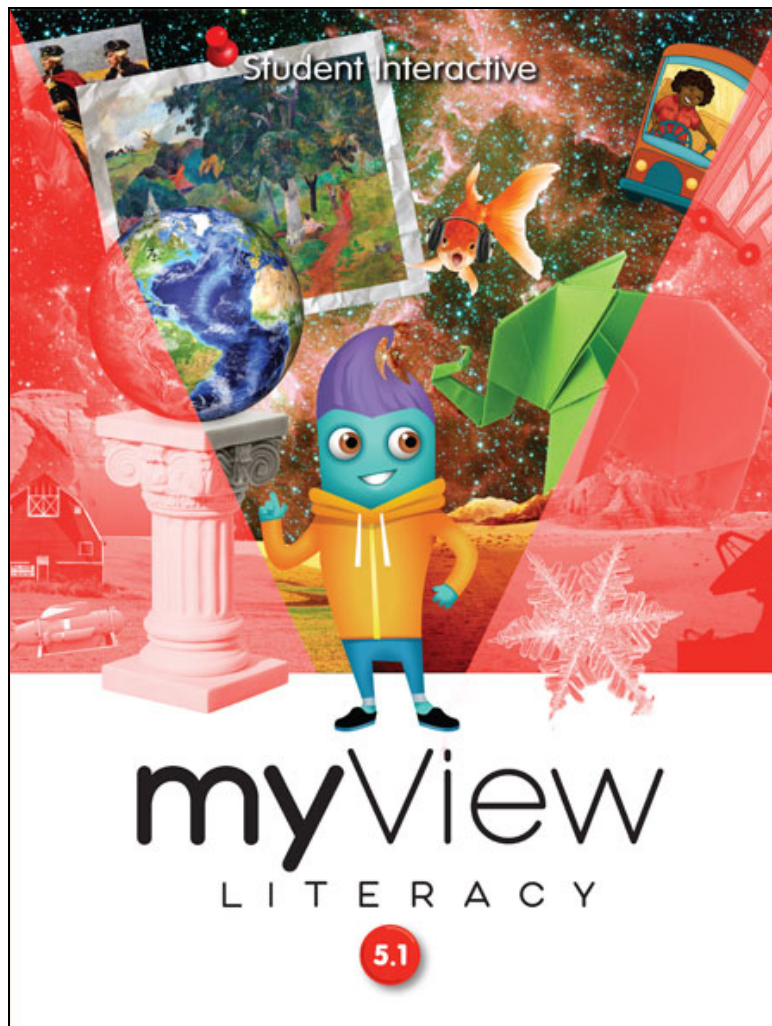


A Correlation of



Grade 5 ©2020

To the
Nebraska Social Studies Standards 2019
Grade 5

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Introduction

This document demonstrates how *myView Literacy, Grade 5* ©2020 meets the Nebraska Social Studies Standards, 2019. Page references are to the Teacher's Edition and are cited by grade, unit, and page numbers.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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SS 5.1: Civics	
Forms and Functions of Government	
SS 5.1.1: Synthesize and justify the structure and function of the United States government.	
SS 5.1.1.a: Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.	Unit 4: Reading Workshop: Shared Read (The Bill of Rights), T157-T171 Close Read: Interpret Text Structure, T158 Interpret Text Structure, T178 Summarize, T186
SS 5.1.1.b: Identify and explain the structure and functions of the three branches of government.	For supporting content please see: Unit 4: Close Read: Interpret Text Structure, T158 Interpret Text Structure, T178
SS 5.1.1.c: Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.	For supporting content please see: Unit 4: Reading Workshop: Shared Read (The Bill of Rights), T157-T171 Close Read: Interpret Text Structure, T158 Interpret Text Structure, T178 Summarize, T186
SS 5.1.1.d: Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.	Unit 4: Listening Comprehension: Informational Text, T144-T145 Reading Workshop: Shared Read (The Bill of Rights), T157-T171 Interact with Sources: Explore the Time Line, T204 Cross-Curricular Perspectives: Social Studies, T221, T223, T235
SS 5.1.1.e: Justify the principles of the American Republic.	For supporting content please see: Unit 4: Reading Workshop: Shared Read (The Bill of Rights), T157-T171
SS 5.1.1.f: Analyze and contrast forms of government.	For supporting content please see: Unit 4: Reflect and Share: Academic Vocabulary, T194

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Civic Participation	
SS 5.1.2: Analyze democratic principles that are the foundation of the United States government systems in daily life.	
SS 5.1.2.a: Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.	Unit 4: Interact with Sources: Explore the Word Puzzle, T142 Reading Workshop: Shared Read (The Bill of Rights), T157-T171 Respond and Analyze, T172 Summarize, T186 Cross-Curricular Perspectives: Social Studies, T235
SS 5.1.2.b: Communicate origins of national and state holidays including historical background and significance.	For supporting content please see: Unit 3: Inquire: Introduce the Project, T448 Unit 4: Cross-Curricular Perspectives: Social Studies, T94, T158
SS 5.1.2.c: Interpret and communicate the significance of patriotic symbols, songs, and activities.	Unit 4: Cross-Curricular Perspectives: Social Studies, T44, T109 Possible Teaching Point: Read Like a Writer, T107
SS 5.1.2.d: Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.	For supporting content please see: Unit 4: Cross-Curricular Perspectives: Social Studies, T95, T98, T158, T161, T164 Close Read: Monitor Comprehension, T108 Respond and Analyze: My View, T110 Reflect and Share: Write to Sources, T132
SS 5.1.2.e: Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.	Unit 1: Cross-Curricular Perspectives: Social Studies, T34 Unit 4: Cross-Curricular Perspectives: Social Studies, T103, T108, T158, T221, T223, T225, T235 Explain Relationships Between Ideas, T242

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SS 5.1.2.f: Determine how the roles of individuals and groups influenced government.	Unit 4: Interact with Sources: Explore the Time Line, T204 Listening Comprehension: Biography, T206-T207 Biography, T208 Cross-Curricular Perspectives: Social Studies, T221, T225, T227, T230, T235
SS 5.2: Economics	
Economic Decision Making	
SS 5.2.1: Not addressed at this level	
Financial Literacy	
SS 5.2.2: Not addressed at this level	
Exchange and Markets	
SS 5.2.3: Explain how human capital can be improved by education and training and thereby increase standards of living.	
SS 5.2.3.a: List examples of how additional education/training improves productivity and increases standards of living.	For supporting content please see: Unit 4: Close Read: Make Inferences, T285, T292, T295 Close Read: Author's Purpose, T294 Make Inferences, T320
SS 5.2.4: Explain how specialization, division of labor, and technology increase productivity and interdependence.	
SS 5.2.4.a: Describe the historical role of innovation and entrepreneurship in a market economy.	For supporting content please see: Unit 4: Close Read: Make Inferences, T285, T292, T295 Close Read: Author's Purpose, T294 Make Inferences, T320
National Economy	
SS 5.2.5: Summarize characteristics of economic institutions in the United States.	
SS 5.2.5.a: Describe the importance of financial institutions to households and businesses.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SS 5.2.5.b: Explain the rules and laws that protect and support consumers.	For supporting content please see: Unit 2: Listening Comprehension: Argumentative Text, T272-T273
SS 5.2.5.c: Identify goods and services funded through federal taxes.	For supporting content please see: Unit 4: Cross-Curricular Perspectives: Social Studies, T168

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Global Economy	
SS 5.2.6: Summarize how specialization and trade impact the global market and relationships with other countries.	
SS 5.2.6.a: Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.	For supporting content please see: Unit 1: Cross-Curricular Perspectives: Social Studies, T169
SS 5.2.6.b: Explain how trade impacts relationships between countries.	For supporting content please see: Unit 1: Interact with Sources: Explore the Map, T140 Cross-Curricular Perspectives: Social Studies, T165, T169
SS 5.3: Geography	
Location and Place	
SS 5.3.1: Explore where (spatial) and why people, places, and environments are organized in the United States.	
SS 5.3.1.a: Use maps and atlases to locate major human and physical features in the United States.	Unit 1: Book Club: Launch <i>Journeys in Time</i> , T470 Session 1, T473 Unit 2: Inquire: Introduce the Project, T460 Unit 3: Cross-Curricular Perspectives: Social Studies, T34
SS 5.3.1.b: Apply map skills to analyze physical/political maps of the United States.	Unit 1: Book Club: Launch <i>Journeys in Time</i> , T470 Session 1, T473 Unit 2: Inquire: Introduce the Project, T460 Unit 3: Cross-Curricular Perspectives: Social Studies, T34
SS 5.3.1.c: Determine why things are located where they are in the United States.	For supporting content please see: Unit 1: Cross-Curricular Perspectives: Social Studies, T37 Unit 4: Cross-Curricular Perspectives: Social Studies, T44, T94

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Regions	
SS 5.3.2: Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.	For supporting content please see: Unit 4: Close Read: Evaluate Details, T34 Cross-Curricular Perspectives: Social Studies, T35 Close Read: Evaluate Details, T41 Introduce the Text: Read, T282 Cross-Curricular Perspectives: Social Studies, T288 Close Read: Make Inferences, T292, T295 Cross-Curricular Perspectives: Social Studies, T296, T305 Reflect and Share: Talk About It, T328
SS 5.3.2.a: Identify criteria used to define regions within the United States.	
SS 5.3.2.b: Identify and classify regions and places within the United States using physical and human features.	For supporting content please see: Unit 4: Close Read: Evaluate Details, T34 Cross-Curricular Perspectives: Social Studies, T35, T288, T296, T305 Close Read: Evaluate Details, T41 Introduce the Text: Read, T282 Close Read: Make Inferences, T292, T295 Reflect and Share: Talk About It, T328
Human-Environment Interaction	
SS 5.3.3: Explain how human and natural forces have modified different environments in the United States and how humans have adapted.	
SS 5.3.3.a: Identify examples of ecosystems and analyze issues related to the natural setting in the United States.	Unit 2: Interact with Sources: Explore the Map, T82 Respond and Analyze: My View, T114 Interact with Sources: Explore the Video, T270 Unit 5: Interact with Sources: Explore the Diagram, T212 Cross-Curricular Perspectives: Science, T294 Make Connections, T310 Reflect and Share: Talk About It, T318

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SS 5.3.3.b: Describe the impact of extreme natural events in the United States on the human and physical environment.	<p>Unit 2: Cross-Curricular Perspectives: Science, T40</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, T294</p> <p>Unit 5: Listening Comprehension: Informational Text, T20-T21 Cross-Curricular Perspectives: Science, T46 Interact with Sources: Explore the Video, T148 Listening Comprehension: Historical Fiction, T150-T151 Historical Fiction, T152 Reflect and Share: Write to Sources, T202 Cross-Curricular Perspectives: Science, T286 Make Connections, T310</p>
SS 5.3.3.c: Examine patterns of resource distribution and utilization in the United States.	<p>For supporting content please see:</p> <p>Unit 2: Interact with Sources: Explore the Primary Sources, T210</p> <p>Unit 5: Listening Comprehension: Informational Text, T20-T21</p>
Movement	
SS 5.3.4: Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.	
SS 5.3.4.a: Compare and contrast patterns of culture within the United States over time and space.	<p>Unit 3: Cross-Curricular Perspectives: Social Studies, T172, T224</p>
SS 5.3.4.b: Compare and contrast population characteristics of the United States.	<p>Unit 4: Cross-Curricular Perspectives: Social Studies, T288, T305</p>
SS 5.3.4.c: Explain reasons for historical and present day migrations to and within the United States.	<p>Unit 1: Interact with Sources: Explore the Time Line, T18 Spotlight on Genre: Informational Text, T22 Cross-Curricular Perspectives: Social Studies, T34 Reflect and Share: Talk About It, T66 Listening Comprehension: Informational Text, T264-T265</p> <p>Unit 4: Introduce the Text: Read, T282 Cross-Curricular Perspectives: Social Studies, T288 Respond and Analyze: My View, T306</p>

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Geospatial Skills and Geo-literacy	
SS 5.3.5: Use geographic skills to interpret issues and events.	
SS 5.3.5.a: Explain the influences of physical and human geographic features on events in the United States.	<p>Unit 1: Interact with Sources: Explore the Time Line, T18 Cross-Curricular Perspectives: Social Studies, T34 Interact with Sources: Explore the Map, T140 Listening Comprehension: Informational Text, T264</p> <p>Unit 4: Interact with Sources: Explore the Map, T78 Cross-Curricular Perspectives: Social Studies, T94</p> <p>Unit 5: Interact with Sources: Explore the Map, T266</p>
SS 5.3.5.b: Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.	<p>Unit 4: Cross-Curricular Perspectives: Social Studies, T35 Close Read: Evaluate Details, T41 Cross-Curricular Perspectives: Social Studies, T164 Interact with Sources: Explore the Primary Source, T268 Listening Comprehension: Historical Fiction, T270-T271 Introduce the Text: Read, T282 Close Read: Make Inferences, T292 Cross-Curricular Perspectives: Social Studies, T296</p>
SS 5.4: History	
Change, Continuity, and Context	
SS 5.4.1: Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.	
SS 5.4.1.a: Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.	<p>Unit 1: Interact with Sources: Explore the Time Line, T18 Cross-Curricular Perspectives: Social Studies, T34 Cross-Curricular Perspectives: Social Studies, T37</p> <p>Unit 4: Interact with Sources: Explore the Time Line, T204</p>

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Multiple Perspectives	
SS 5.4.2: Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.	
SS 5.4.2.a: Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.	For supporting content please see: Unit 2: Interact with Sources: Explore the Primary Sources, T210 Refine Research: Primary and Secondary Sources, T468-T469 Unit 4: Interact with Sources: Explore the Primary Source, T268 Refine Research: Primary and Secondary Sources, T474-T475
SS 5.4.2.b: Identify and describe how multiple perspectives facilitate the understanding of US history.	Unit 4: Close Read: Interpret Text Structure, T160 Cross-Curricular Perspectives: Social Studies, T164
Historical Analysis and Interpretation	
SS 5.4.3: Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.	
SS 5.4.3.a: Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.	For supporting content please see: Unit 1: Cross-Curricular Perspectives: Social Studies, T157, T159, T165, T169 Unit 4: Cross-Curricular Perspectives: Social Studies, T95, T108, T109, T158, T161, T164 Interpret Text Structure, T178 Summarize, T187
Historical Inquiry and Research	
SS 5.4.4: Apply the inquiry process to construct and answer historical questions.	
SS 5.4.4.a: Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.	For supporting content please see: Unit 4: First Read: Generate Questions, T100, T103, T105, T159, T164
SS 5.4.4.b: Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.	For supporting content please see: Unit 2: Interact with Sources: Explore the Primary Sources, T210 Refine Research: Primary and Secondary Sources, T468-T469 Unit 4: Interact with Sources: Explore the Primary Source, T268 Refine Research: Primary and Secondary Sources, T474-T475

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SS 5.4.4.c: Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.	Unit 4: Think Aloud: Analyze Historical Fiction, T81 Spotlight on Genre: Historical Fiction, T82-T83

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