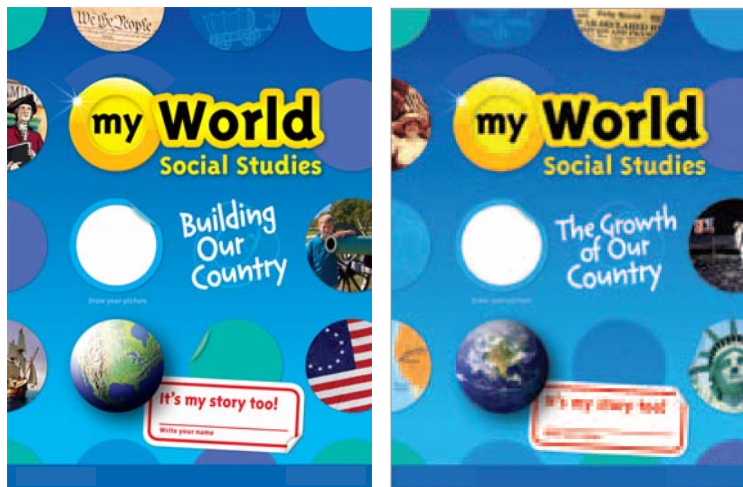


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Building Our Country
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Chapters 7-17
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To the

West Virginia Next Generation
Content Standards and Objectives
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Grade 5

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Introduction

myWorld Social Studies is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today's classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use. This document demonstrates how *myWorld Social Studies* ©2013 supports the West Virginia Next Generation Content Standards and Objectives for Social Studies - Grade 5. Correlation page references are to the Student Edition. 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

- Kindergarten Flip Book
- 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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**West Virginia Next Generation Content Standards and Objectives for Social Studies
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West Virginia Next Generation CSOs for Social Studies - Grade 5	Building Our Country, Growth of Our Country, ©2103
Civics	
SS.5.C.1 illustrate the rights, responsibilities, duties, and privileges of a patriotic citizen within authentic situations (e.g., election, food drive, jury duty, etc.) and defend these actions as examples or non-examples of good citizenship.	SE: Escape to Freedom, 310; Caring for the Soldiers, 325; Ellis Island: A Doorway to America, 385–387; The Progressive Era, 420–427; Unequal Opportunities for African Americans, 430–435; The Fight for Women’s Rights, 436–441; Solving Problems, 428–429; Poster to make a change, 445
SS.5.C.2 assume a role (e.g., judge, juror, prosecutor, etc.) in a mock proceeding (John Brown, Dred Scott, etc.) to acquire the understanding of the trial by jury process and justify its effectiveness in solving conflicts in society both past and present.	SE: Opportunities to address this skill may be found with the following lesson: Dred Scott, 311; John Brown, 311; <i>Brown v. Board of Education of Topeka</i> , 587; Participating in Our Government, SSH28–SSH35
SS.5.C.3 research how government and non-government groups and institutions work to meet the individual needs for the common good. (e.g., Red Cross, Freedman’s Bureau, Hull House, etc.).	SE: Freedmen’s Bureau, 340; Hull House, 425; Clara Barton and the American Red Cross, 325
SS.5.C.4 compare the functions of each level of the government (local, state, and national) and apply that knowledge to a function set aside for citizens of the United States (e.g., Town Hall Meeting, Project Citizen, debate, etc.).	SE: For related material see: Participating in Our Government, SSH28–SSH35
SS.5.C.5 simulate the process of making a law at the state and national level.	SE: Opportunities to address this skill may be found with the following lesson: Participating in Our Government, SSH28–SSH35
SS.5.C.6 outline the process in which amendments are made; interpret their meaning, and apply it to their daily life, lives of others, and lives of people throughout history.	SE: Opportunities to address this skill may be found with the following lesson: Participating in Our Government, SSH28–SSH35

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**West Virginia Next Generation Content Standards and Objectives for Social Studies
Grade 5**

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SS.5.C.7 summarize the provisions of the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities.	SE: New Amendments, 341, 343
Economics	
SS.5.E.1 investigate the roles of consumers and producers in the United States and apply the information to a real life event (e.g., bake sale, sporting events, booth at a fair, snack machines, etc.) using the concepts of: <ul style="list-style-type: none"> • sales (e.g., advertising and competition) • expenses • profits • supply and demand 	SE: Supply and Demand, SSH20–SSH21; The Marketplace, SSH22; also see: Inventors and Inventions, 388–395; The Impact of Big Business, 398–403
SS.5.E.2 explain the concept of supply and demand to specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).	SE: Inventions, Roads, and Railroads, 266–273; The North and South Grow Apart, 306–307; Inventors and Inventions, 388–395; The Impact of Big Business, 398–403
SS.5.E.3 critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.).	SE: New Groups Arrive, 252–253; Immigration, 404–411; Ellis Island Immigration Museum, 385
SS.5.E.4 assess the resources (e.g., oil, land, wind, sun, gas, etc.) of the geographic regions (e.g., Midwest, Middle East, etc.) of the United States and the world and explain their impact on global economic activities.	SE: Inventions, Roads, and Railroads, 266–273; The California Gold Rush, 292–297; Railroads, Miners, and Ranchers, 352–357; Predict Consequences: Solar Energy, 396–397; Industry and Resources, 401
SS.5.E.5 evaluate the role of agriculture and the impact of industrialization on the economic development of the United States.	SE: Inventions, Roads, and Railroads, 266–273; The Oregon Country, 286; “Oregon or Bust!” 287; Railroads, Miners, and Ranchers, 352–357; Sodbusters and Homesteaders, 360–365; Inventors and Inventions, 388–395; The Impact of Big Business, 398–403

**A Correlation of myWorld Social Studies
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**West Virginia Next Generation Content Standards and Objectives for Social Studies
Grade 5**

West Virginia Next Generation CSOs for Social Studies - Grade 5	Building Our Country, Growth of Our Country, ©2103
SS.5.E.6 compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region.	SE: The North and South Grow Apart, 306–307
SS.5.E.7 explain the economic problems that forced former slaves to continue to live in servitude even after slavery was officially abolished by the Thirteenth Amendment.	SE: Sharecropping, 342
SS.5.E.8 compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping.	SE: Reconstruction, 338–343
SS.5.E.9 explain the social and economic effects of Westward Expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership and Native American displacement.	SE: Native Americans and the Trail of Tears, 246–251; Native Americans Struggle to Survive, 366–373
Geography	
SS.5.G.1 explain how aspects of the terrain (e.g., the principal mountain ranges, rivers, vegetation and climate of the region, etc.) affected westward travel and settlement.	SE: Physical Maps, SSH14; Inventions, Roads, and Railroads, 266–273; The Oregon Country, 286; “Oregon or Bust!” 287; Railroads, Miners, and Ranchers, 352–357; Elevation Map, 352; Sodbusters and Homesteaders, 360–365
SS.5.G.2 summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, (e.g., the countries from which they came, the opportunities and resistance they faced when they arrived and the cultural and economic contributions they made to this nation, etc.).	SE: New Groups Arrive, 252–253; Immigration, 404–411; Ellis Island Immigration Museum, 385
SS.5.G.3 illustrate the effects of settlement on the environment of the West, (e.g., changes in the physical and human systems, etc.).	SE: Inventions, Roads, and Railroads, 266–273; The Oregon Country, 286; “Oregon or Bust!” 287; Railroads, Miners, and Ranchers, 352–357; Sodbusters and Homesteaders, 360–365

**A Correlation of myWorld Social Studies
Building Our Country and Growth of Our Country
Chapters 7-17, ©2013
to the**

**West Virginia Next Generation Content Standards and Objectives for Social Studies
Grade 5**

West Virginia Next Generation CSOs for Social Studies - Grade 5	Building Our Country, Growth of Our Country, ©2103
SS.5.G.4 measure distances in latitude and longitude using a scale on a variety of maps and globes, and transfer the concept of cardinal and intermediate directions to describe the relative location of countries by hemisphere and proximity to the equator.	SE: For related material see: Reading Maps, SSH12
SS.5.G.5 locate, identify and compare the major rivers, landforms, natural resources, climate regions, major soil regions and deserts of the United States.	SE: Physical Maps, SSH14; Elevation Map, 352; The Disappearing Frontier, 364
SS.5.G.6 compare and contrast the various regions of the United States; locate each of the fifty United States and correlate them with their regions.	SE: Compare and Contrast Resources in West and East, 353
SS.5.G.7 identify the characteristics and purposes of maps, globes, GIS and other geographic tools.	SE: Maps, 238, 247, 249, 270, 277, 282, 290, 306, 309, 310, 331, 352, 354, 357, 364, 369, 405; also see: Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Topographic Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18
SS.5.G.8 read and interpret information from photographs, maps, globes, graphs, models and computer programs.	SE: Graph, 252, 307, 314–315, 323, 358–359, 362, 374, 388, 392, 398, 403, 423, 432; Photographs, 255, 284, 294, 295, 325, 326, 328, 330, 356, 360, 368, 372, 389, 420, 421; Maps, 238, 247, 249, 270, 277, 282, 290, 306, 309, 310, 331, 352, 354, 357, 364, 369, 405; Timeline, 362–363, 390–391, 439–440
SS.5.G.9 display information on maps, globes, geographic models and in graphs, diagrams and charts (e.g., designing map keys and legends, etc.).	SE: Graphs, 314–315, 358–359; Sequence Chart, 311, 317; Main Idea and Details, 321; Compare and Contrast, 353; Chart, 371; Solving Problems, 428–429

**A Correlation of myWorld Social Studies
Building Our Country and Growth of Our Country
Chapters 7-17, ©2013**

**to the
West Virginia Next Generation Content Standards and Objectives for Social Studies
Grade 5**

West Virginia Next Generation CSOs for Social Studies - Grade 5	Building Our Country, Growth of Our Country, ©2103
History	
Cluster 1 Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.	
SS.5.H.CL1.1 research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.).	SE: Escape to Freedom, 310; Starting Down the Road to War, 311; Anger Grows, 311
SS.5.H.CL1.2 explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession).	SE: Struggles Over Slavery, 306–313
SS.5.H.CL1.3 summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox).	SE: The War Begins, 316–320; The Battle of Antietam, 321; Main Idea and Details, 321; The War Ends, 330–333
SS.5.H.CL1.4 compare the roles and accomplishments of historic figures of the Civil War. (e.g., Abraham Lincoln, Emancipation Proclamation, Gettysburg Address, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.).	SE: Abraham Lincoln, 305, 316, 318, 321, 322, 336–337, 338; Emancipation Proclamation, 322, 341; Gettysburg Address, 305, 336; Ulysses S. Grant, 331, 332, 334–335; Jefferson Davis, 313, 316, 318, 319, 334; Robert E. Lee, 320, 332, 323, 335; Clara Barton, 325, 426; Frederick Douglass, 323
SS.5.H.CL1.5 explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).	SE: The War Ends, 330–332; Costs and Destruction of Civil War, 330, 333, 335, 338
Cluster 2 Examine the economic, political and social developments during Reconstruction.	
SS.5.H.CL2.1 explain the effects of Abraham Lincoln's assassination and the goals of Reconstruction.	SE: Assassination of Lincoln, 336–337; Reconstruction, 338–343

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Building Our Country and Growth of Our Country
Chapters 7-17, ©2013
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**West Virginia Next Generation Content Standards and Objectives for Social Studies
Grade 5**

West Virginia Next Generation CSOs for Social Studies - Grade 5	Building Our Country, Growth of Our Country, ©2103
SS.5.H.CL2.2 characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen’s Bureau, etc.).	SE: New Amendments, 341, 343; Freedmen’s Bureau, 340; Klu Klux Klan, 342
Cluster 3 Demonstrate an understanding of the advances in transportation and its effect on Western Expansion.	
SS.5.H.CL3.1 illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.)	SE: Inventions, Roads, and Railroads, 266–273; A National Railroad System, 354; The Impact of the Railroads, 356–357; Graph Skills, 358–359
SS.5.H.CL3.2 compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.).	SE: Native Americans and the Trail of Tears, 246–251; The Lone Star State, 276–283; Trails to the West, 284–291; The California Gold Rush, 292–297; Railroads, Miners, and Ranchers, 352–357; Sodbusters and Homesteaders, 360–365; Native Americans Struggle to Survive, 366–373
Cluster 4 Demonstrate an understanding of major domestic and foreign developments that contributed to the United States’ becoming a world power.	
SS.5.H.CL4.1 summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory.	SE: The Spanish–American War, 376–377
SS.5.H.CL4.2 explain the role played by the United States involvement in Latin America and the building of the Panama Canal.	SE: Building the Panama Canal, 377
SS.5.H.CL4.3 describe how the need for new markets led to the buildup of the Navy and the need for naval bases in the Pacific.	SE: Alaska and Hawaii, 378
Cluster 5 Analyze the people and the factors that led to Industrialization in the late 19th century United States.	
SS.5.H.CL5.1 examine how the Industrial Revolution was furthered by new inventions and technologies (e.g., light bulb, telegraph, automobile, assembly line, etc.).	SE: Inventors and Inventions, 388–395; Inventions and Businesses, 400

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Building Our Country and Growth of Our County
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**West Virginia Next Generation Content Standards and Objectives for Social Studies
Grade 5**

West Virginia Next Generation CSOs for Social Studies - Grade 5	Building Our Country, Growth of Our Country, ©2103
SS.5.H.CL5.2 identify prominent inventors and scientists of the period and summarize their inventions or discoveries, (e.g., Thomas Edison, Alexander Graham Bell, the Wright Brothers, Henry Ford and Albert Einstein, etc.).	SE: Thomas Edison, 390; Alexander Graham Bell, 389, 394, 408; The Wright Brothers, 393, 395; Henry Ford, 400, 413
SS.5.H.CL5.3 explain the causes and effects of immigration and urbanization on the American economy during the Industrial Revolution (e.g., role of immigrants, the growth of cities, the shift to industrialization, the rise of big business and reform movements, etc.).	SE: Cities and Businesses, 402–403; Immigration, 404–411; The Progressive Era, 420–427; The Fight for Unequal Opportunities for African Americans, 430–435; Women’s Rights, 436–441
West Virginia History	
SS.5.WV.1 reconstruct the economic, social and political history of West Virginia through the use of primary source documents.	SE: Opportunities to address this objective may be found with the following lessons: Media and Technology: Evaluate Web Sites, 232–233; Analyze Historical Photos, 498–499, Analyze Media Content, 614–615; Critical Thinking: Recognize Bias, 544–545
SS.5.WV.2 compare and contrast the roles and functions of the government (e.g., legislative, executive and judicial branches) at the local, county, and state levels.	SE: Participating in Our Government, SSH28–SSH35
SS.5.WV.3 take and defend a position as to why fulfilling one’s civic responsibility is important (e.g., debate, round-table discussion, etc.).	SE: myStory Spark: How do leaders shape a nation? 261; What is worth fighting for? 302, 347, 373; When does change become necessary? 416; Got it? 313
SS.5.WV.4 sequence the events that led to the formation of the state of West Virginia (e.g., timeline).	SE: For related material see: West Virginia, 322; Sequence Chart, 343
SS.5.WV.5 identify and explain the significance of historical experiences and of geographical, social and economic factors that have helped to shape both West Virginia’s and America’s society.	SE: Cause and Effect, 313, 357, 373, 379, 427, 435; Review and Assessment, 345–346, 381–382, 413–414, 443–444; Chapter opening story, 303–305, 349–351, 385–387, 417–419
SS.5.WV.6 analyze the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.	SE: For related material see: Struggles Over Slavery, 306–313; West Virginia, 322