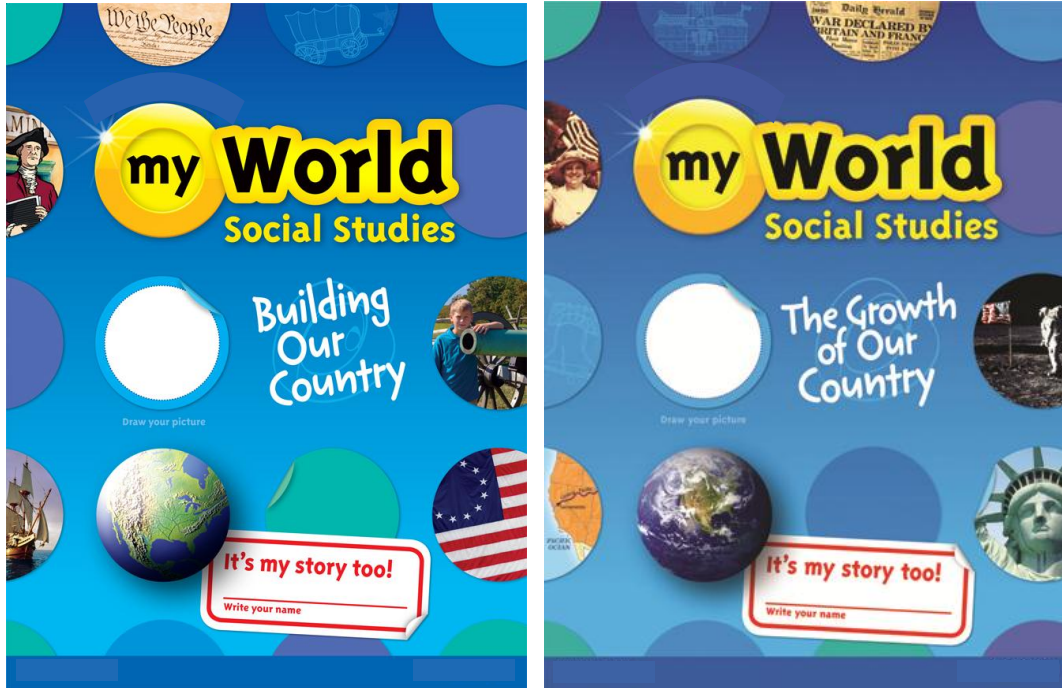


A Correlation of



©2013

To the

North Carolina Essential Standards Social Studies Grade 5

**A Correlation of myWorld Social Studies
Building Our Country & The Growth of Our Country, ©2013 to the
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Introduction

This document demonstrates how *myWorld Social Studies*, ©2013 meets the North Carolina Essential Standards, Social Studies for Grade 5. Correlation page references are to the Student Worktext, and the Teacher’s Guide. Alignments are cited at the page level.

myWorld Social Studies is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today’s classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use.

Everyone has a story. What’s yours?

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

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

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

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

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

Interactive Student Text

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

Student Materials

- Kindergarten Flip Book
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

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

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North Carolina Essential Standards Social Studies	myWorld Social Studies Building Our Country The Growth of Our Country ©2013
Grade 5	
History	
Essential Standard - 5.H.1 Analyze the chronology of key events in the United States.	
Clarifying Objectives	
5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).	<p><u>Building Our Country</u> SE: Explorers for Spain, 44–51; The Columbian Exchange, 52–57; The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72–79 TG: Active Reading & Lesson Summary pages 34–38, 39–42, 50–53, 54–58</p>
5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies.	<p><u>Building Our Country</u> SE: New England, Middle, and Southern Colonies, 104–111; Daily Life in the Colonies, 112–119; Slavery in the Colonies, 120–127; Review and Assessment, 137–138 TG: Active Reading & Lesson Summary pages 77–81, 82–86, 87–91, 98–100</p>
5.H.1.3 Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.	<p><u>Building Our Country</u> SE: The French and Indian War, 130–135; Tensions With Britain, 144–149; The Colonists Rebel, 152–159; Declaring Independence, 160–165; On the Battlefield and at Home, 166–173; Winning Independence, 174–179; Study Guide, 180; Review and Assessment, 181–182; The War of 1812, 240–245; Native Americans and the Trail of Tears, 246–251; The Lone Star State, 276–283; The War Begins, 316–321; Life During the Civil War, 322–329; The War Ends, 330–337 TG: Active Reading & Lesson Summary pages 94–97, 105–108, 111–115, 116–119, 120–124, 173–176, 177–180, 199–203, 227–230, 231–235, 236–240</p>

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Essential Standard - 5.H.2 Understand the role of prominent figures in shaping the United States.	
Clarifying Objectives	
5.H.2.1 Summarize the contributions of the "Founding Fathers" to the development of our country.	<p><u>Building Our Country</u> SE: The American Revolution, 140; Samuel Adams: Champion of Liberty, 141-143; Tensions With Britain, 144-149; The Colonists Rebel, 152-159; Declaring Independence, 160-165; Review and Assessment, 181-182 TG: Active Reading & Lesson Summary pages 102-104, 105-108, 111-115, 116-119, 129-131</p>
5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy.	<p><u>Building Our Country</u> SE: Benjamin Franklin, 101-105; Phillis Wheatley, 123; Samuel Adams, 141-143, 147, 153, 155, 157; Paul Revere, 141, 152, 153, 157; Patrick Henry, 146, 156; Thomas Paine, 161; Mercy Otis Warren, 148; Thomas Jefferson, 162-164; Abigail Adams, 231; Frederick Douglass, 254-255; Sojourner Truth, 255; Narcissa Whitman, 263-265; George Washington, 161, 166-169; Abraham Lincoln, 312, 318, 321, 322, 336, 338 TG: Active Reading & Lesson Summary pages 74-76, 90, 103, 104, 107, 112, 118, 119, 120-122, 166, 183, 189-191, 224, 229, 230, 232, 240, 242</p> <p><u>The Growth of Our Country</u> SE: Susan B. Anthony, 417-419; Franklin Roosevelt, 477, 494, 495; Ronald Reagan, 533-535; President John F. Kennedy, 547, 548, 592; Martin Luther King, Jr., 590, 595 TG: Active Reading & Lesson Summary pages 298-300, 341, 354, 381, 382, 391, 392, 421, 424</p>

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5.H.2.3 Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction.	<p><u>Building Our Country</u> SE: Women of the Revolution, 172; Native Americans in the Revolution, 173; African Americans Fight for Freedom, 177; Native Americans and the Trail of Tears, 246-251; Women and African Americans Fight for Freedom, 252-257; Underground Railroad, 310; A Diverse Army, 323; Women in the Civil War, 326-327 TG: Active Reading & Lesson Summary pages 124, 127, 177-180, 181-184, 223, 232, 234</p>
Geography and Environmental Literacy	
Essential Standard - 5.G.1 Understand how human activity has and continues to shape the United States	
Clarifying Objectives	
5.G.1.1 Explain the impact of the physical environment on early settlements in the New World.	<p><u>Building Our Country</u> SE: The Columbian Exchange, 52-57; The Spanish Colony in the Americas, 66-67; 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 pages 39-42, 50-53, 54-58, 59-63, 66-69</p>
5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.	<p><u>Building Our Country</u> SE: Moving West, 234-235; Exploring the West, 237; Inventions, Roads, and Railroads, 266-273; The California Gold Rush, 292-297 TG: Active Reading & Lesson Summary pages 169-172, 182, 199-203, 204-208, 209-212</p> <p><u>The Growth of Our Country</u> SE: Railroads, Miners, and Ranchers, 352-357; Sodbusters and Homesteaders, 360-365; Conservation, 427; The Environmental Movement, 596 TG: Active Reading & Lesson Summary pages 252-255, 258-261, 305, 425</p>

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<p>5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.</p>	<p><u>Building Our Country</u> SE: Technology Shapes Exploration, 34–41; Cotton Gin, 254; Inventions, Roads, and Railroads, 266–273 TG: Active Reading & Lesson Summary pages 27–31, 192–196</p> <p><u>The Growth of Our Country</u> SE: Inventors and Inventions, 388–395; The Impact of Big Business, 398–403; New Technology, 578; The United States and the Global Economy, 624–625 TG: Active Reading & Lesson Summary pages 278–282, 286–288, 446</p>
<p>5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).</p>	<p><u>Building Our Country</u> SE: Moving West, 234–235; Exploring the West, 237; Native Americans and the Trial of Tears, 246–251; Immigration, 252–253; The Lone Star State, 276–283; Trials to the West, 284–291; The California Gold Rush, 292–297 TG: Active Reading & Lesson Summary pages 169–172, 182, 199–203, 204–208, 209–212</p> <p><u>The Growth of Our Country</u> SE: Railroads, Miners, and Ranchers, 352–357; Sodbusters and Homesteaders, 360–365; Ellis Island, 385–387 Immigration, 404–411; Migrating North, 432; Movement and Change, 463, The Dust Bowl, 473 TG: Active Reading & Lesson Summary pages 252–255, 258–261, 262–266, 310, 337</p>

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North Carolina Essential Standards Social Studies	myWorld Social Studies Building Our Country The Growth of Our Country ©2013
Economics and Financial Literacy	
Essential Standard - 5.E.1 Understand how a market economy impacts life in the United States.	
Clarifying Objectives	
5.E.1.1 Summarize the role of international trade between the United States and other countries through Reconstruction.	<p><u>Building Our Country</u> SE: The Economy Today, SSH 25; also see: Columbian Exchange and Trade, 52, 54–55; Fur trade, 90, 286; Slave Trade, 39, 53, 120–121; Triangular trade, 115 TG: Active Reading & Lesson Summary pages SSH 10, 39, 40, 41, 42, 88</p>
5.E.1.2 Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.	<p><u>Building Our Country</u> SE: The Marketplace, SSH 22; Scarcity and Opportunity Cost, SSH 23; Inventions, Roads, and Railroads, 266–273 TG: Active Reading & Lesson Summary pages SSH 9, 192–196</p> <p><u>The Growth of Our Country</u> SE: The Marketplace, SSH 22; Inventors and Inventions, 388–395; The Impact of Big Business, 398–403; New Technology, 578; The United States and the Global Economy, 624–625 TG: Active Reading & Lesson Summary pages SSH 9, 278–282, 286–288, 446</p>
Essential Standard - 5.E.2 Understand that personal choices result in benefits or consequences.	
Clarifying Objectives	
5.E.2.1 Explain the importance of developing a basic budget for spending and saving.	<p><u>Building Our Country</u> SE: Opportunities to address this standard may be found on pages: Banks, SSH 24 TG: Active Reading & Lesson Summary page SSH 10</p> <p><u>The Growth of Our Country</u> SE: Opportunities to address this standard may be found on pages: Banks, SSH 24 TG: Active Reading & Lesson Summary page SSH 10</p>

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5.E.2.2 Evaluate the costs and benefits of spending, borrowing and saving.	<p><u>Building Our Country</u> SE: Opportunities to address this standard may be found on pages: Banks, SSH 24 TG: Active Reading & Lesson Summary page SSH 10</p> <p><u>The Growth of Our Country</u> SE: Opportunities to address this standard may be found on pages: Banks, SSH 24 TG: Active Reading & Lesson Summary page SSH 10</p>
Civics and Government	
Essential Standard - 5.C&G.1 Understand the development, structure and function of government in the United States.	
Clarifying Objectives	
5.C&G.1.1 Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, European and British).	<p><u>Building Our Country</u> SE: What Is Government? SSH 28; The League of the Iroquois, 23; The English Colonies in Virginia, 72-79; Mayflower Compact, 81; New England, Middle, and Southern Colonies, 104-111 TG: Active Reading & Lesson Summary pages SSH 13, 18, 54-58, 60, 77-81</p>
5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).	<p><u>Building Our Country</u> SE: The U. S. Constitution, SSH 28-SSH 29; A New Plan for Government, 200; Limiting Government, 201 TG: Active Reading & Lesson Summary pages SSH 13, 145</p> <p><u>The Growth of Our Country</u> SE: The U. S. Constitution, SSH 28-SSH 29; Supreme Court, 587; Impeachment of Nixon, 597; Impeachment of Clinton, 611 TG: Active Reading & Lesson Summary pages SSH 13, 419, 425, 436</p>

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<p>5.C&G.1.3 Analyze historical documents that shaped the foundation of the United States government.</p>	<p><u>Building Our Country</u> SE: Critical Thinking: Use Primary Sources, 150–151; The Declaration of Independence, R1–R3; United States Constitution, R4–R26; also see: Declaring Independence, 160–165; Articles of Confederation, 188–193; Creating the Constitution, 196–203; The Bill of Rights, 204–209; Key Concepts of the Constitution, 210–217; Study Guide, 218; Review and Assessment, 219–220 TG: Active Reading & Lesson Summary pages 110, 116–119, 136–139, 142–146, 147–150, 151–155</p>
<p>Essential Standard - 5.C&G.2 Analyze life in a democratic republic through the rights and responsibilities of citizens.</p>	
<p>Clarifying Objectives</p>	
<p>5.C&G.2.1 Understand the values and principles of a democratic republic.</p>	<p><u>Building Our Country</u> SE: Popular Sovereignty, SSH31; Being a Good Citizen, SSH34; How We Participate in Government, SSH35; Key Concepts of the Constitution, 210–217 TG: Active Reading & Lesson Summary pages SSH 14, SSH 16, 151–155</p> <p><u>The Growth of Our Country</u> SE: Popular Sovereignty, SSH31; Being a Good Citizen, SSH34; How We Participate in Government, SSH35; Civil Rights, 584–591 TG: Active Reading & Lesson Summary pages SSH 14, SSH 16, 417–421</p>
<p>5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of the "common good" according to the United States Constitution (Bill of Rights).</p>	<p><u>Building Our Country</u> SE: Government in Action, SSH 32; Key Concepts of the Constitution, 210-217 TG: Active Reading & Lesson Summary pages SSH 15, 151–155</p> <p><u>The Growth of Our Country</u> SE: Government in Action, SSH 32; Civil Rights, 584–591; Improved Rights for Others, 595 TG: Active Reading & Lesson Summary pages SSH 15, 417–421, 424</p>

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<p>5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.</p>	<p><u>Building Our Country</u> SE: Being a Good Citizen, SSH 34; How We Participate in Government, SSH 35; The Bill of Rights, 204–209; Key Concepts of the Constitution, 210–217; New Amendments, 341 TG: Active Reading & Lesson Summary pages SSH 16, 147–150, 151–155, 243</p> <p><u>The Growth of Our Country</u> SE: Being a Good Citizen, SSH 34; How We Participate in Government, SSH 35; New Amendments, 341; Women’s Right to Vote, 439; Civil Rights, 584–591; Improved Rights for Others, 595 TG: Active Reading & Lesson Summary pages SSH 16, 243, 314, 417–421</p>
<p>5.C&G.2.4 Explain why civic participation is important in the United States.</p>	<p><u>Building Our Country</u> SE: Being a Good Citizen, SSH 34; How We Participate in Government, SSH 35 TG: Active Reading & Lesson Summary page SSH 16</p> <p><u>The Growth of Our Country</u> SE: Being a Good Citizen, SSH 34; How We Participate in Government, SSH 35; Susan B. Anthony, 417–419; TG: Active Reading & Lesson Summary page SSH 16</p>

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North Carolina Essential Standards Social Studies	myWorld Social Studies Building Our Country The Growth of Our Country ©2013
Culture	
Essential Standard - 5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.	
Clarifying Objectives	
5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.	<p><u>Building Our Country</u> SE: Ancient Farmers, 1–3; Ancient American Civilizations, 4–9; Adapting to Different Places, 12–17; Native American Cultures, 18–25; Review and Assessment, 27–29; The English Colonies in Virginia and the Powhatans, 73, 75, 76, 77, 78; Pilgrims and Native Americans, 82, 83; Pilgrims and the Wampanoag, 87; Native Americans in the Revolution, 173; Native Americans and the Trail of Tears, 246–251 TG: Active Reading & Lesson Summary pages 3, 4, 5–8, 11–14, 54–58, 61, 62, 123, 177–180</p>
5.C.1.2 Exemplify how the interactions of various groups have resulted in the borrowing and sharing of traditions and technology.	<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; Slavery in the Colonies, 120–127; The Lone Star State, 276–283; The California Gold Rush, 292–297 TG: Active Reading & Lesson Summary pages 54–58, 87–91, 199–203, 209–212</p> <p><u>The Growth of Our Country</u> SE: Sodbusters and Homesteaders, 360–365; Immigration, 404–411; Migrating North, 432; Movement and Change, 463 TG: Active Reading & Lesson Summary pages 258–261, 289–293, 310, 331</p>

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<p>5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.</p>	<p><u>Building Our Country</u> SE: Jefferson and the Louisiana Purchase, 234–239; Native Americans and the Trail of Tears, 246–251; The Lone Star State, 276–283; Trails to the West, 284–291; The California Gold Rush, 292–297 TG: Active Reading & Lesson Summary pages 169–172, 177–180, 199–203, 209–212</p> <p><u>The Growth of Our Country</u> SE: Sodbusters and Homesteaders, 360–365; Immigration, 404–411; Migrating North, 432; Movement and Change, 463; A Tough Time for Immigrants, 464; African Americans Find New Opportunities, 502 TG: Active Reading & Lesson Summary pages 258–261, 289–293, 310, 331, 332, 360</p>
<p>5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.</p>	<p><u>Building Our Country</u> SE: Use Primary Sources, 150–151; Phyllis Wheatley, 123, 172; Benjamin Franklin, 101–103; Thomas Jefferson, 162–164; Abigail Adams, 231; Frederick Douglass, 254–255; Sojourner Truth, 255; Narcissa Whitman, 263–265; Harriet Beecher Stowe, 311 TG: Active Reading & Lesson Summary pages 74–76, 110, 118–119, 124, 183, 223</p> <p><u>The Growth of Our Country</u> SE: Harriet Beecher Stowe, 311; Painting: <i>American Progress</i>, 365; Solving America’s Problems (muckrakers), 424; Zora Neale Hurston, 447–449; Yo-Yo Ma, 605–607 TG: Active Reading & Lesson Summary pages 223, 261, 304, 320–322, 431–433</p>