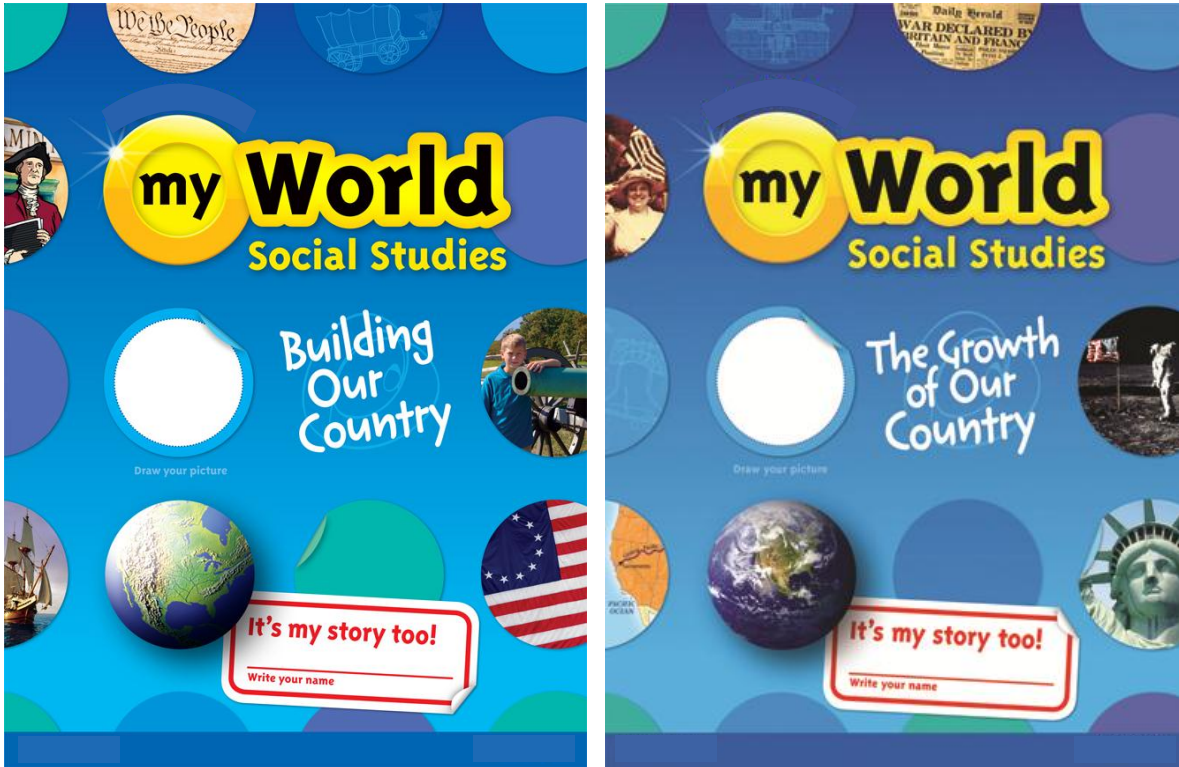


## A Correlation of



To the

# Missouri Social Studies Grade Level Expectations Grade 5

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

**Introduction**

This document demonstrates how *myWorld Social Studies* meets the Missouri Social Studies Grade Level Expectations for Grade 5. Correlation page references are to the Student Edition and Teacher's Edition. 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.

**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

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

**Savvas™** and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

**Table of Contents**

<b>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States .....</b>	<b>4</b>
<b>2. Knowledge of principles and processes of governance systems .....</b>	<b>8</b>
<b>3a. Knowledge of continuity and change in the history of Missouri and the United States.....</b>	<b>11</b>
<b>4. Knowledge of economic concepts and principles .....</b>	<b>16</b>
<b>5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment .....</b>	<b>18</b>
<b>6. Knowledge of relationships of the individual and groups to institutions and cultural traditions .....</b>	<b>23</b>
<b>7. Knowledge of the use of tools of social science inquiry.....</b>	<b>27</b>

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

Missouri Social Studies Grade Level Expectations, Grade 5	Savvas myWorld Social Studies Building Our Country and The Growth of Our Country
<b>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
<b>Purposes and principles of the Declaration of Independence</b>	
<p><b>A.</b> Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.</p>	<p><b><u>Building Our Country</u></b>  <b>SE:</b> Declaring Independence, 160-165; Women of the Revolution, 172; Native Americans in the Revolution, 173; African Americans Fight of Freedom, 177; Three-Fifths Compromise, 199; The Bill of Rights, 204-209; Declaration of Independence, 302, R1-R3; also see: myStory Current Events, 29, 61, 99, 139, 183, 221, 261, 301; myStory Book: What are the Responsibilities of Power?, 569  <b>TG:</b> Current Event Maps, SSH19; Active Reading &amp; Lesson Summary pages 116, 117, 118, 119, 124, 127, 144, 147, 148, 149, 150, 178, 179, 180, 218</p>
<b>Purposes and principles of the Constitution</b>	
<p><b>B.</b> Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.</p>	<p><b><u>Building Our Country</u></b>  <b>SE:</b> The U.S. Constitution, SSH 28; Creating the Constitution, 196-203; Key Concepts of the Constitution, 210-217; Constitution, R4-R26  <b>TG:</b> Active Reading &amp; Lesson Summary pages 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> The U.S. Constitution, SSH28; Popular Sovereignty, SSH31; Government in Action, SSH32; Impeachment of Nixon, 597; Impeachment of Clinton, 611; Challenges at Home, 612; Americans Respond, 617  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH13, SSH14</p>

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

<b>Missouri Social Studies Grade Level Expectations, Grade 5</b>	<b>Savvas myWorld Social Studies Building Our Country and The Growth of Our Country</b>
<b>Purposes and principles of the Bill of Rights</b>	
<b>C.</b> Apply the principles of the Bill of Rights to historical time periods being studied and to current events.	<p><b><u>Building Our Country</u></b>  <b>SE:</b> The Bill of Rights, SSH29–SSH30; Ideas for Debate, 198; The Great Compromise, 199; The Bill of Rights, 204-209; Key Concepts of the Constitution, 210-217  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH13, SSH14, SSH15, 151, 152, 153, 154, 155</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> The Bill of Rights, SSH29–SSH30;  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH13, SSH14</p>
<b>Role of citizens and governments in carrying out constitutional principles</b>	
<b>D.</b> Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	<p><b><u>Building Our Country</u></b>  <b>SE:</b> Individual Rights, SSH 30; Protecting Rights, 207–209; Abolition, 254–255; Women Work for Reform, 255–256; The Seneca Falls Convention, 257; Struggles Over Slavery, 306–313  <b>TG:</b> Active Reading &amp; Lesson Summary pages 181, 182, 183, 184, 221–224</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> Civil Rights, 584–591; The Great Society, 592; Improved Rights for Others, 595; also see: National Voting Rights Museum, 571–573  <b>TG:</b> Active Reading &amp; Lesson Summary pages 407–409, 417–421, 423, 424</p>

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

<p style="text-align: center;"><b>Missouri Social Studies Grade Level Expectations, Grade 5</b></p>	<p style="text-align: center;"><b>Savvas myWorld Social Studies Building Our Country and The Growth of Our Country</b></p>
<p><b>Character traits and civic attitudes of significant individuals</b></p>	
<p><b>E.</b> Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000. See teacher resources for illustrative examples.</p>	<p><b><u>Building Our Country</u></b>  <b>SE:</b> Being a Good Citizen, SSH 34; How We Participate in Government, SSH 35; Samuel Adams: Champion of Liberty, 141–143; Mercy Otis Warren &amp; Daughters of Liberty, 148; Crispus Attucks, 152; Green Mountain Boys, 166; Women of the Revolution, 172; Native Americans in the Revolution, 173; African Americans Fight for Freedom, 177; The Lewis and Clark Expedition: Sacagawea’s Unique Role, 223–225; Women Work for Reform, 255–256; The Seneca Falls Convention, 257; Narcissa Whitman, 263–265; Abraham Lincoln, 313, 317, 318, 321, 322, 323, 336  <b>TG:</b> Active Reading &amp; Lesson Summary pages 108, 112, 121, 124, 127</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> Inventors and Inventions, 388–395; Susan B. Anthony, 417–419; Roosevelt, 494, 495; Truman, 524; Ronald Reagan, 533–535; Civil Rights, 584–589; Martin Luther King, Jr., 590; The Great Society, 592; President John F. Kennedy, 592  <b>TG:</b> Active Reading &amp; Lesson Summary pages 254, 255, 352, 353, 354, 355, 401, 421, 423</p>

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

<p style="text-align: center;"><b>Missouri Social Studies Grade Level Expectations, Grade 5</b></p>	<p style="text-align: center;"><b>Savvas myWorld Social Studies Building Our Country and The Growth of Our Country</b></p>
<p><b>Knowledge of the symbols of our state and nation</b></p>	
<p><b>F.</b> Recognize and explain the significance of national symbols associated with historical events and time periods being studied.</p>	<p><b><u>Building Our Country</u></b>  <b>SE:</b> Bunker Hill, 177; Capitol Visitor Center, American flag, 188; Independence Hall, 199; Washington, D.C., 230; White House, 231; Fort McHenry, Anthem, 243; Gettysburg National Monument, 303–305  <b>TG:</b> Active Reading &amp; Lesson Summary pages 127, 137, 144, 166, 167, 175</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> Gettysburg National Monument, 303–305; Homestead National Monument, 349–351; Ellis Island, 385–388; National Voting Rights Museum, 571–573  <b>TG:</b> Active Reading &amp; Lesson Summary pages 218, 219, 220, 250, 251, 252, 276,, 277, 278, 408, 409, 410</p>

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

Missouri Social Studies Grade Level Expectations, Grade 5	Savvas myWorld Social Studies Building Our Country and The Growth of Our Country
<b>2. Knowledge of principles and processes of governance systems</b>	
<b>Purposes and roles of government</b>	
<p><b>A.</b> Explain how the purpose and roles of government have been debated across historical time periods to current times.</p>	<p><b><u>Building Our Country</u></b>  <b>SE:</b> The U.S. Constitution, SSH28; The Bill of Rights, SSH29–SSH30; Popular Sovereignty, SSH31; Government in Action, SSH32; House of Burgesses, 78; Pilgrims and Puritans in New England, 80-87; New England Colonies (early government), 106–107; Declaration of Independence, 163–165; A Weak National Government, 190–191; Creating the Constitution, 196–203; Key Concepts of the Constitution, 210-217; The First Political Parties, 228, 229; Democratic-Republicans, 235, 236  <b>TG:</b> Active Reading &amp; Lesson Summary pages 58, 59, 60, 61, 62, 63, 79, 138, 143–146, 165, 170, 171</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> The U.S. Constitution, SSH28; The Bill of Rights, SSH29–SSH30; Popular Sovereignty, SSH31; Government in Action, SSH32; The Progressive Era, 420–427; Unequal Opportunities for African Americans, 430–435; The Fight for Women’s Rights, 436–441; Civil Rights, 584–591; A Loss of Confidence in Government, 597; The Reagan Years, 598; Impeachment of Nixon, 597; Impeachment of Clinton, 611; Challenges at Home, 612; Americans Respond, 617  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH13, SSH14, 302, 303, 304, 305, 306, 309, 310, 311, 312, 313, 314, 315, 316, 418, 419, 420, 421, 422</p>



**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

<b>Missouri Social Studies Grade Level Expectations, Grade 5</b>	<b>Savvas myWorld Social Studies Building Our Country and The Growth of Our Country</b>
<b>Dispute resolution</b>	
<b>B.</b> Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800 –2000.	<p><b><u>Building Our Country</u></b>  <b>SE:</b> Ideas for Debate, 198; The Great Compromise, 199; A New Plan for Government, 200; The Louisiana Purchase, 236–237  <b>TG:</b> Active Reading &amp; Lesson Summary pages 128, 139, 144</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> Marshall Plan, 538; The United Nations, 539; START, 562; Berlin Wall Comes Down, 563; End of Communism, 564; Ending School Segregation, 587; New Civil Rights Laws, 590; Improved Rights for Others, 595  <b>TG:</b> Active Reading &amp; Lesson Summary pages 385, 401, 402, 419, 421, 424</p>
<b>Processes of governmental systems in decision making</b>	
<b>C.</b> Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.	<p><b><u>Building Our Country</u></b>  <b>SE:</b> 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  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH13, SSH14, SSH15, 151, 152, 153, 154, 155</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> 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  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH13, SSH14, SSH15, 425, 436, 437, 441</p>

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

<p style="text-align: center;"><b>Missouri Social Studies Grade Level Expectations, Grade 5</b></p>	<p style="text-align: center;"><b>Savvas myWorld Social Studies Building Our Country and The Growth of Our Country</b></p>
<p><b>Functions of governmental systems</b></p>	
<p><b>D.</b> Distinguish between powers and functions of local, state and national government in the past and present.</p>	<p><b><u>Building Our Country</u></b>  <b>SE:</b> Participating in Our Government: Federal, State, and Local Government, SSH 30; Government in Action, SSH 32; House of Burgesses, 78, 100, 120; Mayflower Compact, 81; Town Meetings, 81, 106; Articles of Confederation, 188-193; A New Plan for Government, 200; Powers of Government, 202; United States Constitution, R4-R14  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH 14, 58, 60, 75, 79, 136, 137, 138, 139, 143, 144, 145, 146</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> The New Deal, 476-481; Ending School Segregation, 587; The Great Society, 592-593;  <b>TG:</b> Active Reading &amp; Lesson Summary pages 341, 342, 343, 344, 419, 423</p>

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

<b>Missouri Social Studies Grade Level Expectations, Grade 5</b>	<b>Savvas myWorld Social Studies Building Our Country and The Growth of Our Country</b>
<b>3a. Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>Understand the movement of people from many regions of the world to North America</b>	
<p><b>A.</b> Outline the territorial expansion of the United States. Describe the impact of migration on immigrants and the United States c. 1800-2000.</p>	<p><b><u>Building Our Country</u></b>  <b>SE:</b> Jefferson and the Louisiana Purchase, 234-239; Maps of territorial expansion and conflicts with Native Americans, 238, 247, 249, 270, 277, 282, 290; New Groups Arrive (immigrants and factories), 252-253; Better Transportation, 270; The Erie Canal, 271; The Westward Trail, 284-285; "Oregon or Bust" 287; The Mormon Trail, 288; Trails to the Southwest, 289; Reaching California, 290; Immigrant miners, 296  <b>TG:</b> Active Reading &amp; Lesson Summary pages 169, 170, 171, 172, 172, 178, 179, 182, 183, 195, 200, 203, 205, 206, 207, 208, 212</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> Mining in the West, 355; The Impact of the Railroads, 356-357; Farming on the Great Plains, 363; Becoming an Economic Power, 374; Industry and Resources, 401; Cities and Businesses, 402-403  <b>TG:</b> Active Reading &amp; Lesson Summary 254, 255, 260, 287, 288</p>
<b>Historical perspective / Thinking / Passage of time</b>	
<p><b>B.</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.</p>	<p><b><u>Building Our Country</u></b>  <b>SE:</b> The Lewis and Clark Expedition: Sacagawea's Unique Role, 223-225; Native Americans Fight for Their Homes, 249; The Trail of Tears, 250-251; also see: Maps of territorial expansion and conflicts with Native Americans, 238, 247, 249, 270, 277, 282, 290  <b>TG:</b> Active Reading &amp; Lesson Summary pages 160-162, 179, 180</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> Native Americans Struggle to Survive, 366-373  <b>TG:</b> Active Reading &amp; Lesson Summary pages 263, 264, 265, 266, 267</p>

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

<p style="text-align: center;"><b>Missouri Social Studies Grade Level Expectations, Grade 5</b></p>	<p style="text-align: center;"><b>Savvas myWorld Social Studies Building Our Country and The Growth of Our Country</b></p>
<p><b>Knowledge of the contributions of significant persons in U.S. history.</b></p>	
<p><b>C.</b> Identify and describe the contributions of historically significant individuals to the United States from c. 1800 – 2000. (See teacher resources for illustrative examples)</p>	<p><b><u>Building Our Country</u></b>  <b>SE:</b> Benjamin Franklin, 101–103; Samuel Adams: Champion of Liberty, 141–143; Mercy Otis Warren &amp; Daughters of Liberty, 148; Crispus Attucks, 152; Green Mountain Boys, 166; Women of the Revolution, 172; Native Americans in the Revolution, 173; African Americans Fight for Freedom, 177; The Lewis and Clark Expedition: Sacagawea’s Unique Role, 223–225; Women Work for Reform, 255–256; The Seneca Falls Convention, 257; Narcissa Whitman, 263–265; Abraham Lincoln, 313, 317, 318, 321, 322, 323, 336  <b>TG:</b> Active Reading &amp; Lesson Summary pages 108, 112, 121, 124, 127</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> Inventors and Inventions, 388–395; Susan B. Anthony, 417–419; Roosevelt, 494, 495; Truman, 524; Ronald Reagan, 533–535; Civil Rights, 584–589; Martin Luther King, Jr., 590; The Great Society, 592; President John F. Kennedy, 592  <b>TG:</b> Active Reading &amp; Lesson Summary pages 254, 255, 352, 353, 354, 355, 401, 421, 423</p>

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

<p style="text-align: center;"><b>Missouri Social Studies Grade Level Expectations, Grade 5</b></p>	<p style="text-align: center;"><b>Savvas myWorld Social Studies Building Our Country and The Growth of Our Country</b></p>
<p><b>Political developments and reform movements in the U.S.</b></p>	
<p><b>E.</b> Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000</p>	<p><b><u>Building Our Country</u></b>  <b>SE:</b> The U.S. Constitution, SSH28; The Bill of Rights, SSH29–SSH30; Popular Sovereignty, SSH31; Government in Action, SSH32; House of Burgesses, 78; Pilgrims and Puritans in New England, 80-87; New England Colonies (early government), 106–107; Declaration of Independence, 163–165; A Weak National Government, 190–191; Creating the Constitution, 196–203; Key Concepts of the Constitution, 210-217; The First Political Parties, 228, 229; Democratic-Republicans, 235, 236  <b>TG:</b> Active Reading &amp; Lesson Summary pages 58, 59, 60, 61, 62, 63, 79, 138, 143–146, 165, 170, 171</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> The U.S. Constitution, SSH28; The Bill of Rights, SSH29–SSH30; Popular Sovereignty, SSH31; Government in Action, SSH32; The Progressive Era, 420–427; Unequal Opportunities for African Americans, 430–435; The Fight for Women’s Rights, 436–441; Civil Rights, 584–591; A Loss of Confidence in Government, 597; The Reagan Years, 598; Impeachment of Nixon, 597; Impeachment of Clinton, 611; Challenges at Home, 612; Americans Respond, 617  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH13, SSH14, 302, 303, 304, 305, 306, 309, 310, 311, 312, 313, 314, 315, 316, 418, 419, 420, 421, 422</p>

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

Missouri Social Studies Grade Level Expectations, Grade 5	Savvas myWorld Social Studies Building Our Country and The Growth of Our Country
<b>Westward Expansion and settlement in the US</b>	
<p><b>F</b> Investigate the causes and consequences of westward expansion c. 1800-2000.</p>	<p><b><u>Building Our Country</u></b>  <b>SE:</b> Jefferson and the Louisiana Purchase, 234-239; Maps of territorial expansion and conflicts with Native Americans, 238, 247, 249, 270, 277, 282, 290; New Groups Arrive (immigrants and factories), 252–253; Better Transportation, 270; The Erie Canal, 271; The Westward Trail, 284–285; “Oregon or Bust” 287; The Mormon Trail, 288; Trails to the Southwest, 289; Reaching California, 290; Immigrant miners, 296  <b>TG:</b> Active Reading &amp; Lesson Summary pages 169, 170, 171, 172, 172, 178, 179, 182, 183, 195, 200, 203, 205, 206, 207, 208, 212</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> Mining in the West, 355; The Impact of the Railroads, 356–357; Farming on the Great Plains, 363; Becoming an Economic Power, 374; Industry and Resources, 401; Cities and Businesses, 402–403  <b>TG:</b> Active Reading &amp; Lesson Summary 254, 255, 260, 287, 288</p>

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

<b>Missouri Social Studies Grade Level Expectations, Grade 5</b>	<b>Savvas myWorld Social Studies Building Our Country and The Growth of Our Country</b>
<b>Understanding the causes and consequences of the Civil War</b>	
<b>G.</b> Identify political, economic and social causes and consequences of the Civil War and Reconstruction.	<p><b><u>Building Our Country</u></b>  <b>SE:</b> Abolition, 254–255; The North and South Grow Apart, 306–307; Tough Compromises, 308; Bleeding Kansas, 309; Escape to Freedom, 310; Starting Down the Road to War &amp; Anger Rises, 311; The Election of 1860, 312; The South Breaks Away, 313; The War Begins, 316–321; Life During the Civil War, 322–329; The War Ends, 330–337; Reconstruction, 338–343  <b>TG:</b> Active Reading &amp; Lesson Summary pages 181, 182, 183, 184, 228–231, 232–236, 237–241, 242–245</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> The North and South Grow Apart, 306–307; Tough Compromises, 308; Bleeding Kansas, 309; Escape to Freedom, 310; Starting Down the Road to War &amp; Anger Rises, 311; The Election of 1860, 312; The South Breaks Away, 313; The War Begins, 316–321; Life During the Civil War, 322–329; The War Ends, 330–337; Reconstruction, 338–343  <b>TG:</b> Active Reading &amp; Lesson Summary pages 181, 182, 183, 184, 220, 221, 222, 223, 224, 228–231, 232–236, 237–241, 242–245</p>
<b>Major economic developments in the United States</b>	
<b>H.</b> Identify political, economic, and social causes and consequences of the Great Depression.	<p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> The Great Depression, 466–473  <b>TG:</b> Active Reading &amp; Lesson Summary pages 334, 335, 336, 337</p>
<b>Causes, comparisons, and results of major twentieth-century wars</b>	
<p><b>I.</b> Identify political, economic, and social causes and consequences of World War I and WWII on the United States.</p> <p>Identify the political, economic and social consequences of the Cold War on the United States.</p>	<p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> World War I, 450–457  <b>TG:</b> Active Reading &amp; Lesson Summary 323–327</p>

**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

Missouri Social Studies Grade Level Expectations, Grade 5	Savvas myWorld Social Studies Building Our Country and The Growth of Our Country
<b>4. Knowledge of economic concepts and principles</b>	
<b>Knowledge of basic economic concepts</b>	
<p><b>A.</b> Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.</p>	<p><b><u>Building Our Country</u></b>  <b>SE:</b> Supply and Demand, SSH 20–SSH 21; The Marketplace, SSH 22; Scarcity and Opportunity Cost, SSH 23; The Economy Today, SSH25; Jobs, SSH 26; Technology and Specialization, SSH 27; Imports and Exports, 114–115; Slavery in the Colonies, 120–127; Inventions, Roads, and Railroads, 266–273  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH 9, SSH 10, SSH 11, 192–196</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> Supply and Demand, SSH 20–SSH 21; The Marketplace, SSH 22; Scarcity and Opportunity Cost, SSH 23; The Economy Today, SSH25; Jobs, SSH 26; Technology and Specialization, SSH 27; U.S. Foreign Trade Graph, 374; United States Trades Around the World, 375; Panama Canal, 377; The Impact of Big Business, 398–403; Labor Movement, 422, 423; New Products, 458–458; Rationing, 500; The United States and the Global Economy, 624–625  <b>TG:</b> Active Reading &amp; Lesson Summary SSH 9, SSH 10, SSH 11, 268, 329, 359, 446</p>



**A Correlation of Savvas myWorld Social Studies  
Building Our Country, The Growth of Our Country, Grade 5  
to the Missouri Social Studies Grade Level Expectations, Grade 5**

<p style="text-align: center;"><b>Missouri Social Studies Grade Level Expectations, Grade 5</b></p>	<p style="text-align: center;"><b>Savvas myWorld Social Studies Building Our Country and The Growth of Our Country</b></p>
<p><b>Factors that influence the economy</b></p>	
<p><b>D.</b> Explain factors, past and present, that influence changes in our nation’s economy.</p> <p>Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.</p>	<p><b><u>Building Our Country</u></b>  <b>SE:</b> New Groups Arrive (immigrants and factories), 252–253; Better Transportation, 270; The Westward Trail, 284–285; “Oregon or Bust” 287; The Mormon Trail, 288; Trails to the Southwest, 289; Reaching California, 290; Immigrant miners, 296; also see: Maps of territorial expansion and conflicts with Native Americans, 238, 247, 249, 270, 277, 282, 290  <b>TG:</b> Active Reading &amp; Lesson Summary pages 169, 170, 171, 172, 172, 178, 179, 182, 183, 195, 200, 203, 205, 206, 207, 208, 212</p> <p><b><u>The Growth of Our Country</u></b>  <b>SE:</b> Mining in the West, 355; The Impact of the Railroads, 356–357; Farming on the Great Plains, 363; Cities and Businesses, 402–403  <b>TG:</b> Active Reading &amp; Lesson Summary 254, 255, 260, 287, 288</p>































