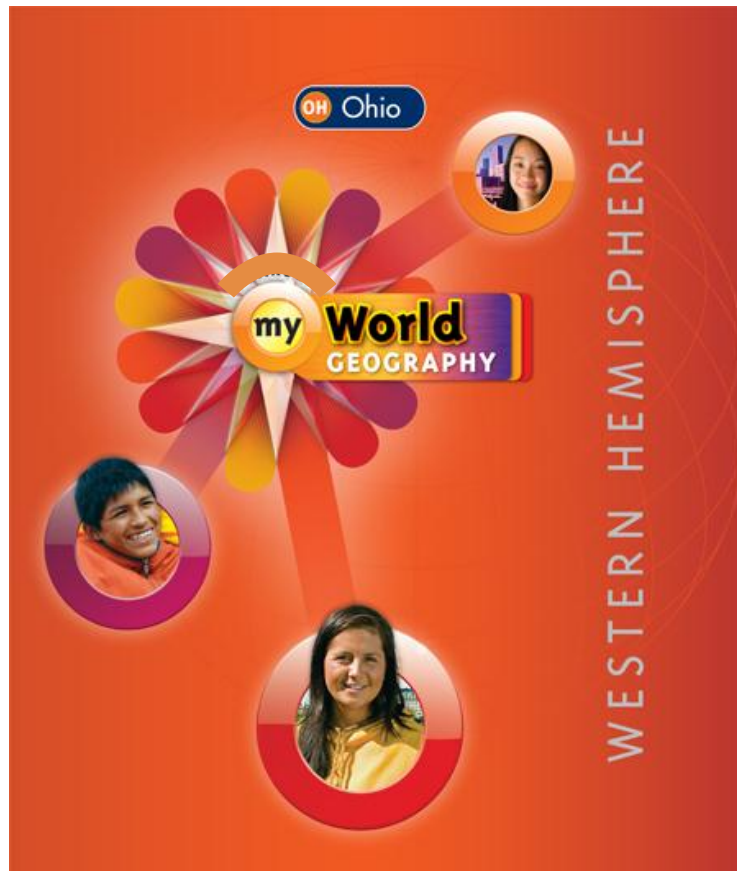


## A Correlation of



To

# Ohio's Learning Standards K-12 Social Studies Grade 5

# A Correlation of myWorld Geography, Western Hemisphere, Ohio Edition to Ohio's Learning Standards: K-12 Social Studies

## Introduction

This document demonstrates how **myWorld Geography, Western Hemisphere, Ohio Edition**, meets Ohio's Learning Standards: K-12 Social Studies for Grade 5. Correlation page references are to the Student and Teacher ProGuides.

- **Connect, Experience, and Understand** with **myWorld Geography!** Take your classroom on a virtual exploration around the globe and through time with the exciting new digitally driven social studies program.
- **myWorld Geography** engages 21<sup>st</sup> century learners by integrating [myWorldGeography.com](http://myWorldGeography.com) and the Student Edition with the goal of expanding their understanding of the world and its people.
- **Connect** with *myStory*: Watch your students connect to the stories of real teens – from around the world – in this one-of-a-kind video series.
- **Experience** Virtual Travel: Students travel across regions and through time completing game-based assignments tied to Essential Questions.
- **Understand** World Geography: Informal and formal assessments, both in print and online, ensure that your students grasp the important concepts.

*myWorld Geography, Western Hemisphere, Ohio Edition* Contents:

**Unit 1:** United States and Canada

**Unit 2:** Middle America

**Unit 3:** South America

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**A Correlation of myWorld Geography, Western Hemisphere, Ohio Edition  
to Ohio's Learning Standards: K-12 Social Studies**

<b>Ohio's Learning Standards K-12 Social Studies</b>	<b>myWorld Geography, Western Hemisphere, Ohio Edition</b>
<b>Grade Five</b>	
<b>THEME: REGIONS AND PEOPLE OF THE WESTERN HEMISPHERE</b>	
In grade five, students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.	
<b>HISTORY STRAND</b>	
<b>TOPIC: HISTORICAL THINKING AND SKILLS</b>	
<b>Content Statement:</b>	
1. Multiple-tier timelines can be used to show relationships among events and places.	<b>SE/PG:</b> 118, 126, OH3, 150, 184-185, OH6, 303, 335, 354
<b>TOPIC: EARLY CIVILIZATIONS</b>	
<b>Content Statements:</b>	
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 and products.	<b>SE/PG:</b> 119, 122, OH6-OH7, OH8-OH9, 222-223, 224, 320-321, 326-327
<b>TOPIC: HERITAGE</b>	
<b>Content Statements:</b>	
3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.	<b>SE/PG:</b> 51, 147-148, 224-225, 253-254, 322-323
<b>GEOGRAPHY STRAND</b>	
<b>TOPIC: SPATIAL THINKING AND SKILLS</b>	
<b>Content Statements:</b>	
4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.	<b>SE/PG:</b> 3, 4-5, 6-7, 8-9, 10-11, 12-13, 14
5. Latitude and longitude can be used to make observations about location and generalizations about climate.	<b>SE/PG:</b> 4-5, 34, 35, 40-41

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<b>TOPIC: PLACES AND REGIONS</b>	
<b>Content Statement:</b>	
6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).	<b>SE/PG:</b> 7, 131, 132-133, 140, 142-143, 144, 204-205, 210-213, 275, 276-277
<b>TOPIC: HUMAN SYSTEMS</b>	
<b>Content Statements:</b>	
7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.	<b>SE/PG:</b> 7, 48-49, 50-51, 52-53, 54-55
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.	<b>SE/PG:</b> 146-147, 152-153, 155, 178, 181, 182-183, OH6-OH9, 218-221, 222-223
9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.	<b>SE/PG:</b> 73, 76-77, 78-79, 80-81, 82, 83, 96-97
10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.	<b>SE/PG:</b> 86-87, 88-89, 90-91, 92-93, 94-95, 96-97
<b>GOVERNMENT STRAND</b>	
<b>TOPIC: CIVIC PARTICIPATION AND SKILLS</b>	
<b>Content Statement:</b>	
11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.	<b>SE/PG:</b> 302-303, 334-335, 336, 364-365, 366

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<b>TOPIC: ROLES AND SYSTEMS OF GOVERNMENT</b>	
<b>Content Statement:</b>	
12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.	<b>SE/PG:</b> 106-107, 108-109, 112-113, 148, 255, 260-261, 324-325
<b>ECONOMIC STRAND</b>	
<b>TOPIC: ECONOMIC DECISION MAKING AND SKILLS</b>	
<b>Content Statements:</b>	
13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.	<b>SE/PG:</b> 157, 177, 234, 239, 362
14. The choices people make have both present and future consequences.	For related content, please see: <b>SE/PG:</b> 7, 46-47, 50-51, 52-53, 54-55, 286
<b>TOPIC: SCARCITY</b>	
<b>Content Statement:</b>	
15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.	<b>SE/PG:</b> 48-49, 53, 66-67, 111, 156-158, OH10-OH11
<b>TOPIC: PRODUCTION AND CONSUMPTION</b>	
<b>Content Statement:</b>	
16. The availability of productive resources and the division of labor impact productive capacity.	<b>SE/PG:</b> 48-49, 58-59, 141, 214-215, 288, 316-317, 330-331, 346-347
<b>TOPIC: MARKETS</b>	
<b>Content Statement:</b>	
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.	<b>SE/PG:</b> 66-67, 96-97, 192-193, 262, OH10-OH11, 331
<b>TOPIC: FINANCIAL LITERACY</b>	
<b>Content Statement:</b>	
18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.	<b>SE/PG:</b> 65