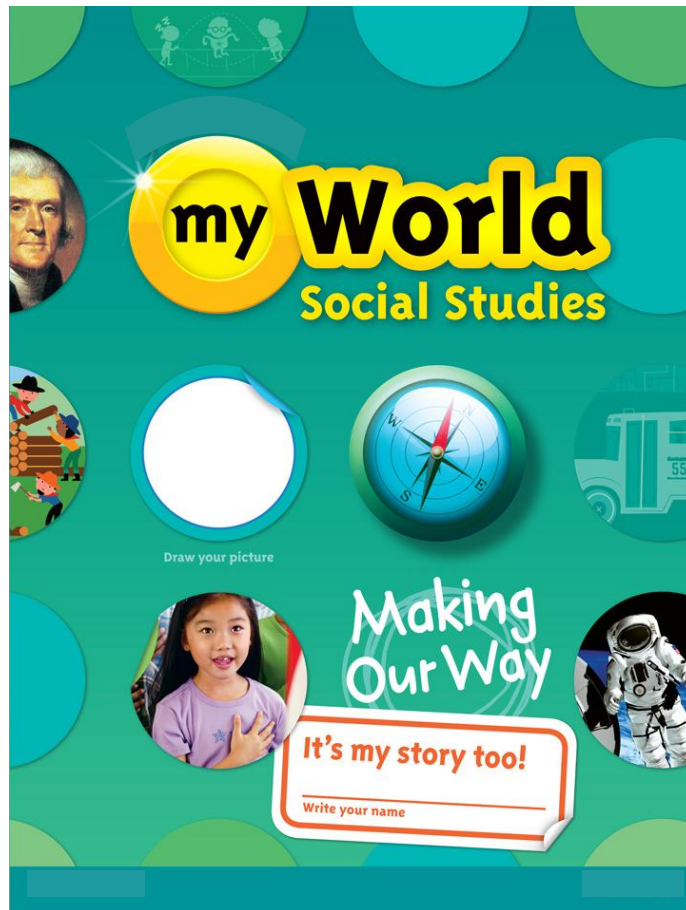


# A Correlation of



## To the Michigan MAISA Units for Social Studies Grade 1

# A correlation of myWorld Social Studies, Making Our Way to the MAISA Units for Grade 1

## 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 MAISA Units for Social Studies, Grade 1. Correlation page references are to the Grade 1 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**

- Kindergarten Flip Book
- 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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MAISA Units – Michigan Grade 1	myWorld Social Studies Making Our Way
<b>Unit 1: What is a Family?</b>	
Content Expectations/Standards	
MI: GLCE: Social Studies	
<b>Kindergarten</b>	
Economics	
<b>E1 Market Economy</b> <b>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</b>	
K - E1.0.1 Describe economic wants they have experienced.	
<b>1st Grade</b>	
History	
<b>H2 Living and Working Together</b> <b>Use historical thinking to understand the past.</b>	
1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	<b>SE:</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
Geography	
<b>G4 Human Systems</b> <b>Understand how human activities help shape the Earth’s surface.</b>	
1 – G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	<b>SE:</b> myStory Spark: How Is Culture Shared? 118; What Is Culture? 122-125; Sharing Our Cultures, 144-147; myStory Book: How Is Culture Shared? 153; Life Then and Now, 178-181 <b>TG:</b> Active Reading & Lesson Summary: 89, 90, 92, 93, 94, 109, 110, 111, 116
Civics & Government	
<b>C1 Purposes of Government</b> <b>Explain why people create governments.</b>	
1 – C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).	<b>SE:</b> I Follow Rules, 24-27 <b>TG:</b> Active Reading & Lesson Summary: 13, 14, 15

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MAISA Units - Michigan Grade 1	myWorld Social Studies Making Our Way
<b>C5 Role of the Citizen in American Democracy</b> <b>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</b>	
1 - C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).	<b>SE:</b> myStory Spark: How Do People Best Cooperate? 10; My Rights and Responsibilities, 18-21; Collaboration and Creativity: Conflict and Cooperation, 22-23; myStory Book, 45 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 8, 9, 10, 11, 12, 29
Economics	
<b>E1 Market Economy</b> <b>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</b>	
1 - E1.0.2 Describe ways in which families consume goods and services.	<b>SE:</b> Goods and Services, 58-61; Review and Assessment, Lesson 3, 79 <b>TG:</b> Active Reading & Lesson Summary: 40, 41, 42, 57
<b>Unit 2: How Do We Get What We Need or Want?</b>	
Content Expectations/Standards	
MI: GLCE: Social Studies	
<b>Kindergarten</b>	
Economics	
<b>E1 Market Economy</b> <b>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</b>	
K - E1.0.1 Describe economic wants they have experienced.	
K - E1.0.2 Distinguish between goods and services.	
<b>1st Grade</b>	
Economics	
<b>E1 Market Economy</b> <b>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</b>	
1 - E1.0.1 Distinguish between producers and consumers of goods and services.	<b>SE:</b> Producers and Consumers, 65; Markets, 66; Review and Assessment, Lesson 4, 79 <b>TG:</b> Active Reading & Lesson Summary: 45, 46, 47, 57

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<b>MAISA Units - Michigan Grade 1</b>	<b>myWorld Social Studies Making Our Way</b>
1 - E1.0.2 Describe ways in which families consume goods and services.	<b>SE:</b> Goods and Services, 58-61 <b>TG:</b> Active Reading & Lesson Summary: 40, 41, 42
1 - E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	<b>SE:</b> Why We Make Choices, 54-57; Review and Assessment, Lesson 2, 78 <b>TG:</b> Active Reading & Lesson Summary: 37, 38, 39, 57
1 - E1.0.4 Describe reasons why people voluntarily trade.	<b>SE:</b> Buying and Selling, 64; Long ago, people traded..., 68 <b>TG:</b> Active Reading & Lesson Summary: 45, 46, 48, 49
1 - E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).	<b>SE:</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
1 - E1.0.6 Describe how money simplifies trade.	<b>SE:</b> Using Money, 69 <b>TG:</b> Active Reading & Lesson Summary: 48, 49
<b>Unit 3: How Do We Learn About Places?</b>	
Content Expectations/Standards	
MI: GLCE: Science	
<b>1st Grade</b>	
Discipline 4: Earth Science	
<b>E.ES.E.2 Weather- Weather changes from day to day and over the seasons.</b>	
E.ES.01.22 Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, and wind.	<b>SE:</b> Reading Skills: Compare and Contrast: 6, 134-135; 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, 96, 97

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<b>MAISA Units - Michigan Grade 1</b>	<b>myWorld Social Studies Making Our Way</b>
MI: GLCE: Social Studies	
<b>1st Grade</b>	
Geography	
<b>G1 The World in Spatial Terms</b> <b>Use geographic representations to acquire, process, and report information from a spatial perspective.</b>	
<b>K-4</b>	
1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.	For opportunities to address this objective please see: <b>SE:</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
1 – G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address).	<b>SE:</b> Where Things Are Located, 86-89; Maps, 91; Finding Places on a Map, 92; Got It? 93; Map Skills, 94-95 <b>TG:</b> Active Reading & Lesson Summary: 63, 64, 65, 66, 67, 68, 69, 70
1 – G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.	<b>SE:</b> Where Things Are Located, 86-89; Maps, 91; Finding Places on a Map, 92; Got It? 93 <b>TG:</b> Active Reading & Lesson Summary: 63, 64, 65, 66, 67, 68, 69, 70
1 – G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.	<b>SE:</b> Land and Water, 96-99; Continents and Oceans, 100-103; Review and Assessment, 114, 115 <b>TG:</b> Active Reading & Lesson Summary: 71, 72, 73, 74, 75, 76, 86
<b>G2 Places and Regions</b> <b>Understand how regions are created from common physical and human characteristics.</b>	
1 – G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.	<b>SE:</b> myStory Spark: What Is the World Like? 82; Vocabulary Preview, 84-85; Land, 96; Water, 97; People Make Changes, 98; Natural Resources, 104; Compare and Contrast, 134-135 <b>TG:</b> Active Reading & Lesson Summary: 60, 61, 62, 71, 72, 73, 77, 78, 101, 102; Differentiated Instruction: L4 Challenge, 62

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<b>MAISA Units – Michigan Grade 1</b>	<b>myWorld Social Studies Making Our Way</b>
1 – G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).	<b>SE:</b> myStory Spark: What Is the World Like? 82; Where Things Are Located, 86-89; <b>TG:</b> Active Reading & Lesson Summary: 60, 61, 63, 64, 65
<b>G5 Environment and Society</b>	
<b>Understand the effects of human-environment interactions.</b>	
1 – G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).	<b>SE:</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
<b>Unit 4: How Do We Learn About the Past?</b>	
Content Expectations/Standards	
MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5	
<b>MI: Grade 1</b>	
Reading: Literature	
<b>Integration of Knowledge and Ideas</b>	
<b>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>	
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	<b>SE:</b> Stories From the Past, 140-143 <b>TG:</b> Active Reading & Lesson Summary: 106, 107, 108; Chapter Opener Lesson Plan Summary, Leveled Reader, Literary Nonfiction: 2, 31, 60, 89, 118
Reading: Informational Text	
<b>6. Assess how point of view or purpose shapes the content and style of a text.</b>	
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>SE:</b> Stories From the Past, 140-143; Media and Technology: Using Graphic Sources: 148-149 <b>TG:</b> Active Reading & Lesson Summary: 106, 107, 108, 112, 113



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MAISA Units – Michigan Grade 1	myWorld Social Studies Making Our Way
Speaking and Listening	
<b>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>	
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>SE:</b> myStory Current Events: 45, 81, 117, 153, 189; Stories From the Past, 140-143; Media and Technology: Using Graphic Sources: 148-149 <b>TG:</b> Active Reading & Lesson Summary: 106, 107, 108, 112, 113; myStory Current Events: 27, 29, 56, 58, 85, 87, 114, 116, 143, 145; Research: 76, 111, 133, 136
<b>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>	
SL.1.6. Produce complete sentences when appropriate to task and situation.	<b>SE:</b> Sentences: 17, 27, 28, 31, 35, 41, 53, 57, 89, 111, 116, 129, 188 <b>TG:</b> Sentences: 4, 21, 26, 28, 33, 36, 42, 57, 62, 73, 76, 84, 86, 91, 94, 96, 100, 102, 108, 110, 111, 113, 115, 119, 120, 122, 123, 125, 127, 128, 130, 133, 136, 138, 141, 142, 144
Language	
<b>Conventions of Standard English</b>	
<b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	<b>SE:</b> Talking About Time: 164-167; Got It?: 167; Life Then and Now, 178-181 <b>TG:</b> Active Reading & Lesson Summary: 126, 127, 128, 137, 138, 139
MI: GLCE: Social Studies	
<b>1st Grade</b>	
History	
<b>H2 Living and Working Together</b>	
<b>Use historical thinking to understand the past.</b>	
1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	<b>SE:</b> How Does Life Change Throughout History? 154; Talking About Time, 164-167; Life Then and Now, 178-181 <b>TG:</b> Active Reading & Lesson Summary: 118, 119, 126, 127, 128, 137, 138, 139
1 – H2.0.2 Use a calendar to distinguish among days, weeks, and months.	<b>SE:</b> Calendars Measure Time, 160 <b>TG:</b> Active Reading & Lesson Summary: 121, 123

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<b>MAISA Units - Michigan Grade 1</b>	<b>myWorld Social Studies Making Our Way</b>
1 – H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	<b>SE:</b> How We Learn About History, 170-173; Families Then and Now, 180 <b>TG:</b> Active Reading & Lesson Summary: 131, 132, 133, 137, 139
1 – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.	<b>SE:</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
1 – H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.	<b>SE:</b> Media and Technology: Using Graphic Sources, 148-149; myStory Spark: How Does Life Change Throughout History? 154; How We Learn About History, 170-173; Life Then and Now, 178-181 <b>TG:</b> Active Reading & Lesson Summary: 112, 113, 118, 119, 131, 132, 133, 137, 138, 139
1 – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.	<b>SE:</b> Reading Skills: Compare and Contrast: 6, 134-135; Families Are Alike and Different: 126-128; Got It?: 129; Life Then and Now: 178-181; Technology Then and Now: 182-185 <b>TG:</b> Active Reading & Lesson Summary: 96, 97, 101, 102, 137, 138, 139, 140, 141, 142; Compare and Contrast: 25, 93, 96, 99, 104, 107, 110, 111, 138, 139
1 – H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).	<b>SE:</b> Vocabulary Preview, 120-121; How We Celebrate, 131; Community Celebrations, 100; Our Nation's Holidays, 138-139; Got It? 139; Review and Assessment, 151 <b>TG:</b> Active Reading & Lesson Summary: 89, 91, 98, 99, 100, 105, 114, 115

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MAISA Units - Michigan Grade 1	myWorld Social Studies Making Our Way
<b>Unit 5: What is a Citizen?</b>	
Content Expectations/Standards	
MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5	
<b>MI: Grade 1</b>	
Reading: Literature	
<b>Key Ideas and Details</b>	
<b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>	
RL.1.1. Ask and answer questions about key details in a text.	<b>SE:</b> Stories From the Past, 140-143 <b>TG:</b> Active Reading & Lesson Summary: 106, 107, 108
<b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>	
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	For opportunities to address this objective please see: <b>SE:</b> Stories From the Past, 140-143 <b>TG:</b> Active Reading & Lesson Summary: 106, 107, 108; Chapter Opener Lesson Plan Summary, Leveled Reader, Literary Nonfiction: 2, 31, 60, 89, 118
<b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>	
RL.1.3. Describe characters, settings, and major events in a story, using key details.	<b>SE:</b> Stories From the Past, 140-143 <b>TG:</b> Active Reading & Lesson Summary: 106, 107, 108; Chapter Opener Lesson Plan Summary, Leveled Reader, Literary Nonfiction: 2, 31, 60, 89, 118
<b>Craft and Structure</b>	
<b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>	
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>SE:</b> Begin With a Song: 11, 47, 83, 119, 155 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 31, 32, 60, 61, 89, 90, 118, 119; Write Poem/Song: 4, 15, 105; Cheer or Song: 6, 18

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<b>Integration of Knowledge and Ideas</b> <b>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>	
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	<b>SE:</b> Stories From the Past, 140-143 <b>TG:</b> Active Reading & Lesson Summary: 106, 107, 108; Chapter Opener Lesson Plan Summary, Leveled Reader, Literary Nonfiction: 2, 31, 60, 89, 118
<b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>	
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	<b>SE:</b> Reading Skills: Compare and Contrast: 6, 134-135 <b>TG:</b> Active Reading & Lesson Summary: 96, 97
<b>Range of Reading and Level of Text Complexity</b> <b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b>	
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>SE:</b> Begin With a Song: 11, 47, 83, 119, 155; Teachers actively involve students in the reading process. Students can apply when reading each chapter of <b>Making Our Way</b> . <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 31, 32, 60, 61, 89, 90, 118, 119; Chapter Opener Lesson Plan Summary, Literary Nonfiction Leveled Readers: 2, 31, 60, 89, 118

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MAISA Units - Michigan Grade 1	myWorld Social Studies Making Our Way
Reading: Informational Text	
<b>Key Ideas and Details</b>	
<b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>	
RI.1.1. Ask and answer questions about key details in a text.	<p><b>SE:</b> The Big Question: 10, 46, 82, 118, 154; Unlock the Big Question: 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 75, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 175, 179, 183; Got It?: 17, 21, 27, 31, 35, 41, 53, 57, 61, 67, 71, 77, 89, 93, 99, 103, 107, 113, 125, 129, 133, 139, 143, 147, 161, 167, 173, 177, 181, 185; Questions Within the Lessons: 14, 15, 16, 18, 19, 20, 25, 26, 28, 29, 31, 33, 34, 35, 38, 39, 40, 41, 50, 51, 53, 54, 55, 56, 58, 59, 60, 64, 65, 66, 68, 69, 70, 75, 76, 86, 87, 88, 90, 91, 92, 96, 97, 98, 101, 103, 104, 105, 106, 111, 112, 122, 123, 124, 127, 128, 130, 131, 132, 137, 139, 140, 141, 143, 144, 145, 146, 159, 160, 164, 165, 166, 170, 171, 172, 175, 176, 179, 180, 183, 184</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 2, 3, 5, 6, 8, 9, 13, 14, 16, 17, 19, 20, 24, 24, 31, 32, 34, 35, 37, 38, 40, 41, 45, 46, 49, 50, 53, 54, 60, 61, 63, 64, 66, 67, 71, 72, 74, 75, 77, 78, 82, 83, 89, 90, 92, 93, 95, 96, 98, 99, 103, 104, 106, 107, 109, 110, 118, 119, 121, 122, 126, 127, 131, 132, 134, 135, 137, 138, 140, 141</p>
<b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>	
RI.1.2. Identify the main topic and retell key details of a text.	<p><b>SE:</b> Main Idea and Details: 5; Reading Skills: Main Idea and Details: 108-109</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 80, 81; Summarize: 9, 17, 20, 26, 49, 64, 65, 75, 100, 128, 142; Retell/Restate: 6, 9, 14, 17, 25, 35, 38, 41, 46, 49, 54, 64, 67, 72, 75, 78, 83, 93, 99, 104, 107, 108, 110</p>

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<b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>	
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p><b>SE:</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</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 95, 96, 97, 98, 99, 100, 101, 102, 114, 115, 126, 127, 128, 137, 138, 139, 140, 141, 142; Make Connections: 3, 18, 35, 39, 47, 49, 54, 83, 84, 93, 94, 96, 111, 133, 135</p>
<b>Craft and Structure</b>	
<b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>	
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p><b>SE:</b> Vocabulary Preview: 12-13, 48-49, 84-85, 120-121, 156-157; Envision It!: 14-15, 18-19, 24-25, 28-29, 32-33, 38-39, 50-51, 54-55, 58-59, 64-65, 68-69, 74-75, 86-87, 90-91, 96-97, 100-101, 104-105, 110-111, 122-123, 126-127, 130-131, 136-137, 140-141, 144-145, 158-159, 164-165, 174-175, 178-179, 182-183; Lesson Vocabulary: 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 75, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 175, 179, 183; Glossary: 190-R10</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 2, 4, 5, 6, 8, 9, 13, 14, 16, 17, 19, 20, 24, 24, 31, 33, 34, 35, 37, 38, 40, 41, 45, 46, 49, 50, 53, 54, 60, 62, 63, 64, 66, 67, 71, 72, 74, 75, 77, 78, 82, 89, 91, 83, 92, 93, 95, 96, 98, 99, 103, 104, 106, 107, 109, 110, 118, 120, 121, 122, 126, 127, 131, 132, 134, 135, 137, 138, 140, 141; Academic Vocabulary: 3, 6, 9, 26, 32, 39, 61, 76, 83, 90, 94, 105, 119, 120, 127, 128, 132, 142; Academic Language: 133</p>

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<b>6. Assess how point of view or purpose shapes the content and style of a text.</b>	
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>SE:</b> Media and Technology: Using Graphic Sources: 148-149 <b>TG:</b> Active Reading & Lesson Summary: 112, 113; Chapter Opener Lesson Plan Summary, Leveled Reader: 2, 31, 60, 89, 118
<b>Integration of Knowledge and Ideas</b>	
<b>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>	
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	<b>SE:</b> Got It?: 17, 21, 27, 31, 35, 41, 53, 57, 61, 67, 71, 77, 89, 93, 99, 103, 107, 113, 125, 129, 133, 139, 143, 147, 161, 167, 173, 177, 181, 185; Media and Technology: Using Graphic Sources: 148-149; <b>TG:</b> Active Reading & Lesson Summary: 5, 7, 8, 10, 16, 18, 19, 21, 24, 26, 34, 36, 37, 39, 40, 42, 45, 47, 48, 50, 53, 55, 63, 65, 66, 68, 71, 73, 74, 76, 77, 79, 92, 94, 95, 97, 98, 100, 103, 105, 106, 108, 109, 111, 112, 113, 121, 123, 126, 128, 131, 133, 134, 136, 137, 139, 140, 142; Chapter Opener Lesson Plan Summary, Leveled Reader: 2, 31, 60, 89, 118
<b>Range of Reading and Level of Text Complexity</b>	
<b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b>	
RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.	<b>SE:</b> Lessons: 14, 18, 24, 28, 32, 38, 50, 54, 58, 64, 68, 74, 86, 90, 96, 100, 104, 110, 122, 126, 130, 136, 140, 144, 158, 164, 174, 178, 182 <b>TG:</b> Chapter Opener Lesson Plan Summary, Leveled Reader: 2, 31, 60, 89, 118; Active Reading & Lesson Summary: 5, 6, 8, 9, 13, 14, 16, 17, 19, 20, 24, 25, 34, 35, 37, 38, 40, 41, 45, 46, 49, 50, 53, 54, 63, 64, 66, 67, 71, 72, 74, 75, 77, 78, 82, 83, 92, 93, 95, 96, 98, 99, 103, 104, 106, 107, 109, 110, 121, 122, 126, 127, 131, 132, 134, 135, 137, 138, 140, 141

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Reading: Foundational Skills	
<b>Phonics and Word Recognition</b> <b>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</b>	
a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	For opportunities to address this objective please see the “Begin to Read” activity found throughout the Teacher’s Guide.
b. Decode regularly spelled one-syllable words.	<b>SE:</b> Teachers actively involve students in the reading process. Students can apply when reading each chapter of <b>Making Our Way</b> . <b>TG:</b> Chapter Opener Lesson Plan Summary, Leveled Reader: 2, 31, 60, 89, 118
c. Know final -e and common vowel team conventions for representing long vowel sounds.	For opportunities to address this objective please see: <b>SE:</b> Vocabulary Preview: 12-13, 48-49, 84-85, 120-121, 156-157; Lesson Vocabulary: 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 75, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 175, 179, 183; Glossary: 190-R10 <b>TG:</b> Active Reading & Lesson Summary: 2, 4, 31, 33, 60, 62, 89, 91, 118, 120
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	For opportunities to address this objective please see: <b>SE:</b> Vocabulary Preview: 12-13, 48-49, 84-85, 120-121, 156-157; Lesson Vocabulary: 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 75, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 175, 179, 183; Glossary: 190-R10 <b>TG:</b> Active Reading & Lesson Summary: 2, 4, 31, 33, 60, 62, 89, 91, 118, 120
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	For opportunities to address this objective please see: <b>SE:</b> Vocabulary Preview: 12-13, 48-49, 84-85, 120-121, 156-157; Lesson Vocabulary: 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 75, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 175, 179, 183; Glossary: 190-R10 <b>TG:</b> Active Reading & Lesson Summary: 2, 4, 31, 33, 60, 62, 89, 91, 118, 120



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f. Read words with inflectional endings.	<p><b>SE:</b> Vocabulary Preview: 12-13, 48-49, 84-85, 120-121, 156-157; Lesson Vocabulary: 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 75, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 175, 179, 183; Glossary: 190-R10</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 2, 4, 31, 33, 60, 62, 89, 91, 118, 120; Academic Vocabulary: 3, 6, 9, 26, 32, 39, 61, 76, 83, 90, 94, 105, 119, 120, 127, 128, 132, 142; Academic Language: 133; Suffix: 135</p>
g. Recognize and read grade-appropriate irregularly spelled words.	<p><b>SE:</b> Vocabulary Preview: 12-13, 48-49, 84-85, 120-121, 156-157; Lesson Vocabulary: 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 75, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 175, 179, 183; Glossary: 190-R10</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 2, 4, 31, 33, 60, 62, 89, 91, 118, 120; Academic Vocabulary: 3, 6, 9, 26, 32, 39, 61, 76, 83, 90, 94, 105, 119, 120, 127, 128, 132, 142; Academic Language: 133</p>
<b>Fluency</b>	
<b>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</b>	
a. Read grade-level text with purpose and understanding.	<p><b>SE:</b> Teachers actively involve students in the reading process. Students can apply when reading each chapter of <b>Making Our Way</b>.</p> <p><b>TG:</b> Chapter Opener Lesson Plan Summary, Leveled Reader: 2, 31, 60, 89, 118</p>
b. Read grade-level text orally with accuracy, appropriate rate, and expression.	<p>For opportunities to address this objective please see:</p> <p><b>SE:</b> Teachers actively involve students in the reading process. Students can apply when reading each chapter of <b>Making Our Way</b>.</p> <p><b>TG:</b> Chapter Opener Lesson Plan Summary, Leveled Reader: 2, 31, 60, 89, 118</p>

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c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	For opportunities to address this objective please see: <b>SE:</b> Teachers actively involve students in the reading process. Students can apply when reading each chapter of <b>Making Our Way</b> . <b>TG:</b> Chapter Opener Lesson Plan Summary, Leveled Reader: 2, 31, 60, 89, 118
Writing	
<b>Text Types and Purposes</b>	
<b>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>	
W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<b>SE:</b> Keys to Good Writing, The Writing Process: 8; Writing Activities: 21, 67, 71, 143, 147, 151, 161, 167, 177, 181 <b>TG:</b> Writing Activities: 47, 79, 105
<b>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>	
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>SE:</b> Keys to Good Writing, The Writing Process: 8; Writing Activities: 15, 17, 21, 27, 31, 35, 41, 42, 53, 60, 65, 71, 77, 93, 99, 103, 105, 107, 111, 113, 116, 124, 125, 128, 133, 135, 147, 149, 150, 161, 173, 177, 180, 185, 188; myStory Book: 45, 81, 117, 153, 189; myStory Current Events: 45, 81, 117, 153, 189 <b>TG:</b> Active Reading & Lesson Summary: 27, 29, 56, 58, 85, 87, 114, 116, 143, 145; Review and Assessment, Writing Activity: 27, 56, 85, 114, 143; Hands-on Activity: 27; Writing Activities: 10, 15, 18, 26, 27, 42, 44, 55, 57, 62, 73, 76, 79, 81, 84, 86, 94, 97, 100, 111, 115, 119, 136, 142; myStory Book: 27, 29, 56, 58, 85, 87, 114, 116, 143, 145; myStory Current Events: 27, 29, 56, 58, 85, 87, 114, 116, 143, 145
<b>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>	
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<b>SE:</b> Keys to Good Writing, The Writing Process: 8; Writing Activities: 57, 61, 89, 129, 139, 145 <b>TG:</b> Writing Activities: 39, 125, 130

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<b>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>	
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<p>For opportunities to address this objective please see:</p> <p><b>SE:</b> Keys to Good Writing, The Writing Process: 8; Writing Activities: 15, 17, 21, 27, 31, 35, 41, 42, 53, 60, 65, 71, 77, 93, 99, 103, 105, 107, 111, 113, 116, 124, 125, 128, 133, 135, 147, 149, 150, 161, 173, 177, 180, 185, 188; myStory Book: 45, 81, 117, 153, 189</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 27, 29, 56, 58, 85, 87, 114, 116, 143, 145; Review and Assessment, Writing Activity: 27, 56, 85, 114, 143; Hands-on Activity: 27; Writing Activities: 10, 15, 18, 26, 27, 42, 44, 55, 57, 62, 73, 76, 79, 81, 84, 86, 94, 97, 100, 111, 115, 119, 136, 142</p>
<b>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>	
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>During the myWorld Activity, students work in small groups to demonstrate their understanding of chapter content. The activities demonstrate students' ability to transfer and apply their learning to new situations.</p> <p><b>SE:</b> Media and Technology: Using Graphic Sources: 148-149; How We Learn About History: 170-173</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, myWorld and Me: 5, 8, 13, 16, 19, 24, 34, 37, 40, 45, 49, 53, 63, 66, 71, 74, 77, 82, 92, 95, 98, 103, 106, 109, 121, 126, 131, 134, 137, 140; Review and Assessment, myWorld Activity: 27, 56, 85, 114, 143; Active Reading &amp; Lesson Summary: 112, 113, 131, 132, 133; Research: 76, 111, 133, 136</p>

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Speaking and Listening	
<b>Comprehension and Collaboration</b>	
<b>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</b>	
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Students meet this objective throughout the text. Refer to the following examples: <b>SE:</b> Unlock the Big Question: 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 75, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 175, 179, 183; <b>TG:</b> Active Reading & Lesson Summary: 5, 6, 8, 9, 13, 14, 16, 17, 19, 20, 24, 25, 34, 35, 37, 38, 40, 41, 45, 46, 49, 50, 53, 54, 63, 64, 66, 67, 71, 72, 74, 75, 77, 78, 82, 83, 92, 93, 95, 96, 98, 99, 103, 104, 106, 107, 109, 110, 121, 122, 126, 127, 131, 132, 134, 135, 137, 138, 140, 141; Skits/Charades: 4, 84, 139; Acting Out: 83, 96, 139, 144; Role-Play: 6, 14, 46, 47, 50, 52, 99, 107, 144; Presentation: 8, 28, 65, 76, 81, 86, 91, 115, 119, 133, 136, 139, 141
SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>SE:</b> Collaboration and Creativity: Conflict and Cooperation: 22, 23 <b>TG:</b> Active Reading & Lesson Summary: 11, 12; Take Turns: 52, 57, 130, 138, 139, 144; Presentation: 8, 28, 65, 76, 81, 86, 91, 115, 119, 133, 136, 139, 141; Tell Stories: 91, 97, 102, 108, 128
SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	<b>SE:</b> Collaboration and Creativity: Conflict and Cooperation: 22, 23 <b>TG:</b> Active Reading & Lesson Summary: 11, 12; Active Reading & Lesson Summary, myWorld and Me: 5, 8, 13, 16, 19, 24, 34, 37, 40, 45, 49, 53, 63, 66, 71, 74, 77, 82, 92, 95, 98, 103, 106, 109, 121, 126, 131, 134, 137, 140; Review and Assessment, myWorld Activity: 27, 56, 85, 114, 143

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<p align="center"><b>MAISA Units - Michigan Grade 1</b></p>	<p align="center"><b>myWorld Social Studies Making Our Way</b></p>
<p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p><b>SE:</b> Got It?: 17, 21, 27, 31, 35, 41, 53, 57, 61, 67, 71, 77, 89, 93, 99, 103, 107, 113, 125, 129, 133, 139, 143, 147, 161, 167, 173, 177, 181, 185  <b>TG:</b> Active Reading &amp; Lesson Summary: Got It?: 5, 7, 8, 10, 16, 18, 19, 21, 24, 26, 34, 36, 37, 39, 40, 42, 45, 47, 48, 50, 53, 55, 63, 65, 66, 68, 71, 73, 74, 76, 77, 79, 92, 94, 95, 97, 98, 100, 103, 105, 106, 108, 109, 111, 121, 123, 126, 128, 131, 133, 134, 136, 137, 139, 140, 142</p>
<p><b>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p>	
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>SE:</b> The Big Question: 10, 46, 82, 118, 154;  Unlock the Big Question: 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 75, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 175, 179, 183; Got It?: 17, 21, 27, 31, 35, 41, 53, 57, 61, 67, 71, 77, 89, 93, 99, 103, 107, 113, 125, 129, 133, 139, 143, 147, 161, 167, 173, 177, 181, 185;  Questions Within the Lessons: 14, 15, 16, 18, 19, 20, 25, 26, 28, 29, 31, 33, 34, 35, 38, 39, 40, 41, 50, 51, 53, 54, 55, 56, 58, 59, 60, 64, 65, 66, 68, 69, 70, 75, 76, 86, 87, 88, 90, 91, 92, 96, 97, 98, 101, 103, 104, 105, 106, 111, 112, 122, 123, 124, 127, 128, 130, 131, 132, 137, 139, 140, 141, 143, 144, 145, 146, 159, 160, 164, 165, 166, 170, 171, 172, 175, 176, 179, 180, 183, 184  <b>TG:</b> Active Reading &amp; Lesson Summary: 2, 3, 5, 6, 8, 9, 13, 14, 16, 17, 19, 20, 24, 24, 31, 32, 34, 35, 37, 38, 40, 41, 45, 46, 49, 50, 53, 54, 60, 61, 63, 64, 66, 67, 71, 72, 74, 75, 77, 78, 82, 83, 89, 90, 92, 93, 95, 96, 98, 99, 103, 104, 106, 107, 109, 110, 118, 119, 121, 122, 126, 127, 131, 132, 134, 135, 137, 138, 140, 141; Ask Questions: 90, 123, 127, 132, 135, 136, 138, 139</p>

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<b>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b>	
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<p><b>SE:</b> The Big Question: 10, 46, 82, 118, 154; Unlock the Big Question: 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 75, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 175, 179, 183; Got It?: 17, 21, 27, 31, 35, 41, 53, 57, 61, 67, 71, 77, 89, 93, 99, 103, 107, 113, 125, 129, 133, 139, 143, 147, 161, 167, 173, 177, 181, 185; Questions Within the Lessons: 14, 15, 16, 18, 19, 20, 25, 26, 28, 29, 31, 33, 34, 35, 38, 39, 40, 41, 50, 51, 53, 54, 55, 56, 58, 59, 60, 64, 65, 66, 68, 69, 70, 75, 76, 86, 87, 88, 90, 91, 92, 96, 97, 98, 101, 103, 104, 105, 106, 111, 112, 122, 123, 124, 127, 128, 130, 131, 132, 137, 139, 140, 141, 143, 144, 145, 146, 159, 160, 164, 165, 166, 170, 171, 172, 175, 176, 179, 180, 183, 184</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 2, 3, 5, 6, 8, 9, 13, 14, 16, 17, 19, 20, 24, 24, 31, 32, 34, 35, 37, 38, 40, 41, 45, 46, 49, 50, 53, 54, 60, 61, 63, 64, 66, 67, 71, 72, 74, 75, 77, 78, 82, 83, 89, 90, 92, 93, 95, 96, 98, 99, 103, 104, 106, 107, 109, 110, 118, 119, 121, 122, 126, 127, 131, 132, 134, 135, 137, 138, 140, 141; Ask Questions: 90, 123, 127, 132, 135, 136, 138, 139</p>
<b>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>	
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>TG:</b> Adding Illustrations/Props to Presentation: 8, 81, 84, 86, 94, 119, 133, 136, 139, 141
<b>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>	
SL.1.6. Produce complete sentences when appropriate to task and situation.	<p><b>SE:</b> Sentences: 17, 27, 28, 31, 35, 41, 53, 57, 89, 111, 116, 129, 188</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: Sentences: 4, 21, 26, 28, 33, 36, 42, 57, 62, 73, 76, 84, 86, 91, 94, 96, 100, 102, 108, 110, 111, 113, 115, 119, 120, 122, 123, 125, 127, 128, 130, 133, 136, 138, 141, 142, 144</p>

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Language	
<b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
L.1.2b. Use end punctuation for sentences.	<b>SE:</b> Sentences: 17, 27, 28, 31, 35, 41, 53, 57, 89, 111, 116, 129, 188 <b>TG:</b> Active Reading & Lesson Summary: Sentences: 4, 21, 26, 28, 33, 36, 42, 57, 62, 73, 76, 84, 86, 91, 94, 96, 100, 102, 108, 110, 111, 113, 115, 119, 120, 122, 123, 125, 127, 128, 130, 133, 136, 138, 141, 142, 144
L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	For opportunities to address this objective please see: <b>SE:</b> Keys to Good Writing, The Writing Process: 8; myStory Book: 45, 81, 117, 153, 189 <b>TG:</b> Review and Assessment, Writing Activity: 27, 56, 85, 114, 143; Hands-on Activity: 27; myStory Book: 27, 29, 56, 58, 85, 87, 114, 116, 143, 145
L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	For opportunities to address this objective please see: <b>SE:</b> Keys to Good Writing, The Writing Process: 8; myStory Book: 45, 81, 117, 153, 189 <b>TG:</b> Review and Assessment, Writing Activity: 27, 56, 85, 114, 143; Hands-on Activity: 27; myStory Book: 27, 29, 56, 58, 85, 87, 114, 116, 143, 145
<b>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>	
L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).	<b>SE:</b> Vocabulary Preview: 12-13, 48-49, 84-85, 120-121, 156-157; Lesson Vocabulary: 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 75, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 175, 179, 183; Glossary: 190-R10 <b>TG:</b> Active Reading & Lesson Summary: 2, 4, 31, 33, 60, 62, 89, 91, 118, 120; Academic Vocabulary: 3, 6, 9, 26, 32, 39, 61, 76, 83, 90, 94, 105, 119, 120, 127, 128, 132, 142; Academic Language: 133

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MI: GLCE: Social Studies	
<b>1st Grade</b>	
History	
<b>H2 Living and Working Together</b> <b>Use historical thinking to understand the past.</b>	
1 – H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents’ Day).	<b>SE:</b> Vocabulary Preview, 120-121; How We Celebrate, 131; Community Celebrations, 100; Our Nation’s Holidays, 138-139; Got It? 139; Review and Assessment, 151 <b>TG:</b> Active Reading & Lesson Summary: 89, 91, 98, 99, 100, 105, 114, 115
Geography	
<b>G1 The World in Spatial Terms</b> <b>Use geographic representations to acquire, process, and report information from a spatial perspective.</b>	
<b>K-4</b>	
1 – G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address).	<b>SE:</b> Where Things Are Located, 86-89; Maps, 91; Finding Places on a Map, 92; Got It? 93; Map Skills, 94-95 <b>TG:</b> Active Reading & Lesson Summary: 63, 64, 65, 66, 67, 68, 69, 70
Civics & Government	
<b>C1 Purposes of Government</b> <b>Explain why people create governments.</b>	
1 – C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).	<b>SE:</b> I Follow Rules, 24-27 <b>TG:</b> Active Reading & Lesson Summary: 13, 14, 15
1 – C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).	<b>SE:</b> My Leaders, 28-31; Review and Assessment, 43, 44 <b>TG:</b> Active Reading & Lesson Summary: 16, 17, 18, 28, 29
1 – C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).	<b>SE:</b> Collaboration and Creativity: Conflict and Cooperation, 22-23 <b>TG:</b> Active Reading & Lesson Summary: 11, 12



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<b>C2 Values and Principles of American Democracy</b> <b>Understand values and principles of American constitutional democracy.</b>	
1 – C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).	<b>SE:</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
1 – C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).	<b>SE:</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
<b>C5 Role of the Citizen in American Democracy</b> <b>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</b>	
1 – C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).	<b>SE:</b> myStory Spark: How Do People Best Cooperate? 10; My Rights and Responsibilities, 18-21; Collaboration and Creativity: Conflict and Cooperation, 22-23; Rules at Home and School, 25; myStory Book, 45 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 8, 9, 10, 11, 12, 13, 14, 29
1 – C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).	<b>SE:</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
Discourse, Decisions, Citizenship	
<b>P3.1 Identifying and Analyzing Public Issues</b> <b>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</b>	
1 – P3.1.1 Identify public issues in the school community.	<b>SE:</b> Laws in the Community, 26; Caring for Earth, 106 <b>TG:</b> Active Reading & Lesson Summary: 13, 15, 77, 79

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<b>MAISA Units - Michigan Grade 1</b>	<b>myWorld Social Studies Making Our Way</b>
1 – P3.1.2 Use graphic data to analyze information about a public issue in the school community.	<b>SE:</b> Caring for Earth, 106 <b>TG:</b> Active Reading & Lesson Summary: 77, 79
1 – P3.1.3 Identify alternative resolutions to a public issue in the school community.	<b>SE:</b> Laws in the Community, 26; Caring for Earth, 106 <b>TG:</b> Active Reading & Lesson Summary: 13, 15, 77, 79
<b>P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</b>	
1 – P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.	<b>SE:</b> Laws in the Community, 26; Begin With a Song: Show You Care, 83; Caring for Earth, 106 <b>TG:</b> Active Reading & Lesson Summary: 13, 15, 60, 61, 77, 79
<b>P4.2 Citizen Involvement Act constructively to further the public good.</b>	
1 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.	<b>SE:</b> Begin With a Song: Show You Care, 83; Caring for Earth, 106 <b>TG:</b> Active Reading & Lesson Summary: 60, 61, 77, 79
1 – P4.2.2 Participate in projects to help or inform others.	<b>SE:</b> Begin With a Song: Show You Care, 83; Caring for Earth, 106 <b>TG:</b> Active Reading & Lesson Summary: 60, 61, 77, 79