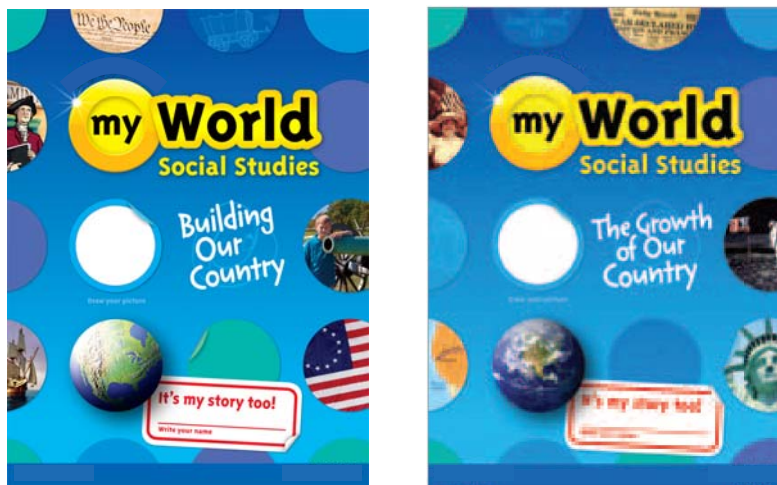


A Correlation of

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To the

**Nebraska**  
**Social Studies Standards**

**Grade 5**

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**Introduction**

*myWorld Social Studies* is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today's classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use. This document demonstrates how *myWorld Social Studies* ©2013 meets the Nebraska Social Studies Standards for Grade 5. Correlation page references are to the Student Edition and Teacher's Guide. Alignments are cited at the page level.

**Everyone has a story. What's yours?**

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

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

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

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

**Student Materials**

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

**Teacher Materials**

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

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Nebraska Social Studies Standards, Grade 5**

**Table of Contents**

<b>Civics.....</b>	<b>4</b>
<b>Economics .....</b>	<b>8</b>
<b>Geography.....</b>	<b>11</b>
<b>History .....</b>	<b>18</b>

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<b>Civics</b>	
<b>K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.</b>	
<b>Forms and Functions of Government</b>	
<b>SS 5.1.1 Students will describe the foundation, structure, and function of the United States government.</b>	
SS 5.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence, and the Articles of Confederation)	<b>Building Our Country</b> <b>SE:</b> House of Burgesses, 78, 110, 120; Meetinghouse, 106; Colonial Representatives Meet, 156; The Second Continental Congress, 160–161; A Government of Our Own, 162; The Declaration of Independence, 163–165; Articles of Confederation, 188–193; Text of Declaration of Independence, R0–R3 <b>TG:</b> Active Reading & Lesson Summary pages 58, 81, 88, 114, 117, 118, 136–139
SS 5.1.1.b Explain the origins, structure, and functions of the three branches of the United States government	<b>Building Our Country</b> <b>SE:</b> Articles of Confederation, 188–189; Ideas for Debate, 198; The Great Compromise, 199; A New Plan of Government, 200; Limiting Government, 201; Powers of Government, 202–203 <b>TG:</b> Active Reading & Lesson Summary pages 137, 144, 145, 146

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<p>SS 5.1.1.c Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)</p>	<p><b>Building Our Country</b>  <b>SE:</b> House of Burgesses, 78, 110, 120; Meetinghouse, 106; The Middle Colonies, 108–109; Colonial Society, 117; Slavery in the Colonies, 120–127; Women of the Revolution, 172; Native Americans in the Revolution, 173; African Americans Fight for Freedom, 177; New Lands for New States, 192–193; Three-Fifths Compromise, 199; The Bill of Rights, 204-209; Conflict Over Florida, 247; Native Americans and the Trail of Tears, 246-251; Women and African Americans Fight for Freedom, 252–257  <b>TG:</b> Active Reading &amp; Lesson Summary pages 58, 79, 80, 81, 85, 88, 89, 90, 91, 116, 117, 118, 119, 124, 127, 139, 144, 147, 148, 149, 150, 178, 179, 180, 181, 182, 183, 184</p>
<p>SS 5.1.1.d Describe how the decisions of the national government affect local and state government</p>	<p><b>Building Our Country</b>  <b>SE:</b> Powers of Government, 202–203  <b>TG:</b> Active Reading &amp; Lesson Summary page 146    <b>Growth of Our Country</b>  <b>SE:</b> Tough Compromises &amp; New States, 308–309; Congress and Reconstruction, 338–339  <b>TG:</b> Active Reading &amp; Lesson Summary pages 222, 242</p>
<p>SS 5.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)</p>	<p><b>Building Our Country</b>  <b>SE:</b> Participating in Our Government, SSH28–SSH35; A New Nation, 184–221  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH2–SSH16, 133–158    <b>Growth of Our Country</b>  <b>SE:</b> Participating in Our Government, SSH28–SSH35  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH2–SSH16</p>

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SS 5.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial governments	<p><b>Building Our Country</b>  <b>SE:</b> Tribal Government, 22–23; House of Burgesses, 78, 100, 120; Mayflower Compact, 81; Continental Congress, 160–162, 171; Articles of Confederation, 188–193; Continental Congress, 156, 160–162, 171, 178; Creating the Constitution, 196–203; Monarchy, 110, 141, 147, 155, 161, 163, 164, 173  <b>TG:</b> Active Reading &amp; Lesson Summary pages 18, 60, 75, 88, 117, 118, 142–146</p>
<b>Civic Participation</b>	
<b>SS 5.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.</b>	
SS 5.1.2. a Explain the constitutional rights and civic responsibilities of U.S. citizens (e.g., freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group)	<p><b>Building Our Country</b>  <b>SE:</b> Bill of Rights, SSH29; Individual Rights, SSH30; Ways to Be a Good Citizen, SSH 34; How We Participate in Government, SSH35; Bill of Rights, 204–209; Civic responsibilities, 210; Voting Rights, 215  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH13, SSH16, 147, 148, 149, 150, 152, 154</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Bill of Rights, SSH29; Individual Rights, SSH30; Ways to Be a Good Citizen, SSH34; How We Participate in Government, SSH 35  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH13, SSH16</p>
SS 5.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", "America", commemorating state and national holidays)	<p><b>Building Our Country</b>  <b>SE:</b> Capitol Visitor Center, 185–187; Independence Hall, 199; "The Star-Spangled Banner," 243; Lincoln Memorial, 337</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Lincoln Memorial, 337; Homestead National Monument, 349–351; Ellis Island, 385–387; Veteran's Day, 457</p>

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<p>SS 5.1.2.c Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)</p>	<p><b>Building Our Country</b>  <b>SE:</b> The American Revolution, 140–183; A New Nation, 184–221  <b>TG:</b> Active Reading &amp; Lesson Summary pages, 102–131, 133–158</p>
<p>SS 5.1.2.d Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p>	<p><b>Building Our Country</b>  <b>SE:</b> Settlements Take Root, 62–99; Life in the Colonies, 100–139; The American Revolution, 140–183; A New Nation, 184–221; Civil War and Reconstruction, 302–347</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Civil War and Reconstruction, 302–347; Expanding West and Overseas, 348–383; Industry and Immigration, 384–415; World War II, 486–531; The Cold War, 532–569</p>
<p>SS 5.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., George Washington, John Adams, Thomas Jefferson, Benjamin Franklin)</p>	<p><b>Building Our Country</b>  <b>SE:</b> George Washington, 132, 133, 161, 166–169, 171, 196, 226–231; John Adams, 153, 162, 172, 179, 205, 230–231; Thomas Jefferson, 223, 227, 228, 229, 235–239; 162, 196; Benjamin Franklin, 101–103, 162, 171, 179, 196</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Abraham Lincoln, 305, 312, 318, 321, 322, 336, 338, 340, 360; Franklin Roosevelt, 432, 476–481, 494, 495, 524; Theodore Roosevelt, 375, 377, 419, 424; Ronald Reagan, 533–535, 562–563, 598</p>

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<b>Economics</b>	
<b>K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.</b>	
<b>Markets</b>	
<b>SS 5.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.</b>	
SS 5.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service	<p><b>Building Our Country</b>  <b>SE:</b> Supply and Demand, SSH20–SSH21; The Marketplace, SSH22; Scarcity and Opportunity Cost, SSH23  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH8, SSH9</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Supply and Demand, SSH20–SSH21; The Marketplace, SSH22; Scarcity and Opportunity Cost, SSH23; The Impact of Big Business, 398–403  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH8, SSH9, 285–288</p>
<b>SS 5.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.</b>	
SS 5.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)	<p><b>Building Our Country</b>  <b>SE:</b> For related material see: Jobs, SSH26; Technology and Specialization, SSH27</p> <p><b>Growth of Our Country</b>  <b>SE:</b> For related material see: Jobs, SSH26; Technology and Specialization, SSH27; Labor Unions, 422–423</p>



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<b>Institutions</b>	
<b>SS 5.2.3 Students will summarize characteristics of economic institutions in the United States.</b>	
SS 5.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)	<p><b>Building Our Country</b>  <b>SE:</b> The Marketplace, SSH22; Banks, SSH24  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH9, SSH10</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Banks, SSH24  <b>TG:</b> Active Reading &amp; Lesson Summary page SSH10</p>
SS 5.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)	<p><b>Building Our Country</b>  <b>SE:</b> Banks, SSH24  <b>TG:</b> Active Reading &amp; Lesson Summary page SSH10</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Banks, SSH24  <b>TG:</b> Active Reading &amp; Lesson Summary page SSH10</p>
SS 5.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements, and product safety)	<p><b>Growth of Our Country</b>  <b>SE:</b> For related material see: Consumers, 388, 458, 469, SSH20</p>
<b>Financial Literacy</b>	
<b>SS 5. 2.6 Students will summarize characteristics of financial institutions.</b>	
SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions	<p><b>Building Our Country</b>  <b>SE:</b> Banks, SSH24  <b>TG:</b> Active Reading &amp; Lesson Summary page SSH10</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Banks, SSH24  <b>TG:</b> Active Reading &amp; Lesson Summary page SSH10</p>

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<b>Government</b>	
<b>SS 5.2.10 Students will understand what goods and services the national government provides.</b>	
SS 5.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)	<p><b>Building Our Country</b>  <b>SE:</b> Government in Action, SSH32; Powers of Government, 202–203  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH15, 146</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Government in Action, SSH32  <b>TG:</b> Active Reading &amp; Lesson Summary page SSH15</p>
<b>Globalization</b>	
<b>SS 5.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence.</b>	
SS 5.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)	<p><b>Building Our Country</b>  <b>SE:</b> Imports and Exports, 114–115; Fur Trade, 90, 286  <b>TG:</b> Active Reading &amp; Lesson Summary pages 67, 84, 206</p>
SS 5.2.12.b Investigate and report on entrepreneurs and inventors	<p><b>Building Our Country</b>  <b>SE:</b> Inventors, 74; Entrepreneurs, 295</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Inventors and Inventions, 388–395  <b>TG:</b> Active Reading &amp; Lesson Summary pages 278–281</p>

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<b>Geography</b>	
<b>K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.</b>	
<b>The World in Spatial Terms</b>	
<b>SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.</b>	
SS 5.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)	<p><b>Building Our Country</b>  <b>SE:</b> Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290  <b>TG:</b> Maps, SSH2, SSH3, SSH4, SSH5, 6, 12, 28, 37, 41, 51, 83, 84, 95, 115, 123, 172, 178, 203, 208</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 306, 309, 333, 352, 354, 357, 364, 369, 405, 478, 492–493, 526, 541, 542, 553, 561, 564, 608, 610, 618  <b>TG:</b> Maps, SSH2, SSH3, SSH4, SSH5, 221, 222, 238, 253, 254, 255, 261, 264, 290, 342, 353, 375, 386, 387, 395, 400, 402, 435, 436, 442</p>

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<p>SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and identify the location and purpose of time zones)</p>	<p><b>Building Our Country</b>  <b>SE:</b> Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290  <b>TG:</b> Maps, SSH2, SSH3, SSH4, SSH5, 6, 12, 28, 37, 41, 51, 83, 84, 95, 115, 123, 172, 178, 203, 208</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 306, 309, 333, 352, 354, 357, 364, 369, 405, 478, 492–493, 526, 541, 542, 553, 561, 564, 608, 610, 618  <b>TG:</b> Maps, SSH2, SSH3, SSH4, SSH5, 221, 222, 238, 253, 254, 255, 261, 264, 290, 342, 353, 375, 386, 387, 395, 400, 402, 435, 436, 442</p>
<p>SS 5.3.1.c Analyze why things are located where they are in the United States (e.g., <i>Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?</i>)</p>	<p><b>Building Our Country</b>  <b>SE:</b> New England, Middle, and Southern Colonies, 104–111; Daily Life in the Colonies, 112–119  <b>TG:</b> Active Reading &amp; Lesson Summary pages, 77–81, 82–86</p>

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<b>Places and Regions</b>	
<b>SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.</b>	
SS 5.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)	<p><b>Building Our Country</b>  <b>SE:</b> For related material see: Our Land and Regions, SSH10–SSH11; Regions, SSH16; New England, Middle, and Southern Colonies, 104–111; The North and South Grow Apart, 306–307  <b>TG:</b> Active Reading &amp; Lesson Summary pages, SSH2, 77–81, 221</p> <p><b>Growth of Our Country</b>  <b>SE:</b> For related material see: Our Land and Regions, SSH10–SSH11; Regions, SSH16  <b>TG:</b> Active Reading &amp; Lesson Summary page SSH2</p>
SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)	<p><b>Building Our Country</b>  <b>SE:</b> Our Land and Regions, SSH10–SSH11; Regions, SSH16; New England, Middle, and Southern Colonies, 104–111; The North and South Grow Apart, 306–307  <b>TG:</b> Active Reading &amp; Lesson Summary pages, SSH2, 77–81, 221</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Our Land and Regions, SSH10–SSH11; Regions, SSH16  <b>TG:</b> Active Reading &amp; Lesson Summary page SSH2</p>
SS 5.3.2.c Identify and classify regions (e.g., cities, states, and congressional districts)	<p><b>Building Our Country</b>  <b>SE:</b> For related material see: Our Land and Regions, SSH10–SSH11; Regions, SSH16; New England, Middle, and Southern Colonies, 104–111; The North and South Grow Apart, 306–307  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH2, 77–81, 221</p> <p><b>Growth of Our Country</b>  <b>SE:</b> For related material see: Our Land and Regions, SSH10–SSH11; Regions, SSH16  <b>TG:</b> Active Reading &amp; Lesson Summary page SSH2</p>

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<b>Physical Systems</b>	
<b>SS 5.3.3 Students will draw conclusions about the natural processes in the physical world.</b>	
SS 5.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)	<p><b>Building Our Country</b> <b>SE:</b> For related material see: Our Land and Regions, SSH10–SSH11; Regions, SSH16; New England, Middle, and Southern Colonies, 104–111</p>
SS 5.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)	<p><b>Building Our Country</b> <b>SE:</b> For related material see: New England, Middle, and Southern Colonies, 104–111</p> <p><b>Growth of Our Country</b> <b>SE:</b> For related material see: Railroads, Miners, and Ranchers, 352–357; Sodbusters and Homesteaders, 360–365</p>
<b>Human Systems</b>	
<b>SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.</b>	
SS 5.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)	<p><b>Building Our Country</b> <b>SE:</b> Culture Areas and Their Economies, 16; Compare and Contrast, 9, 17, 25, 79; Changing Ways of Life, 52; Cultures Collide, 56; also see: Viking Explorers, 34-35; Portuguese Explorers, 38–39; Settling in the Americas, 50; The Columbian Exchange, 52-57; Jamestown Settlement: Three Cultures Meet, 62–65; The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72-79 <b>TG:</b> Active Reading &amp; Lesson Summary, 8, 14, 19, 27, 28, 29, 30, 31, 38, 39, 40, 41, 42, 40, 42, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58</p> <p><b>Growth of Our Country</b> <b>SE:</b> Struggles Over Slavery, 306–313; Native Americans Struggle to Survive, 366–373; The Roaring Twenties, 458–465; Postwar America, 574–581; Civil Rights, 584–591 <b>TG:</b> Active Reading &amp; Lesson Summary pages 220–224, 328–332, 410–414, 417–421</p>

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SS 5.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates)	<p><b>Building Our Country</b>  <b>SE:</b> New England, Middle, and Southern Colonies, 104–111; Trails to the West, 284–291; The California Gold Rush, 292–297  <b>TG:</b> Active Reading &amp; Lesson Summary pages 77–81, 204–208, 209–212</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Railroads, Miners, and Ranchers, 352–357; Sodbusters and Homesteaders, 360–365; Immigration, 404–411  <b>TG:</b> Active Reading &amp; Lesson Summary pages 252–255, 258–261, 289–293</p>
SS 5.3.4.c Compare and contrast historical and present day migrations to and within the United States	<p><b>Growth of Our Country</b>  <b>SE:</b> Students can explore past and present immigration patterns with the following: Immigration, 353, 354, 360, 387, 404–411, 464, 557</p>
<b>Human/Environment Interaction</b>	
<b>SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history.</b>	
SS 5.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)	<p><b>Building Our Country</b>  <b>SE:</b> Hard Times in Jamestown, 76–77; Washington at Valley Forge, 171  <b>TG:</b> Active Reading &amp; Lesson Summary pages 57, 123</p> <p><b>Growth of Our Country</b>  <b>SE:</b> The Dust Bowl, 472–473  <b>TG:</b> Active Reading &amp; Lesson Summary page 337</p>

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<p>SS 5.3.5.b Describe how humans have utilized natural resources in the United States (e.g., construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching)</p>	<p><b>Building Our Country</b>  <b>SE:</b> Erie Canal, 271, 272; National Road, 270; Railroads, 272–273  <b>TG:</b> Active Reading &amp; Lesson Summary pages 195, 196</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Transcontinental Railroad, 352, 354, 366; Railroads, Miners, and Ranchers, 352–357; Sodbusters and Homesteaders, 360–365  <b>TG:</b> Active Reading &amp; Lesson Summary pages 252–255, 258–261</p>
<p>SS 5.3.5.c Analyze issues related to the natural setting in Early America (e.g., access to water, construction materials, and raw materials for daily living and economic development; impact of climate and terrain on living conditions and movement of people goods and services)</p>	<p><b>Building Our Country</b>  <b>SE:</b> For related material see: Our Land and Regions, SSH10–SSH11; Regions, SSH16; The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72–79; New England, Middle, and Southern Colonies, 104–111; The North and South Grow Apart, 306–307  <b>TG:</b> Active Reading &amp; Lesson Summary pages SSH2, 50–53, 54–58, 77–81, 221</p>
<p>SS 5.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)</p>	<p><b>Building Our Country</b>  <b>SE:</b> Opportunities to address this objective may be found with the following: Our Land and Regions, SSH10–SSH11; Regions, SSH16; The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72–79; New England, Middle, and Southern Colonies, 104–111  <b>TG:</b> Active Reading &amp; Lesson Summary pages, SSH2, 50–53, 54–58, 77–81</p>



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SS 5.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)	<p><b>Building Our Country</b>  <b>SE:</b> The English Colonies in Virginia, 72–79; New England, Middle, and Southern Colonies, 104–111; Erie Canal, 271, 272; National Road, 270; Railroads, 272–273  <b>TG:</b> Active Reading &amp; Lesson Summary pages 77–81, 195, 196</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Transcontinental Railroad, 352, 354, 366; Railroads, Miners, and Ranchers, 352–357; Sodbusters and Homesteaders, 360–365  <b>TG:</b> Active Reading &amp; Lesson Summary pages 252–255, 258–261</p>
<b>Application of Geography to Issues and Events</b>	
<b>SS 5.3.6 Students will use geographic skills to interpret issues and events.</b>	
SS 5.3.6.a Explain the influences of physical and human geographic features on historical events in the United States (e.g., railroads building along river valley floodplains, building the Erie Canal to connect the East Coast with the Great Lakes, migrating through the Cumberland Gap into the Kentucky bluegrass region)	<p><b>Building Our Country</b>  <b>SE:</b> Erie Canal, 271, 272; National Road, 270; Railroads, 272–273  <b>TG:</b> Active Reading &amp; Lesson Summary pages, 195, 196</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Transcontinental Railroad, 352, 354, 366; Railroads, Miners, and Ranchers, 352–357; Sodbusters and Homesteaders, 360–365  <b>TG:</b> Active Reading &amp; Lesson Summary pages, 252–255, 258–261</p>
SS 5.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power)	<p><b>Building Our Country</b>  <b>SE:</b> The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72–79; New England, Middle, and Southern Colonies, 104–111  <b>TG:</b> Active Reading &amp; Lesson Summary pages 50–53, 54–58, 77–81</p>

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<b>History</b>	
<b>K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</b>	
<b>Chronological Thinking</b>	
<b>SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.</b>	
SS 5.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)	<b>Building Our Country</b> <b>SE:</b> For related material see: Use Timelines, 42–43
SS 5.4.1.b Select and record key national events in chronological order (e.g., timelines)	<b>Building Our Country</b> <b>SE:</b> Graph Skills: Use Timelines, 42–43; Timelines, 73, 109, 206–207, 296; Sequence, 239  <b>Growth of Our Country</b> <b>SE:</b> Timelines, 362–363, 390–391, 439, 509, 550, 565, 594, 599; Sequence Chart, 311, 317, 343; Sequence, 311, 317, 329, 343, 497, 505, 513, 523, 537, 543, 591
SS 5.4.1.c Examine the chronology of historical events in the United States and their impact on the past, present, and future	<b>Building Our Country</b> <b>SE:</b> Graph Skills: Use Timelines, 42–43; Timelines, 73, 109, 206–207, 296; Sequence, 239  <b>Growth of Our Country</b> <b>SE:</b> Timelines, 362–363, 390–391, 439, 509, 550, 565, 594, 599; Sequence Chart, 311, 317, 343; Sequence, 311, 317, 329, 343, 497, 505, 513, 523, 537, 543, 591

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<b>Historical Comprehension</b>	
<b>SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</b>	
<p>SS 5.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols)</p>	<p><b>Building Our Country</b>  <b>SE:</b> The First Americans, 1–29; Age of Exploration, 30–61; Settlements Take Root, 62–99; Life in the Colonies, 100–139; The American Revolution, 140–183; A New Nation, 184–221; The Young Nation Grows, 222–261; Moving West, 262–301; Civil War and Reconstruction, 302–347</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Civil War and Reconstruction, 302–347; Expanding West and Overseas, 348–383; Industry and Immigration, 384–415; Struggle for Reform, 416–445; Good Times and Hard Times, 446–485; World War II, 486–531; The Cold War, 532–569; America Changes, 570–603; Americans Today, 604–633</p>

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<p>SS 5.4.2.b Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts</p>	<p><b>Building Our Country</b>  <b>SE:</b> Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290; Use Primary Sources, 150–151  <b>TG:</b> Maps, SSH2, SSH3, SSH4, SSH5, 6, 12, 28, 37, 41, 51, 83, 84, 95, 115, 123, 172, 178, 203, 208; Analyze Primary Sources, 35, R2, R3, R5, R9, R11</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 306, 309, 333, 352, 354, 357, 364, 369, 405, 478, 492–493, 526, 541, 542, 553, 561, 564, 608, 610, 618  <b>TG:</b> Maps, SSH2, SSH3, SSH4, SSH5, 221, 222, 238, 253, 254, 255, 261, 264, 290, 342, 353, 375, 386, 387, 395, 400, 402, 435, 436, 442; Use images, pictures and photographs, 270, 277, 280, 310, 342, 357, 369, 424, 439, 447; Analyze a cartoon, 389</p>

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SS 5.4.2.c Describe the appropriate uses of primary and secondary sources	<p><b>Building Our Country</b>  <b>SE:</b> Critical Thinking: Compare Viewpoints, 128–129; Use Primary Sources, 150–151  <b>TG:</b> Analyze Primary Sources, 35, R2, R3, R5, R9, R11</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Critical Thinking: Recognize Bias, 544–545; also see: Media and Technology: Analyze Historical Photos, 498–499; Analyze Media Content, 614–615  <b>TG:</b> Use images, pictures and photographs, 270, 277, 280, 310, 342, 357, 369, 424, 439, 447; Analyze a cartoon, 389</p>
<b>Multiple Perspectives</b>	
<b>SS 5.4.3 Students will describe and explain multiple perspectives of historical events.</b>	
SS 5.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)	<p><b>Building Our Country</b>  <b>SE:</b> Critical Thinking: Compare Viewpoints, 128–129; Use Primary Sources, 150–151; Boston Massacre, 152, 153; Indian Removal, 246–251  <b>TG:</b> Active Reading &amp; Lesson Summary pages 93, 110, 177–180</p>
SS 5.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)	<p><b>Building Our Country</b>  <b>SE:</b> Critical Thinking: Compare Viewpoints, 128–129; Use Primary Sources, 150–151; Media and Technology: Search for Information on the Internet, 194–195  <b>TG:</b> Active Reading &amp; Lesson Summary pages 93, 110, 141</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Analyze Historical Visuals, 498–499; Recognize bias, 544–545  <b>TG:</b> Active Reading &amp; Lesson Summary pages 357, 396</p>

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<b>Historical Analysis and Interpretation</b>	
<b>SS 5.4.4 Students will analyze past and current events, issues, and problems.</b>	
SS 5.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration	<p><b>Building Our Country</b>  <b>SE:</b> Media and Technology: Evaluate Web Sites, 232–233; also see: Critical Thinking: Compare Viewpoints, 128–129; Use Primary Sources, 150–151; Media and Technology: Search for Information on the Internet, 194–195; Chapter Stories, 2–3, 31–33, 63–65, 101–103, 141–143, 185–187, 223–225, 263–265, 303–305  <b>TG:</b> Reliability of Internet sites, 141, 168; Differentiated Instruction: Research, 29, 38, 42, 79, 141, 168, 183, 194, 201, 211</p>
SS 5.4.4.b Examine alternative courses of action in United States history (e.g., <i>What were the causes of the American Revolution?</i> )	<p><b>Building Our Country</b>  <b>SE:</b> For related material see: Critical Thinking: Compare Viewpoints, 128–129; Tensions With Britain, 144–149; The Colonist Rebel, 152–159</p> <p><b>Growth of Our Country</b>  <b>SE:</b> For related material see Solve Problems, 428–429; Generate New Ideas, 474–477</p>
SS 5.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)	<p><b>Building Our Country</b>  <b>SE:</b> Tensions With Britain, 144–149; The Colonists Rebel, 152–159; Articles of Confederation, 188–193; Creating the Constitution, 196–203; Jefferson and the Louisiana Purchase, 234–239; The War of 1812, 240–245; Struggles Over Slavery, 306–313  <b>TG:</b> Active Reading &amp; Lesson Summary pages 105–108, 111–115, 136–139, 142–146, 169–172, 173–176, 220–223</p>

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SS 5.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)	<p><b>Building Our Country</b> SE: Reading and Writing: Cause and Effect, SSH3; Cause and Effect, 51, 53, 79, 95, 145, 148, 149, 157, 173, 176, 181, 273, 276, 313</p> <p><b>Growth of Our Country</b> SE: Reading and Writing: Cause and Effect, SSH3; Cause and Effect, 313, 357, 373, 379, 427, 435, 451, 457, 465, 467, 470, 479, 481, 483, 505, 527</p>
SS 5.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)	<p><b>Building Our Country</b> SE: myStory Book, 29, 61, 99, 139, 183, 221, 261, 301, 347</p> <p><b>Growth of Our Country</b> SE: myStory Book, 347, 383, 415, 445, 485, 531, 569, 603, 633</p>
<b>Historical Research Skills</b>	
<b>SS 5.4.5 Students will develop historical research skills.</b>	
SS 5.4.5.a Develop questions about United States history	<p><b>Building Our Country</b> SE: myStory Book, 29, 61, 99, 139, 183, 221, 261, 301, 347 Differentiated Instruction: Research, 29, 38, 42, 79, 141, 168, 183, 194, 201, 211</p> <p><b>Growth of Our Country</b> SE: myStory Book, 347, 383, 415, 445, 485, 531, 569, 603, 633 TG: Differentiated Instruction: Research Activities, 229, 239, 254, 264, 277, 280, 287, 310, 330, 342, 353, 385, 400, 424</p>
SS 5.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	<p><b>Building Our Country</b> SE: myStory Book, 29, 61, 99, 139, 183, 221, 261, 301, 347 Differentiated Instruction: Research, 29, 38, 42, 79, 141, 168, 183, 194, 201, 211</p>

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<p>SS 5.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews)</p>	<p><b>Building Our Country</b>  <b>SE:</b> Media and Technology: Evaluate Web Sites, 232–233; also see: Critical Thinking: Compare Viewpoints, 128–129, Use Primary Sources, 150–151; Media and Technology: Search for Information on the Internet, 194–195  <b>TG:</b> Reliability of Internet sites, 141, 168; Differentiated Instruction: Research, 29, 38, 42, 79, 141, 168, 183, 194, 201, 211</p> <p><b>Growth of Our Country</b>  <b>SE:</b> Critical Thinking: Recognize Bias, 544–545; also see: Media and Technology: Analyze Historical Photos, 498–499, Analyze Media Content, 614–615  <b>TG:</b> Differentiated Instruction: Research Activities, 229, 239, 254, 264, 277, 280, 287, 310, 330, 342, 353, 385, 400, 424</p>
<p>SS 5.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>	<p><b>Building Our Country</b>  <b>SE:</b> myStory Book, 29, 61, 99, 139, 183, 221, 261, 301, 347; Give an Effective Presentation, 274–275  Differentiated Instruction: Research, 29, 38, 42, 79, 141, 168, 183, 194, 201, 211</p> <p><b>Growth of Our Country</b>  <b>SE:</b> myStory Book, 347, 383, 415, 445, 485, 531, 569, 603, 633; Generate New Ideas, 474–475  <b>TG:</b> Differentiated Instruction: Research Activities, 229, 239, 254, 264, 277, 280, 287, 310, 330, 342, 353, 385, 400, 424</p>