

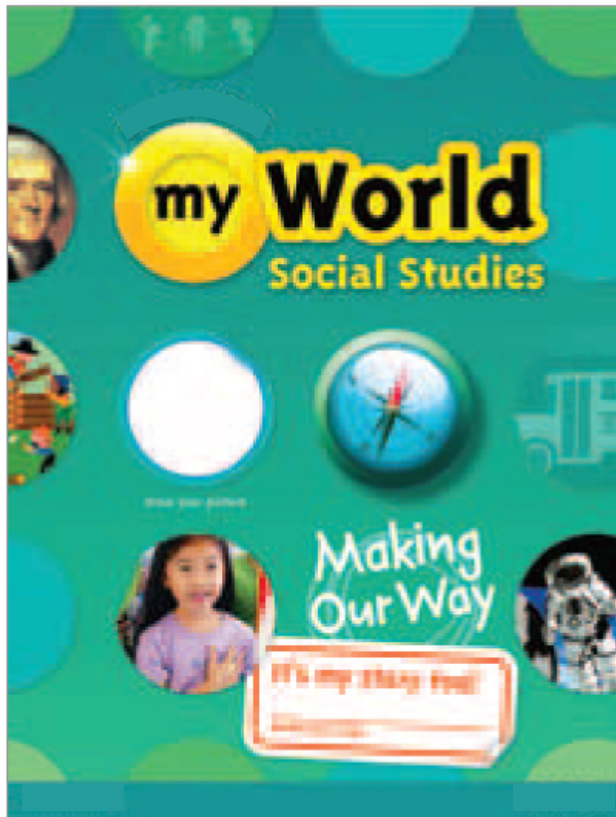
A Correlation of

**Savvas**

**myWorld Social Studies**

**Making Our Way**

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to the

**2010 Alabama Course of Study**

**Social Studies**

**Grade 1**

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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 meets the 2010 Alabama Course of Study: Social Studies. Correlation page references are to the Student Edition and 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
- 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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<b>2010 Alabama Course of Study Social Studies: Living and Working Together in Community and State</b>	<b>Scott Foresman myWorld Social Studies Making Our Way, Grade 1, ©2013</b>
1. Construct daily schedules, calendars, and timelines.	<b>SE:</b> Measuring Time, 158–161; Talking About Time, 164–167; Timelines, 168–169 <b>TG:</b> Active Reading & Lesson Summary, 121–123, 126–128, 129–130
1.a Using vocabulary associated with time, including past, present, and future	<b>SE:</b> Vocabulary Preview, 156–157; Reading Skills: Sequence, 162–163; Measuring Time, 158–161; Talking About Time, 164–167; Timelines, 168–169 <b>TG:</b> Active Reading & Lesson Summary pages, 120, 121–123, 124–125, 126–128, 129–130
2. Identify rights and responsibilities of citizens within the local community and state.	<b>SE:</b> I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21; I Follow Rules, 24–27 <b>TG:</b> Active Reading & Lesson Summary pages, 5–7, 8–10, 13–15
2.a Describing how rules in the community and laws in the state protect citizens' rights and property	<b>SE:</b> I Follow Rules, 24–27 <b>TG:</b> Active Reading & Lesson Summary pages, 13–15
2.b Describing ways, including paying taxes, responsible citizens contribute to the common good of the community and state	<b>SE:</b> I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21 <b>TG:</b> Active Reading & Lesson Summary pages, 5–7, 8–10
2.c Demonstrating voting as a way of making choices and decisions	<b>SE:</b> Voting, 25; My Government, 32–35 <b>TG:</b> Active Reading & Lesson Summary, 19–21
3. Recognize leaders and their roles in the local community and state.	<b>SE:</b> My Leaders, 28–31; My Government, 32–35 <b>TG:</b> Active Reading & Lesson Summary, 16–18, 19–21
3.a Describing roles of public officials, including mayor and governor	<b>SE:</b> My Leaders, 28–31; My Government, 32–35 <b>TG:</b> Active Reading & Lesson Summary, 16–18, 19–21
3.b Identifying on a map Montgomery as the capital of the state of Alabama	<b>SE:</b> For related material see: Map: The United States of America, 92

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<p>4. Identify contributions of diverse significant figures that influenced the local community and state in the past and present. Example: Admiral Raphael Semmes' and Emma Sansom's roles during the Civil War</p>	<p><b>SE:</b> We Celebrate Our Nation, 136–139; American Heroes, 174–177 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 103–105, 134–136</p>
<p>5. Identify historical events and celebrations within the local community and throughout Alabama. Examples: Selma Bridge Crossing Jubilee, Mardi Gras, Boll Weevil Festival, Montgomery Bus Boycott, Black History Month</p>	<p><b>SE:</b> For related material see: What Is Culture? 122–125; What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139 <b>TG:</b> Active Reading &amp; Lesson Summary page, 100</p>
<p>5.a Differentiating between fact and fiction when sharing stories or retelling events using primary and secondary sources Example: fictional version of Pocahontas compared to an authentic historical account</p>	<p><b>SE:</b> Stories From the Past, 140–143; How We Learn About History, 170–173 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 106–108, 131–133</p>
<p>6. Compare ways individuals and groups in the local community and state lived in the past to how they live today.</p>	<p><b>SE:</b> Life Then and Now, 178–181; Technology then and Now, 182–185 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 137–139, 140–142</p>
<p>6.a Identifying past and present forms of communication Examples: past—letter, radio, rotary-dial telephone present—e-mail, television, cellular telephone</p>	<p><b>SE:</b> Communication Then, 182; Communication Now, 183 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 143</p>
<p>6.b Identifying past and present types of apparel</p>	<p><b>SE:</b> Photos, 106, 165; Illustration, 180</p>
<p>6.c Identifying past and present types of technology Examples: past—record player, typewriter, wood-burning stove present—compact diskette (CD) and digital video diskette (DVD) players, video cassette recorder (VCR), computer, microwave oven</p>	<p><b>SE:</b> Technology Then and Now, 182–185 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 140–142</p>

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<p>6.d Identifying past and present types of recreation Examples: past—marbles, hopscotch, jump rope present—video games, computer games</p>	<p><b>SE:</b> School, Work, and Play, 180 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 139</p>
<p>6.e Identifying past and present primary sources Examples: past—letters, newspapers present—e-mail, Internet articles</p>	<p><b>SE:</b> How We Learn About History, 170–173 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 131–133</p>
<p>7. Describe how occupational and recreational opportunities in the local community and state are affected by the physical environment. Examples: occupational—commercial fishing and tourism in Gulf coast areas recreational—camping and hiking in mountain areas, fishing and waterskiing in lake areas</p>	<p><b>SE:</b> Weather, 105; We Make Choices, 106; Got It? 107; Review and Assessment, 116; What We Wear, 123 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 77–79, 87, 93</p>
<p>8. Identify land masses, bodies of water, and other physical features on maps and globes.</p>	<p><b>SE:</b> Maps and Globes, 90–93; Parts of a Map, 94–95; Land and Water, 96–99; Continents and Oceans, 100–193 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 66–68, 69–70, 71–73, 74–76</p>
<p>8.a Explaining the use of cardinal directions and the compass rose</p>	<p><b>SE:</b> Directions on a Map, 88; Parts of a Map, 94–95; Review and Assessment, 114 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 65, 69, 70, 86</p>
<p>8.b Measuring distance using nonstandard units Example: measuring with pencils, strings, hands, feet</p>	<p><b>SE:</b> For related material see: Maps and Globes, 90–93</p>
<p>8.c Using vocabulary associated with geographical features, including river, lake, ocean, and mountain</p>	<p><b>SE:</b> Land and Water, 96–99; Continents and Oceans, 100–193 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 71–73, 74–76</p>
<p>9. Differentiate between natural resources and human-made products.</p>	<p><b>SE:</b> Natural Resources, 104; Got it? 107 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 78, 79</p>

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<p>9.a Listing ways to protect our natural resources Examples: conserving forests by recycling newspapers, conserving energy by turning off lights, promoting protection of resources by participating in activities such as Earth Day and Arbor Day</p>	<p><b>SE:</b> Caring for Earth, 106 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 79</p>
<p>10. Describe the role of money in everyday life.</p>	<p><b>SE:</b> Money, 52, 53, 55 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 36, 38</p>
<p>10.a Categorizing purchases families make as needs or wants</p>	<p><b>SE:</b> What We Need, What We Want, 50–53 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 34–36</p>
<p>10.b Explaining the concepts of saving and borrowing</p>	<p><b>SE:</b> Spending and Saving, 68–71 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 48–50</p>
<p>10.c Identifying differences between buyers and sellers</p>	<p><b>SE:</b> Buying and Selling, 64–67 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 45–47</p>
<p>10.d Classifying specialized jobs of workers with regard to the production of goods and services</p>	<p><b>SE:</b> Work in the Community, 46; Jobs People Do, 74–77 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 32, 53–55</p>
<p>10.e Using vocabulary associated with the function of money, including barter, trade, spend, and save</p>	<p><b>SE:</b> Vocabulary Preview, 48–49; What We Need, What We Want, 50–53; Why We Make Choices, 54–57; Goods and Services, 58–61; Buying and Selling, 64–67; Spending and Saving, 68–71 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 33, 34–36, 37–39, 40–42, 45–47, 48–50</p>

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<p>11. Identify traditions and contributions of various cultures in the local community and state. Examples: Kwanzaa, Christmas, Hanukkah, Fourth of July, Cinco de Mayo</p>	<p><b>SE:</b> Traditions We Share, 118; What Is Culture? 122–125; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139; Sharing Our Cultures, 144–147; myStory Book: How is Culture Shared? 153</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 90, 92–94, 95–97, 98–100, 103–105, 109–111</p>
<p>12. Compare common and unique characteristics in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders.</p>	<p><b>SE:</b> What Is Culture? 122–125; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139; Sharing Our Cultures, 144–147</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 92–94, 95–97, 98–100, 103–105, 109–111</p>