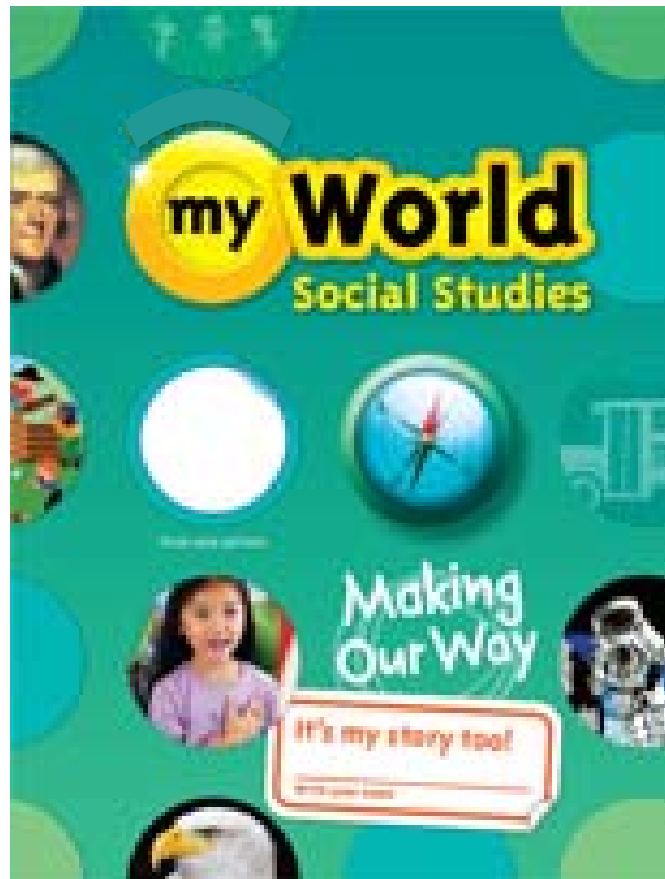


## A Correlation of



©2013

To the

# Arkansas Social Studies Curriculum Framework Grade 1

# A Correlation of *myWorld Social Studies*, Grade 1, ©2013 to the Arkansas Social Studies Curriculum Framework, Grade 1

## Introduction

This document demonstrates how *myWorld Social Studies* ©2013 meets the Arkansas Social Studies Curriculum Framework for Grade 1. Correlation page references are to the Student Worktext and the Teacher's Guide. Alignments are cited at the page level.

*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.

### **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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<b>Grade 1</b>	
<b>Strand: Civics/Government</b>	
<b>Content Standard 1:</b> Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.	
<b>Structure and Function</b>	
C.1.1.1 Begins in Grade 2	
C.1.1.2 Discuss roles of people who hold positions of authority D2.Civ.1.K-2	<b>SW:</b> My Leaders, 28-31; Review and Assessment, 43, 44 <b>TG:</b> Active Reading & Lesson Summary: 16, 17, 18, 28, 29
C.1.1.3 Discuss the functions of a government D2.Civ.5.K-2	<b>SW:</b> My Government, 32-35 <b>TG:</b> Active Reading & Lesson Summary: 19, 20, 21
C.1.1.4 Begins in Grade 5	
<b>Content Standard 2:</b> Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.	
<b>Citizenship</b>	
C.2.1.1 Describe state and national symbols and patriotic songs D1.3.K-2	<b>SW:</b> Begin With A Song: You're a Grand Old Flag, 11; Symbols of My Country, 38-41; Review and Assessment, 44 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 24, 25, 26, 29
C.2.1.2 Discuss the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags D2.Civ.7.K-2	<b>SW:</b> Citizens at School, 15; Songs and the Pledge of Allegiance, 40 <b>TG:</b> Active Reading & Lesson Summary: 5, 6, 24, 26
C.2.1.3 Demonstrate ways of being a good citizen in multiple settings D2.Civ.8.K-2	<b>SW:</b> I Am a Good Citizen, 14-17; My Rights and Responsibilities, 18-21; Review and Assessment, 42; myStory Book: How Do People Best Cooperate, 45 <b>TG:</b> Active Reading & Lesson Summary: 5, 6, 7, 8, 9, 10, 28, 29
C.2.1.4 Use listening, consensus-building, and voting procedures in the classroom D2.Civ.9.K-2	<b>SW:</b> Collaboration and Creativity: Conflict and Cooperation, 22-23; Rules at Home and School, 25; myStory Book: How Do People Best Cooperate, 45 <b>TG:</b> Active Reading & Lesson Summary: 11, 12, 14, 29

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<b>Content Standard 3:</b> Processes, Rules, and Laws - Students will analyze the sources and functions of laws as well as the process of making and amending laws.	
<b>Processes, Rules, and Laws</b>	
C.3.1.1 Explain why rules, laws, and consequences are needed D2.Civ.12.K-2 D4.2.K-2	<b>SW:</b> I Follow Rules, 24-27 <b>TG:</b> Active Reading & Lesson Summary: 13, 14, 15
C.3.1.2 Describe ways people improve communities D2.Civ.12.K-2	<b>SW:</b> Citizens in the Community, 14, 16; My Responsibilities, 20-21; myStory Book: How Do People Best Cooperate, 45 <b>TG:</b> Active Reading & Lesson Summary: 5, 6, 7, 8, 10, 29
C.3.1.3 Describe ways classrooms and schools work to accomplish common tasks and establish responsibilities D2.Civ.6.K-2	<b>SW:</b> Citizens at School, 14, 15, 17; My Responsibilities, 20-21; Review and Assessment, 42 <b>TG:</b> Active Reading & Lesson Summary: 5, 6, 7, 8, 10, 28
<b>Strand: Economics</b>	
<b>Content Standard 4:</b> Economic Decision Making - Students will analyze economic decision making.	
<b>Scarcity</b>	
E.4.1.1 Explain ways <i>scarcity</i> necessitates decision making D2.Eco.1.K-2	<b>SW:</b> We Choose What to Buy, 55 <b>TG:</b> Active Reading & Lesson Summary: 38
<b>Costs and Benefits</b>	
E.4.1.2 Identify benefits and costs of making a decision D2.Eco.2.K-2	<b>SW:</b> Why We Make Choices, 54-57 <b>TG:</b> Active Reading & Lesson Summary: 38, 39
<b>Content Standard 5:</b> Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.	
<b>Human Resources</b>	
E.5.1.1 Explain ways <i>human resources</i> earn <i>income</i> D2.Eco.3, 6.K-2 D4.2.K-2	<b>SW:</b> Meeting Needs and Wants, 52, 53; Graph Skills: Charts and Graphs, 72-73; Jobs People Do, 74-77; myStory Book: How Do People Get What They Need? <b>TG:</b> Active Reading & Lesson Summary: 34, 36, 51, 52, 53, 54, 55, 58
<b>Production and Consumption</b>	
E.5.1.2 Categorize <i>human, natural, and capital resources</i> used in the production of goods and services D2.Eco.3, 4.K-2	<b>SW:</b> Goods and Services, 58-61; Buying and Selling, 64-67 <b>TG:</b> Active Reading & Lesson Summary: 40, 41, 42

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<b>Markets</b>	
E.5.1.3 Recognize <i>markets</i> exist wherever buyers and sellers <i>exchange</i> goods and services D2.Eco.5.K-2	<b>SW:</b> Buying and Selling 64-67; Families Share Culture, 128 <b>TG:</b> Active Reading & Lesson Summary: 45, 46, 47, 95, 97
E.5.5.4 Begins in Grade 6	
<b>Content Standard 6:</b> Growth and Stability - Students will evaluate economic growth and stability.	
<b>Money</b>	
E.6.1.1 Classify <i>exchanges</i> as monetary or <i>barter</i> D2.Eco.5.K-2	<b>SW:</b> Meeting Needs and Wants, 52; Buying and Selling, 64, 65; Spending and Saving, 68, 69; Jobs People Do, 74, 75 <b>TG:</b> Active Reading & Lesson Summary: 34, 36, 45, 46, 48, 49, 53, 54, 56
E.6.1.2 Identify places people save money (e.g., piggy banks, wallets, banks) D2.Eco.9.K-2	<b>SW:</b> Spending and Saving, 69, 70, 71 <b>TG:</b> Active Reading & Lesson Summary: 48, 49, 50
<b>Public Goods and Services</b>	
E.6.1.3 Identify examples of goods and services that governments provide D2.Eco.12.K-2	<b>SW:</b> Community Government, 33; State Government 34 <b>TG:</b> Active Reading & Lesson Summary: 19, 20, 21
<b>Economic Factors</b>	
E.6.1.4 Begins in Grade 3	
E.6.1.5 Begins in Grade 5	
<b>Content Standard 7:</b> Global Economy - Students will analyze economic interdependence within a global economy.	
<b>Economic Interdependence</b>	
E.7.1.1 Identify goods and services that are traded D2.Eco.14.K-2	<b>SW:</b> Buying and Selling, 64 <b>TG:</b> Active Reading & Lesson Summary: 45, 46
E.7.1.2 Identify goods that are both <i>imported</i> to and <i>exported</i> from Arkansas and the United States D2.Eco.15.K-2	For opportunities to address this standard please see: <b>SW:</b> Buying and Selling 64-66; Spending and Saving, 68, 69 <b>TG:</b> Active Reading & Lesson Summary: 45, 46, 48, 49

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<b>Strand: Geography</b>	
<b>Content Standard 8:</b> Geographic Representations - Students will use geographic representations and skills to become geographically-informed citizens.	
<b>Spatial Views of the World</b>	
G.8.1.1 Use map keys, legends, symbols, compass rose, and directional words to show a relationship between places D2.Geo.2.K-2	<b>SW:</b> Where Things Are Located, 86-89; Maps and Globes, 90-93; Map Skills: Parts of a Map, 94-95; Continents and Oceans, 100-103; Review and Assessment, 114, 115 <b>TG:</b> Active Reading & Lesson Summary: 63, 64, 65, 66, 67, 68, 69, 70, 74, 75, 76, 85, 86
G.8.1.2 Use maps, globes, and photographs to describe the <i>physical</i> and <i>human characteristics</i> of a familiar place D2.Geo.2.K-2	<b>SW:</b> Where Things Are Located, 88; Maps and Globes, 90-93; Map Skills: Parts of a Map, 94-95; Land and Water, 96-99; Continents and Oceans, 100-103; Review and Assessment, 114, 115 <b>TG:</b> Active Reading & Lesson Summary: 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 85, 86
G.8.1.3 Construct and label maps of familiar places D2. Geo.1.K-2	<b>SW:</b> Map Skills: Parts of a Map, 94-95; myStory Book: What Is The World Like? 117 <b>TG:</b> Active Reading & Lesson Summary: 68, 69, 70, 85, 87
<b>Content Standard 9:</b> Human-Environment Interaction - Students will analyze the interaction between humans and the environment.	
<b>Place, Region, and Culture</b>	
G.9.1.1 Explain positive and negative effects humans have on the environment (e.g., litter, pollution, planting trees, recycling) D2.Geo.5.K-2	<b>SW:</b> Begin With a Song: Show You Care, 83; People Make Changes, 98; Our Environment, 104-107 <b>TG:</b> Active Reading & Lesson Summary: 60, 61, 71, 73, 77, 78, 79
G.9.1.2 Discuss how <i>cultural characteristics</i> create diversity in a community, place, or region D2.Geo.6.K-2	<b>SW:</b> What Is Culture? 122-125; Community Celebrations, 132, 133; Sharing Our Cultures, 144-147 <b>TG:</b> Active Reading & Lesson Summary: 92, 93, 94, 98, 100, 109, 110, 111
G.9.1.3 Describe ways weather, climate, and other <i>environmental characteristics</i> affect daily life D2.Geo.4.K-2	<b>SW:</b> Our Environment, 104-107; What We Wear, 123; Where We Live, 124 <b>TG:</b> Active Reading & Lesson Summary: 77, 78, 79, 92, 93, 94

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<b>Content Standard 10:</b> Spatial Patterns and Movement - Students will interpret the spatial characteristics and patterns of human settlement.	
<b>Resources and Movement</b>	
G.10.1.1 Explain ways people use <i>natural resources</i> in the community in which they choose to settle D2.Geo.8.K-2	<b>SW:</b> People Make Changes, 98; Our Environment, 104, 106, 107 <b>TG:</b> Active Reading & Lesson Summary: 71, 73, 77, 78, 79
G.10.1.2 Discuss reasons and ways that people, goods, and ideas move from place to place D2.Geo.7.K-2	<b>SW:</b> Getting From Here to There, 110-113; Review and Assessment, 116; Begin With a Song: Explore With Me! 119 <b>TG:</b> Active Reading & Lesson Summary: 82, 83, 84, 85, 87, 89, 90, 91
G.10.1.3 Begins in Grade 2	
<b>Content Standard 11:</b> Global Interconnections - Students will compare global places and regions and the connections between them.	
<b>Changing Spatial Patterns</b>	
G.11.1.1 Discuss how the consumption of products connects the local community to distant places D2.Geo.11.K-2	<b>SW:</b> Getting From Here to There, 110-113 <b>TG:</b> Active Reading & Lesson Summary: 82, 83, 84
G.11.1.2 Identify ways to help people who are going through natural and human-made disasters D2.Geo.12.K-2	For Opportunities to address this standard please see: <b>SW:</b> Try it!, 37; Our Environment, 104-107 <b>TG:</b> Active Reading & Lesson Summary: 77, 78, 79
<b>Strand: History</b>	
<b>Content Standard 12:</b> Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.	
<b>Chronology</b>	
H.12.1.1 Explain ways family and school have changed using chronological terms (e.g., yesterday/past, today/present, tomorrow/future) D2.His.1.K-2	<b>SW:</b> How Does Life Change Throughout History? 154; Talking About Time, 164-167 <b>TG:</b> Active Reading & Lesson Summary: 118, 119, 126, 127, 128



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H.12.1.2 Create timelines to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago) D2.His.1.K-2	<b>SW:</b> Reading Skills: Sequence, 162, 163; Talking About Time, 164, 165, 167; Graph Skills: Timelines, 168-169 <b>TG:</b> Active Reading & Lesson Summary: 124, 125, 126, 127, 129, 130
<b>Change Over Time</b>	
H.12.1.3 Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g. daily life tasks, food, clothing, transportation, communication, recreation) D2.His.2.K-2	<b>SW:</b> Families Are Alike and Different, 126-129; What Are Our Celebrations? 130-133; Reading Skills: Compare and Contrast, 134-135; Review and Assessment, 150; Talking About Time, 164-167; Life Then and Now, 178-181; Technology Then and Now, 182-185 <b>TG:</b> Active Reading & Lesson Summary: 95, 96, 97, 98, 99, 100, 101, 102, 114, 115, 126, 127, 128, 137, 138, 139, 140, 141, 142
<b>Contextualization</b>	
H.12.1.4 Retell stories of historical events, American legends, and people who played a role in history D2.His.3.K-2	<b>SW:</b> Stories From the Past, 140-143; Communities Then and Now, 166, 167; American Heroes, 174-177 <b>TG:</b> Active Reading & Lesson Summary: 106, 107, 108, 126, 128, 134, 135, 136
H.12.1.5 Explain the significance of national holidays and the achievement of people associated with them	<b>SW:</b> We Celebrate Our Nation, 136-139; Review and Assessment, 151 <b>TG:</b> Active Reading & Lesson Summary: 103, 104, 105, 114, 115
<b>Content Standard 13:</b> Perspective, Historical Evidence, and Causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.	
<b>Perspective</b>	
H.13.1.1 Compare different accounts of the same historical event D2.His.6.K-2	<b>SW:</b> For related material see: Reading Skills: Compare and Contrast, 134-135; How We Learn About History, 170-173 <b>TG:</b> Active Reading & Lesson Summary: 101, 102, 131, 132, 133
H.13.1.2 Begins in Grade 4	
<b>Evidence</b>	
H.13.1.3 Draw conclusions about family or school life in the past using historical records and <i>artifacts</i> (e.g., photos, diaries, oral history) D2.His.10.K-2	<b>SW:</b> Media and Technology: Using Graphic Sources, 148-149; myStory Spark: How Does Life Change Throughout History? 154; Life Then and Now, 178-181 <b>TG:</b> Active Reading & Lesson Summary: 112, 113, 118, 119, 137, 138, 139

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H.13.1.4 Identify aspects of a source that establish time, place and credibility D2.His.11.K-2	<b>SW:</b> How We Learn About History, 170-173 <b>TG:</b> Active Reading & Lesson Summary: 131, 132, 133
H.13.1.5 Formulate questions that relate to a family member, family event, or family tradition D1.2.K-2 D2.His.12.K-2	<b>SW:</b> myStory Spark: How Does Life Change Throughout History? 154; How We Learn About History, 170-173 <b>TG:</b> Active Reading & Lesson Summary: 118, 119, 131, 132, 133
<b>Causation</b>	
H.13.1.6 Identify changes in the classroom/school in terms of cause and effect D2.His.14.K-2	<b>SW:</b> Cause and Effect, 4; Reading Skills: Cause and Effect, 62-63; School Then and Now, 165 <b>TG:</b> Active Reading & Lesson Summary: 43, 44, 126, 127

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