

## A Correlation of



To the

# New York State Social Studies Framework Grade 5

# **A Correlation of myView Literacy, Grade 5, ©2020 to the New York State Social Studies Frameworks**

## **Introduction**

This document demonstrates how *myView Literacy, ©2020* meets the *New York State Social Studies Frameworks*. Correlation page references are to the Teacher Edition and Digital Resources, and are cited by grade, unit and page references, or digital activities.

*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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New York State Social Studies Frameworks	myView Literacy Grade 5, ©2020
<b>Social Studies Practices</b>	
A Gathering, Interpreting and Using Evidence	
<p>A.1 Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Time Line, T20-T21 Interact with Sources: Explore the Infographic, T84-T85 Interact with Sources: Explore the Map, T154-T155 Interact with Sources: Explore the Infographic, T226-T227 Interact with Sources: Explore the Slideshow, T288-T289</p> <p><b>Unit 2:</b> Interact with Sources: Explore the Infographic, T20-T21 Interact with Sources: Explore the Map, T90-T91 Interact with Sources: Explore the Poem, T160-T161 Generate Questions, T196-T197 Generate Questions: ELL Targeted Support/Respond to Questions, T196 Interact with Sources: Explore the Primary Sources, T230-T231</p> <p><b>Unit 3:</b> Interact with Sources: Explore the Poem, T20-T21 Interact with Sources: Explore the Infographic, T88-T89 Interact with Sources: Explore the Images, T154-T155 Interact with Sources: Explore the Riddles, T226-T227 Interact with Sources: Explore Media, T286-T287</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 4:</b></p> <p>Interact with Sources: Explore the Infographic, T20-T21</p> <p>Interact with Sources: Explore the Map, T86-T87</p> <p>Interact with Sources: Explore the Word Puzzle, T156-T157</p> <p>Interact with Sources: Explore the Time Line, T224-T225</p> <p>Generate Questions, T260-T261</p> <p>Interact with Sources: Explore the Primary Source, T294-T295</p> <p><b>Unit 5:</b></p> <p>Interact with Sources: Explore the Infographic, T20-T21</p> <p>Interact with Sources: Explore the Poem, T94-T95</p> <p>Interact with Sources: Explore the Video, T162-T163</p> <p>Interact with Sources: Explore the Diagram, T232-T233</p> <p>Interact with Sources: Explore the Map, T292-T293</p>

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<p>A.2 Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p>	<p><b>Unit 2:</b> Interact with Sources: Explore the Primary Sources, T230-T231 Conduct Research: Primary Sources, T368 Refine Research: Primary and Secondary Sources, T372-T373</p> <p><b>Unit 4:</b> Interact with Sources: Explore the Primary Sources, T294-T295 Conduct Research: Primary Sources, T374 Refine Research: Primary and Secondary Sources, T378-T379</p> <p><b>Unit 5:</b> Conduct Research: Primary Sources, T364</p> <p><b>Digital Resources:</b> Unit 1&gt; Week 6&gt;Project-Based Inquiry&gt;Primary Sources; &gt;Unit 2&gt; Week 6&gt;Project-Based Inquiry&gt;Primary Sources; &gt;Unit 3&gt; Week 6&gt;Project-Based Inquiry&gt;Primary Sources; &gt;Unit 4&gt; Week 6&gt;Project-Based Inquiry&gt;Primary Sources; &gt;Unit 5&gt; Week 6&gt;Project-Based Inquiry&gt;Primary Sources</p>

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<p>A.3 Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.</p>	<p><b>Unit 1:</b>            Listening Comprehension: Wrap-Up, T23            Guided Reading Instruction Prompts: Use Text Evidence, T27            Close Read: Use Text Evidence, T33, T34, T38, T33, T179            Use Text Evidence, T50-T51            Teacher-Led Options, Strategy            Group/Intervention Activity: Use Text Evidence, T52            Teacher-Led Options, Conferring/Leveled Readers: Use Text Evidence, T53            Guided Reading Instruction Prompts: Use Text Evidence, T161</p> <p><b>Unit 2:</b>            Close Read: Evaluate Details, T33, T36            Monitor Comprehension: Formative Assessment Options, T127            Guided Reading Instruction Prompts: Use Text Evidence, T237            Reflect and Share: My View, T267</p> <p><b>Unit 3:</b>            Reflect and Share: My View, T197            Read Like a Writer: Analyze Effect Point of View, T330</p> <p><b>Unit 4:</b>            ELL Targeted Support: Use Text Evidence, T126            Guided Reading Instruction Prompts: Make Inferences, T301            Close Read: Make Inferences, T307, T314            Make Inferences, T336-T337</p> <p><b>Unit 5:</b>            Reflect and Share: My View, T133            Close Read: Make Inferences, T176            Make Inferences, T198-T199            Teacher-Led Options, Strategy            Group/Intervention Activity: Make Inferences, T200            Teacher-Led Options, Conferring/Leveled Readers: Make Inferences, T201            Reflect and Share: Write to Sources, T202-T203            Compare and Contrast Accounts, T254-T255</p>

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<p>A.4 Identify arguments of others.</p>	<p><b>Unit 5:</b>            Argumentative Text, T296            Guided Reading Instruction Prompts:            Analyze Argumentative Texts, T298            Teacher-Led Options, Strategy Group:            Identify Argumentative Texts, T300            Teacher-Led Options, Conferring: Identify            Argumentative Texts, T301            Close Read: Analyze Argumentative Texts,            T305, T306, T308, T310, T313, T315, T316            Analyze Argumentative Texts, T322-T323            Teacher-Led Options, Strategy            Group/Intervention Activity: Analyze            Argumentative Texts, T324            Teacher-Led Options, Conferring/Leveled            Readers: Analyze Argumentative Texts,            T325</p>
<p>A.5 Identify implicit ideas to draw inferences, with support.</p>	<p><b>Unit 4:</b>            ELL Targeted Support: Use Text Evidence,            T126            Guided Reading Instruction Prompts: Make            Inferences, T301            Close Read: Make Inferences, T307, T314            Make Inferences, T336-T337  <b>Unit 5:</b>            Reflect and Share: My View, T133            Close Read: Make Inferences, T176            Make Inferences, T198-T199            Teacher-Led Options, Strategy            Group/Intervention Activity: Make            Inferences, T200            Teacher-Led Options, Conferring/Leveled            Readers: Make Inferences, T201</p>
<p>A.6 Recognize arguments on specific social studies topics and identify evidence supporting the argument.</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Cross-Curricular Perspective, Social Studies,            T32            Student Interactive: Use Text Evidence, T51  <b>Unit 4:</b>            Weekly Question, T87            Student Interactive: Check for            Understanding, T183, T253</p>



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B Chronological Reasoning	
B.1 Explain how events are related chronologically to one another in time.	<p><b>Unit 1:</b> Writing Workshop: Analyze a Personal Narrative, T74 Writing Workshop: Analyze Setting and Sequence of Events, T76 Writing Workshop: Develop a Sequence of Events, T217</p>
B.2 Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines.	<p><b>Unit 1:</b> Interact with Sources: Explore the Time Line, T20-T21</p> <p><b>Unit 3:</b> Extend Research: Add Photographs and Time Lines, T362-T363 Celebrate and Reflect: Celebrate!, T366-T367</p> <p><b>Unit 4:</b> Interact with Sources: Explore the Time Line, T224-T225</p>
B.3 Identify causes and effects using examples from current events or grade-level content and historical events.	<p><b>Unit 1:</b> Interact with Sources: Explore the Time Line, T20-T21 Listening Comprehension: Informational Text, T22-T23 Matching Text to Learning: <i>Journey to the New World</i>, T27 Introduce the Texts, T30-T31 Student Interactive: <i>The Path to Paper Son</i> and <i>Louie Share Kim, Paper Son</i> T31-T41 Respond and Analyze, T42-T43 Analyze Main Ideas and Details, T46-T47 Use Text Evidence, T50-T51 Reflect and Share: Talk About It, T54-T55 Introduce the Text, T164-T165 Student Interactive: <i>from Pedro's Journal</i>, T165-T183 Respond and Analyze, T184-T185 Understand Point of View, T188-T189 Use Text Evidence, T192-T193 Reflect and Share: Write to Sources, T196-T197</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 4:</b></p> <p>Interact with Sources: Explore the Infographic, T20-T21</p> <p>Matching Texts to Learning: <i>Pathways to Freedom</i>, T27</p> <p>Interact with Sources: Explore the Map, T86-T87</p> <p>Interact with Sources: Explore the Word Puzzle, T156-T157</p> <p>Listening Comprehension: Informational Text, T158-T159</p> <p>Matching Texts to Learning: <i>Road to Freedom</i>, T162</p> <p>Matching Texts to Learning: <i>Power of the People</i>, T163</p> <p>Introduce the Text, T166-T167</p> <p>Student Interactive: <i>The Bill of Rights</i>, T167-T181</p> <p>Respond and Analyze, T182-T183</p> <p>Summarize, T190-T191</p> <p>Reflect and Share: Write to Sources, T194-T195</p> <p>Listening Comprehension: Biography, T226-T227</p> <p>Introduce the Text, T234-T235</p> <p>Student Interactive: <i>Delivering Justice</i>, T235-T251</p> <p>Respond and Analyze, T252-T253</p> <p>Reflect and Share: Write to Sources, T264-T265</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level W&gt;Power to the People</p>

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<p>B.4 Identify and classify the relationship between multiple causes and multiple effects.</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Time Line, T20-T21 Listening Comprehension: Informational Text, T22-T23 Matching Text to Learning: <i>Journey to the New World</i>, T27 Introduce the Texts, T30-T31 Student Interactive: <i>The Path to Paper Son</i> and <i>Louie Share Kim, Paper Son</i> T31-T41 Respond and Analyze, T42-T43 Analyze Main Ideas and Details, T46-T47 Use Text Evidence, T50-T51 Reflect and Share: Talk About It, T54-T55 Introduce the Text, T164-T165 Student Interactive: <i>from Pedro's Journal</i>, T165-T183 Respond and Analyze, T184-T185 Understand Point of View, T188-T189 Use Text Evidence, T192-T193 Reflect and Share: Write to Sources, T196-T197</p> <p><b>Unit 4:</b> Interact with Sources: Explore the Infographic, T20-T21 Matching Texts to Learning: <i>Pathways to Freedom</i>, T27 Interact with Sources: Explore the Map, T86-T87 Interact with Sources: Explore the Word Puzzle, T156-T157 Listening Comprehension: Informational Text, T158-T159 Matching Texts to Learning: <i>Road to Freedom</i>, T162 Matching Texts to Learning: <i>Power of the People</i>, T163 Introduce the Text, T166-T167 Student Interactive: <i>The Bill of Rights</i>, T167-T181 Respond and Analyze, T182-T183 Summarize, T190-T191</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Reflect and Share: Write to Sources, T194-T195</p> <p>Listening Comprehension: Biography, T226-T227</p> <p>Introduce the Text, T234-T235</p> <p>Student Interactive: <i>Delivering Justice</i>, T235-T251</p> <p>Respond and Analyze, T252-T253</p> <p>Reflect and Share: Write to Sources, T264-T265</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level W&gt;Power to the People</p>
<p>B.5 Distinguish between long-term and immediate causes and effects of an event from current events or history.</p>	<p><b>Unit 1:</b></p> <p>Interact with Sources: Explore the Time Line, T20-T21</p> <p>Listening Comprehension: Informational Text, T22-T23</p> <p>Matching Text to Learning: <i>Journey to the New World</i>, T27</p> <p>Introduce the Texts, T30-T31</p> <p>Student Interactive: <i>The Path to Paper Son</i> and <i>Louie Share Kim, Paper Son</i> T31-T41</p> <p>Respond and Analyze, T42-T43</p> <p>Analyze Main Ideas and Details, T46-T47</p> <p>Use Text Evidence, T50-T51</p> <p>Reflect and Share: Talk About It, T54-T55</p> <p>Introduce the Text, T164-T165</p> <p>Student Interactive: <i>from Pedro's Journal</i>, T165-T183</p> <p>Respond and Analyze, T184-T185</p> <p>Understand Point of View, T188-T189</p> <p>Use Text Evidence, T192-T193</p> <p>Reflect and Share: Write to Sources, T196-T197</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 4:</b></p> <p>Interact with Sources: Explore the Infographic, T20-T21</p> <p>Matching Texts to Learning: <i>Pathways to Freedom</i>, T27</p> <p>Interact with Sources: Explore the Map, T86-T87</p> <p>Interact with Sources: Explore the Word Puzzle, T156-T157</p> <p>Listening Comprehension: Informational Text, T158-T159</p> <p>Matching Texts to Learning: <i>Road to Freedom</i>, T162</p> <p>Matching Texts to Learning: <i>Power of the People</i>, T163</p> <p>Introduce the Text, T166-T167</p> <p>Student Interactive: <i>The Bill of Rights</i>, T167-T181</p> <p>Respond and Analyze, T182-T183</p> <p>Summarize, T190-T191</p> <p>Reflect and Share: Write to Sources, T194-T195</p> <p>Listening Comprehension: Biography, T226-T227</p> <p>Introduce the Text, T234-T235</p> <p>Student Interactive: <i>Delivering Justice</i>, T235-T251</p> <p>Respond and Analyze, T252-T253</p> <p>Reflect and Share: Write to Sources, T264-T265</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level W&gt;Power to the People</p>

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<p>B.6 Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Time Line, T20-T21 Listening Comprehension: Informational Text, T22-T23 Matching Text to Learning: <i>Journey to the New World</i>, T27 Introduce the Texts, T30-T31 Student Interactive: <i>The Path to Paper Son</i> and <i>Louie Share Kim, Paper Son</i> T31-T41 Respond and Analyze, T42-T43 Analyze Main Ideas and Details, T46-T47 Use Text Evidence, T50-T51 Reflect and Share: Talk About It, T54-T55 Introduce the Text, T164-T165 Student Interactive: <i>from Pedro's Journal</i>, T165-T183 Respond and Analyze, T184-T185 Understand Point of View, T188-T189 Use Text Evidence, T192-T193 Reflect and Share: Write to Sources, T196-T197</p> <p><b>Unit 4:</b> Interact with Sources: Explore the Infographic, T20-T21 Matching Texts to Learning: <i>Pathways to Freedom</i>, T27 Interact with Sources: Explore the Map, T86-T87 Interact with Sources: Explore the Word Puzzle, T156-T157 Listening Comprehension: Informational Text, T158-T159 Matching Texts to Learning: <i>Road to Freedom</i>, T162 Matching Texts to Learning: <i>Power of the People</i>, T163 Introduce the Text, T166-T167 Student Interactive: <i>The Bill of Rights</i>, T167-T181 Respond and Analyze, T182-T183 Summarize, T190-T191</p>

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<p>(Continued)</p>	<p>(Continued)            Reflect and Share: Write to Sources, T194-T195            Listening Comprehension: Biography, T226-T227            Introduce the Text, T234-T235            Student Interactive: <i>Delivering Justice</i>, T235-T251            Respond and Analyze, T252-T253            Reflect and Share: Write to Sources, T264-T265   <b>Digital Resources:</b> Leveled Readers&gt;            Guided Reading Level W&gt;Power to the People</p>
<p>B.7 Use periods of time such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere utilizing timelines.</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Interact with Sources: Explore the Time Line, T20-T21            Student Interactive, Historical Fiction, T159  <b>Unit 4:</b>            Student Interactive, Check for Understanding, T115</p>
<p>B.8 Recognize and identify patterns of continuity and change in history.</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Matching Text to Learning: <i>Journey to the New World</i>, T27            Student Interactive: <i>The Path to Paper Son</i> and <i>Louie Share Kim, Paper Son</i> T31-T41            Respond and Analyze, T42-T43            Analyze Main Ideas and Details, T46-T47            Use Text Evidence, T50-T51            Reflect and Share: Talk About It, T54-T55            Student Interactive: <i>from Pedro's Journal</i>, T165-T183            Respond and Analyze, T184-T185            Understand Point of View, T188-T189            Use Text Evidence, T192-T193            Reflect and Share: Write to Sources, T196-T197</p>

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B.9 Understand the role of periodization as a practice in history and social studies.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>C Comparison and Contextualization</b>	
C.1 Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.	For supporting content please see:  <b>Digital Resources:</b> Leveled Readers>Guided Reading Level S>Travel the World
C.2 Categorize divergent perspectives of an individual historical event.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
C.3 Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.	For opportunities to address this standard please see: <b>Unit 4:</b> Delivering Justice, R235-T251 Student Interactive, Check for Understanding, T253
C.4 Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.	For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers>Guided Reading Level S>Legendary European Explorers
C.5 Describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support.	For opportunities to address this standard please see: <b>Unit 1:</b> Student Interactive, Immigration Timeline, T21  <b>Digital Resources:</b> Leveled Readers>Guided Reading Level V>Lewis and Clark: Westward Exploration



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<p>D Geographic Reasoning</p>	
<p>D.1 Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Map, T154-T155</p> <p><b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, T36, T40</p>
<p>D.2 Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.</p>	<p><b>Unit 5:</b> Interact with Sources: Explore the Infographic, T20-T21 Listening Comprehension: Geologists at Work, T22-T23 Student Interactive: <i>from Rocks and Fossils</i>, T31-T51 Interact with Sources: Explore the Video, T162-T163</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level U&gt;The Changing Earth &gt;Tropical Rainforests; &gt;Guided Reading Level V&gt;Earth’s Changing Landscape &gt;Ocean Forces; &gt;Guided Reading Level W&gt;Earth’s Fury; Unit 5: Systems&gt;Week 3, Lesson 1&gt;Weekly Launch: Video&gt;How Volcanoes Work</p>

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<p>D.3 Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.</p>	<p><b>Unit 5:</b>            Student Interactive: <i>The Dog of Pompeii</i>; T173-T189            Interact with Sources: Explore the Diagram, T232-T233            Listening Comprehension: The Problem with Palm Oil            Student Interactive: <i>Let's Talk Trash and It's Time to Get Serious About Reducing Food Waste, Feds Say</i>, T243-249            Interact with Sources: Explore the Map, T292-T293            Listening Comprehension: Deforestation Must Be Controlled, T294-T295            Student Interactive: <i>People Should Manage Nature</i>, T303-T317</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level U&gt;Flood!;            &gt;Guided Reading Level V&gt; Ocean Forces;            &gt;Guided Reading Level W&gt;Protecting Our Planet            &gt;How Do We Feed the World?            &gt;Saving the Great Lakes;            &gt;Unit 5: Systems&gt;Week 4, Lesson 1&gt;Weekly Launch: Diagram</p>
<p>D.4 Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.</p>	<p>For opportunities to address this standard please see:  <b>Unit 4:</b>            Delivering Justice, R235-T251            Student Interactive, Check for Understanding, T253</p> <p><b>Digital Resources:</b>            Leveled Readers&gt;Guided Reading Level V&gt;Pathways to Freedom</p>

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<p>D.5 Describe how human activities alter places and regions in the Western Hemisphere.</p>	<p><b>Unit 5:</b> Interact with Sources: Explore the Diagram, T232-T233 Student Interactive: <i>Let's Talk Trash</i> and <i>It's Time to Get Serious About Reducing Food Waste, Feds Say</i>, T243-249 Interact with Sources: Explore the Map, T292-T293 Listening Comprehension: Deforestation Must Be Controlled, T294-T295 Student Interactive: <i>People Should Manage Nature</i>, T303-T317</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level W&gt;Protecting Our Planet &gt;How Do We Feed the World?; &gt;Saving the Great Lakes; &gt;Unit 5: Systems&gt;Week 4, Lesson 1&gt;Weekly Launch: Diagram</p>
<p>D.6 Recognize that boundaries and definition of location are historically constructed.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p><b>E Economics and Economic Systems</b></p>	
<p>E.1 Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>E.2 Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.</p>	<p><b>Unit 2:</b> Interact with Sources: Explore the Primary Source, T230-T231 <b>Unit 5:</b> Listening Comprehension: Geologists at Work, T22-T23</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level U&gt;Tropical Rain Forests &gt; Guided Reading Level W&gt;How Do We Feed the World</p>

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<p>E.3 Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>E.4 Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>E.5 Explain the meaning of unemployment, inflation, income, and economic growth in the economy.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>E.6 Describe government decisions that affect economies in case studies from the Western Hemisphere.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p><b>F Civic Participation</b></p>	
<p>F.1 Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.</p>	<p><b>Unit 1:</b>            Develop Point of View, T147            Introduce the Text, T164-T165            Student Interactive: <i>from Pedro's Journal</i>, T165-T183            Respond and Analyze, T184-T185            Understand Point of View, T188-T189            Use Text Evidence, T192-T193            Reflect and Share: Write to Sources, T196-T197  <b>Unit 2:</b>            Introduce the Text, T170-T171            Student Interactive: <i>from Hatchet</i>, T171-T187            Respond and Analyze, T188-T189            Analyze Point of View, T192-T193            Reflect and Share: Write to Sources, T200-T201  <b>Unit 3:</b>            Analyze a Point of View, T79</p>

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F.2 Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.	For opportunities to address this standard please see: <b>Unit 5:</b> Let's Talk Trash and It's Time to Get Serious about Reducing Food Waste, T243-249  <b>Digital Resources:</b> Leveled Readers> Guided Reading Level W>How Do We Feed the World
F.3 Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
F.4 Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.	For supporting content please see: <b>Unit 5:</b> Let's Talk Trash and It's Time to Get Serious About Reducing Food Waste, T243-T249 People Should Manage Nature, T303-T317
F.5 Participate in negotiating and compromising in the resolution of differences and conflict.	<b>Unit 4:</b> Listening Comprehension: Freedom of Speech at School, T158-T159
F.6 Identify situations with a global focus in which social actions are required and suggest solutions.	For supporting content please see: <b>Unit 5:</b> Let's Talk Trash and It's Time to Get Serious About Reducing Food Waste, T243-T249 People Should Manage Nature, T303-T317  <b>Digital Resources:</b> Leveled Readers> Guided Reading Level U>Tropical Rainforests >Guided Reading Level W>How Do We Feed the World

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<p>F.7 Describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.</p>	<p><b>Unit 4:</b> Interact with Sources: Explore the Map, T86-T87 Listening Comprehension: Jefferson's Desk, T88-T89 Interact with Sources: Explore the Word Puzzle, T156-T157 Student Interactive: <i>The Bill of Rights</i>, T167-T181</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level V &gt;Road to Freedom; Pathways to Freedom; &gt;Guided Reading Level W&gt;Power of the People &gt;A Child's Rights</p>
<p>F.8 Identify rights and responsibilities of citizens within societies in the Western Hemisphere.</p>	<p><b>Unit 4:</b> Interact with Sources: Explore the Infographic, T20-T21 Student Interactive: <i>Keeping Mr. John Holton Alive</i>, T31-T43 Interact with Sources: Explore the Map, T86-T87 Listening Comprehension: Jefferson's Desk, T88-T89 Student Interactive: <i>The Scarlet Stockings Spy</i>, T97-T113 Interact with Sources: Explore the Word Puzzle, T156-T157 Student Interactive: <i>The Bill of Rights</i>, T167-T181 Interact with Sources: Explore the Time Line, T224-T225 Student Interactive: <i>Delivering Justice</i>, T235-T251</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level V&gt;Road to Freedom &gt;Pathways to Freedom &gt;Guided Reading Level W&gt;Power of the People &gt;A Child's Rights; Welcome Citizen</p>

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F.9 Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.	For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers> Guided Reading Level T>Something in the Air >Guided Reading Level U>Inspiring Journeys
<b>Standards: 5.1 Early Peoples of the Americas:</b> The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.	
5.1a Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5.1a.1 Students will examine the various theories of the migration routes by which the first humans may have arrived, including the Bering land bridge, using maps and archaeological evidence.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5.1b Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5.1c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their societies.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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<p>5.1c.1 Students will examine maps that show the variety of different Native American groups located in the Western Hemisphere, noting that there are many different culture groups in many different types of physical, climate, and vegetative regions.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>5.1c.2 Students will select one Native American culture group from the United States, one from Canada, and one from the Caribbean region and compare and contrast them by examining how each of these groups adapted to and used the environment and its resources to meet their basic needs, and by examining elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p><b>5.2 Complex Societies and Civilizations:</b> Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.</p>	
<p>5.2a Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.</p>	<p>For supporting content please see: <b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level S&gt;Food From Around the World &gt;Guided Reading Level W&gt;Tell Me a Story</p>
<p>5.2a.1 Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map, and students will determine when these societies and civilizations occurred.</p>	<p><b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level T&gt;The City of Machu Picchu &gt;Guided Reading Level V&gt;Discovering the Ancient Maya</p>
<p>5.2a.2 Students will investigate the characteristics of the Mayas, Aztecs, and Incas, noting similarities and differences.</p>	<p><b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level T&gt;The City of Machu Picchu &gt;Guided Reading Level V&gt;Discovering the Ancient Maya</p>



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<p>5.2b Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.</p>	<p><b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level T&gt;The City of Machu Picchu &gt;Guided Reading Level V&gt;Discovering the Ancient Maya</p>
<p>5.2b.1 Students will compare how the Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each.</p>	<p><b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level T&gt;The City of Machu Picchu; &gt;Guided Reading Level V&gt;Discovering the Ancient Maya</p>
<p>5.2c Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority conquers other geographic and/or cultural regions beyond its initial settlements.</p>	<p>For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level T&gt;The City of Machu Picchu; &gt;Guided Reading Level V&gt;Discovering the Ancient Maya</p>
<p>5.2c.1 Students will compare and contrast political states of the Maya and the Aztec, noting the territories that they controlled, the type of rule each had, and how the ruler attempted to unify the people.</p>	<p><b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level T&gt;The City of Machu Picchu &gt;Guided Reading Level V&gt;Discovering the Ancient Maya</p>
<p><b>5.3 European Exploration and its Effects:</b> Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.</p>	
<p>5.3a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Map, T154-T155 Student Interactive: <i>Pedro's Journal</i>, T165-T183</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level S&gt;Legendary European Explorers &gt;Guided Reading Level U&gt;Journey to the New World</p>

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5.3a.1 Students will investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored, including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa.	<p><b>Unit 1:</b> Interact with Sources: Explore the Map, T154-T155 Student Interactive: <i>Pedro's Journal</i>, T165-T183</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level S&gt;Legendary European Explorers &gt;Guided Reading Level U&gt;Journey to the New World</p>
5.3a.2 Students will map the key areas of the Western Hemisphere that were colonized by the English, Dutch, French, Portuguese, and Spanish, comparing the locations, relative sizes, and key resources of these regions.	<p><b>Unit 1:</b> Interact with Sources: Explore the Map, T154-T155 Student Interactive: <i>Pedro's Journal</i>, T165-T183</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level S&gt;Legendary European Explorers &gt;Guided Reading Level U&gt;Journey to the New World</p>
5.3b Europeans encountered and interacted with Native Americans in a variety of ways.	<p>Student Interactive: <i>Pedro's Journal</i>, T165-T183</p> <p><b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level U&gt;Journey to the New World</p>
5.3b.1 Students will examine the how Native Americans viewed the newcomers.	<p>Student Interactive: <i>Pedro's Journal</i>, T165-T183</p> <p><b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level U&gt;Journey to the New World</p>
5.3b.2 Students will examine European interactions with Native Americans, using these examples:	
5.3b.2.a Conquests by Cortez and Pizarro and the resulting demographic change	<p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level S&gt;Legendary European Explorers</p>

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<p>5.3b.2.b French in Canada and the fur trade</p>	<p>For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level S&gt;Legendary European Explorers</p>
<p>5.3c The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange which reshaped the lives and influenced the beliefs of people.</p>	<p>For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level S&gt;Legendary European Explorers</p>
<p>5.3c.1 Students will map the movement of people, plants, animals, and disease between Europe, the Americas, and Africa.</p>	<p>For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level S&gt;Legendary European Explorers</p>
<p>5.3c.2 Students will examine the effect of diseases introduced to the Western Hemisphere.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>5.3d Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.</p>	<p>For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level V&gt;Pathways to Freedom</p>
<p>5.3d.1 Students will investigate why sugar was brought to the Americas, noting where it was grown and why, and the role of supply and demand.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>5.3d.2 Students will examine the conditions experienced by enslaved Africans during the Middle Passage.</p>	<p>For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level V&gt;Pathways to Freedom</p>

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<b>5.4 Geography in the Western Hemisphere:</b> The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.	
5.4a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.	For opportunities to address this standard please see: <b>Unit 5:</b> Interact with Source: Explore the Map, T292-T293
5.4b The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:	
5.4b.1 North America (Canada and the United States)	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5.4b.2 Mesoamerica (Mexico and Central America)	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5.4b.3 Caribbean	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5.4b.4 South America	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5.4c The physical environment influences human population distribution, land use, and other forms of economic activity	
5.4c.1 Students will map the regions within the Western Hemisphere and locate major physical features within each region.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5.4c.2 Students will create a political map of the Western Hemisphere, noting which countries are in which region, and a political map of the United States showing the location of the states.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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<p>5.4c.3 Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps to discern patterns in human settlement and types of economic activity.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p><b>5.5 Comparative Cultures:</b> The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.</p>	
<p>5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>5.5a.1 Students will explore key cultural characteristics, such as the languages, religions and contributions, of the United States, Canada, Mexico, and one Caribbean or one South American country.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>5.5a.2 Students will compare and contrast key cultural characteristics and contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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<p>5.5b Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.</p>	<p>For supporting content please see:  <b>Unit 5:</b>            Interact with Sources: Explore the Diagram, T232-T233            Listening Comprehension: The Problem with Palm Oil            Student Interactive: <i>Let's Talk Trash and It's Time to Get Serious About Reducing Food Waste, Feds Say</i>, T243-249            Interact with Sources: Explore the Map, T292-T293            Listening Comprehension: Deforestation Must Be Controlled, T294-T295            Student Interactive: <i>People Should Manage Nature</i>, T303-T317   <b>Digital Resources:</b> Leveled Readers&gt;            &gt;Guided Reading Level W&gt;Saving the Great Lakes</p>
<p>5.5b.1 Students will investigate a current issue that two or more Western Hemisphere countries are facing together. Some examples include environmental issues, immigration, and trade.</p>	<p>For supporting content please see:  <b>Unit 5:</b>            Interact with Sources: Explore the Diagram, T232-T233            Listening Comprehension: The Problem with Palm Oil            Student Interactive: <i>Let's Talk Trash and It's Time to Get Serious About Reducing Food Waste, Feds Say</i>, T243-249            Interact with Sources: Explore the Map, T292-T293            Listening Comprehension: Deforestation Must Be Controlled, T294-T295            Student Interactive: <i>People Should Manage Nature</i>, T303-T317   <b>Digital Resources:</b> Leveled Readers&gt;            &gt;Guided Reading Level W&gt;Saving the Great Lakes</p>

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<b>5.6 Government:</b> The political systems of the Western Hemisphere vary in structure and organization across time and place.	
5.6a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.	For opportunities to address this standard please see: <b>Unit 4:</b> Introduce the Text, T166-T167 Student Interactive: <i>The Bill of Rights</i> , T167-T181
5.6a.1 Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts.	For opportunities to address this standard please see: <b>Unit 4:</b> Introduce the Text, T166-T167 Student Interactive: <i>The Bill of Rights</i> , T167-T181  <b>Digital Resources:</b> Leveled Readers>>Guided Reading Level V>The Road to Freedom
5.6a.2 Students will examine the foundational documents of the United States government for evidence of the country's beliefs, values, and principles.	<b>Unit 4:</b> Introduce the Text, T166-T167 Student Interactive: <i>The Bill of Rights</i> , T167-T181  <b>Digital Resources:</b> Leveled Readers>>Guided Reading Level V>The Road to Freedom
5.6a.3 Students will compare and contrast the government structures and functions of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy	<b>Unit 4:</b> Introduce the Text, T166-T167 Student Interactive: <i>The Bill of Rights</i> , T167-T181  <b>Digital Resources:</b> Leveled Readers>>Guided Reading Level V>The Road to Freedom

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<p>5.6b.1 Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights in terms of key values, beliefs, and principles of constitutional democracy.</p>	<p>For supporting content please see:  <b>Unit 4:</b>            Introduce the Text, T166-T167            Student Interactive: <i>The Bill of Rights</i>, T167-T181</p> <p><b>Digital Resources:</b> Leveled Readers &gt;            &gt;Guided Reading Level V&gt;The Road to Freedom</p>
<p>5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.</p>	<p><b>Unit 4:</b>            Interact with Sources: Explore the Infographic, T20-T21            Matching Texts to Learning: <i>Pathways to Freedom</i>, T27            Interact with Sources: Explore the Map, T86-T87            Interact with Sources: Explore the Word Puzzle, T156-T157            Listening Comprehension: Informational Text, T158-T159            Matching Texts to Learning: <i>Road to Freedom</i>, T162            Matching Texts to Learning: <i>Power of the People</i>, T163            Introduce the Text, T166-T167            Student Interactive: <i>The Bill of Rights</i>, T167-T181            Respond and Analyze, T182-T183            Summarize, T190-T191            Reflect and Share: Write to Sources, T194-T195            Listening Comprehension: Biography, T226-T227            Introduce the Text, T234-T235            Student Interactive: <i>Delivering Justice</i>, T235-T251            Respond and Analyze, T252-T253            Reflect and Share: Write to Sources, T264-T265</p>



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<p align="center"><b>New York State Social Studies Frameworks</b></p>	<p align="center"><b>myView Literacy Grade 5, ©2020</b></p>
<p>(Continued)</p>	<p>(Continued)  <b>Digital Resources:</b> Leveled Readers&gt;            Guided Reading Level V&gt;The Road to            Freedom            &gt;Guided Reading Level W&gt;Power to the            People</p>
<p>5.6c.1 Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.</p>	<p><b>Unit 4:</b>            Interact with Sources: Explore the Infographic, T20-T21            Matching Texts to Learning: <i>Pathways to Freedom</i>, T27            Interact with Sources: Explore the Map, T86-T87            Interact with Sources: Explore the Word Puzzle, T156-T157            Listening Comprehension: Informational Text, T158-T159            Matching Texts to Learning: <i>Road to Freedom</i>, T162            Matching Texts to Learning: <i>Power of the People</i>, T163            Introduce the Text, T166-T167            Student Interactive: <i>The Bill of Rights</i>, T167-T181            Respond and Analyze, T182-T183            Summarize, T190-T191            Reflect and Share: Write to Sources, T194-T195            Listening Comprehension: Biography, T226-T227            Introduce the Text, T234-T235            Student Interactive: <i>Delivering Justice</i>, T235-T251            Respond and Analyze, T252-T253            Reflect and Share: Write to Sources, T264-T265</p> <p><b>Digital Resources:</b> Leveled Readers&gt;            Guided Reading Level W&gt;Power to the            People</p>

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5.6d Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.	For supporting content please see: <b>Digital Resources:</b> Leveled Readers> Guided Reading Level W>A Child's Rights
5.6d.1 Students will examine multinational organizations and nongovernmental organizations and their roles in promoting cooperation, peace, and cultural understanding.	For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers> Guided Reading Level W>A Child's Rights
<b>5.7 Economics:</b> The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.	
5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5.7a.1 Students will explore the characteristics of a traditional economy used by the Inuit, the market economy of the United States or Canada, and the command economy of Cuba, noting similarities and differences.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5.7b.1 Students will identify the major natural resources of the United States, Canada, Mexico, and one Caribbean or one South American country to determine the major industries of those countries in relation to available resources.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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<p>5.7b.2 Students will examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, and costs and markets (e.g., soda pop).</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>5.7c Countries trade with other countries to meet economic needs and wants. They are interdependent.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>5.7c.1 Students will examine products that are imported into markets within the United States based on demand for these products, noting how this affects the United States economy.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>5.7c.2 Students will examine products that are exported from the United States to other markets in the Western Hemisphere, noting how this affects the United States economy.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>