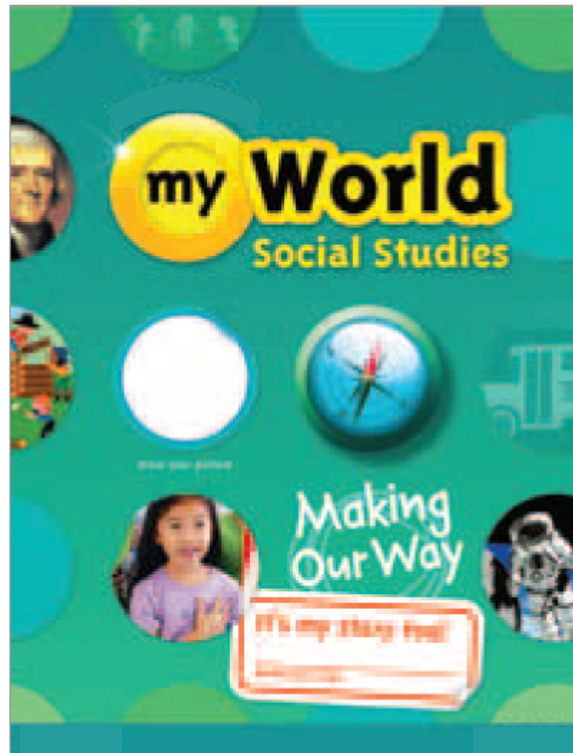


A Correlation of
Savvas
myWorld Social Studies
Making Our Way
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To the
Colorado Academic Standards
Social Studies
Grade 1

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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 Colorado Academic Standards, Social Studies Standards, Grade 1. Correlation page references are to the Student Edition and Teacher's 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

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

Teacher Materials

- Teacher's Edition
- 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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| Colorado Academic Standards Social Studies Standards | myWorld Social Studies Making Our Way Grade 1, ©2013 |
|---|--|
| Content Area: Social Studies | |
| Standard: 1. History | |
| Prepared Graduates: Develop an understanding of how people view, construct, and interpret history | |
| Grade Level Expectation: Grade 1 | |
| Concepts and skills students master: | |
| 1. Describe patterns and chronological order of events of the recent past | |
| Evidence Outcomes | |
| Students Can: | |
| a. Arrange life events in chronological order (DOK 1) | SE: 169 TE: 129, 130 |
| b. Identify the components of a calendar. Topics to include but not limited to days of the week, months, and notable events (DOK 1) | SE: 160 TE: 121, 123 |
| c. Identify past events using a calendar (DOK 1) | SE: 164 TE: 126, 127 |
| d. Use words related to time, sequence, and change (DOK 1) | SE: 158, 159, 162, 163, 164, 165, 166, 167, 168, 169 TE: 121, 124, 125, 126, 127, 128, 129, 130 |
| 21st Century Skill and Readiness Competencies | |
| Relevance & Application: | |
| 1. Events are recorded in sequential order to increase understanding, see relationships, understand cause and effect, and organize information. For example, scientists record information about experiments in sequential order so they can replicate them, and law enforcement re-creates timelines to find missing people or solve crimes. | SE: 162, 163, 168, 169 TE: 124, 125, 126, 130 |
| 2. Groups of individuals use similar tools for the organization of sequential information in order to communicate in a clear manner. | SE: 160, 161, 168, 169 TE: 121, 123, 129, 130 |

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| Colorado Academic Standards Social Studies Standards | myWorld Social Studies Making Our Way Grade 1, ©2013 |
|---|---|
| Prepared Graduates: Analyze key historical periods and patterns of change over time within and across nations and cultures | |
| Concepts and skills students master: 2. Family and cultural traditions in the United States in the past | |
| Evidence Outcomes | |
| Students Can: | |
| a. Identify similarities and differences between themselves and others (DOK 1-2) | SE: 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 144, 145, 146, 147, 150, 151 TE: 90, 91, 93, 94, 95, 96, 97, 99, 100, 105, 110, 111, 115 |
| b. Discuss common and unique characteristics of different cultures using multiple sources of information (DOK 1-2) | SE: 122, 123, 144, 145, 146, 147, 148, 149, 152, 153, 170, 171, 172, 173 TE: 92, 93, 110, 111, 112, 113, 114, 116 |
| c. Identify famous Americans from the past who have shown courageous leadership (DOK 1-2) | SE: 136, 137, 140, 141 TE: 104, 107 |
| d. Identify and explain the meaning of American national symbols. Symbols to include but not limited to the American flag, bald eagle, Statue of Liberty, Uncle Sam, the Capitol, and the White House (DOK 1-2) | SE: 11, 38, 39, 40, 41, 44 TE: 3, 24, 25, 26 |
| 21st Century Skill and Readiness Competencies | |
| Relevance & Application: | |
| 1. The understanding of family and cultural traditions informs decisions and creates knowledge that is used throughout life. For example, Uncle Sam is used by political cartoonists to represent the United States. | SE: 122, 123, 124, 125, 130, 131, 150, 151 TE: 93, 94, 95, 98, 115 |
| 2. Knowledge of cultural traditions of various groups helps to gain insight, have new experiences, and collaboratively interact with society. For example, bowing is a sign of respect that American businesspersons would use when working in Japan. | SE: 122, 123, 124, 125, 130, 131 TE: 93, 94, 97, 98, 99 |

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|--|---|
| Standard: 2. Geography | |
| Prepared Graduates: Develop spatial understanding, perspectives, and personal connections to the world | |
| Concepts and skills students master: | |
| 1. Geographic tools such as maps and globes represent places | |
| Evidence Outcomes | |
| Students Can: | |
| a. Explain that maps and globes are different representations of Earth (DOK 1) | SE: 84, 85, 88, 89, 90, 91, 92, 93 TE: 62, 63, 65, 66, 67, 68 |
| b. Use terms related to directions - forward and backward, left and right - and distance -near and far- when describing locations (DOK 1) | SE: 86, 87, 88, 89, 94, 95, 114, 115 TE: 63, 64, 65, 68, 69, 75, 76, 86 |
| c. Recite address including city, state, and country and explain how those labels help find places on a map (DOK 1-2) | For related content, please see: SE: 94, 95 TE: 70 |
| d. Distinguish between land and water on a map or globe (DOK 1) | SE: 96, 97, 100, 101, 102, 103 TE: 72, 74, 75, 76 |
| e. Create simple maps showing both human and natural features (DOK 1-2) | SE: 95 TE: 70 |
| 21st Century Skill and Readiness Competencies | |
| Relevance & Application: | |
| 1. People use geographic terms, tools, and technology in work and play to describe and find places. For example, pilots use maps to make flight plans, hikers use compasses to determine directions, and vacationers use maps to find unfamiliar places. | SE: 86, 87, 88, 89, 90-91, 92, 93, 94, 95 TE: 63, 64, 65, 66, 68, 69, 70 |
| 2. Individuals create and memorize addresses to help locate places. For example, knowing an address is necessary for an ambulance to find it or for an individual to receive mail. | For related content, please see: SE: 94, 95 TE: 70 |

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|--|---|
| Prepared Graduates: Examine places and regions and the connections among them | |
| Concepts and skills students master: 2. People in different groups and communities interact with each other and with the environment | |
| Evidence Outcomes | |
| Students Can: | |
| a. Identify examples of boundaries that affect family and friends (DOK 1-2) | For related content, please see: SE: 102, 103, 112, 113 TE: 75, 76, 84, 99 |
| b. Give examples of how people use and interrelate with Earth's resources (DOK 1-2) | SE: 82, 83, 104, 105, 106, 108, 109 TE: 60, 61, 77, 78, 79, 81 |
| c. Identify how community activities differ due to physical and cultural characteristics (DOK 1-2) | SE: 105, 106, 107, 122, 123, 124, 125, 130, 131, 132, 133 TE: 78, 79, 92, 93, 94, 99, 100 |
| d. Give examples of how schools and neighborhoods in different places are alike and different (DOK 1-2) | SE: 128, 134, 135 TE: 97, 102 |
| e. Identify cultural and family traditions and their connections to other groups and the environment (DOK 1-2) | SE: 118, 119, 120, 121, 122, 123, 125, 126, 127, 128, 129, 130, 131 TE: 88, 90, 91, 93, 94, 95, 96, 97, 98, 99 |
| 21st Century Skill and Readiness Competencies | |
| Relevance & Application: | |
| 1. Maps change over time. | For related content, please see: SE: 164, 166, 167 TE: 128 |
| 2. People from various cultures are both similar and different and these differences are reflected in clothing, language, culture influencing social interactions. | SE: 118, 119, 122, 123, 124, 125, 126, 127, 128, 129, 132, 133, 150 TE: 90, 91, 93, 94, 96, 97, 100, 115 |
| 3. Boundaries and the need for boundaries affect everyday life. For example, boundary lines determine who owns a piece of property. | For related content, please see: SE: 92, 102 TE: 68, 76 |

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|--|--|
| Standard: 3. Economics | |
| Prepared Graduates: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy | |
| Concepts and skills students master: 1. People work at different types of jobs and in different types of organizations to produce goods and services and receive an income | |
| Evidence Outcomes | |
| Students Can: | |
| a. Give examples of different types of business and the goods and services they produce for the community (DOK 1) | SE: 48, 49, 58, 59, 60, 61 TE: 31, 33, 40, 41, 42 |
| b. Give examples of types of jobs people in your family have (DOK 1) | SE: 46, 47, 74, 75, 76, 77 TE: 32, 53, 54, 55 |
| c. Recognize that people have a choice about what kinds of jobs they do (DOK 1-2) | SE: 46, 81 TE: 32, 58 |
| 21st Century Skill and Readiness Competencies | |
| Relevance & Application: | |
| 1. Different forms of technology are used to perform jobs such as scanners for the market checkers, GIS for geographers, machines for industrial work, and computers in offices. | SE: 182, 183, 184, 185 TE: 141, 142 |
| 2. Individuals make decisions about careers or jobs based on factors such as education, skills, and interests. | SE: 74, 75, 76, 77, 81 TE: 54, 55, 58 |

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|---|--|
| Prepared Graduates: Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL) | |
| Concepts and skills students master: 2. Identify short-term financial goals (PFL) | |
| Evidence Outcomes | |
| Students Can: | |
| a. Define a short-term financial goal (DOK 1) | SE: 68, 69, 70, 71, 72, 73 TE: 48, 49, 50, 52 |
| b. Identify examples of short-term financial goals (DOK 1) | SE: 70, 71, 72, 73 TE: 50, 52 |
| c. Discuss sources of income needed to meet short-term goals such as but not limited to gifts, borrowing, allowances, and income (DOK 1-2) | SE: 70, 71, 72, 73 TE: 48, 50, 52 |
| 21st Century Skill and Readiness Competencies | |
| Relevance & Application: | |
| 1. Short-term financial goals can be met through planning. For example, an individual divides income between current expenses, saving for the future, and philanthropic donations. | SE: 70, 71, 72, 73 TE: 48, 49, 50, 52 |
| 2. Individuals and organizations track their progress toward meeting short-term financial goals. For example, the food bank creates a chart tracking how much food has been donated toward reaching its goal. | SE: 72, 73 TE: 52 |

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|--|--|
| Standard: 4. Civics | |
| Prepared Graduates: Analyze and practice rights, roles, and responsibilities of citizens | |
| Concepts and skills students master: | |
| 1. Effective groups have responsible leaders and team members | |
| Evidence Outcomes | |
| Students Can: | |
| a. Describe the characteristics of responsible leaders (DOK 1-2) | SE: 28, 29, 30, 31, 43 TE: 16, 17, 18 |
| b. Identify the attributes of a responsible team member (DOK 1-2) | SE: 16, 17, 18, 19, 20, 21, 22, 23, 42, 45 TE: 5, 7, 8, 9, 10, 12, 29 |
| c. Demonstrate the ability to be both a leader and team member (DOK 1-3) | SE: 15, 30 TE: 5, 6, 18 |
| 21st Century Skill and Readiness Competencies | |
| Relevance & Application: | |
| 1. Groups work as a team toward a collective goal that honors the views of its members. For example, a family decides to save money toward a vacation or a student cleans the house to help the family. | SE: 20, 21, 22, 23 TE: 8, 10, 12, 27 |
| 2. Good leadership skills involve being able to plan, collaborate, investigate, listen, and problem solve. For example, teachers listen to the needs of students when trying to make a decision about what is best for the class and a student is able to help mediate a conflict between two friends. | SE: 28, 29, 30, 31 TE: 16, 17, 18 |

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|--|--|
| Prepared Graduates: Analyze origins, structure, and functions of governments and their impacts on societies and citizens | |
| Concepts and skills students master: 2. Notable people, places, holidays and patriotic symbols | |
| Evidence Outcomes | |
| Students Can: | |
| a. Give examples of notable leaders of different communities leaders to include but not limited to the president, mayor, governor, and law enforcement (DOK 1) | SE: 28, 29, 30, 31, 32, 33, 34, 35, 44 TE: 17, 18, 20, 21 |
| b. | |
| c. Give examples of various patriotic symbols to include but not limited to the flag, bald eagle, Uncle Sam, and the national anthem (DOK 1) | SE: 11, 38, 39, 40, 41 TE: 3, 24, 25, 26 |
| d. Identify significant places. Places to include but not limited to the Statue of Liberty, Capitol, White House, and important community sites (DOK 1) | SE: 36, 39, 44 TE: 25 |
| e. Identify significant civic holidays (DOK 1) | SE: 136, 137, 138, 139 TE: 103, 104, 105 |
| f. Identify the American flag and the Colorado flag (DOK 1) | American flag: SE: 3, 38, 39 TE: 25 |
| 21st Century Skill and Readiness Competencies | |
| Relevance & Application: | |
| 1. Symbols, songs, holidays, traditions, places, and people help to provide identity for the community and nation. For example, the Pledge of Allegiance is said on various occasions, individuals may salute the flag of their country, and patriotic songs are sung at sporting events and July 4th parades celebrate our nation's independence. | SE: 11, 12, 13, 38, 39, 40, 41, 136, 137, 138, 139 TE: 3, 4, 6, 24, 25, 26, 103, 104, 105 |