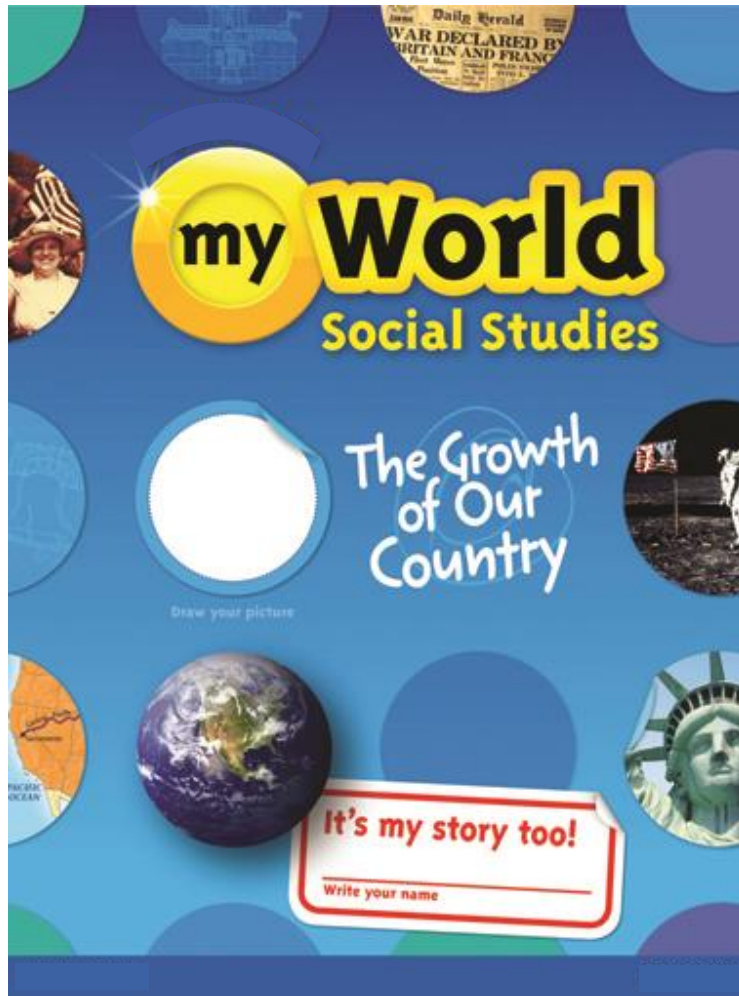


## A Correlation of



## To the Virginia Standards of Learning History and Social Science 1865 to the Present

# **A Correlation of myWorld Social Studies, The Growth of Our Country To the Virginia Standards of Learning, History and Social Science**

## **Introduction**

This document demonstrates how *myWorld Social Studies, The Growth of Our Country*, meets the Virginia Standards of Learning, 1865 to the Present. Correlation page references are to the Student Edition and the Teacher's Guide. Alignments are cited at the page level.

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

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

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- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

### **Teacher Materials**

- Teacher Guide
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- Accelerating Progress for English Language Learner's Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
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**A Correlation of myWorld Social Studies, The Growth of Our Country  
To the  
Virginia Standards of Learning, History and Social Science**

**Table of Contents**

**Skills..... 4**

**Geography..... 9**

**Reconstruction: 1865 to 1877 ..... 9**

**Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s ..... 10**

**Turmoil and Change: 1890s to 1945..... 11**

**The United States since World War II..... 13**

**A Correlation of myWorld Social Studies, The Growth of Our Country  
To the  
Virginia Standards of Learning, History and Social Science**

Virginia Standards of Learning History and Social Science	myWorld Social Studies The Growth of Our Country
<b>United States History: 1865 to the Present</b>	
<p>Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students should continue to develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States history. Students will use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world's political and economic landscapes.</p> <p>The study of history must emphasize the historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship. Students will apply these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.</p>	
<b>Skills</b>	
USII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	
<p>a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;</p>	<p><b>SE:</b> 21<sup>st</sup> Century Learning Online Tutor, SSH7; Artifacts: 310, 320, 324, 328, 335, 336, 367, 389, 390, 391, 394, 408, 431, 438, 453, 455, 476, 493, 499; myStory Current Events: 347, 383, 415, 445, 485, 531, 569, 603, 633; Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Generate New Ideas: 474-475; Media and Technology: Analyze Historical Visuals, 498-499; Media and Technology: Analyze Media Content: 614-615</p> <p><b>TG:</b> myStory Current Events: T61, 245, 247, 271, 273, 294, 296, 316, 318, 344, 346, 376, 378, 403, 405, 427, 429, 449, 451; Active Reading &amp; Lesson Summary: 306, 307, 338, 339, 356, 357, 438, 439; Research: 239, 254, 264, 272, 277, 280, 287, 310, 314, 330, 335, 342, 353, 373, 385, 400, 413, 419, 424, 437; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437</p>

**A Correlation of myWorld Social Studies, The Growth of Our Country  
To the  
Virginia Standards of Learning, History and Social Science**

<p style="text-align: center;"><b>Virginia Standards of Learning History and Social Science</b></p>	<p style="text-align: center;"><b>myWorld Social Studies The Growth of Our Country</b></p>
<p>b) analyzing and interpreting geographic information to determine patterns and trends in United States history;</p>	<p><b>SE:</b> Reading Maps, SSH12; Political Maps, SH 13; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current-Events Maps, SSH19; Changes in Slave-Free States and Territories, 1820-1854, 309; The Disappearing Frontier, 364</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH3, SSH4, SSH5, SSH6, 220, 222, 258, 261</p>
<p>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;</p>	<p>These graphic aids are utilized throughout the text to support success in studying United States history. Refer to the following examples:</p> <p><b>SE:</b> 21<sup>st</sup> Century Learning Online Tutor, SSH7; Our Land and Regions, SSH10-SSH11; Government in Action: Government Workers, SH32; Graph Skills: Read Circle Graphs, 314-315; The Union and the Confederacy, 318; Pictures, 324-325; Graph Skills: Compare Line and Bar Graphs, 358-359; Pictures: 362-363; Inventions Shrink Distances, 394; Media and Technology: Analyze Historical Visuals, 498-499; Envision It! 574-575; Media and Technology: Analyze Media Content, 614-615</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: T61, SSH1, SSH2, SSH12, SSH15, 225, 226, 227, 229, 231, 233, 256, 257, 258, 260, 278, 282, 356, 357, 438, 439, 410, 411</p>

**A Correlation of myWorld Social Studies, The Growth of Our Country  
To the  
Virginia Standards of Learning, History and Social Science**

<b>Virginia Standards of Learning History and Social Science</b>	<b>myWorld Social Studies The Growth of Our Country</b>
<p>d) using evidence to draw conclusions and make generalizations;</p>	<p><b>Draw Conclusions</b>  <b>SE:</b> Reading Skills: Draw Conclusions, xiv; SSH5; 21<sup>st</sup> Century Learning Online Tutor, SSH7; Question 1. Draw Conclusions, 388; Question 4. Draw Conclusions, 392; Got It? Question 6. Draw Conclusions, 403; Chapter 11 Review and Assessment, Question 7. Draw Conclusions, 414; Got It? Question 8. Draw Conclusions, 473; Got It? Question 5. Draw Conclusions, 551  <b>TG:</b> Active Reading &amp; Lesson Summary: T58, T61, 278, 279, 281, 285, 288, 294, 296, 333, 337, 390, 393</p> <p><b>Make Generalizations</b>  <b>SE:</b> Reading Skills: Generalize, SSH5; 21<sup>st</sup> Century Learning Online Tutor, SSH7; Question 1. Generalize, 307; Got It? Question 6. Make Generalizations, 365; Got It? Question 4. Make Generalizations, 519; Got It? Question 6. Make Generalizations, 613; Got It? Question 6. Make Generalizations, 621; Got It? Question 7. Make Generalizations, 629; Chapter 17 Review and Assessment, Question 7. Generalize, 632  <b>TG:</b> Active Reading &amp; Lesson Summary: T60, T61, 220, 221, 258, 261, 367, 370, 434, 437, 440, 443, 444, 448, 449, 451</p>
<p>e) comparing and contrasting historical, cultural, and political perspectives in United States history</p>	<p><b>SE:</b> Reading Skills: Compare and Contrast, xiv; 21<sup>st</sup> Century Learning Online Tutor, SSH7; Reading Skills: Compare and Contrast, xiv; Question 2 Compare and Contrast, The Union and the Confederacy, 318; Got It?, Question 8. Compare and Contrast Compare how Lyndon Johnson and Ronald Reagan viewed the role of government, 599  <b>TG:</b> Active Reading &amp; Lesson Summary: T61, 227, 228, 422, 426</p>

**A Correlation of myWorld Social Studies, The Growth of Our Country  
To the  
Virginia Standards of Learning, History and Social Science**

<b>Virginia Standards of Learning History and Social Science</b>	<b>myWorld Social Studies The Growth of Our Country</b>
f) determining relationships with multiple causes or effects in United States history;	<p><b>SE:</b> Throughout United States history, multiple causes and effects occur; examples include the following: Reading Skills: Cause and Effect, SSH3; 21<sup>st</sup> Century Learning Online Tutor, SSH7; Cause and Effect, SSH3; Struggles Over Slavery, 306-313; Why People Immigrated, 406; Question 1. Cause and Effect: Effects of New Farm Technology, 467; Causes of the Great Depression, 470; Protests Spread, 588-589; Challenges at Home, 622-623</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 220, 221, 222, 223, 224, 289, 291, 333, 334, 336, 417, 420, 444, 445</p>
g) explaining connections across time and place;	<p><b>SE:</b> Homestead National Monument: A Tribute to American Pioneers, 349-351; Timeline, 362-363; American Inventions, 1840-1900, 390-391; Question 3 Sequence, World War II in Europe and Africa, 509; National Voting Rights Museum: Making a Difference, 571-573; A Long History of Segregation, 584-585; The Movement Continues, 591; The Women’s Movement Timeline, 594</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 249, 250, 251, 258, 260, 278, 280, 362, 364, 407, 408, 409, 417, 418, 421, 422, 424</p>
h) using a decision-making model to identify costs and benefits of a specific choice made;	<p><b>SE:</b> Scarcity and Opportunity Cost, SSH23; myStory Spark: What are the costs and benefits of growth?, 384; Chapter 11 Review and Assessment, Question 9, 414; myStory Book: What are the costs and benefits of growth?, 415; Critical Thinking: Solve Problems, 428-429; Collaboration and Creativity: Make a Difference, 582-583</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH6, SSH8, 275, 276, 294, 296, 306, 307, 415, 416; The Impact of Inventions: The Big Question What were the costs and benefits of inventions? 282</p>

**A Correlation of myWorld Social Studies, The Growth of Our Country  
To the  
Virginia Standards of Learning, History and Social Science**

<b>Virginia Standards of Learning History and Social Science</b>	<b>myWorld Social Studies The Growth of Our Country</b>
i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and	<b>SE:</b> Unequal Opportunities for African Americans, 430-435; The Fight for Women’s Rights, 436-441; Collaboration and Creativity: Make a Difference, 582-583; Civil Rights, 584-591 <b>TG:</b> Active Reading & Lesson Summary: 308, 309, 310, 311, 312, 313, 314, 315, 415, 416, 417, 418, 419, 420, 421
j) investigating and researching to develop products orally and in writing.	<b>SE:</b> myStory Current Events: 347, 383, 415, 445, 485, 531, 569, 603, 633; Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Generate New Ideas: 474-475; Media and Technology: Analyze Media Content: 614-615 <b>TG:</b> myStory Current Events: 245, 247, 271, 273, 294, 296, 316, 318, 344, 346, 376, 378, 403, 405, 427, 429, 449, 451; Active Reading & Lesson Summary: 306, 307, 338, 339, 438, 439; Research: 239, 254, 264, 272, 277, 280, 287, 310, 314, 330, 335, 342, 353, 373, 385, 400, 413, 419, 424, 437; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437



**A Correlation of myWorld Social Studies, The Growth of Our Country  
To the  
Virginia Standards of Learning, History and Social Science**

<b>Virginia Standards of Learning History and Social Science</b>	<b>Savvas myWorld Social Studies: The Growth of Our Country</b>
<b>Geography</b>	
USII.2 The student will use maps, globes, photographs, pictures, or tables for	
a) explaining how physical features and climate influenced the movement of people westward;	<b>SE:</b> The Movement from East to West, 352-353; Adapting to the Environment, 362-363; Farming on the Great Plains, 363; Chapter 10 Review and Assessment, Lessons 1 & 2, 381 <b>TG:</b> Active Reading & Lesson Summary: 252, 253, 258, 260, 271, 272
b) explaining relationships among natural resources, transportation, and industrial development after 1865; and	<b>SE:</b> The Movement from East to West, 352-353; A National Railroad System, 354; Mining in the West, 355; The Impact of the Railroads, 356; Map: Resources of the United States by 1920, 357; Chapter 10 Review and Assessment, Lesson 1, 381; Business Leaders Take Risks, 398-399; Industry and Resources, 401 <b>TG:</b> Active Reading & Lesson Summary: 252, 253, 255, 271, 273, 285, 286, 287
c) locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant.	<b>SE:</b> Reading Maps, SSH12; Map: U.S. Cities and Railroads, About 1850, 352-353; Urbanization", 398; Cities and Businesses, 402; Atlas: The United States of America, Political, R1 <b>TG:</b> Active Reading & Lesson Summary: SSH2, 252, 253, 285, 286, 288
<b>Reconstruction: 1865 to 1877</b>	
USII.3 The student will apply social science skills to understand the effects of Reconstruction on American life by	
a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States and how they changed the meaning of citizenship;	<b>SE:</b> New Amendments, 341; Question 3. Summarize what each of the three new amendments did, 341 <b>TG:</b> Active Reading & Lesson Summary: 241, 243
b) describing the impact of Reconstruction policies on the South and North; and	<b>SE:</b> Envision It!, 338-339; Rebuilding the South, 340; After Reconstruction, 342; Negative Reaction, 342-343; Chapter 9 Review and Assessment, Reconstruction, Question 13, 346 <b>TG:</b> Active Reading & Lesson Summary: 241, 242, 243, 245, 247

**A Correlation of myWorld Social Studies, The Growth of Our Country  
To the  
Virginia Standards of Learning, History and Social Science**

<b>Virginia Standards of Learning History and Social Science</b>	<b>Savvas myWorld Social Studies: The Growth of Our Country</b>
c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.	<b>SE:</b> The Election of 1860, 312; Lincoln Versus Davis, 318-319; Brilliant Confederate Generals, 320; The Emancipation Proclamation, 322; A Diverse Army, 323; Grant Versus Lee, 332; The Gettysburg Address, 336 <b>TG:</b> Active Reading & Lesson Summary: 220, 224, 227, 229, 230, 231, 232, 236, 238, 240
<b>Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s</b>	
USII.4 The student will apply social science skills to understand how life changed after the Civil War by	
a) examining the reasons for westward expansion, including its impact on American Indians;	<b>SE:</b> The Movement from East to West, 352-353; 160 Acres!, 360-361; Adapting to the Environment, 362-363; Farming on the Great Plains, 363; Native Americans Struggle to Survive, 366-373; Got It? Questions 10 & 11, 373; Chapter 10 Review and Assessment, Lessons 1 & 2, 381; Chapter 10 Review and Assessment, Lesson 3, 382; myStory Book: How did different groups experience the growth of the nation?, 383 <b>TG:</b> Active Reading & Lesson Summary: 252, 253, 258, 259, 260, 262, 263, 264, 265, 266, 271, 272, 273
b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;	<b>SE:</b> Becoming an Economic Power, 374-375; Ellis Island: A Doorway to America, 385-387; Cities and Business, 402-403; Immigration, 404-411 <b>TG:</b> Active Reading & Lesson Summary: 267, 268, 275, 276, 277, 285, 288, 289, 290, 291, 292, 293
c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans and other groups in the post-Reconstruction South;	<b>SE:</b> Jim Crow Laws, 430-431; Segregation Limits Opportunities, 431; Migrating North, 432; New Institutions, 434-435; Envision It!, 584-585; A Long History of Segregation, 584-585 <b>TG:</b> Active Reading & Lesson Summary: 308, 309, 310, 311, 417, 418

**A Correlation of myWorld Social Studies, The Growth of Our Country  
To the  
Virginia Standards of Learning, History and Social Science**

<b>Virginia Standards of Learning History and Social Science</b>	<b>Savvas myWorld Social Studies: The Growth of Our Country</b>
d) explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization; and	<b>SE:</b> Farming on the Plains, 363; Inventors and Inventions, 388-395; The Impact of Big Business, 398-403; Chapter 11 Review and Assessment, Lessons 1 & 2, 413; Industrializations Leads to Challenges, 420-421 <b>TG:</b> Active Reading & Lesson Summary: 258, 260, 278, 279, 280, 281, 282, 285, 286, 287, 288, 294, 295, 301, 302
e) evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement	<b>SE:</b> The Progressive Era, 420-427; Got It? Questions 5, 6, 427; Changing Roles for Women, 436-437; Working for More Rights, 438; Chapter 12 Review and Assessment, Lesson 1 The Progressive Era, 443 <b>TG:</b> Active Reading & Lesson Summary: 301, 302, 303, 304, 305, 312, 313, 314, 316, 317
<b>Turmoil and Change: 1890s to 1945</b>	
USII.5 The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I by	
a) explaining the reasons for and results of the Spanish-American War;	<b>SE:</b> Envision It!, 374-375; The Spanish-American War, 376-377; Got It? Question 6. Cause and Effect, 379 <b>TG:</b> Active Reading & Lesson Summary: 267, 268, 269, 270
b) describing Theodore Roosevelt's impact on the foreign policy of the United States; and	<b>SE:</b> United States Trades Around the World, 375; Chapter 10 Review and Assessment, Question 9, 382 <b>TG:</b> Active Reading & Lesson Summary: 267, 268, 271, 273
c) evaluating and explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.	<b>SE:</b> World War I, 450-457; Got It? Question 7. Cause and Effect, 457; Chapter 13 Review and Assessment, Lesson 1, 483 <b>TG:</b> Active Reading & Lesson Summary: 323, 324, 325, 326, 327, 344, 345

**A Correlation of myWorld Social Studies, The Growth of Our Country  
To the  
Virginia Standards of Learning, History and Social Science**

<b>Virginia Standards of Learning History and Social Science</b>	<b>Savvas myWorld Social Studies: The Growth of Our Country</b>
USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by	
a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;	<b>SE:</b> New Ways to Travel, 392; Airplanes and Flight, 393; The Impact of Inventions, 394-395; Inventions and Business, 400; Cities and Business, 402; Industrializations Leads to Challenges, 420-421; Envision It!, 458-459, New Products, 458-459; Map: Tennessee Valley Authority, About 1940, 478; New Laws, 478 <b>TG:</b> Active Reading & Lesson Summary: 278, 281, 282, 285, 287, 288, 301, 302, 328, 329, 340, 342
b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;	<b>SE:</b> The Impact of Inventions, 394-395; Migrating North, 432; Working for More Rights, 438; Movement and Change, 463; Reforms to the Constitution, 464-465 <b>TG:</b> Active Reading & Lesson Summary: 278, 282, 308, 310, 312, 314, 328, 331, 332
c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance; and	<b>SE:</b> The Culture of the Roaring Twenties, 460; The Jazz Age, 461; The Harlem Renaissance, 462; Chapter 13 Review and Assessment, Lesson 2, 483 <b>TG:</b> Active Reading & Lesson Summary: 328, 330, 331, 344, 345
d) analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.	<b>SE:</b> The Great Depression, 466-473; The New Deal, 476-481; Chapter 13 Review and Assessment, Lesson 3, 483; Chapter 13 Review and Assessment, Lesson 4, 484 <b>TG:</b> Active Reading & Lesson Summary: 333, 334, 335, 336, 337, 340, 341, 342, 343, 344, 345, 346
USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by	
a) explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;	<b>SE:</b> World War II: Those Who Were There, 487-489; World War II Begins, 490-497; Chapter 14 Review and Assessment, Lesson 1, 529 <b>TG:</b> Active Reading & Lesson Summary: 348, 349, 350, 351, 352, 353, 354, 355, 376, 377

**A Correlation of myWorld Social Studies, The Growth of Our Country  
To the  
Virginia Standards of Learning, History and Social Science**

<b>Virginia Standards of Learning History and Social Science</b>	<b>Savvas myWorld Social Studies: The Growth of Our Country</b>
b) locating and describing the major events and turning points of the war in Europe and the Pacific; and	<b>SE:</b> Map: World War II, 1939-1945, 492-493; World War II in Europe, 506-513; The Holocaust, 514-519; World War II in the Pacific, 520-527; Chapter 14 Review and Assessment, Lesson 3, 529; Chapter 14 Review and Assessment, Lessons 3 & 4, 530 <b>TG:</b> Active Reading & Lesson Summary: 351, 353, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378
c) explaining and evaluating the impact of the war on the home front.	<b>SE:</b> World War II at Home, 500-505; Got It? Question 4. Cause and Effect, 505; Chapter 14 Review and Assessment, Lesson 2, 529 <b>TG:</b> Active Reading & Lesson Summary: 358, 359, 360, 361, 376, 377
<b>The United States since World War II</b>	
USII.8 The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by	
a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations;	<b>SE:</b> The Effects of the War, 526; A New Role, 527; The Postwar World, 536-537; The Marshall Plan, 538; The United Nations, 539; Communism and Capitalism, 540; A Divided Europe, 540-541; The Superpowers Compete, 546-551; Chapter 15 Review and Assessment, Lessons 1 & 2 <b>TG:</b> Active Reading & Lesson Summary: 371, 375, 383, 384, 385, 386, 390, 391, 392, 393, 403, 404
b) describing the conversion from a wartime to a peacetime economy;	<b>SE:</b> Postwar America, 574-581; Chapter 16 Review and Assessment, Lesson 1, 601 <b>TG:</b> Active Reading & Lesson Summary: 410, 411, 412, 413, 414, 427, 428

**A Correlation of myWorld Social Studies, The Growth of Our Country  
To the  
Virginia Standards of Learning, History and Social Science**

<b>Virginia Standards of Learning History and Social Science</b>	<b>Savvas myWorld Social Studies: The Growth of Our Country</b>
c) examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;	<b>SE:</b> Ronald Reagan and the Berlin Wall, 533-535; A New Kind of War, 543; The Arms Race, 548; The Cuban Missile Crisis, 548-549; The Space Race, 550; Americans Reach the Moon, 551; The Korean War, 552-553; The Vietnam War, 554; Protests at Home, 555; The End of the Vietnam War, 556-557; The End of the Cold War, 558-565; Chapter 15 Review and Assessment, Lessons 1-4, 567-568 <b>TG:</b> Active Reading & Lesson Summary: 380, 381, 382, 383, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405
d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities; and	<b>SE:</b> Protests at Home, 555; The Changing Workplace, 575; The Growth of Suburbs, 576-577; American Popular Culture, 580-581; Civil Rights, 584-591; The Woman's Movement, 594; Improved Rights for Others, 595 <b>TG:</b> Active Reading & Lesson Summary: 394, 396, 410, 411, 412, 414, 417, 418, 419, 420, 421, 422, 424
e) evaluating and explaining the impact of international trade and globalization on American life.	<b>SE:</b> The United States and the Global Economy, 624-625; Future Jobs for Americans, 625; Chapter 17 Review and Assessment, Question 8, 632 <b>TG:</b> Active Reading & Lesson Summary: 444, 446, 449, 451
USII.9 The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by	
a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans;	<b>SE:</b> Civil Rights, 584-591; The Woman's Movement, 594; Improved Rights for Others, 595; Chapter 16 Review and Assessment, Lesson 2, 601 <b>TG:</b> Active Reading & Lesson Summary: 417, 418, 419, 420, 421, 422, 424, 427, 428

**A Correlation of myWorld Social Studies, The Growth of Our Country  
To the  
Virginia Standards of Learning, History and Social Science**

<p style="text-align: center;"><b>Virginia Standards of Learning History and Social Science</b></p>	<p style="text-align: center;"><b>Savvas myWorld Social Studies: The Growth of Our Country</b></p>
<p>b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;</p>	<p><b>SE:</b> The Space Race, 550; Americans Reach the Moon, 551; New Technology, 578; Television in 1950s America, 579; American Popular Culture, 580-581; Got It? Questions 8 &amp; 9, 581 <b>TG:</b> Active Reading &amp; Lesson Summary: 390, 393, 410, 413, 414</p>
<p>c) analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically; and</p>	<p><b>SE:</b> National Voting Rights Museum: Making a Difference, 571-573; Collaboration and Creativity: Make a Difference, 582-583; Breaking the Color Barrier, 586; Ending School Segregation, 587; The Montgomery Bus Boycott, 588; Protests Spread, 588-589, New Civil Rights Laws, 590; The Women's Movement, 594; Chapter 16 Review and Assessment, Lesson 2, 601; Yo-Yo Ma: Musician and Teacher, 605-607 <b>TG:</b> Active Reading &amp; Lesson Summary: 407, 408, 409, 414, 415, 416, 417, 419, 420, 421, 422, 424, 427, 428, 431, 432, 433</p>
<p>d) evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.</p>	<p><b>SE:</b> The Environmental Movement, 596; The United States Works for Peace, 608-609; Conflict Over Jobs, 623; Environmental Issues, 626; Going Green, 627; America's Place in the World Today, 628-629 <b>TG:</b> Active Reading &amp; Lesson Summary: 422, 425, 434, 435, 444, 445, 447, 448</p>