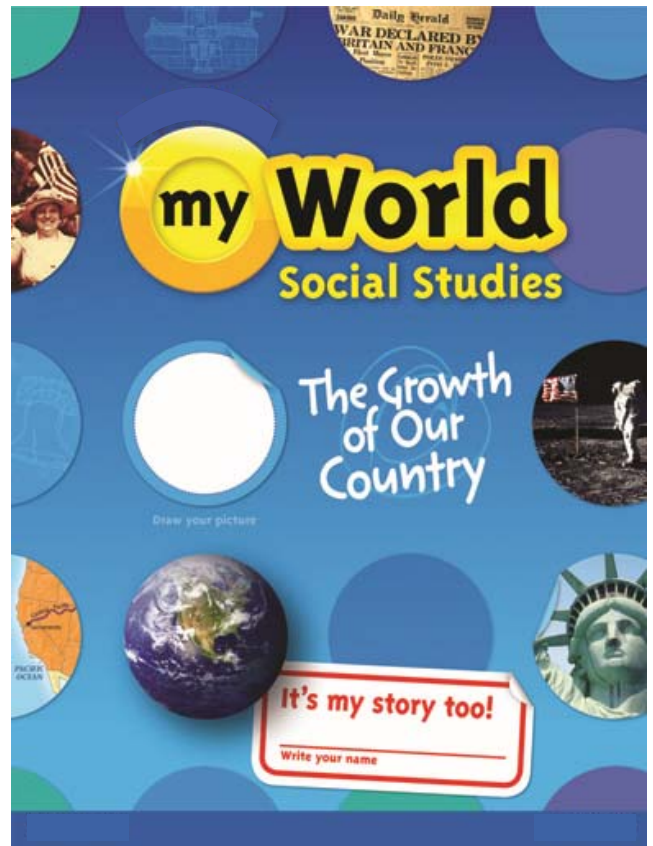
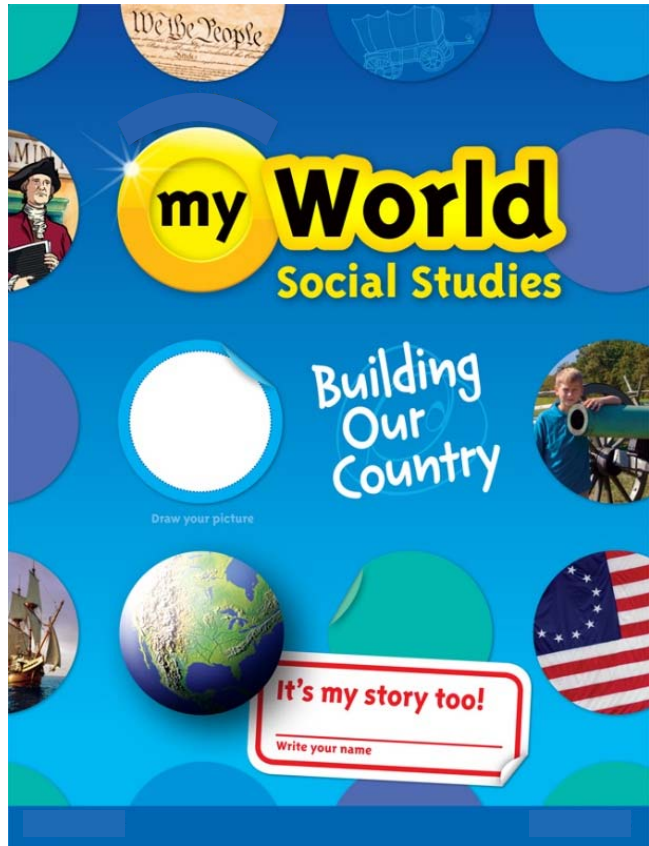


## A Correlation of



## To the Montana Standards for Social Studies Grade 5

**A Correlation of myWorld Social Studies, Building Our Country, The Growth of Our Country,  
Grade 5  
to the Montana Standards for Social Studies**

**Introduction**

This document demonstrates how *myWorld Social Studies* meets the Montana Standards for Social Studies, 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*<sup>™</sup> 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
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<p align="center"><b>Montana Standards for Social Studies</b></p>	<p align="center"><b>myWorld Social Studies Building Our Country The Growth of Our Country, Grade 5</b></p>
<p><b>End of Grade 8</b></p>	
<p><b>Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</b></p>	
<p>1. apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</p>	<p><u>Building Our Country</u>  <b>SW:</b> myStory Current Events: 29, 61, 99, 139, 183, 221, 261, 301, 347; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites: 232-233  <b>TG:</b> myStory Current Events: 20, 22, 43, 45, 70, 72, 98, 100, 129, 131, 156, 158, 185, 187, 213, 215, 245, 247; Active Reading &amp; Lesson Summary: 109, 110, 140, 141, 167, 168; Research: 29, 38, 42, 65, 79, 141, 165, 168, 179, 183, 186, 191, 194, 201, 208, 211, 229, 234, 239; Report Research: 42, 79, 141, 165, 168, 183, 186, 191, 194, 211, 239</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> myStory Current Events: 347, 383, 415, 445, 485, 531, 569, 603, 633; Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Generate New Ideas: 474-475; Media and Technology: Analyze Media Content: 614-615  <b>TG:</b> myStory Current Events: 245, 247, 271, 273, 294, 296, 316, 318, 344, 346, 376, 378, 403, 405, 427, 429, 449, 451; Active Reading &amp; Lesson Summary: 306, 307, 338, 339, 438, 439; Research: 239, 254, 264, 272, 277, 280, 287, 310, 314, 330, 335, 342, 353, 373, 385, 400, 413, 419, 424, 437; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437</p>

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<p align="center"><b>Montana Standards for Social Studies</b></p>	<p align="center"><b>myWorld Social Studies Building Our Country The Growth of Our Country, Grade 5</b></p>
<p>2. assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).</p>	<p><u>Building Our Country</u>  <b>SW:</b> myStory Current Events: 29, 61, 99, 139, 183, 221, 261, 301, 347; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites: 232-233  <b>TG:</b> myStory Current Events: 20, 22, 43, 45, 70, 72, 98, 100, 129, 131, 156, 158, 185, 187, 213, 215, 245, 247; Active Reading &amp; Lesson Summary: 109, 110, 140, 141, 167, 168; Research: 29, 38, 42, 65, 79, 141, 165, 168, 179, 183, 186, 191, 194, 201, 208, 211, 229, 234, 239; Report Research: 42, 79, 141, 165, 168, 183, 186, 191, 194, 211, 239</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> myStory Current Events: 347, 383, 415, 445, 485, 531, 569, 603, 633; Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Generate New Ideas: 474-475; Media and Technology: Analyze Media Content: 614-615  <b>TG:</b> myStory Current Events: 245, 247, 271, 273, 294, 296, 316, 318, 344, 346, 376, 378, 403, 405, 427, 429, 449, 451; Active Reading &amp; Lesson Summary: 306, 307, 338, 339, 438, 439; Research: 239, 254, 264, 272, 277, 280, 287, 310, 314, 330, 335, 342, 353, 373, 385, 400, 413, 419, 424, 437; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437</p>

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<p>3. interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).</p>	<p>During the myWorld Activity, students work in small groups to demonstrate their understanding of chapter content. The activities demonstrate students' ability to transfer and apply their learning to new situations.</p> <p><u>Building Our Country</u>  <b>SE:</b> Collaboration and Creativity: Work in Teams: 10-11; Critical Thinking: Compare Viewpoints: 128-129; Think About: 3, 33, 65, 89, 99, 103, 129, 139, 143, 187, 225, 265, 273, 305, R13, R15;  <b>TG:</b> Review and Assessment, myWorld Activity: 20, 43, 70, 98, 129, 156, 185, 213, 245; Active Reading &amp; Lesson Summary: 9, 10, 92, 93; Think About: 122; Share Ideas/Information: 21, 38, 42, 52, 68, 76, 79, 93, 96, 106, 130, 139, 141, 143, 148, 149, 155, 157, 162, 175, 178, 183, 186, 187, 191, 194, 198, 201, 214, 215, 219, 223, 228, 229, 234, 239, 246, 247; myWorld and Me: Active Reading &amp; Lesson Summary: 20, 22, 43, 45, 70, 72, 98, 100, 129, 131, 156, 158, 185, 187, 213, 215, 245, 247; Express Problems Clearly: 28, 113, 123, 138, 148, 178, 202, 218, 228, 230, 232, 244</p> <p><u>The Growth of Our Country</u>  <b>SE:</b> Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Make a Difference: 582-583; Think About: 305, 351, 387, 419, 449, 489, 533, 573, 607  <b>TG:</b> Active Reading &amp; Lesson Summary: 306, 307; 415, 416; Review and Assessment, myWorld Activity: 245, 271, 294, 316, 344, 376, 403, 427, 449; Express Problems Clearly: 218, 228, 230, 232, 244, 280, 291, 313, 327, 334, 399, 400; Share Ideas/Experiences/Information: 219, 221, 228, 229, 234, 243, 246, 247, 260, 264, 268, 270, 272, 273, 277, 280, 290, 292, 300, 303, 310, 314, 322, 330, 334, 339, 341, 342, 345, 346, 357, 364, 369, 373, 378, 382, 405, 409, 413, 416, 419, 424, 429, 433, 437, 442, 447; myWorld and Me: 247, 273, 296, 318, 346, 378, 405, 429, 451</p>

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Montana Standards for Social Studies	myWorld Social Studies Building Our Country The Growth of Our Country, Grade 5
<b>Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.</b>	
1. describe the purpose of government and how the powers of government are acquired, maintained and used.	<p><u>Building Our Country</u>  <b>SW:</b> What Is Government? SSH28; Federalism: National, State, and Local Government, SSH30; Popular Sovereignty, SSH31; Government in Action, SSH32; Politics, SSH33; myStory Spark: What Is the Purpose of Government? 184; Powers of Government, 202-203; Key Concepts of the Constitution, 210-217; myStory Book: What Is the Purpose of Government? 221  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH11, SSH12, SS13, SSH14, 142, 146, 151, 152, 153, 154, 155, 158</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> What Is Government? SSH28; Federalism: National, State, and Local Government, SSH30; Popular Sovereignty, SSH31; Government in Action, SSH32; Politics, SSH33  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH11, SSH12, SS13, SSH14</p>
2. identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government).	<p><u>Building Our Country</u>  <b>SW:</b> Three Branches of Government, SSH29; Federalism: National, State, and Local Government, SSH30; Popular Sovereignty, SSH31; Government in Action, SSH32  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH11, SSH12, SSH13, SSH14</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Three Branches of Government, SSH29; Federalism: National, State, and Local Government, SSH30; Popular Sovereignty, SSH31; Government in Action, SSH32  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH11, SSH12, SS13, SSH14</p>

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<p align="center"><b>Montana Standards for Social Studies</b></p>	<p align="center"><b>myWorld Social Studies Building Our Country The Growth of Our Country, Grade 5</b></p>
<p>3. identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments.</p>	<p>For opportunities to address please see: <u>Building Our Country</u> <b>SW:</b> Federalism: National, State, and Local Government, SSH30; Popular Sovereignty, SSH31; Governments of Large Nations, 23; Native Americans and the Trail of Tears, 246-251 <b>TG:</b> Active Reading &amp; Lesson Summary: SSH13, 15, 18, 177, 178, 179, 180</p> <p><u>The Growth of Our Country</u> <b>SW:</b> Federalism: National, State, and Local Government, SSH30; Popular Sovereignty, SSH31; Native Americans Struggle to Survive, 366-373 <b>TG:</b> Active Reading &amp; Lesson Summary: SSH13, 262, 263, 264, 265, 266</p>
<p>4. analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.</p>	<p><u>Building Our Country</u> <b>SW:</b> Government in Action, SSH32; Key Concepts of the Constitution, 210-217; Congress and Reconstruction, 338-339; New Amendments, 341; United States Constitution, R4-R26 <b>TG:</b> Active Reading &amp; Lesson Summary: SSH11, SSH14, 151, 152, 153, 154, 155, 241, 242, 243, R3-R14</p> <p><u>The Growth of Our Country</u> <b>SW:</b> Government in Action, SSH32; Congress and Reconstruction, 338-339; New Amendments, 341; Reforms to the Constitution, 464-465; The New Deal, 476-481; Trials at Home and Abroad, 608-613; Threats to Peace and Prosperity, 616-621 <b>TG:</b> Active Reading &amp; Lesson Summary: SSH11, SSH14, 241, 242, 243, 328, 332, 340, 343, 434, 435, 436, 437, 440, 441, 442, 443</p>



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<p align="center"><b>Montana Standards for Social Studies</b></p>	<p align="center"><b>myWorld Social Studies Building Our Country The Growth of Our Country, Grade 5</b></p>
<p>5. identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule).</p>	<p><u>Building Our Country</u>  <b>SW:</b> The U.S. Constitution, SSH28; The Bill of Rights, SSH29-SSH30; The Pilgrims Arrive, 81; The Declaration of Independence, 163-164; Got It? 165; Review and Assessment, 181; myStory Book: What Is Worth Fighting For? 183; The New Government, 188-189; Opinions About the Articles of Confederation, 197; The Preamble of the Constitution, 200; Powers of Government, 202-203; Got It? 203; The Bill of Rights, 204-209; Key Concepts of the Constitution, 210-217; Chapter 6 Study Guide, 218; Review and Assessment, 219, 220; myStory Book: What Is the Purpose of Government? 221; The Declaration of Independence, R0-R3; United States Constitution, R4-R25  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH12, SSH13, SSH14, 59, 60, 116, 118, 119, 130, 131, 136, 137, 142, 143, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, R1-R2, R3-R14</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> The U.S. Constitution, SSH28; The Bill of Rights, SSH29-SSH30; Civil Rights, 584-591  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH12, SSH13, SSH14, 417, 418, 419, 420, 421</p>

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<p>6. explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).</p>	<p><u>Building Our Country</u>  <b>SW:</b> The French and Indian War, 130-136; The War of 1812, 240-245; Native Americans and the Trail of Tears, 246-251; Women and African Americans Fight for Freedom, 252-257; Struggles Over Slavery, 306-313  <b>TG:</b> Active Reading &amp; Lesson Summary: 94, 95, 96, 97, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 220, 221, 222, 223, 224</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Struggles Over Slavery, 306-313; Critical Thinking: Solve Problems, 428-429; Unequal Opportunities for African Americans, 430-435; The Fight for Women’s Rights, 436-441; World War I, 450-457; World War II Begins, 490-497; Cold War Conflicts, 552-557; Civil Rights 584-591; The Women’s Movement, 594; Improved Rights for Others, 595; Trials at Home and Abroad, 608-613; Threats to Peace and Prosperity, 616-621; America’s Place in the World Today, 628-629  <b>TG:</b> Active Reading &amp; Lesson Summary: 220, 221, 222, 223, 224, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 323, 324, 325, 326, 327, 351, 352, 353, 354, 355, 394, 395, 396, 397, 417, 418, 419, 420, 421, 422, 424, 434, 435, 436, 437, 440, 441, 442, 443, 444, 448</p>
<p>7. explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.</p>	<p><u>Building Our Country</u>  <b>SW:</b> Media and Technology: Evaluate Web Sites, 232, 233  <b>TG:</b> Active Reading &amp; Lesson Summary: 167, 168</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Industrializations Leads to Challenges, 420-421; New Technology, 578; Media and Technology: Analyze Media Content, 614-615  <b>TG:</b> Active Reading &amp; Lesson Summary: 301, 302, 438, 439</p>

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<b>Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</b>	
1. analyze and use various representations of the Earth (e.g., physical, topographical, political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place.	<p><u>Building Our Country</u>  <b>SW:</b> Reading Maps, SSH12; Political Maps, SH 13; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current-Events Maps, SSH19; Possible Routes of the First Americans, 5; Trails West, 1840s, 290; Reaching California, 290-291; Got It? 291  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH3, SSH4, SSH5, SSH6, 5, 6, 204, 208</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Reading Maps, SSH12; Political Maps, SH 13; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current-Events Maps, SSH19; Changes in Slave-Free States and Territories, 1820-1854, 309; The Disappearing Frontier, 364  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH3, SSH4, SSH5, SSH6, 220, 222, 258, 261</p>
2. locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem.	<p><u>Building Our Country</u>  <b>SW:</b> Our Land and Regions: Location, Place, SSH10; Ancient Farmers: Builders in Stone, 1-3; Ancient American Civilizations, 4-9; Native American Cultures, 13; Settling in the Americas, 50-51; Jamestown Settlement: Three Cultures Meet, 63-65; New Spain Around 1600, 66; Spanish Missions, 1600-1650, 70; Rival Settlements, Early 1600s, 75; Plymouth Colony, 82; European Colonies, mid-1600s, 91; The English Colonies, 104  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH1, SSH2, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 34, 38, 47, 48, 49, 50, 51, 53, 54, 56, 59, 61, 66, 67, 77, 78</p>

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<p><b>(Continued)</b> 2. locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem.</p>	<p><b>(Continued)</b> <u>The Growth of Our Country</u> <b>SW:</b> Our Land and Regions: Location, Place, SSH10; U.S. Cities and Railroads, About 1850, 352; Europe, 1900, 405; Allied Powers and Central Powers, About 1915, 452; Major Battles of World War II: Europe and Africa, 509; Major Battles of World War II: The Pacific, 523 <b>TG:</b> Active Reading &amp; Lesson Summary: SSH1, SSH2, 252, 253, 289, 290, 323, 325, 362, 365, 371, 373</p>
<p>3. analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.</p>	<p><u>Building Our Country</u> <b>SW:</b> Our Land and Regions: Human/Environmental Interaction, SSH11; Ancient Farmers: Builders in Stone, 1-3; Learning to Use the Land, 6; The Mayan and Aztec Worlds, 6-7; Other North American Cultures, 8-9; Adapting to Different Places, 12-17; Geography of the English Colonies, 104-105; Geography and Settlements, 105; National Road and Major Canals, early 1800s, 270; Better Transportation, 270-271; The Erie Canal, 271 <b>TG:</b> Active Reading &amp; Lesson Summary: SSH1, SSH2, 2, 3, 4, 5, 7, 8, 11, 12, 13, 14, 77, 78, 111, 115, 192, 195</p> <p><u>The Growth of Our Country</u> <b>SW:</b> Our Land and Regions: Human/Environmental Interaction, SSH11; Physical Maps, SSH14; Mining in the West, 355; 160 Acres! 360-361; Conservation, 427; Problems on the Great Plains, 472; The Dust Bowl, 473 <b>TG:</b> Active Reading &amp; Lesson Summary: SSH1, SSH2, 252, 254, 258, 259, 301, 305, 333, 337</p>

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<p>4. explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.</p>	<p><u>Building Our Country</u>  <b>SW:</b> People Arrive in the Americas, 4-5; Viking Explorers, 34-35; The Columbian Exchange, 52-57; The Pilgrims Arrive, 80-81; The Dutch Arrive, 93; Triangular Trade, 115; Moving West, 234-235; Exploring the West, 237; Lewis and Clark’s Journey, 238; The Trail of Tears, 251; Trails to the West, 284-291  <b>TG:</b> Active Reading &amp; Lesson Summary: 5, 6, 27, 28, 39, 40, 41, 42, 59, 60, 66, 68, 82, 84, 169, 170, 171, 172, 177, 179, 180, 204, 205, 206, 207, 208</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> The Movement from East to West, 352-353; Building the Panama Canal, 377; Movement and Change, 463  <b>TG:</b> Active Reading &amp; Lesson Summary: 252, 253, 267, 269, 328, 331</p>
<p>5. use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density).</p>	<p><u>Building Our Country</u>  <b>SW:</b> myStory Book: How Does the Environment Shape How We Live? 29; Routes to Indian Territory, 249  <b>TG:</b> Active Reading &amp; Lesson Summary: 20, 22, 177, 179</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Adapting to the Environment, 362-363; Dust Bows, 1930s, 472  <b>TG:</b> Active Reading &amp; Lesson Summary: 258, 260, 333, 337</p>

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<p>6. describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms) and long-term physical changes (e.g., plate tectonics, erosion, glaciation).</p>	<p><u>Building Our Country</u>  <b>SW:</b> Portuguese Explorers, 1487-1499, 40; Drought, 73  <b>TG:</b> Active Reading &amp; Lesson Summary: 27, 31, 54, 55</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Homesteading, 361; Problems on the Great Plains, 472; The Dust Bowl, 473  <b>TG:</b> Active Reading &amp; Lesson Summary: 258, 259, 333, 337</p>
<p>7. describe major changes in a local area that have been caused by human beings (e.g., a new highway, a fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment.</p>	<p><u>Building Our Country</u>  Our Land and Regions: Human/Environmental Interaction, SSH11; Ancient Farmers: Builders in Stone, 1-3; Learning to Use the Land, 6; The Mayan and Aztec Worlds, 6-7; Other North American Cultures, 8-9; Adapting to Different Places, 12-17; Geography of the English Colonies, 104-105; Geography and Settlements, 105; National Road and Major Canals, early 1800s, 270; Better Transportation, 270-271; The Erie Canal, 271  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH1, SSH2, 2, 3, 4, 5, 7, 8, 11, 12, 13, 14, 77, 78, 111, 115, 192, 195</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Mining in the West, 355; Adapting to the Environment, 362-363; Problems on the Great Plains, 472; The Dust Bowl, 473; The Environmental Movement, 596; Environmental Issues, 626  <b>TG:</b> Active Reading &amp; Lesson Summary: 252, 254, 258, 260, 333, 337, 422, 425, 444, 447</p>

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<p align="center"><b>Montana Standards for Social Studies</b></p>	<p align="center"><b>myWorld Social Studies Building Our Country The Growth of Our Country, Grade 5</b></p>
<p><b>Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</b></p>	
<p>1. interpret the past using a variety of sources (e.g., biographies, documents, diaries, eye-witnesses, interviews, internet, primary source material) and evaluate the credibility of sources used.</p>	<p><u>Building Our Country</u>  <b>SW:</b> Ancient Farmers, 1-3; Álvar Núñez Cabeza de Vaca: Explorer of Florida and Texas, 31-33; Benjamin Franklin: Young Apprentice, 101-103; Samuel Adams: Champion of Liberty, 141-143; Critical Thinking: Use Primary Sources, 150-151; Media and Technology: Search for Information on the Internet, 194-195; The Lewis and Clark Expedition: Sacagawea’s Unique Role, 223-225; Media and Technology: Evaluate Web Sites, 232-233; Narcissa Whitman: Oregon Trail Pioneer, 263-265  <b>TG:</b> Active Reading &amp; Lesson Summary: 2, 3, 4, 24, 25, 26, 74, 75, 76, 102, 103, 104, 109, 110, 140, 141, 160, 161, 162, 189, 190, 191; Analyze Primary Sources: 35, R1, R2, R3, R5, R9, R11;</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Homestead National Monument: A Tribute to American Pioneers, 349-351; Ellis Island: A Doorway to America, 385-387; Susan B. Anthony: Crusader for Women’s Rights, 417-419; Zora Neale Hurston: A Voice From the South, 447-449; World War II: Those Who Were There, 487-489; Media and Technology: Analyze Historical Visuals, 498-499; Ronald Reagan and the Berlin Wall, 533-535; YoYo Ma: Musician and Teacher, 605-607; Media and Technology: Analyze Media Content, 614-615  <b>TG:</b> Active Reading &amp; Lesson Summary: 249, 250, 251, 275, 276, 277, 298, 299, 300, 320, 321, 322, 348, 349, 350, 380, 381, 382, 431, 432, 433, 438, 439; Analyze Primary Sources: 341</p>

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<p>2. describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues).</p>	<p>Refer also to the Table of Contents of each text.</p> <p><u>Building Our Country</u>  <b>SW:</b> Reading Skills: Classify and Categorize: SSH1; Reading Skills: Cause and Effect: SSH3; Reading Skills: Sequence: SSH6; Cause and Effect: 51, 53, 78, 145, 148, 149, 157, 173, 181, 236, 245, 260, 267, 273, 276, 313; Categorize: 67, 71, 77, 87, 93, 95, 178; Sequence: 239, 311, 317, 343, 345  <b>TG:</b> Cause and Effect: SSH8, SSH9, SSH10, 3, 13, 18, 25, 28, 30, 36, 37, 41, 51, 52, 53, 55, 57, 58, 62, 63, 68, 69, 71, 78, 79, 83, 85, 86, 90, 91, 106, 107, 108, 112, 114, 115, 117, 121, 122, 123, 128, 138, 154, 157, 161, 165, 170, 176, 178, 179, 190, 194, 196, 201, 202, 203, 206, 207, 211, 212, 243, 244, R1, R4, R11; Categorize: 53, 57, 62, 68; Sequence: 223, 229, 235, 242</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Reading Skills: Classify and Categorize: SSH1; Reading Skills: Cause and Effect: SSH3; Reading Skills: Sequence: SSH6; Cause and Effect: 313, 357, 373, 379, 392, 427, 435, 457, 465, 467, 470, 481, 483, 505, 527; Sequence: 317, 329, 343, 345, 390-391, 439, 493, 497, 505, 509, 513, 523, 529, 537, 543, 565, 568, 591, 594,  <b>TG:</b> Cause and Effect: SSH7, SSH8, SSH9, 243, 244, 254, 255, 260, 263, 265, 266, 269, 282, 286, 287, 292, 302, 303, 304, 311, 315, 321, 324, 325, 326, 327, 330, 332, 335, 336, 337, 342, 352, 353, 354, 355, 360, 364, 366, 372, 373, 375, 411, 412, 414, 420, 423, 424, 425, 426, 432, 437, 441, 445, 446, 448; Sequence: 229, 235, 237, 242, 353, 355, 360, 364, 366, 370, 374</p>



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<p>3. use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens.</p>	<p><u>Building Our Country</u>  <b>SW:</b> Being a Good Citizen, SSH34; Ways to Be a Good Citizen, SSH34; How We Participate in Government, SSH35; Collaboration and Creativity: Work in Teams, 10-11; Media and Technology: Search for Information on the Internet, 194-195; A More Perfect Union, 210; In this photograph, National Guard..., 212; Working to End Slavery, 254-255; Women Work for Reform, 255-256; The Seneca Falls Convention, 257  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH12, SSH16, 9, 10, 140, 141, 142, 143, 144, 145, 146, 151, 152, 154, 181, 183, 184</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Unequal Opportunities for African Americans, 430-435; The Fight for Women’s Rights, 436-441; Collaboration and Creativity: Make a Difference, 582-583; Civil Rights, 584-591  <b>TG:</b> Active Reading &amp; Lesson Summary: 308, 309, 310, 311, 312, 313, 314, 315, 415, 416, 417, 418, 419, 420, 421</p>
<p>4. identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.</p>	<p><u>Building Our Country</u>  <b>SW:</b> The Bill of Rights, SSH29-SSH30; Popular Sovereignty, SSH31; Being a Good Citizen, SSH34; Ways to Be a Good Citizen, SSH34; How We Participate in Government, SSH35; Got It? SSH35; Creating the Constitution, 196-203; Protecting Rights, 207; Ten Amendments, 208-209; The Bill of Rights, 208; A More Perfect Union, 210; Promote the General Welfare, 214; Secure Liberty, 215; New Groups Arrive, 252-253; Struggles Over Slavery, 306-313  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH12, SSH13, SSH14, SSH16, 147, 149, 150, 151, 152, 154, 220, 221, 222, 223, 224</p>

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<p><b>(Continued)</b> 4. identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.</p>	<p><b>(Continued)</b> <u>The Growth of Our Country</u> <b>SW:</b> Struggles Over Slavery, 306-313; Unequal Opportunities for African Americans, 430-435; The Fight for Women’s Rights, 436-441; national Voting Rights Museum: Making a Difference, 571-573; Collaboration and Creativity: Make a Difference, 582-583; Civil Rights, 584-591; The Woman’s Movement, 594; Improved Rights for Others, 595; Threats to Peace and Prosperity, 616-621 <b>TG:</b> Active Reading &amp; Lesson Summary: 220, 221, 222, 223, 224, 308, 309, 310, 311, 312, 313, 314, 315, 407, 408, 409, 415, 416, 417, 418, 419, 420, 421, 422, 424, 440, 441, 442, 443</p>
<p>5. identify major scientific discoveries and technological innovations and describe their social and economic effects on society.</p>	<p><u>Building Our Country</u> <b>SW:</b> Technology Shapes Exploration, 34-41; Inventions, Roads, and Railroads, 266-273 <b>TG:</b> Active Reading &amp; Lesson Summary: 27, 28, 29, 30, 31, 192, 193, 194</p> <p><u>The Growth of Our Country</u> <b>SW:</b> A National Railroad System, 354; Mining in the West, 355; Cowboys and Ranchers, 355-356; The Impact of the Railroads, 356-357; Adapting to the Environment, 362-363, Farming on the Great Plains, 363; Inventors and Inventions, 388-395; Critical Thinking: Predict Consequences, 396-397; Business Leaders Take Risks, 398-399; Inventions and Business, 400; Industry and Resources, 401; New War Technology, 506-507; A Dangerous New Weapon, 524; The Space Race, 550; New Technology, 578; Television in 1950s America, 579; Going Green, 627 <b>TG:</b> Active Reading &amp; Lesson Summary: 252, 254, 255, 258, 260, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 362, 363, 371, 374, 390, 393, 410, 413, 444, 447</p>

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<p>6. explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women’s Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.</p>	<p><u>Building Our Country</u>  <b>SW:</b> Critical Thinking: Compare Viewpoints, 128-129; Tensions With Britain, 144-149; The Colonists Rebel, 152-159; Declaring Independence, 160-165; A Tax Revolt, 191; Creating the Constitution, 196-203; Jefferson and the Louisiana Purchase, 234-239; Struggles Over Slavery, 306-313  <b>TG:</b> Active Reading &amp; Lesson Summary: 92, 93, 105, 106, 107, 108, 111, 112, 113, 114, 115, 116, 117, 118, 119, 136, 138, 142, 143, 144, 145, 146, 169, 170, 171, 172, 220, 221, 222, 223, 224</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Struggles Over Slavery, 306-313; Immigration, 404-411; Unequal Opportunities for African Americans, 430-435; The Fight for Women’s Rights, 436-441; The New Deal, 476-481; A Divided World, 536-543; The Superpowers Compete, 546-551; Cold War Conflicts, 552-557; Civil Rights, 584-591, The Women’s Movement, 594; Improved Rights for Others, 595; Trials at Home and Abroad, 608-613; Threats to Peace and Prosperity, 616-621  <b>TG:</b> Active Reading &amp; Lesson Summary: 220, 221, 222, 223, 224, 289, 290, 291, 292, 293, 308, 309, 310, 311, 312, 313, 314, 315, 340, 341, 342, 343, 383, 384, 385, 386, 387, 390, 391, 392, 393, 394, 395, 396, 397, 422, 424, 434, 435, 436, 437, 440, 441, 442, 443</p>

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7. Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.	<p><u>Building Our Country</u>  <b>SW:</b> Adapting to New Places, 12-17; Native American Cultures, 18-25; The French and Indian War, 130-135; Native Americans and the Trail of Tears, 246-251; Trails to the Southwest, 289  <b>TG:</b> Active Reading &amp; Lesson Summary: 11, 12, 13, 14, 15, 16, 17, 18, 19, 94, 95, 96, 97, 177, 178, 179, 180, 204, 207</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Native Americans Struggle to Survive, 366-373; Code Talkers, 507  <b>TG:</b> Active Reading &amp; Lesson Summary: 262, 263, 264, 265, 266, 362, 363</p>
<b>Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</b>	
1. identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services).	<p><u>Building Our Country</u>  <b>SW:</b> Supply and Demand, SSH20-SSH21; The Marketplace, SSH22; Scarcity and Opportunity Cost, SSH23; Banks, SSH24; The Economy Today, SSH25; Jobs, SSH26; Technology and Specialization, SSH27; Imports and Exports, 114-115; Powers of Government, 202; Powers of State and National Government, 202; Building a Strong Economy, 229; A New Way to Work, 268; Factories and Factory Towns, 269  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH6, SSH7, SSH8, SSH9, SSH10, SSH11, 82, 84, 142, 146, 163, 165, 192, 194</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Supply and Demand, SSH20-SSH21; The Marketplace, SSH22; Scarcity and Opportunity Cost, SSH23; Banks, SSH24; The Economy Today, SSH25; Jobs, SSH26; Technology and Specialization, SSH27; The New Deal, 476-481; The Changing Workplace, 575  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH6, SSH7, SSH8, SSH9, SSH10, SSH11, 340, 341, 342, 343, 410, 411</p>

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<p>2. apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.</p>	<p><u>Building Our Country</u>  <b>SW:</b> The Economy Today, SSH25; The Columbian Exchange, 52-57; French Traders and Settlers, 90; Imports and Exports, 114-115; A Weak National Government, 190; Inventions, Roads, and Railroads, 266-269  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH10, 39, 40, 41, 42, 66, 67, 82, 84, 136, 138, 192, 193, 194</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Becoming an Economic Power, 374-375; United States Trades Around the World, 375; The Impact of Big Business, 398-403; Immigrants Make Contributions, 408; The Great Depression, 466-473; The New Deal, 476-481; The Reagan Years, 598; Challenges at Home, 622-623; U.S. Trade Partners, 624; The United States and the Global Economy, 624-625; Current Jobs for Americans, 625  <b>TG:</b> Active Reading &amp; Lesson Summary: 267, 268, 285, 286, 287, 288, 289, 292, 333, 334, 335, 336, 337, 340, 341, 342, 343, 422, 426</p>
<p>3. compare and contrast the difference between private and public goods and services.</p>	<p><u>Building Our Country</u>  <b>SW:</b> Federalism: National, State, and Local Government, SH30; Powers of Government, 202; Powers of State and National Government, 202; Ensure Domestic Tranquility, 212; Building a Strong Economy, 229  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH11, SSH12, 142, 146, 151, 153, 163, 165</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Federalism: National, State, and Local Government, SH30; The Impact of Big Business, 398-403; The New Deal, 476-481; From the Great Society to Reagan, 592-599  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH11, SSH12, 285, 286, 287, 288, 340, 341, 342, 343, 422, 423, 424, 425, 426</p>

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<p>4. analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).</p>	<p><u>Building Our Country</u>  <b>SW:</b> Jobs, SSH26; Critical Thinking: Compare Viewpoints, 128-129; A Weak National Government, 190-191; A Tax Revolt, 191; Native Americans Fight for Their Homes, 249  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH6, SSH10, 92, 93, 136, 138, 177, 179</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Jobs, SSH26; Who Owns the Land? 366; The Reservation System, 369; Conflict Over Jobs, 623  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH6, SSH10, 262, 263, 264, 444, 445</p>
<p>5. explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, and governments).</p>	<p><u>Building Our Country</u>  <b>SW:</b> Banks, SSH24; The Economy Today, SSH25; A Weak National Government, 190; Got It? 193; Building a Strong Economy, 229  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH6, SSH9, 136, 138, 139, 163, 165</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Banks, SSH24; The Economy Today, SSH25; The Impact of Big Business, 398-403; U.S. Trade Partners, 624; The United States and the Global Economy, 624-625;  <b>TG:</b> Active Reading &amp; Lesson Summary: SSH6, SSH9, 285, 286, 287, 288, 444, 446</p>

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<p>6. analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies.</p>	<p><u>Building Our Country</u>  <b>SW:</b> Inventions, Roads, and Railroads, 266-273  <b>TG:</b> Active Reading &amp; Lesson Summary: 192, 193, 194</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> A National Railroad System, 354; Mining in the West, 355; Cowboys and Ranchers, 355-356; The Impact of the Railroads, 356-357; Adapting to the Environment, 362-363, Farming on the Great Plains, 363; Inventors and Inventions, 388-395; Critical Thinking: Predict Consequences, 396-397; Business Leaders Take Risks, 398-399; Inventions and Business, 400; Industry and Resources, 401; New War Technology, 506-507; A Dangerous New Weapon, 524; The Space Race, 550; New Technology, 578; Television in 1950s America, 579; Future Jobs for Americans, 625; Going Green, 627  <b>TG:</b> Active Reading &amp; Lesson Summary: 252, 254, 255, 258, 260, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 362, 363, 371, 374, 390, 393, 410, 413, 444, 446, 447</p>

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<p><b>Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</b></p>	
<p>1. compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity.</p>	<p><u>Building Our Country</u>  <b>SW:</b> Ancient Farmers: Builders in Stone, 1-3; Collaboration and Creativity: Work in Teams, 10-11; Native American Cultures, 18-25; Two Different Cultures, 83; The Massachusetts Bay Colony, 86-87; Daily Life in the Colonies, 118-119; myStory Book: What Does It Take To Build a New Society? 139; The Mormon Trail, 288  <b>TG:</b> Active Reading &amp; Lesson Summary: 3, 4, 9, 10, 15, 16, 17, 18, 19, 59, 61, 63, 82, 86, 98, 100, 204, 207</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Homestead National Monument: A Tribute to American Pioneers, 349-351; The Culture of the Roaring Twenties, 460; The Jazz Age, 461; American Popular Culture, 580-581  <b>TG:</b> Active Reading &amp; Lesson Summary: 249, 250, 251, 328, 330, 410, 414</p>



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<p>2. explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture.</p>	<p><u>Building Our Country</u>  <b>SW:</b> What Is Culture? 18-19; Daily Life for Native Americans, 20; Children’s Roles; 21; Roles of Native American Family Members, 21; Native American Leaders and Rules, 22-23; Native American Religion, 24-25; Jamestown Settlement: Three Cultures Meet, 63-65; Working and Celebrating Together, 83; Artisans and Craftspeople, 116; The Mormon Trail, 288  <b>TG:</b> Active Reading &amp; Lesson Summary: 15, 16, 17, 18, 19, 47, 48, 49, 59, 61, 82, 85, 204, 207</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> That’s Entertainment, 408-409; Zora Neal Hurston: A Voice From the South, 447-449; The Culture of the Roaring Twenties, 460; The Jazz Age, 461; The Harlem Renaissance, 462; American Popular Culture, 580-581; Yo-Yo Map: Musician and Teacher, 605-607  <b>TG:</b> Active Reading &amp; Lesson Summary: 289, 292, 320, 321, 322, 328, 330, 331, 410, 414, 431, 432, 433</p>
<p>3. identify and differentiate ways regional, ethnic and national cultures influence individual’s daily lives and personal choices</p>	<p><u>Building Our Country</u>  <b>SW:</b> Native American Cultures, 18-25; The Settlement at St. Augustine, 68-69; Cooperation and Conflict, 70-71; Two Different Cultures, 83; The Lewis and Clark Expedition: Sacagawea’s Unique Role, 223-225  <b>TG:</b> Active Reading &amp; Lesson Summary: 16, 17, 18, 19, 50, 52, 53, 59, 61, 160, 161, 162</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Immigration, 404-411; Zora Neal Hurston: A Voice From the South, 447-449;  <b>TG:</b> Active Reading &amp; Lesson Summary: 289, 290, 291, 292, 293, 320, 321, 322</p>

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4. compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.	<p><u>Building Our Country</u>  <b>SW:</b> Other North American Cultures, 8-9; The Native Americans of North America, 12-13; Native American Cultures, 18-25; Two Different Cultures, 83  <b>TG:</b> Active Reading &amp; Lesson Summary: 5, 8, 11, 12, 15, 16, 17, 18, 19, 59, 61</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Native Americans Struggle to Survive, 366-371  <b>TG:</b> Active Reading &amp; Lesson Summary: 262, 263, 264, 265, 266</p>
5. explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.	<p><u>Building Our Country</u>  <b>SW:</b> Cooperation and Conflict, 70; The Pilgrims and Native Americans, 82; Working and Celebrating Together, 83; Life at Plymouth Plantation, 84-85; Life in New Netherland, 94-95; The New England Colonies, 106-107; Dissent in the Puritan Colonies, 107; Fighting Back Against Slavery, 126-127; Critical Thinking: Compare Viewpoints, 128-129; Conflicts Begin, 130-131; Native Americans Fight for Their Homes, 249; New Groups Arrive, 252-253; Struggles Over Slavery, 306-313  <b>TG:</b> Active Reading &amp; Lesson Summary: 50, 52, 59, 61, 62, 66, 69, 77, 79, 87, 91, 94, 95, 177, 179, 181, 182, 220, 221, 222, 223, 224</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Struggles Over Slavery, 306-313; Native Americans Struggle to Survive, 366-371; Immigration, 404-411; Unequal Opportunities for African Americans, 430-435; The Jazz Age, 461; The Harlem Renaissance, 462; A Tough Time for Immigrants, 464; The Japanese Experience, 504-505; Civil Rights, 584-591  <b>TG:</b> Active Reading &amp; Lesson Summary: 220, 221, 222, 223, 224, 262, 263, 264, 265, 266, 289, 290, 291, 292, 293, 308, 309, 310, 311, 328, 330, 358, 361, 417, 418, 419, 420, 421</p>

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<p>6. identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).</p>	<p><u>Building Our Country</u>  <b>SW:</b> Daily Life for Native Americans, 20; Children’s Roles; 21; Roles of Native American Family Members, 21; Native American Leaders and Rules, 22-23; The Colony of New Spain, 66-67; Indentured Servant, 85; Costs and Benefits of Indentured Servants, 85; Colonial Society, 117; Classes of Colonial Society, 117; Slavery in the Colonies, 120-127  <b>TG:</b> Active Reading &amp; Lesson Summary: 15, 17, 18, 50, 51, 59, 62, 82, 85, 87, 88, 89, 90, 91</p> <p><u>The Growth of Our Country</u>  <b>SW:</b> Cowboys and Ranchers, 355; Other Native American Leaders, 371; A Rough Start, 407; Reaction Against Immigrants, 410-411; African American Leaders, 432-433  <b>TG:</b> Active Reading &amp; Lesson Summary: 252, 254, 262, 265, 289, 291, 293, 308, 310</p>