

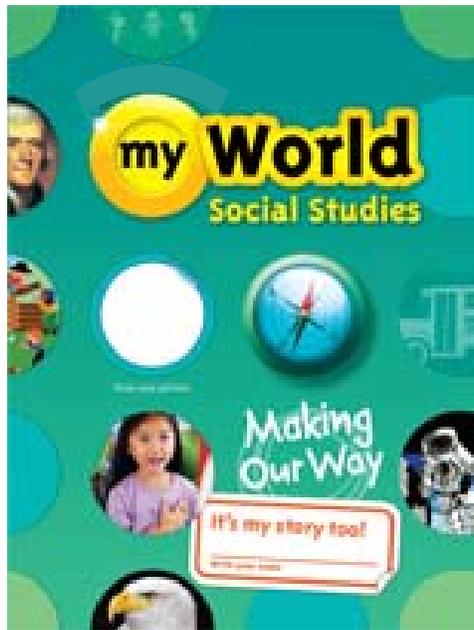
A Correlation of

Savvas

myWorld Social Studies

Making Our Way

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To the

Minnesota

Grade 1 Academic Standards

in Social Studies

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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 Minnesota Grade One Academic Standards in Social Studies. Correlation page references are to the Student Worktext, 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
- 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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Grade 1: Foundations of Social Studies	
Students in grade one learn basic concepts and skills related to the four social studies disciplines of citizenship and government, economics, geography and history. They expand their understanding of America’s civic identity, determine characteristics of effective rules and demonstrate ways for citizens to participate in civic life. Their exploration of the federal government begins with the elected office of president. Fundamental geography skills are introduced including making sketch maps of places and comparing their physical and human characteristics, and identifying locations. Students practice basic historical inquiry skills by asking questions, constructing a timeline, and examining simple records and artifacts. They build their knowledge of the past by comparing family life, buildings and other technologies from earlier times to today. Students acquire a basic understanding of the economic concepts of scarcity and trade, and weigh the costs and benefits of simple alternative choices.	
1. Citizenship and Government	
1. Civic Skills	
1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.	
1.1.1.1.1 Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. <i>For example:</i> Ways to participate—pick up trash in park, vote, help make class decisions.	SW: myStory Spark, 10; I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21; I Follow Rules, 24–27; Got It? 41; myStory Book, 45 TG: Active Reading & Lesson Summary pages, 5, 6, 7, 8, 9, 10, 13, 14, 15
2. Civic Values and Principles of Democracy	
2. The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.	
1.1.2.2.1 Explain why and when the Pledge of Allegiance is recited; provide examples of basic flag etiquette.	SW: Pledge of Allegiance, 15, 40 TG: Active Reading pages, 6, 26

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Grade 1: Foundations of Social Studies	
4. Governmental Institutions and Political Processes	
7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	
1.1.4.7.1 Identify the president of the United States; explain that the president is elected by the people.	SW: My Government, 32–35 TG: Active Reading & Lesson Summary, 19–21
8. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.	
1.1.4.8.1 Identify characteristics of effective rules; participate in a process to establish rules. <i>For example:</i> Characteristics of effective rules—fair, understandable, enforceable, connected to goals.	SW: I Follow Rules, 24–27 TG: Active Reading & Lesson Summary pages, 13, 14, 15
2. Economics	
1. Economic Reasoning Skills	
1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	
1.2.1.1.1 Describe some costs and benefits of alternative choices made by families.	SW: Why We Make Choices, 54–57 TG: Active Reading & Lesson Summary, 37–39
3. Fundamental Concepts	
3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.	
1.2.3.3.1 Define scarcity as not having enough of something to satisfy everyone's wants; give examples. <i>For example:</i> Having only three desks for four students; not having enough time to do everything you want; not having enough money to buy all the goods you want.	SW: What We Need, What We Want, 50–53; We Choose What to Buy, 55 TG: Active Reading & Lesson Summary, 34–36, 37–39

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Grade 1: Foundations of Social Studies	
3. Geography	
1. Geospatial Skills	
5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	
1.2.3.5.1 Explain that people trade (voluntarily) when they each expect to be better off after doing so. <i>For example:</i> Barter—a trade with a friend (such as your toy for her book) will happen only if you want her book more than your toy and she wants your toy more than her book.	SW: Trade, 64, 68; Got It?, 71; also see: Using Money, 69 TE: Active Reading & Lesson Summary pages, 46, 50
1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	
1.3.1.1.1 Create sketch maps to illustrate spatial information about familiar places; describe spatial information found on maps. <i>For example:</i> Spatial information—cities, roads, boundaries, bodies of water, regions. Familiar places—one’s home or classroom.	SW: Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; myStory Book, 117 TG: Active Reading & Lesson Summary pages, 65, 66–68, 69, 70, 86
1.3.1.1.2 Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location. <i>For example:</i> Relative location words—near, far, left, right. Absolute location words—street address (important for emergencies, mail).	SW: Where Things Are Located, 86–89; Review and Assessment, 114 TG: Active Reading & Lesson Summary pages, 63, 64, 65, 86

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Grade 1: Foundations of Social Studies	
2. Places and Regions	
3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).	
1.3.2.3.1 Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region). <i>For example:</i> Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), vegetation, weather, climate. Human characteristics—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.	SW: myStory Spark, 82; Land and Water, 96–99; Our Environment, 104–107; Continents and Oceans, 100–103, Review and Assessment, 116 TG: Active Reading & Lesson Summary, 61, 71–73, 74–76, 77–79, 87
4. History	
1. Historical Thinking Skills	
1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time.	
1.4.1.1.1 Create a timeline that identifies at least three events from one's own life. <i>For example:</i> Events—birth, walking, loss of first tooth, first day of school.	SW: Graph Skills: Timelines, 168–169 TG: Active Reading & Lesson Summary, 129, 130

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Grade 1: Foundations of Social Studies	
2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	
1.4.1.2.1 Ask basic historical questions about a past event in one's family, school or local community. <i>For example:</i> Basic historical questions—What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have?	SW: How We Learn About History, 170–173 TG: Active Reading & Lesson Summary pages, 131, 132, 133
1.4.1.2.2 Describe how people lived at a particular time in the past, based on information found in historical records and artifacts. <i>For example:</i> Historical records—photos, oral histories, diaries/journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools.	SW: How We Learn About History, 170–173; Life Then and Now, 178–181; myStory Book, 189 TG: Active Reading & Lesson Summary pages, 131, 132, 133, 137, 138, 139, 145
2. Peoples, Cultures and Change Over Time	
4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	
1.4.2.4.1 Compare and contrast family life from earlier times and today. <i>For example:</i> Various aspects of family life—housing, clothing, food, language, work, recreation, education.	SW: Life Then and Now, 178–181 TG: Active Reading & Lesson Summary pages, 137, 138, 139
1.4.2.4.2 Compare and contrast buildings and other technologies from earlier times and today. <i>For example:</i> Places in earlier times—Pompeii, Athens, Rome. Building technologies—arches, domes glass. Communication technologies—scrolls, books, emails; Transportation technologies—chariot, train, car.	SW: Talking About Time, 164–167; Heroes Explore, 174–175; Life Then and Now, 178–181; Technology Then and Now, 182–185 TG: Active Reading & Lesson Summary pages, 126–128, 135, 137–139, 140–142