 TG: Active Reading & Lesson Summary, SSH 16, 152, 154</p> <p><u>The Growth of Our Country</u> SE: Ways to Be a Good Citizen, SSH 34; How We Participate in Government, SSH 35 TG: Active Reading & Lesson Summary, SSH 16</p>

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The Growth of the Republic	
5.28 Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia. (H, C)	<u>Building Our Country</u> SE: Voting Rights, 215; Expanding suffrage (1820s), 248 TG: Active Reading & Lesson Summary, 154, 179
5.29 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)	<u>Building Our Country</u> SE: Jefferson and the Louisiana Purchase, 234-239 TG: Active Reading & Lesson Summary, 169, 170, 171, 172
5.30 Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)	<u>Building Our Country</u> SE: The Lewis and Clark Expedition: Sacagawea's Role, 223–225; Exploring the West, 237–239 TG: Active Reading & Lesson Summary, 160, 161, 162, 170, 171, 172
5.31 Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States. (H)	<u>Building Our Country</u> SE: Working to End Slavery, 254–255 TG: Active Reading & Lesson Summary, 183
5.32 Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (H)	
A. British restrictions on trade and impressment	<u>Building Our Country</u> SE: Blockades and impressment, 240 TG: Active Reading & Lesson Summary, 174
B. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans	<u>Building Our Country</u> SE: The War at Sea, 242; Battles on Land, 243; Fighting for New Orleans, 244 TG: Active Reading & Lesson Summary, 175, 176
5.33 Explain the importance of the China trade and the whaling industry to 19 th century New England, and give examples of imports from China. (H)	<u>Building Our Country</u> SE: For related material see: New England industries, 113 TG: Active Reading & Lesson Summary, 83

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5.34 Explain the reasons that pioneer moved west from the beginning to the middle of the 19 th century, and describe their lives on the frontier. (H, G, C, E)	
A. wagon train journeys on the Oregon and Santa Fe Trails	<p><u>Building Our Country</u> SE: Oregon Trail, 286, 287; Santa Fe Trail, 289 TG: Active Reading & Lesson Summary, 206, 207</p>
B. their settlements in the western territories	<p><u>Building Our Country</u> SE: The Oregon Country, 286 TG: Active Reading & Lesson Summary, 206</p> <p><u>The Growth of Our Country</u> SE: Homestead National Monument, 349–351; Pioneers, 353; Sodbusters and Homesteaders, 360–365 TG: Active Reading & Lesson Summary, 249, 250, 251, 252, 253, 258, 259, 260, 261</p>
5.35 Identify the key issues that contributed to the onset of the Civil War. (H, E)	
A. the debate over slavery and westward expansion	<p><u>Building Our Country</u> SE: Missouri Compromise, 280 TG: Active Reading & Lesson Summary, 202</p> <p><u>The Growth of Our Country</u> SE: Struggles Over Slavery, 306–313 TG: Active Reading & Lesson Summary, 220, 221, 222, 223, 224</p>
B. diverging economic interests	<p><u>The Growth of Our Country</u> SE: The North and South Grow Apart, 306–307 TG: Active Reading & Lesson Summary, 221</p>