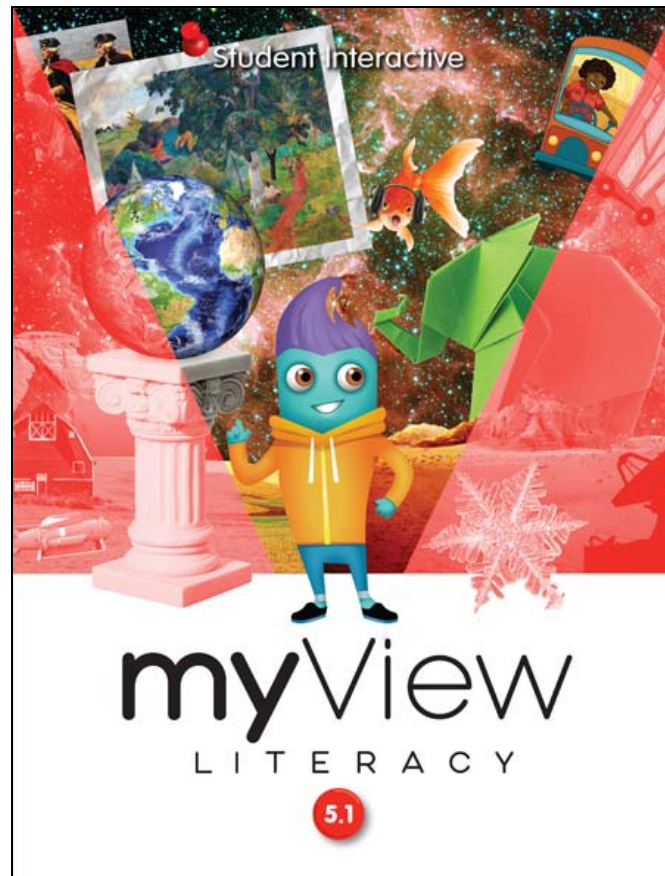


## A Correlation of



**Grade 5, ©2020**

To the

**Ohio Learning Standards  
for Social Studies  
Grade 5**

**SAVVAS**

# **A Correlation of myView Literacy, Grade 5, ©2020 to Ohio’s Learning Standards for Social Studies, Grade 5**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **Ohio’s Learning Standards for Social Studies**. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references.

*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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<b>H History</b>	
H.HT Historical Thinking and Skills	
H.HT.1 Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	<p><b>Unit 1:</b> Interact with Sources: Explore the Time Line, Immigration and Expansion in the United States, T20-T21</p> <p><b>Unit 3:</b> Extend Research: Add Photographs and Timelines, T362-T363</p> <p><b>Unit 4:</b> Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225</p>
H.EC Early Civilizations	
H.EC.2 Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices.	<p>For supporting content please see:</p> <p><b>Unit 1:</b> <i>Picturesque Journeys</i>, T303 Cross-Curricular Perspectives: Social Studies, Mexican Flag (Aztec Heritage), T304</p>
H.H Heritage	
H.H.3 European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.	<p><b>SE/TE:</b> <b>Unit 1:</b> Interact with Sources: Explore the Map, The Age of Exploration, T154-T155 <i>Pedro’s Journal</i>: T163-T184 Maps, T155, T97, T160 Cross-Curricular Perspectives: Social Studies, Location, T240</p>
<b>G Geography</b>	
G.ST Spatial Thinking And Skills	
G.ST.4 Geographic tools can be used to gather, process and report information about	<b>Unit 1:</b> Interact with Sources: Explore the Map, The

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<p>people, places and environments. Cartographers decide which information to include in maps.</p>	<p>Age of Exploration, T154-T155 Maps, T155, T97, T160 Cross-Curricular Perspectives: Social Studies, Location, T240 Student Interactive: Hit the Road! (includes map), T357 <b>Unit 2:</b> Interact with Sources: Explore the Map, Protecting Habitats, T90-T91 <b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, California/Illinois, T32 Cross-Curricular Perspectives: Social Studies, Mexico/Chicago (scale), T36 Cross-Curricular Perspectives: Social Studies, Costa Rica/Chicago (scale), T40 <b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, George Washington, T99 Cross-Curricular Perspectives: Social Studies, Battle of Brandywine, T107 Cross-Curricular Perspectives: Social Studies, Battle of Monmouth, T112 <b>Unit 5:</b> Matching Texts to Learning: <i>Saving the Great Lakes</i>, T101 Interact with Sources: Explore the Map, How People Influence Natural Systems, T292-T293 Map: Barrier Islands, T313</p>
<p>G.ST.5 Latitude and longitude can be used to make observations about location and generalizations about climate.</p>	<p><b>Unit 1:</b> "Latitude Longitude Dreams," T240-T241 Respond and Analyze: Check for Understanding, My Turn, T247 ELL Targeted Support: Compare and Contrast, T258</p>

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	<p><b>Unit 2:</b> <i>Far from Shore: July – San Diego, California,</i> T33</p>
G.PR Places and Regions	
G.PR.6 Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.	<p><b>Unit 5:</b> Matching Texts to Learning: <i>The Changing Earth,</i> T26 Matching Texts to Learning: <i>Earth’s Changing Landscape,</i> T27 <i>Rocks and Fossils,</i> T30-T51</p>
G.HS Human Systems	
G.HS.7 The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.	<p><b>Unit 2:</b> Listening Comprehension: Informational Text, <i>The Manatees’ Future Is Looking Brighter,</i> T92-T93 Minilesson: Informational Text, T94-T95 Matching Texts to Learning, <i>An Eye on Ecosystems,</i> T96 Cross-Curricular Perspectives: Science, <i>Fresh Water/Pollution,</i> T102 Interact with Sources: <i>Explore the Video, Saving Natural Habitats,</i> T296-T297</p> <p><b>Unit 4:</b> Interact with Sources, <i>Explore the Primary Sources, In the Words of Theodore Roosevelt,</i> T230-T231</p>
(Continued)	<p>(Continued)</p> <p><b>Unit 5:</b> Watch the Unit Video, <i>“The Changing Earth,”</i> T12 Matching Texts to Learning: <i>The Changing Earth,</i> T26 Matching Texts to Learning: <i>Earth’s Changing</i></p>

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	<p><i>Landscape</i>, T27            Matching Texts to Learning: <i>Saving the Great Lakes</i>, T101            Interact with Sources: Explore the Diagram, Waste Is a Problem, T232-T233            Matching Texts to Learning: <i>Protecting Our Planet</i>, T239            “Let’s Talk Trash” and It’s Time to Get Serious About Reducing Food Waste, Feds Say,” T242-T249            Interact with Sources: Explore the Map, How People Influence Natural Systems, T292-T293            Listening Comprehension: Argumentative Text, Deforestation Must Be Controlled, T294-T295  <i>People Should Manage Nature</i>, T302-T317</p>
<p>G.HS.8 American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.</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>G.HS.9 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.</p>	<p><b>Unit 1:</b>            Interact with Sources: Explore the Time Line, Immigration and Expansion in the United States, T20-T21            Listening Comprehension: Informational Text; Call Me Joe, T22-T23  <i>“The Path to Paper Son”</i> and <i>“Louie Share Kim, Paper Son”</i>, T30-T41            Book Club: Week 5, “Rosa Cristoforo Comes to</p>

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	<p>America,” T384-T385            Book Club: Week 5, “The Journey to Work,” T384-T385            Book Club: Week 5, “Leaving Vietnam,” T384-T385  <b>Unit 4:</b>            Interact with Sources: Explore the Infographic, The Underground Railroad, T20-T21            Matching Texts to Learning, <i>Pathways to Freedom</i>, T26  <i>Keeping Mr. John Holton Alive</i>, T30-T43</p>
<p>G.HS.10 The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.</p>	<p><b>Unit 1:</b>            Interact with Sources, Explore the Slideshow, A Painted Journey, T288-T289            Listening Comprehension: Informational Text, Life in Black and White (Dorothea Lange), T290-T291  <i>Picturesque Journeys</i>, T298-313            Cross-Curricular Perspectives: Social Studies, <i>Kahlo’s Self-Portrait Along the Border Line</i>            Cross-Curricular Perspectives: Social Studies, Mexican Flag, T304</p>



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	<p><b>Unit 3:</b> Interact with Sources: Explore the Images, Art: Then and Now, T154-T155 Cross-Curricular Perspectives: Social Studies, Sheet Music, T176 Cross-Curricular Perspectives: Social Studies, Ode, T182 Cross-Curricular Perspectives: Social Studies, Families as Culture, T240 Cross-Curricular Perspectives: Social Studies, Trios, T242 Interact with Sources: Explore Media, Frank Lloyd Wright and the Robie House, T286-T287 Read: “Life and Art,” T296-T309 Cross-Curricular Perspectives: Social Studies, Guggenheim Museum/Frank Lloyd Wright, T302</p> <p><b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, Wood Carving, T37 Painting: <i>Spirit of ‘76</i> by Archibald M. Williard, T168</p>
<b>GOV Government</b>	
GOV.CP Civic Participation and Skills	
GOV.CP.11 Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.	<p>For supporting content please see:</p> <p><b>Unit 1:</b> Conduct Research: Web Sites, T360-T361</p> <p><b>Unit 3:</b> Minilessons: Include Graphic Features, T147 Conduct Research: Databases, T356-T357</p> <p><b>Unit 4:</b> <i>The Bill of Rights</i>, T166-T171</p> <p><b>Unit 5:</b> Conduct Research: Graphics, T364-T365</p>

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GOV.RS Roles and Systems of Government	
GOV.RS.12 Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.	<p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Christopher Columbus (monarchies), T169</p> <p><b>Unit 4:</b> The Rights of the People, T169 Freedom of Speech, T173 ELL Targeted Support: Contextual Support, T173 Academic Vocabulary: Integrate, T194</p>
<b>E Economics</b>	
E.DM Economic Decision Making and Skills	
E.DM.13 Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.	<p><b>Unit 3:</b> Minilesson: Include Graphic Features, T147</p> <p><b>Unit 5:</b> Conduct Research: Graphics, T364-T365</p>
E.DM.14 The choices made by individuals and governments have both present and future consequences.	<p><b>Unit 1:</b> Interact with Sources: Explore the Time Line, Immigration and Expansion in the United States, T20-T21 <i>“The Path to Paper Son”</i> and <i>“Louie Share Kim, Paper Son”</i>, T30-T41 Cross-Curricular Perspectives: Social Studies, Chinese Laborers, T32 Cross-Curricular Perspectives: Social Studies, Merchant Marines, T310 Book Club: Week 5, “Louis Armstrong Heads North,” T384-T385 Book Club: Week 5, “The Journey to Work,” T384-T385</p> <p><b>Unit 4:</b> <i>Ezekiel Johnson Goes West</i>, T304-T327</p> <p><b>Unit 5:</b></p>

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	Intervention Activity: Identify Main Idea and Details, The Life of Milton Hershey, T58
<b>E.S Scarcity</b>	
E.S.15 The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.	<p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Chinese Laborers, T32 Cross-Curricular Perspectives: Social Studies, Merchant Marines, T310</p> <p><b>Unit 4:</b> <i>Ezekiel Johnson Goes West</i>, T304-T327</p> <p><b>Unit 5:</b> Intervention Activity: Identify Main Idea and Details, The Life of Milton Hershey, T58</p>
<b>E.PC Production and Consumption</b>	
E.PC.16 The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.	<p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Detroit Manufacturing Center/Henry Ford, T303</p> <p><b>Unit 4:</b> <i>Ezekiel Johnson Goes West</i>, T304-T327</p> <p><b>Unit 5:</b> Intervention Activity: Identify Main Idea and Details, The Life of Milton Hershey, T58</p>
<b>E.M Markets</b>	
E.M.17 Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.	<p>For supporting content please see:</p> <p><b>Unit 1:</b> Interact with Sources: Explore the Map, The Age of Exploration, ELL Targeted Support, Advanced, T155 Cross-Curricular Perspectives: Social Studies, Detroit Manufacturing Center/Henry Ford, T303</p>
<b>E.FL Financial Literacy</b>	
E.FL.18 Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.	<p>For supporting content please see:</p> <p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Detroit Manufacturing Center/Henry Ford, T303</p>

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