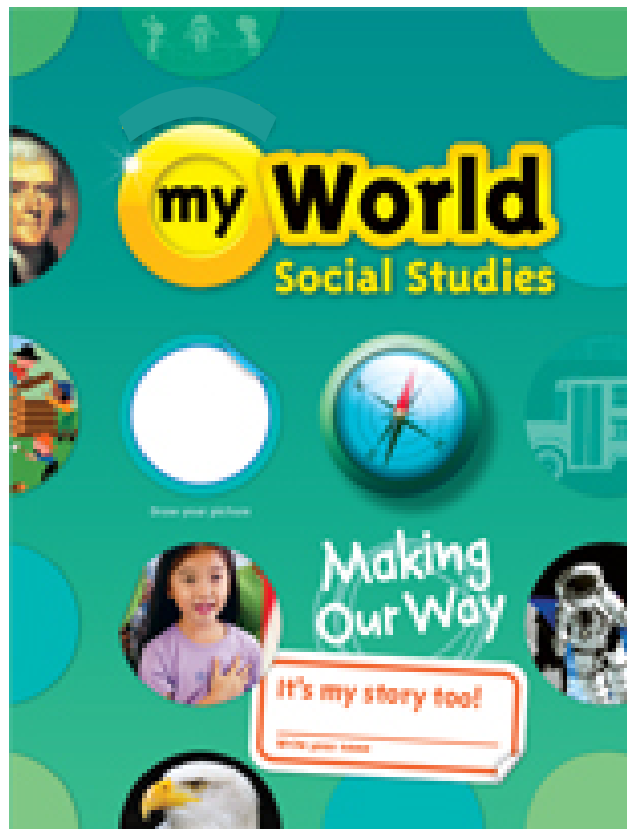


A Correlation of
Savvas
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To the
Indiana Academic Standards
Social Studies 2014
Grade 1

**A Correlation of myWorld Social Studies, Making Our Way, ©2013
to the
Indiana Academic Standards for Social Studies 2014**

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 Indiana Academic Standards - Social Studies 2014 for Grade 1. Correlation page references are to the Student Worktext, and Teacher's Guide.

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
- 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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Indiana Academic Standards Social Studies 2014 The Home, School and Neighborhoods	Savvas myWorld Social Studies Making Our Way, Grade 1, ©2013
Standard 1 History	
Historical Knowledge	
<p>1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present. Example: Clothing, the use of technology, methods of transportation, entertainment and customs</p>	<p>SE: Talking About Time, 164–167; Life Then and Now, 178–181; Technology Then and Now, 182–185 TG: Active Reading & Lesson Summary pages 126–128, 137–139, 140–142</p>
<p>1.1.2 Compare past and present similarities and differences in community life through different forms of media, biographies, oral histories, folklore, video images, etc. Example: Compare the roles of men, women and children; ethnic and cultural groups; types of work, schools and education in the community; and recreation.</p>	<p>SE: Talking About Time, 164–167; How We Learn About History, 170–173; Life Then and Now, 178–181; Technology Then and Now, 182–185 TG: Active Reading & Lesson Summary pages 126–128, 131–133, 137–139, 140–142</p>
<p>1.1.3 Identify American songs and symbols and discuss their origins. Example: Songs: “The Star-Spangled Banner” and “Yankee Doodle” Symbols: the United States Flag, the bald eagle and the Statue of Liberty.</p>	<p>SE: You’re a Grand Old Flag, 11; Capitol Building, 34; White House, 36; Symbols of My Country, 38–41; Review and Assessment, 44; What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139; Statue of Liberty, 138, 151; TG: Active Reading & Lesson Summary pages 3, 21, 23, 24, 25, 26, 29, 98, 99, 100, 103, 104, 105, 115</p>
<p>1.1.4 Identify local people from the past who have shown honesty, courage and responsibility. Example: War veterans and community leaders</p>	<p>SE: Stories From the Past, 140–143; American Heroes, 174–177 TG: Active Reading & Lesson Summary pages 106–108, 134–136</p>
<p>1.1.5 Identify people and events observed in national celebrations and holidays. Example: Celebrations and holidays, such as Thanksgiving; Reverend Martin Luther King, Jr. day; Presidents’ Day; Independence Day; Arbor Day; and Veterans’ Day</p>	<p>SE: What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139 TG: Active Reading & Lesson Summary pages 98–100, 103–105</p>

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Chronological Thinking, Historical Analysis and Interpretation, Research	
1.1.6 Develop a simple timeline of important events in the student's life.	SE: Timelines, 168–169 TG: Active Reading & Lesson Summary pages 129–130
1.1.7 Use terms past and present; yesterday, today and tomorrow; and next week and last week to sequentially order events that have occurred in the school.	SE: Measuring Time, 158–161; Sequence, 162–163; Talk About Time, 164–167 TG: Active Reading & Lesson Summary pages 121–123, 124–125, 126–128
1.1.8 Explain how clocks and calendars are used to measure time.	SE: Measuring Time, 158–161 TG: Active Reading & Lesson Summary pages 121–123
1.1.9 Distinguish between historical fact and fiction in American folktales and legends that are part of American culture Example: Johnny Appleseed, Paul Bunyan, and John Henry	SE: Stories From the Past, 140–143 TG: Active Reading & Lesson Summary pages 106–108
Standard 2 Civics and Government	
Foundations of Government	
1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights. Example: Students have the right to feel safe in the school and community and they have the responsibility to follow community safety rules.	SE: My Rights and Responsibilities, 18–21 TG: Active Reading & Lesson Summary pages 8–10
Functions of Government	
1.2.2 Define and give examples of rules and laws in the school and the community and explain the benefits of these rules and laws.	SE: I Follow Rules, 24–27 TG: Active Reading & Lesson Summary pages 13–15
Roles of Citizens	
1.2.3 Describe ways that individual actions can contribute to the common good of the classroom or community. Example: Students help to keep the classroom and school clean by properly disposing of trash.	SE: I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21; Conflict and Cooperation, 22–23 TG: Active Reading & Lesson Summary pages 5–7, 8–10, 11–12

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<p>1.2.4 Define what a citizen* is and describe the characteristics of good citizenship. Example: Fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family and respecting property. * citizen: someone with rights and responsibilities in a particular community, city, state or country</p>	<p>SE: I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21 TG: Active Reading & Lesson Summary pages 5–7, 8–10</p>
<p>1.2.5 Know the Pledge of Allegiance and understand that is a promise to be loyal to the United States.</p>	<p>SE: Pledge of Allegiance, 15, 40 TG: Active Reading & Lesson Summary pages 6, 26</p>
Standard 3 Geography	
The World in Spatial Terms	
<p>1.3.1 Identify the cardinal directions (north, south, east and west) on maps and globes. Cardinal directions: north, south, east and west</p>	<p>SE: Directions on a Map, 88; Parts of a Map, 94–95; Review and Assessment, 114 TG: Active Reading & Lesson Summary pages 65, 69, 70, 86</p>
<p>1.3.2 Identify and describe continents, oceans, cities, and roads on maps and globes.</p>	<p>SE: Maps and Globes, 90–93; Land and Water, 96–99; Continents and Oceans, 100–103 TG: Active Reading & Lesson Summary pages 66–68, 71–73, 74–76</p>
Places and Regions	
<p>1.3.3 Identify and describe the relative locations* of places in the school setting. Example: The relative location of the school might be described as “across the road from the fire station” or “near the river.” *relative location: the location of a place in relation to another place or places</p>	<p>SE: Where Things Are Located, 86–89 TG: Active Reading & Lesson Summary pages 63–65</p>
<p>1.3.4 Identify and describe physical features* and human features* of the local community including home, school and neighborhood. *physical features: geographic features that occur in nature, such as land and water forms, natural vegetation and wildlife *human features: features created by humans, such as building, cities, roads and farms</p>	<p>SE: Land and Water, 96–99; Our Environment, 104–107 TG: Active Reading & Lesson Summary pages 71–73, 77–79</p>

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Physical Systems	
1.3.5 Summarize weather patterns in the community, including temperature, precipitation, cloud cover and the amount of sunlight during the different seasons of the year	SE: Weather, 105; We Make Choices, 106; Got It?, 107 TG: Active Reading & Lesson Summary pages 78, 79
1.3.6 Explain the effect of seasonal change on plants, animals, and people.	SE: Weather, 105; We Make Choices, 106; Got It?, 107 TG: Active Reading & Lesson Summary pages 78, 79
Human Systems	
1.3.7 Draw simple maps using symbols that show how space is used in familiar areas such as the classroom, the school, and the neighborhood. Example: Draw simple maps of the school setting that show the playground and different parts of the school building. Make maps that show the location of the school office, library, gymnasium and cafeteria.	SE: Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114; Draw a Map of a Place You Know Well, 117 TG: Active Reading & Lesson Summary, 65, 66, 67, 68, 69, 70, 87
1.3.8 Compare cultural similarities and differences of various ethnic and cultural groups found in Indiana such as family traditions and customs, and traditional clothing and food.	SE: Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Compare and Contrast, 134–135; Sharing Our Cultures, 144–147; TG: Active Reading & Lesson Summary pages 95–97, 98–100, 101–102, 109–111
Environment and Society	
1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources. Example: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.	SE: Natural Resources, 104 TG: Active Reading & Lesson Summary pages 78

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Standard 4 Economics	
1.4.1 Identify goods (tangible objects, such as food or toys, that can satisfy people's wants and needs) that people use.	SE: Goods and Services, 58–61 TG: Active Reading & Lesson Summary pages 40–42
1.4.2 Identify services (actions that someone does for someone else) that people do for each other.	SE: Goods and Services, 58–61 TG: Active Reading & Lesson Summary pages 40–42
1.4.3 Compare and contrast different jobs people do to earn income.	SE: Jobs People Do, 74–77; Review and Assessment, 79, 80; myStory Book, 81 TG: Active Reading & Lesson Summary pages 53–55, 58
1.4.4 Describe how people in the school and community are both producers (people who use resources to provide goods or services) and consumers (people who use goods or services).	SE: Buying and Selling, 64–67 TG: Active Reading & Lesson Summary pages 45–47
1.4.5 Explain that people have to make choices about goods and services because resources are limited in relation to people's wants and needs (scarcity).	SE: What We Need, What We Want, 50–53; Why We Make Choices, 54–57 TG: Active Reading & Lesson Summary pages 34–36, 37–39
1.4.6 Explain that people exchange goods and services to get the things they want and need.	SE: Goods and Services, 58–61; Buying and Selling, 64–67 TG: Active Reading & Lesson Summary pages 40–42, 45–47