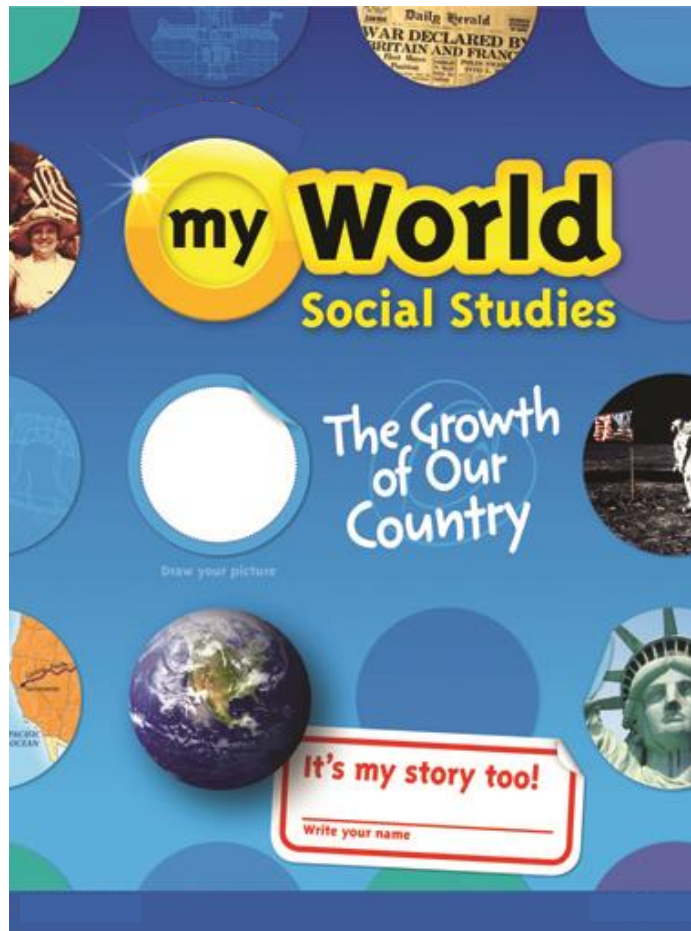


A Correlation of



To the

History and Social Science Standards of Learning for Virginia Public Schools, Grade 5

A Correlation of Savvas myWorld, The Growth of Our Country, to the History and Social Science Standards of Learning for Virginia Public Schools

Introduction

This document demonstrates how *myWorld Social Studies, The Growth of Our Country* meets the History and Social Science Standards for Virginia Public Schools, Grade 5. Correlation page references are to the Student Worktext 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.

Reinforce literacy instruction Every minute spent teaching social studies also reinforces reading and writing instruction.

Reduce prep time Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

Keep it current Teach to the moment using *Savvas'* exclusive *myStory Book Current Events* prompts.

Prepare students for the next level Embedded interactive skills instruction prepares students for lifelong learning.

Interactive Student Text

Interactive *Student Worktexts* promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

Student Materials

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

Teacher Materials

- Teacher Guide
- Kindergarten Teacher Lesson Plan Blackline Masters
- 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
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans, high-stakes assessment support, and more

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Virginia Studies	
<p>The standards for Virginia Studies allow students to develop a greater understanding of Virginia’s rich history, from the cultures of its native peoples and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historical context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history and will understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also will be included as part of the story of Virginia.</p> <p>The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.</p>	
Skills	
VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	
a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;	<p>SE: For supporting material please see: 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</p> <p>TG: 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</p>
b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;	<p>SE: 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>TG: Active Reading & Lesson Summary: SSH3, SSH4, SSH5, SSH6, 220, 222, 258, 261</p>

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c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;	These graphic aids are utilized throughout the text to support success in studying Virginia history. Refer to the following examples: SE: 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; TG: Active Reading & Lesson Summary: SSH1, SSH2, SSH12, SSH15, 225, 226, 227, 229, 231, 233, 256, 257, 258, 260, 278, 282, 356, 357, 438, 439, 410, 411
d) recognizing points of view and historical perspectives;	SE: Struggles Over Slavery, 306-313; Immigration, 404-411; Unequal Opportunities for African Americans, 430-435; The Fight for Women’s Rights, 436-441; The New Deal, 476-481; A Divided World, 536-543; The Superpowers Compete, 546-551; Cold War Conflicts, 552-557; Civil Rights, 584-591, The Women’s Movement, 594; Improved Rights for Others, 595; Trials at Home and Abroad, 608-613; Threats to Peace and Prosperity, 616-621 TG: Active Reading & Lesson Summary: 220, 221, 222, 223, 224, 289, 290, 291, 292, 293, 308, 309, 310, 311, 312, 313, 314, 315, 340, 341, 342, 343, 383, 384, 385, 386, 387, 390, 391, 392, 393, 394, 395, 396, 397, 422, 424, 434, 435, 436, 437, 440, 441, 442, 443
e) comparing and contrasting ideas and cultural perspectives in Virginia history;	SE: For supporting material please see: 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 TG: Active Reading & Lesson Summary: 227, 228, 422, 426

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f) determining relationships with multiple causes or effects in Virginia history;	<p>SE: For supporting material please see: Reading Skills: 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>TG: Active Reading & 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>SE: 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>TG: Active Reading & 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>SE: For supporting material please see: 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>TG: Active Reading & 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>

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i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and	SE: 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 TG: 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.	SE: 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 TG: 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
Civil War and Postwar Eras	
VS.7 The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by	
a) explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;	SE: For supporting material please see: The North and South Grow Apart, 306-307; The South Breaks Away, 313; The Union and the Confederacy, 318 TG: Active Reading & Lesson Summary: 220, 221, 224, 227, 229
b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia; and	SE: For supporting material please see: Civil War Battlefields, 331 TG: Active Reading & Lesson Summary: 236, 237

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c) describing the roles of American Indians, whites, enslaved African Americans, and free African Americans.	SE: A Diverse Army, 323 TG: Active Reading & Lesson Summary: 231, 232
VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by	
a) identifying the effects of Reconstruction on life in Virginia;	SE: For supporting material please see: Envision It!, 338-339; Rebuilding the South, 340; After Reconstruction, 342; Negative Reaction, 342-343; Chapter 9 Review and Assessment, Reconstruction, Question 13, 346 TG: Active Reading & Lesson Summary: 241, 242, 243, 245, 247
b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans; and	SE: For supporting material please see: Rebuilding the South, 340; Negative Reaction, 342-343; Chapter 9 Review and Assessment, Reconstruction, Question 13, 346; Native Americans Struggle to Survive, 366-373; Jim Crow Laws, 430-431 TG: Active Reading & Lesson Summary: 241, 242, 244, 245, 247, 262-266, 308, 309
c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.	SE: For supporting material please see: U.S. Cities and Railroads, About 1850, 352; A National Railroad System, 354; The Impact of the Railroads, 356; Inventors and Inventions, 388-395; Cities and Businesses, 402 TG: Active Reading & Lesson Summary: 252, 253, 254, 255, 278, 279, 280, 281, 282, 285, 288
Virginia: 1900 to the Present	
VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by	
a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;	SE: “Urbanization”, 398; Cities and Business, 402; Urban and Rural Population in the U.S., 1860-1920; Chapter 11 Review and Assessment, Question 6. Why did the growth of big business affect how and where people lived in the United States?, 413; Industrializations Leads to Challenges, 420-421; The Growth of Suburbs, 576-577

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(Continued) a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;	(Continued) TG: Active Reading & Lesson Summary: 285, 286, 288, 294, 295, 301, 302, 410, 412
b) describing how national events, including women's suffrage and the Great Depression, affected Virginia and its citizens;	SE: For supporting material please see: Susan B. Anthony: Crusader for Women's Rights, 417-419; Changing Roles for Women, 436-437; Working for More Rights, 438; Women's Right to Vote, 430; Timeline of Important Events in Suffragist history, 439; The Nineteenth Amendment, 440-441; Chapter 12 Review and Assessment, Questions 6-10, 444; The Great Depression, 466-473; New Laws, 478; Tennessee Valley Authority, About 1940, 478; More New Deal Reforms, 479; The Women's Movement, 594 TG: Active Reading & Lesson Summary: 298, 299, 300, 312, 313, 314, 315, 316, 318, 333, 334, 335, 336, 337, 340, 342, 422, 424
c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and	SE: For supporting material please see: 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; Segregation in 1952, 585; Breaking the Color Barrier, 586; Ending School Segregation, 587; The Montgomery Bus Boycott, 588; Protests Spread, 588-589; New Civil Rights Laws, 590; The Movement Continues, 591; Got It?, Question 6. Sequence Choose five important events in the civil rights movement. List them below, with their dates, in the correct sequence, 591 TG: Active Reading & Lesson Summary: 308, 309, 310, 311, 417, 418, 419, 420, 421

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d) describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.	SE: For supporting material please see: Solving America’s Problems, 425; African American Leaders, 432-433 TG: Active Reading & Lesson Summary: 301, 304, 308, 310; Performance Assessment: Choice B, Hands-on Activity: Who’s Coming to Dinner?, 317
VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by	
a) identifying the three branches of Virginia government and the function of each;	SE: For supporting material please see: Three Branches of Government, SSH28, SSH29 TG: Active Reading & Lesson Summary: SSH11, SSH12
b) describing the major products and industries important to Virginia’s economy;	SE: For supporting material please see: The Economy Today, SSH25; Jobs, SSH26; Technology and Specialization, SSH27; Critical Thinking: Predict Consequences, Solar Energy, 396-397; Inventions and Businesses, 400; New Technology, 578; ; Future Jobs for Americans, 625; Going Green, 627 TG: Active Reading & Lesson Summary: SSH6, SSH9, SSH10, 283, 284, 285, 287, 444, 446, 447
c) explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.	SE: For supporting material please see: The Economy Today, SSH25; Jobs, SSH26; Technology and Specialization, SSH27; New Ways to Communicate, 389; New Ways to Travel, 392; Graph: Cars Owned in U.S., 1900-1920, 392; Airplanes and Flight, 393; The Impact of Inventions, 394-395; Inventions and Businesses, 400; Cities and Businesses, 402; New Technology, 578; The United States and the Global Economy, 624-625; Future Jobs for Americans, 625; Going Green, 627 TG: Active Reading & Lesson Summary: SSH6, SSH9, SSH10, 278, 279, 281, 282, 285, 287, 288, 410, 413, 444, 446, 447; The Impact of Inventions: The Big Question What were the costs and benefits of inventions? 282