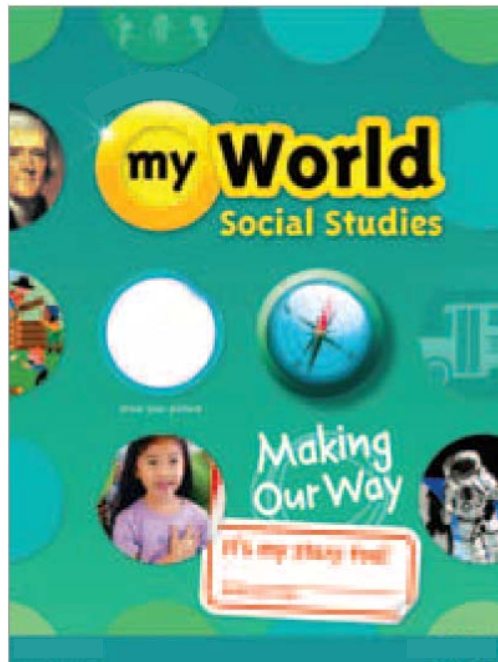


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to the

**South Carolina**  
**Social Studies Academic Standards**  
**Foundations of Social Studies**  
**Families**  
**Grade 1**

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<b>South Carolina Social Studies Academic Standards Foundations of Social Studies Families</b>	<b>Savvas myWorld Social Studies Making Our Way, ©2013</b>
<b>Standard 1-1:</b> The student will demonstrate an understanding of how families interact with their environment both locally and globally.	<b>SE:</b> Our Environment, 104–107; Reading Skill: Compare and Contrast, 134–135 <b>TG:</b> Active Reading & Lesson Summary, 77–79, 101–102
<b>Enduring Understanding</b> People interact not only with each other and but also with the environment. To demonstrate an understanding of the connections between people and the environment, the student will utilize the knowledge and skills set forth in the following indicators:	
<b>Indicators</b>	
1-1.1 Identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols.	<b>SE:</b> Where Things Are Located, 86–89; Maps, 91; Finding Places on a Map, 92 <b>TG:</b> Active Reading & Lesson Summary, 63–65, 67, 68
1-1.2 Compare schools and neighborhoods that are located in different settings around the world.	<b>SE:</b> Our Environment, 104–107; Reading Skill: Compare and Contrast, 134–135 <b>TG:</b> Active Reading & Lesson Summary, 77–79, 101–102
1-1.3 Identify various natural resources (e.g., water, animals, plants, minerals) around the world.	<b>SE:</b> Natural Resources, 104 <b>TG:</b> Active Reading & Lesson Summary, 78
1-1.4 Compare the ways that people use land and natural resources in different settings around the world.	<b>SE:</b> Land and Water, 96–99; Our Environment, 104–107; Reading Skill: Compare and Contrast, 134–135 <b>TG:</b> Active Reading & Lesson Summary, 71–73, 77–79, 101–102
<b>Social Studies Literacy Skills for the Twenty-First Century</b>	
<ul style="list-style-type: none"> <li>• Recognize maps, mental maps, and geographic models as representations of spatial relationships.</li> <li>• Find and describe the locations and conditions of places.</li> <li>• Interpret information from a variety of social studies resources.*</li> </ul> <p>* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.</p>	<b>SE:</b> Where Things Are Located, 86–89; Maps and Globes, 90–93; Parts of a Map, 94–95; Land and Water, 96–99; Continents and Oceans, 100–103; Our Environment, 104–107; Review and Assessment, 114–117 <b>TG:</b> Active Reading & Lesson Summary, 59–62, 63–65, 66–68, 69–70, 71–73, 74–76, 77–79, 80–81, 82–84, 85–87

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<b>South Carolina Social Studies Academic Standards Foundations of Social Studies Families</b>	<b>Savvas myWorld Social Studies Making Our Way, ©2013</b>
<b>Standard 1-2:</b> The student will demonstrate an understanding of how government functions and how government affects families.	<b>SE:</b> My Government, 32–35; also see: I Follow Rules, 24–27 <b>TG:</b> Active Reading & Lesson Summary, 13–15, 19–21
<b>Enduring Understanding</b> Government influences the lives of individuals and families as well as the community at large. To participate effectively in civic life through an understanding of governmental processes, the student will utilize the knowledge and skills set forth in the following indicators:	
<b>Indicators</b>	
1-2.1 Explain the making and enforcing of laws as a basic function of government.	<b>SE:</b> I Follow Rules, 24–27 <b>TG:</b> Active Reading & Lesson Summary, 13–15
1-2.2 Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials.	<b>SE:</b> My Leaders, 28–31 <b>TG:</b> Active Reading & Lesson Summary, 16–18
1-2.3 Illustrate ways that government affects the lives of individuals and families, including taxation that provides services such as public education and health, roads, and security.	<b>SE:</b> My Government, 32–35 <b>TG:</b> Active Reading & Lesson Summary, 19–21
1-2.4 Summarize the possible consequences of an absence of government.	<b>SE:</b> For related material see: I Follow Rules, 24–27; My Government, 32–35
<b>Social Studies Literacy Skills for the Twenty-First Century</b>	
<ul style="list-style-type: none"> <li>• Interpret information from a variety of social studies resources.*</li> <li>• Identify his or her place in the family, school, and community.</li> <li>• Practice responsible citizenship within his or her school, community, and state.</li> <li>• Identify political, social, and economic institutions that affect the student, the school, and the community.</li> </ul> <p>* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images,</p>	<b>SE:</b> My School, My Community, 10–13; I Am a Good Citizen, 14– 17; My Rights and Responsibilities, 18–21; Collaboration and Creativity: Conflict and Cooperation, 22–23; I Follow Rules, 24–27 <b>TG:</b> Active Reading & Lesson Summary, 5–7, 8–10, 11–12, 13–15

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and geographic information systems.	
<b>Standard 1-3:</b> The student will demonstrate an understanding of the principles of American <b>democracy</b> and the role of citizens in upholding those principles.	<b>SE:</b> I Am a Good Citizen, 14– 17; My Rights and Responsibilities, 18–21; Collaboration and Creativity: Conflict and Cooperation, 22–23; I Follow Rules, 24–27 <b>TG:</b> Active Reading & Lesson Summary, 5–7, 8–10, 11–12, 13–15
<b>Enduring Understanding</b> The principles of American <b>democracy</b> are reflected in the rights, responsibilities, and actions of citizens both in the past and in the present. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will utilize the knowledge and skills set forth in the following indicators:	
<b>Indicators</b>	
1-3.1 Describe the fundamental principles of American <b>democracy</b> , including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we live.	<b>SE:</b> I Am a Good Citizen, 14– 17; My Rights and Responsibilities, 18–21; Collaboration and Creativity: Conflict and Cooperation, 22–23; Rules at Home and School, 25; Laws in the Community, 26; myStory Book: How people best cooperate, 45 <b>TG:</b> Active Reading & Lesson Summary, 5–7, 8–10, 11–12, 14, 15
1-3.2 Identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process.	<b>SE:</b> I Am a Good Citizen, 14–17 <b>TG:</b> Active Reading & Lesson Summary, 5–7
1-3.3 Summarize the contributions to <b>democracy</b> that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt.	<b>SE:</b> We Celebrate Our Nation, 136–139; Stories From the Past, 140–143; American Heroes, 174–177 <b>TG:</b> Active Reading & Lesson Summary, 103–105, 106–108, 134–136

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<b>Social Studies Literacy Skills for the Twenty-First Century</b>	
<ul style="list-style-type: none"> <li>• Distinguish between past, present, and future time.</li> <li>• Interpret information from a variety of social studies resources.*</li> <li>• Demonstrate responsible citizenship within the school and the community.</li> </ul> <p>* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.</p>	<p><b>SE:</b> I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21; Collaboration and Creativity: Conflict and Cooperation, 22–23; Rules at Home and School, 25; Laws in the Community, 26; myStory Book: How people best cooperate, 45; Measuring Time, 158–161; Sequence, 162–163; Talking About Time, 164–167; Timelines, 168–169</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 5–7, 8–10, 11–12, 14, 15, 121–123, 124–125, 126–128, 129–130</p>
<p><b>Standard 1-4:</b> The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.</p>	<p><b>SE:</b> Work in the Community, 46–47; Goods and Services, 58–61; Buying and Selling, 64–67; Jobs People Do, 74–77; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Compare and Contrast, 134–135; Sharing Our Cultures, 144–147</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 31–32, 40–42, 45–47, 53–55, 95–97, 98–100, 101–102, 109–111</p>
<p><b>Enduring Understanding</b> People from various <b>cultures</b> are both similar to and different from one another. To understand and develop an appreciation for the similarities and differences across <b>cultures</b>, the student will utilize the knowledge and skills set forth in the following indicators:</p>	
<b>Indicators</b>	
<p>1-4.1 Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.</p>	<p><b>SE:</b> Buying and Selling, 64–67; Jobs People Do, 74–77; Getting From Here to There, 110–113; Technology Then and Now, 182–185</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 45–47, 53–55, 82–84, 140–142</p>

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<b>South Carolina Social Studies Academic Standards Foundations of Social Studies Families</b>	<b>Savvas myWorld Social Studies Making Our Way, ©2013</b>
1-4.2 Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living.	<b>SE:</b> Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Compare and Contrast, 134–135; Sharing Our Cultures, 144–147 <b>TG:</b> Active Reading & Lesson Summary, 95–97, 98–100, 101–102, 109–111
1-4.3 Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.	<b>SE:</b> Work in the Community, 46–47; Goods and Services, 58–61; Buying and Selling, 64–67; Jobs People Do, 74–77 <b>TG:</b> Active Reading & Lesson Summary, 31–32, 40–42, 45–47, 53–55
1-4.4 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain.	<b>SE:</b> Why We Make Choices, 54–57 <b>TG:</b> Active Reading & Lesson Summary, 37–39
<b>Social Studies Literacy Skills for the Twenty-First Century</b>	
<ul style="list-style-type: none"> <li>• Identify political, social, and economic institutions that affect the student, the school, and the community.</li> <li>• Identify his or her place in the family, school, and community.</li> <li>• Explain the importance of the connection between education and success in life.</li> <li>• Identify cause-and-effect relationships.</li> </ul>	<b>SE:</b> Buying and Selling, 64–67; Jobs People Do, 74–77; Reading and Writing: Cause-and-Effect, 4; Reading Skills: Cause and Effect, 62–63; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133 <b>TG:</b> Active Reading & Lesson Summary, 43–44, 45–47, 53–55, 95–97, 98–100

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