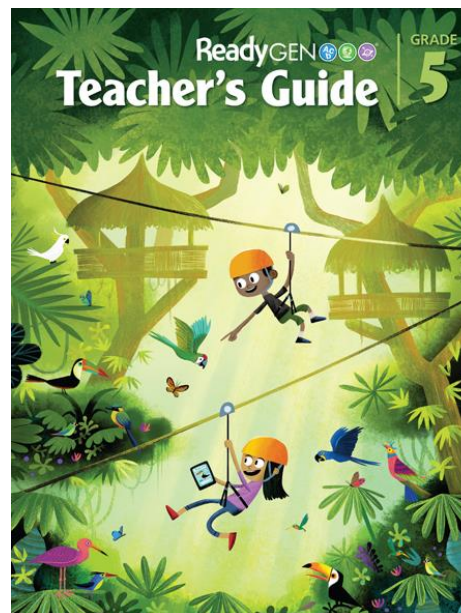
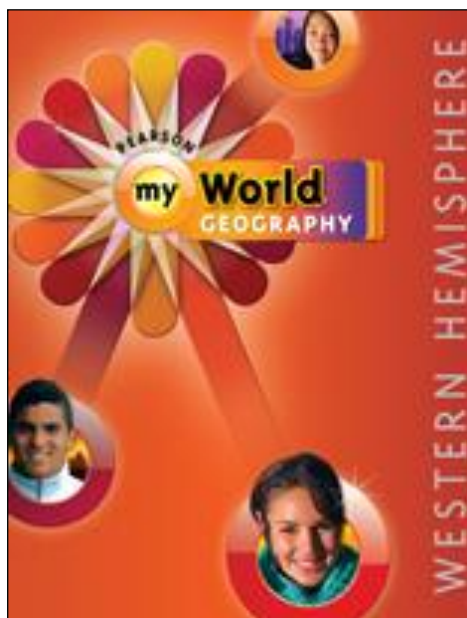


A Correlation of



To the

New York State Social Studies Framework Grade 5

A Correlation of myWorld Social Studies, myWorld Geography, Western Hemisphere, and Ready Gen to the New York State Social Studies Framework, Grade 5

Introduction

This document demonstrates how *Savvas myWorld Geography, Western Hemisphere* and *Savvas ReadyGEN* meet the New York State Social Studies Framework for Grade 4. Correlation page references are to the myWorld Social Studies, Student Edition, Teacher's Guide and the ReadyGEN Text Collection.

ReadyGEN ©2016 is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

Everyone has a story. What's yours?

Savvas 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 *Savvas myWorld Social Studies*, you can get to the heart of social studies in the time you have.

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Grade 5: The Western Hemisphere		
<p>Grade 5 Social Studies is based on the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations. It also incorporates elements of archaeology. The course is divided into seven Key Ideas that cover a time span from prehistory into modern times. Teachers are encouraged to make and teach local connections throughout the course, especially in the examination of citizenship related to modern political and economic issues.</p> <p>Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 5.3 European Exploration and its Effects, 5.6 Government, and 5.7 Economics.</p>		
<p>5.1 EARLY PEOPLES OF THE AMERICAS: 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. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO)</p>		
<p>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.</p>		
<p>➤ Students will examine the various theories of the migration routes by which the first humans may have arrived, including the Beringia land bridge, using maps and archaeological evidence.</p>	<p>SE: Migration, 78; Canada's Early History, 182-183; Early History, 320; Also see: Understanding Maps, 10-11; Types of Maps, 12-13; Tools of History, 116-117; Measuring Time, 118-119; Archaeology and Other Sources, 122-123; Historical Maps 124-125</p>	<p>TG: For supporting material please see: Unit 2: Mod B: The Great Migration</p>
<p>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.</p>		

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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 society.		
<ul style="list-style-type: none"> ➤ Students will examine maps that show the variety of different Native American groups located in the Western Hemisphere, noting there are many different culture groups in many different types of physical, climate, and vegetative regions. 	<p>SE: Early History of the United States, 146-148; Native Americans Before European Contact, 152-153; Canada's Early History, 182-183; Rise and Fall of the Aztecs, 218-221; Early Mexico, 222-223; Early Civilizations, 252-253; Primary Source: The Maya, 256-257; History of Caribbean South America, 290; Early History, 320-321; Primary Source: The Incas, 326-327; A Rich Culture, 328-329</p> <p>Also see: Core Concepts: Understanding Maps, 10-11; Types of Maps, 12-13; Historical Maps 124-125</p>	<p>TG: Unit 4: Mod A: Explorers: Triumphs and Troubles; Poetry: "A Map and a Dream," "Cliff Dwelling," "Learning the World"; Performance-Based Assessment: Informative/Explanatory Task: Write About Explorations, 192-199; Mod B: Explorers of North America; Poetry: "Latitude Longitude Dreams"</p>
<ul style="list-style-type: none"> ➤ 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>SE: Early History of the United States, 146-148; Native Americans Before European Contact, 152-153; Canada's Early History, 182-183; Rise and Fall of the Aztecs, 218-221; Early Mexico, 222-223; Early Civilizations, 252-253; Primary Source: The Maya, 256-257; History of Caribbean South America, 290; Early History, 320-321; Primary Source: The Incas, 326-327; A Rich Culture, 328-329</p>	<p>TG: For supporting material please see: Unit 4: Mod A: Explorers: Triumphs and Troubles; "Secrets of the Canyon Cave"; Poetry: "Cliff Dwelling," "Learning the World"; Mod B: Explorers of North America</p>

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<p>5.2 COMPLEX SOCIETIES AND CIVILIZATIONS: 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. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)</p>		
<p>5.2a Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.</p>		
<ul style="list-style-type: none"> ➤ Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map and when they occurred. 	<p>SE: A City on a Lake, 219; Maya Civilization, 223, 252-253; Aztecs, 223; The Incas, 321 Also see: Core Concepts: Understanding Maps, 10-11; Types of Maps, 12-13; Archaeology and Other Sources, 122; Historical Maps 124-125</p>	<p>TG: Unit 4: Mod A: Explorers: Triumphs and Troubles; Mod B: Explorers of North America</p>
<ul style="list-style-type: none"> ➤ Students will investigate the characteristics of the Mayas, Aztecs, and Incas noting similarities and differences. 	<p>SE: Rise and Fall of the Aztecs, 218-221; Early Mexico, 222-223; Early Civilizations, 252-253; Primary Source: The Maya, 256-257; Early History, 320-321; The Colonial Period, 322-323; Primary Source: The Incas, 326-327</p>	<p>TG: Unit 4: Mod A: Explorers: Triumphs and Troubles; Mod B: Explorers of North America</p>
<p>5.2b Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.</p>		
<ul style="list-style-type: none"> ➤ 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>SE: Rise and Fall of the Aztecs, 218-221; Early Mexico, 222-223; Early Civilizations, 252-253; Primary Source: The Maya, 256-257; Early History, 320-321; The Colonial Period, 322-323; Primary Source: The Incas, 326-327</p>	<p>TG: Unit 4: Mod A: Explorers: Triumphs and Troubles; Mod B: Explorers of North America</p>

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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 takes control over other geographic and/or cultural regions beyond its initial settlements.		
<ul style="list-style-type: none"> ➤ Students will compare and contrast political states of the Maya and the Aztec noting the territories they controlled, the type of rule each had, and how the ruler attempted to unify the people. 	<p>SE: Rise and Fall of the Aztecs, 218-221; Early Mexico, 222-223; Early Civilizations, 252-253; Primary Source: The Maya, 256-257; Early History, 320-321; The Colonial Period, 322-323; Primary Source: The Incas, 326-327</p>	<p>TG: For supporting material please see: Unit 4: Mod A: Explorers: Triumphs and Troubles; Mod B: Explorers of North America</p>
<p>5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave trade. (Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)</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.		
<ul style="list-style-type: none"> ➤ 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>SE: European Exploration, 179; France and Britain Struggle for Control, 183-184; Arrival of Cortes, 224; Colonization and Slavery, 253-254; The Age of Exploration, 432-434; An Age of Empires, 434-436 Also see: Core Concepts: Understanding Maps, 10-11; Types of Maps, 12-13; Historical Maps 124-125</p>	<p>TG: Unit 4: Mod A: Explorers: Triumphs and Troubles; Pedro’s Journal; Poetry: “A Map and a Dream,” “Cliff Dwelling,” “Learning the World”; Performance-Based Assessment: Informative/Explanatory Task: Write About Explorations, 192-199; Mod B: Explorers of North America; New Beginnings: Jamestown and the Virginia Colony; Poetry: “Latitude Longitude Dreams,” “Christopher Columbus,” “Early Explorers; Performance-Based Assessment: Opinion Task: Write an Opinion Essay, 392-399</p>

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<ul style="list-style-type: none"> ➤ Students will map the key areas of the Western Hemisphere colonized by the English, Dutch, French, Portuguese, and Spanish comparing the location, relative size, and key resources of these regions. 	<p>SE: First European Settlements, 147; The Thirteen Colonies, 147; Colonization and Slavery, 253-254; The Colonial Period, 322-323; An Age of Empires, 434-436 Also see: Core Concepts: Understanding Maps, 10-11; Types of Maps, 12-13; Historical Maps 124-125</p>	<p>TG: For supporting material please see: Unit 4: Mod A: Explorers: Triumphs and Troubles; Pedro’s Journal; Poetry: “A Map and a Dream,” “Cliff Dwelling,” “Learning the World”; Performance-Based Assessment: Informative/Explanatory Task: Write About Explorations, 192-199; Mod B: Explorers of North America; New Beginnings: Jamestown and the Virginia Colony; Poetry: “Latitude Longitude Dreams,” “Christopher Columbus,” “Early Explorers; Performance-Based Assessment: Opinion Task: Write an Opinion Essay, 392-399</p>
5.3b Europeans encountered and interacted with Native Americans in a variety of ways.		
<ul style="list-style-type: none"> ➤ Students will examine the how Native Americans viewed the newcomers. 	<p>SE: Native Americans Before European Contact, 152-153; Effects of Expansion, 155; Canada’s Early History, 182-183</p>	<p>TG: Unit 4: Mod A: Explorers: Triumphs and Troubles; Pedro’s Journal; Performance-Based Assessment: Informative/Explanatory Task: Write About Explorations, 192-199; Mod B: Explorers of North America</p>
Students will examine the European interactions with Native Americans using these examples:		
<ul style="list-style-type: none"> ▪ Conquests by Cortez and Pizarro and the resulting demographic change 	<p>SE: The Spanish Arrive, 219; Effects of Spanish Rule, 220; The Colonial Period, 322-323; Primary Sources: The Incas, 326-327; An Age of Empires, 434-436</p>	<p>TG: Unit 4: Mod A: Explorers: Triumphs and Troubles; Pedro’s Journal; Performance-Based Assessment: Informative/Explanatory Task: Write About Explorations, 192-199; Mod B: Explorers of North America</p>

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<ul style="list-style-type: none"> ▪ French in Canada and the fur trade 	<p>SE: France and Britain Struggle for Control, 183-184</p>	<p>TG: Unit 4: Mod A: Explorers: Triumphs and Troubles; Performance-Based Assessment: Informative/Explanatory Task: Write About Explorations, 192-199; Mod B: Explorers of North America</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 and reshaped the lives and beliefs of people.</p>		
<ul style="list-style-type: none"> ➤ Students will map the movement of people, plants, animals, and disease between Europe, the Americas, and Africa. 	<p>SE: The United States Expands, 152-155; European Exploration, 179; Canada's Early History, 182-183; The Spanish Arrive, 219; Early Civilizations, 252-253; Colonization and Slavery, 253-254; Cultures Collide, 290-291; Early History, 320-321; The Colonial Period, 322-323; Cultures Meet, 352-353; An Age of Empires, 434-436</p>	<p>TG: For supporting material please see: Unit 4: Mod A: Explorers: Triumphs and Troubles; Pedro's Journal; Performance-Based Assessment: Informative/Explanatory Task: Write About Explorations, 192-199; Mod B: Explorers of North America; Poetry: "Christopher Columbus," "Early Explorers"</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>		
<ul style="list-style-type: none"> ➤ 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>SE: Colonization and Slavery, 253-254; An Age of Empires, 434-436</p>	<p>TG: For supporting material please see: Unit 4: Mod A: Explorers: Triumphs and Troubles; Performance-Based Assessment: Informative/Explanatory Task: Write About Explorations, 192-199; Mod B: Explorers of North America</p>

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<ul style="list-style-type: none"> ➤ Students will examine the conditions experienced by enslaved Africans during the Middle Passage. 	<p>SE: Colonization and Slavery, 253-254; An Age of Empires, 434-436</p>	<p>TG: For supporting material please see: Unit 4: Mod A: Explorers: Triumphs and Troubles; Performance-Based Assessment: Informative/Explanatory Task: Write About Explorations, 192-199; Mod B: Explorers of North America</p>
<p>5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: 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. (Standard: 3, Theme: GEO)</p>		
<p>5.4a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.</p>	<p>SE: For physical maps, please see: United States, 12; United States, 139; Canada, 171; Mexico, 211; Central America and the Caribbean, 245; Caribbean South America, 283; The Andes and the Pampas, 313; Brazil, 346; myWorld Geography Atlas: The World: Physical, 568-569; North and South America: Physical, 571 Also see: Core Concepts: Understanding Maps, 10-11; Types of Maps, 12-13; Historical Maps 124-125</p>	<p>TG: Unit 1: Mod B: Rain Forest Food Chains; Performance-Based Assessment: Informative/Explanatory Task, Write About Environments, 392-399; Unit 4: Mod A: Explorers: Triumphs and Troubles; Mod B: Explorers of North America; New Beginnings: Jamestown and the Virginia Colony; Poetry: "In the Flooded Forest"</p>
<p>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:</p>		
<ul style="list-style-type: none"> ▪ North America (Canada and the United States) 	<p>SE: Unit 1: The United States and Canada, 128-195</p>	<p>TG: Unit 2: Mod A: The Road to Freedom; Mod B: The Great Migration; Angel Island; Unit 4: Mod A: Explorers: Triumphs and Troubles; Mod B: Explorers of North America; New Beginnings: Jamestown and the Virginia Colony</p>

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<ul style="list-style-type: none"> ▪ Mesoamerica (Mexico and Central America) 	<p>SE: Unit 2: Middle America, 200-267</p>	<p>TG: Unit 4: Mod A: Explorers: Triumphs and Troubles; Pedro’s Journal; Mod B: Explorers of North America</p>
<ul style="list-style-type: none"> ▪ Caribbean 	<p>SE: Chapter 4: Central America and the Caribbean, 240-267</p>	<p>TG: Unit 4: Mod A: Explorers: Triumphs and Troubles; Pedro’s Journal; Mod B: Explorers of North America</p>
<ul style="list-style-type: none"> ▪ South America 	<p>SE: Unit 3: South America, 272-367</p>	<p>TG: Unit 4: Mod A: Explorers: Triumphs and Troubles; Mod B: Explorers of North America</p>
<p>5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.</p>		
<ul style="list-style-type: none"> ➤ Students will map the regions within the Western Hemisphere and locate major physical features within each region. 	<p>SE: Core Concepts: Understanding Maps, 10-11; Types of Maps, 12-13; Historical Maps 124-125 Chapter Atlas: Reading Skill, Label an Outline Map, 138; 170; 210; 244; 282; 312;344468; 506; 534 The United States: Physical Features, 138-139; Climate and Resources, 140-141; Canada: Physical Features, 170-171; The Effects of Climate, 172-173; Land and Resources, 174-176; Mexico: Geographic Regions, 210-212; Climate, 212-213; Land Resources, 214-215; Central America and the Caribbean: Physical Features, 244-246; Climate and Life, 246-247; Caribbean South America: Physical Features, 282-283;</p>	<p>TG: For supporting material please see: Unit 1: Mod B: Rain Forest Food Chains; Washed Up!; Poetry: “In the Flooded Forest”; Performance-Based Assessment: Informative/Explanatory Task, Write About Environments, 392-399; Unit 2: Mod B: Angel Island; Unit 4: Mod A: Explorers: Triumphs and Troubles; Mod B: Explorers of North America; New Beginnings: Jamestown and the Virginia Colony</p>

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	(Continued) Climate, 284; The Andes and the Pampas: Physical Features, 312-313; Climate, 314; Brazil: Physical Features, 344-345; Climate and Land Use, 346-347; myWorld Geography Atlas: The World: Physical, 568-569; North and South America: Physical, 571	
<ul style="list-style-type: none"> ➤ 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. 	<p>SE: United States, 13; The United States and Canada, 128; United States, 134; Canada, 166; Middle America, 188; Mexico, 206; Central America and the Caribbean, 240; South America, 272; Caribbean South America, 278; The Andes and the Pampas, 308; Brazil, 340; myWorld Geography Atlas: The World: Political, 566-567; North and South America: Political, 570; United States: Political, 572-573 Also see: Core Concepts: Understanding Maps, 10-11; Types of Maps, 12-13; Historical Maps 124-125</p>	<p>TG: For supporting material please see: Unit 4: Mod A: Explorers: Triumphs and Troubles; Pedro’s Journal; Performance-Based Assessment: Informative/Explanatory Task: Write About Explorations, 192-199; Mod B: Explorers of North America</p>
<ul style="list-style-type: none"> ➤ 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>SE: myWorld Geography Atlas: The World: Physical, 568-569; North and South America: Physical, 571 For physical maps please see: United States, 12; United States, 139; Canada, 171; Mexico, 211; Central America and the Caribbean, 245; Caribbean South America, 283; The Andes and the Pampas, 313; Brazil, 346</p>	<p>TG: For supporting material please see: Unit 1: Mod B: Rain Forest Food Chains; Washed Up!; Poetry: “In the Flooded Forest”; Performance-Based Assessment: Informative/Explanatory Task, Write About Environments, 392-399; Unit 2: Mod B: Angel Island; Unit 4: Mod A: Explorers: Triumphs and Troubles; Mod B: Explorers of North America; New Beginnings: Jamestown and the Virginia Colony</p>

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	<p>(Continued)</p> <p>For climate maps and information please see: Core Concepts: Temperature, 34-35; Core Concepts: Water and Climate, 36-37; Core Concepts: Air Circulation and Precipitation, 38-39; Core Concepts: Types of Climate, 40-41; United States, 140-141; Canada, 172; Mexico, 212; Caribbean South America, 284; The Andes and the Pampas, 314; Brazil, 346</p> <p>For vegetation maps and information please see: Core Concepts: Ecosystems, 42-43; Core Concepts: Land Use, 50-51; Central America and the Caribbean, 246</p> <p>For population density maps and information please see: Core Concepts: Population Distribution, 76-77; The United States and Canada: Urban Population (1900, 2000), 132; United States, 144; American Culture and Diversity, 158; Canada, 173; Mexico, 216; Caribbean South America, 287; The Andes and the Pampas, 318</p> <p>For land use maps and information please see: Core Concepts: Environment and Resources, 48-49; Core Concepts: Land Use, 50-51; Core Concepts: People's Impact on the Environment, 52-53; Central America and the Caribbean, 248; The Andes and the Pampas, 316-317; Brazil, 347</p>	

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	(Continued) For resource distribution maps and information please see: United States, 140-141; Canada, 174-176; Mexico, 214-215; Central America and the Caribbean, 248-249; Land Use and Resources (The Andes and the Pampas), 316-317 Also see: Core Concepts: Understanding Maps, 10-11; Types of Maps, 12-13; Historical Maps 124-125	
5.5 COMPARATIVE CULTURES: 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. (Standards: 1, 2; Themes: ID, MOV, SOC)		
5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.		
<ul style="list-style-type: none"> ➤ Students will explore key cultural characteristics such as the languages and religions and contributions of the United States, Canada, Mexico, and one Caribbean or one South American country. 	SE: Core Concepts: Culture and Geography, 84-99; The United States: American Culture, 158-160; Canada: The Cultural Mosaic, 194-195; Mexico: People and Culture, 232-233; Central America and the Caribbean: Woven Cultures, 258-260; Caribbean South America: Diverse Cultures, 296-297; The Andes and the Pampas: A Rich Culture, 328-329; Brazil: Cultures Meet, 352-354; A Rich Culture, 358-359	TG: Unit 2: Mod A: The Road to Freedom; “Harriet Tubman”; Cesar Chavez: Champion of Workers; Mod B: Real-Life Superheroes; The Great Migration; Angel Island; Poetry: Poems from the Walls of Angel Island; Unit 4: Mod A: Explorers: Triumphs and Troubles; Pedro’s Journal; “Secrets of the Canyon Cave”; Mod B: Explorers of North America; New Beginnings: Jamestown and the Virginia Colony

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<ul style="list-style-type: none"> ➤ Students will compare and contrast key cultural characteristics and the contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America. 	<p>SE: Core Concepts: Culture and Geography, 84-99; The United States: American Culture, 158-160; Canada: The Cultural Mosaic, 194-195; Mexico: People and Culture, 232-233; Central America and the Caribbean: Woven Cultures, 258-260; Caribbean South America: Diverse Cultures, 296-297; The Andes and the Pampas: A Rich Culture, 328-329; Brazil: Cultures Meet, 352-354; A Rich Culture, 358-359</p>	<p>TG: For supporting material please see: Unit 2: Mod A: The Road to Freedom; “Harriet Tubman”; Cesar Chavez: Champion of Workers; Mod B: Real-Life Superheroes; The Great Migration; Angel Island; Poetry: Poems from the Walls of Angel Island; Unit 4: Mod A: Explorers: Triumphs and Troubles; Pedro’s Journal; “Secrets of the Canyon Cave”; Mod B: Explorers of North America; New Beginnings: Jamestown and the Virginia Colony</p>
<p>5.5b. Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.</p>		
<ul style="list-style-type: none"> ➤ 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>SE: Core Concepts: Trade, 66-67; Causes and Effects of Population Growth, 75; Challenges of Urbanization, 81; The United States Today, 156-161; The Environment: New Concerns, 176-177; The North in Canada Today, 180-181; Canada Today, 190-195; Environmental Impact, 216-217; Mexico Today, 230-233; Mexico's Economy, 234-235; Trade, 236-237; Hurricane Havoc, 247-248; Environments in Danger, 250-251; Central America and the Caribbean Today, 258-263; Caribbean South America Today, 296-301; Case Study: Civil Conflict in Colombia, 302-305; The Andes and the Pampas Today, 328-333; Bolivia Today, 337; Brazil Today, 358-363; Case Study: Destruction of the Amazon Rain Forest, 364-367</p>	<p>TG: Mod B: Performance-Based Assessment: Informative/Explanatory Task, Write About Environments, 392-399 See also related material: Unit 1: Mod B: Pale Male; Unit 2: Mod A: Cesar Chavez: Champion of Workers; Mod B: Real-Life Superheroes; Angel Island</p>

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5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)		
5.6a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.		
<ul style="list-style-type: none"> ➤ Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts. 	<p>SE: Core Concepts: Foundations of Government, 104-105; Core Concepts: Political Systems, 106-107; Core Concepts: Political Structures, 108-109; The United States as World Leader, 160-161</p>	This standard falls outside of the course curriculum.
<ul style="list-style-type: none"> ➤ Students will examine the foundational documents of the United States government for evidence of the country's beliefs, values, and principles. 	<p>SE: Primary Source: American Democracy, 162-163</p>	This standard falls outside of the course curriculum.
<ul style="list-style-type: none"> ➤ 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. 	<p>SE: Core Concepts: Foundations of Government, 104-105; Core Concepts: Political Systems, 106-107; Core Concepts: Political Structures, 108-109; The United States as World Leader, 160-161; Governing Canada, 190-192; Governing Mexico, 230-231; Ending Foreign Control, 254-255; Government and Change, 260-261; Case Study: Cuba: Revolution to Today, 264-267; After Independence, 292-293; Primary Source: Union or Separation? 294-295; Governments and Conflicts, 299-300; South America After Independence, 324-325; The New Governments, 333; Indigenous Revival, 336; Bolivia Today, 337; The New Brazil, 354-355; Government for the People, 363</p>	This standard falls outside of the course curriculum.

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5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.		
<ul style="list-style-type: none"> ➤ 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>SE: Primary Source: American Democracy, 162-163; Roots of a Nation, 184-185; Governing Canada, 190-192</p>	<p>This standard falls outside of the course curriculum.</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.		
<ul style="list-style-type: none"> ➤ 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>SE: Core Concepts: Migration, 78-79; Expanding Prosperity, 151; Effects of Expansion, 155; Primary Source: Defining Canada, 188-189; Spanish Rule to Independence, 224-225; Challenges for the Republic, 225-227; Primary Source: The Mexican Revolution, 228-229; Colonization and Slavery, 253-254; Ending Foreign Control, 254-255; Government and Change, 260-261; Case Study: Cuba: Revolution to Today, 264-267; Cultures Collide, 290-291; After Independence, 292-293; Governments and Conflicts, 299-300; Case Study: Civil Conflict in Colombia, 302-305; South America after Independence, 324-325; Case Study: Bolivia: A Divided Nation, 334-337; The New Brazil, 354-355</p>	<p>TG: Unit 2: Mod A: The Road to Freedom; Operation Clean Sweep; “Harriet Tubman”; Cesar Chavez: Champion of Workers; Poetry: “A Song for Suffrage,” “Another Mountain”; Performance-Based Assessment: Opinion Task, Write an Opinion Speech, 192-199; Mod B: Real-Life Superheroes; The Great Migration; Angel Island; Poems from the Walls of Angel Island</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.		
<ul style="list-style-type: none"> ➤ Students will examine multinational organizations and nongovernmental organizations and their role in promoting cooperation, peace, and cultural understanding. 	<p>SE: Core Concepts: Conflict and Cooperation, 110-111; The United States as World Leader, 160-161; Economies, 301</p>	<p>TG: Unit 2: Mod A: The Road to Freedom; Operation Clean Sweep; Cesar Chavez: Champion of Workers; Performance-Based Assessment: Opinion Task, Write an Opinion Speech, 192-199; Mod B: Angel Island; Poems from the Walls of Angel Island</p>
<p>5.7 ECONOMICS: The people 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. (Standards: 1, 2, 3, 4; Themes: TCC, GEO, ECO, EXCH)</p>		
5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems include traditional, market, and command which address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?		
<ul style="list-style-type: none"> ➤ Students will explore the characteristics of a traditional economy used by the Plains Indians, the market economy of the United States or Canada, and the command economy of Cuba, noting similarities and differences. 	<p>SE: Core Concepts: Economic Systems, 62-63; Native Americans Before European Contact, 152-153; The United States Economy, 156-158; A Changing Economy chart, 176-177; Government and Change, 260-261</p>	<p>TG: For supporting material please see: Unit 4: Mod A: Explorers: Triumphs and Troubles; Mod B: Explorers of North America; New Beginnings: Jamestown and the Virginia Colony</p>

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5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.		
<ul style="list-style-type: none"> ➤ 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. 	<p>SE: Core Concepts: Environment and Resources, 48-49; Core Concept: People's Impact on the Environment, 52-53; United States: Climate and Resources, 140-141; Environmental Impact, 145; Canada: Land and Resources, 174-176; The Environment: New Concerns, 176-177; The North in Canada Today, 180-181; Mexico: Land Resources, 214-215; Environmental Impact, 216-217; Central America and the Caribbean: Land Use, 248-249; Environments in Danger, 250-251; Caribbean South America: How People Use Their Land, 288; Closer Look: Coffee Production, 288; The Andes and the Pampas: Land Use and Resources, 316-317; Environmental Problems, 330; Brazil: Climate and Land Use, 346-347; Closer Look: Boom and Bust, 354; Environmental Issues, 360; Case Study: Destruction of the Amazon Rain Forest, 364-367</p>	<p>TG: For supporting material please see: Unit 1: Mod B: Rain Forest Food Chains; Performance-Based Assessment: Informative/Explanatory Task, Write About Environments, 392-399</p>

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<ul style="list-style-type: none"> ➤ 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>SE: Core Concepts: Economic Basics, 58-59; Core Concepts: Trade, 66-67; The United States Economy, 156-158; Mexico: Land Resources, 214-215; Oil Production in Mexico, 215; Closer Look: The Impact of Trade, 236; Trade, 237; Caribbean South America: How People Use Their Land, 288; Closer Look: Coffee Production, 288; Environmental Problems, 298; The Andes and the Pampas: Land Use and Resources, 316-317; South America after Independence, 324-325; Regional Economies, 331-332; Brazil: People in Brazil, 350-351; Cultures Meet 352-354; Closer Look: Boom and Bust, 354; The New Brazil, 354-355; A Growing Economy, 362; Case Study: Destruction of the Amazon Rain Forest, 364-367</p>	<p>This standard falls outside of the course curriculum.</p>
<p>5.7c Countries trade with other countries to meet economic needs and wants. They are interdependent.</p>		
<ul style="list-style-type: none"> ➤ 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>SE: Core Concepts: Trade, 66-67; The United States Economy, 156-158; Closer Look: The Impact of Trade, 236</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> ➤ 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>SE: Core Concepts: Trade, 66-67; The United States Economy, 156-158</p>	<p>This standard falls outside of the course curriculum.</p>