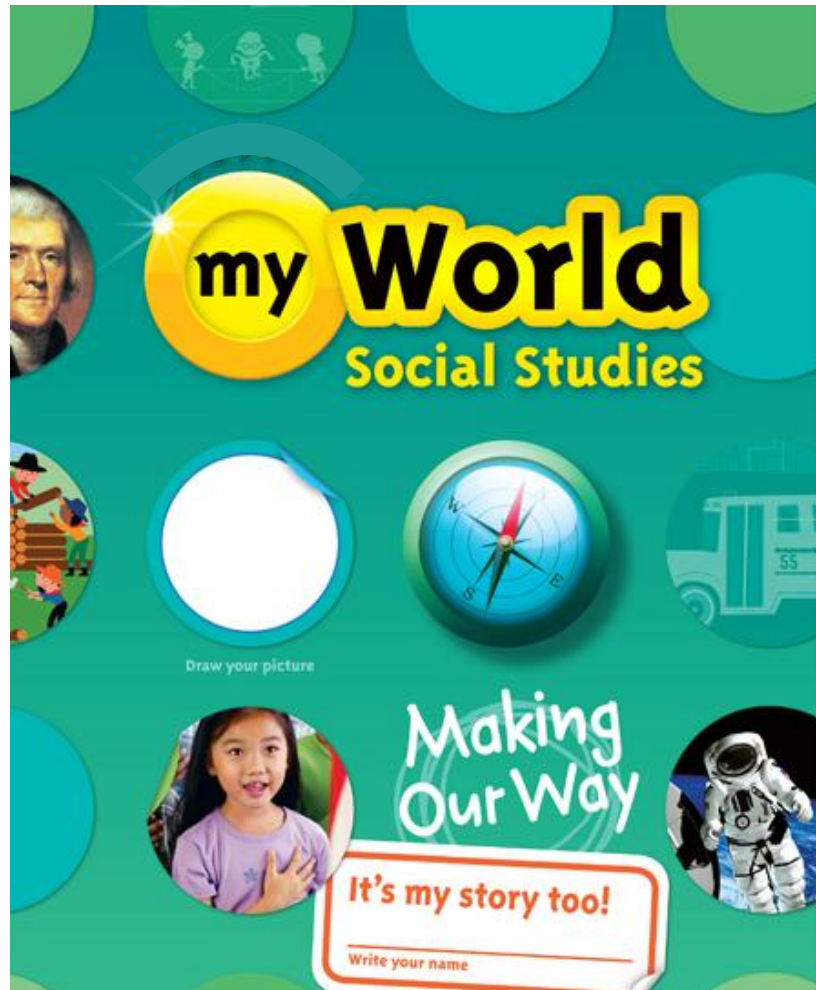


A Correlation of



To the

Missouri Social Studies Grade Level Expectations Grade 1

A Correlation of Savvas myWorld Social Studies, Making Our Way, Grade 1 to the Missouri Social Studies Grade Level Expectations, Grade 1

Introduction

This document demonstrates how *myWorld Social Studies* meets the Missouri Social Studies Grade Level Expectations for 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.

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
- 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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1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
Purposes and principles of the Constitution	
B. Identify and explain why cities make laws.	SE: I Follow Rules, 24–27, 42 TG: Active Reading & Lesson Summary pages 13–15, 28
Purposes and principles of the Bill of Rights	
C. Discuss how individual rights are protected.	SE: My Rights and Responsibilities, 18–21 TG: Active Reading & Lesson Summary pages 8, 9, 10
Role of citizens and governments in carrying out constitutional principles	
D. Give examples of being an active and informed citizen in your classroom or community.	SE: I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21; Collaboration and Creativity: Conflict and Cooperation, 22–23; I Follow Rules, 24–27; myStory Book: How People Best Cooperate? 45 TG: Active Reading & Lesson Summary pages 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 28, 29
Character traits and civic attitudes of significant individuals	
E. Describe the character traits of role models within your community.	SE: My Leaders, 28–31; also see: Our Nation's Heroes, 136–137 TG: Active Reading & Lesson Summary pages 16, 17, 18, 103, 104
Knowledge of the symbols of our state and nation	
F. Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell. Recognize and explain the significance of symbols of your local community.	SE: You're a Grand Old Flag, 11; Capitol Building, 34; White House, 36; Symbols of My Country, 38–41; Review and Assessment, 44; Statue of Liberty, 138, 151; What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139 TG: Active Reading & Lesson Summary pages 3, 21, 23, 24, 25, 26, 29, 98, 99, 100, 103, 104, 105, 115

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Missouri Social Studies Grade Level Expectations, Grade 1	Savvas myWorld Social Studies Making Our Way, Grade 1
2. Knowledge of principles and processes of governance systems	
Processes of governmental systems in decision making	
C. Describe how authoritative decisions are made, enforced and interpreted within schools and local communities.	SE: I Follow Rules, 24–27; My Leaders, 28–31; My Government, 32–35 TG: Active Reading & Lesson Summary pages 13–15, 16–18, 19–21
Functions of governmental systems	
D. Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.	SE: My Leaders, 28–31; My Government, 32–35 TG: Active Reading & Lesson Summary, 16–18, 19–21
3a. Knowledge of continuity and change in the history of Missouri and the United States	
Historical perspective / Thinking / Passage of time	
B. Compare and contrast our community in the past and the present.	SE: Stories From the Past, 140–143; 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, 106–108, 131–133, 137–139, 140–142
Knowledge of the contributions of significant persons in U.S. history.	
C. Describe the contributions of people typically studied in K-5 programs associated with national holidays.	SE: President, 34; Our Nation’s Heroes, 136–139; Stories From the Past, 140–143; Review and Assessment, 152; American Heroes, 174–177 TE: Active Reading & Lesson Summary pages, 21, 103, 104, 105, 106, 107, 108, 116, 134, 135, 136
4. Knowledge of economic concepts and principles	
Knowledge of basic economic concepts	
A. Describe examples of scarcity within your school and community. Describe examples of goods and services within your school and community. Describe consumers and producers and the relationship to goods and services within your school and community.	SE: For related material see: What We Need, What We Want, 50–53; Why We Make Choices, 54–57 TG: Active Reading & Lesson Summary pages 34–36, 37–39

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5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
Reading and constructing maps	
<p>A. Identify globes as representations of real places.</p> <p>With assistance, read, construct, and use maps which have a title and key.</p> <p>Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.</p> <p>Use a compass rose to identify cardinal directions on a map.</p>	<p>SE: Maps and Globes, 90–93; Parts of a Map, 94–95; Land and Water, 96–99; Continents and Oceans, 100–193</p> <p>TG: Active Reading & Lesson Summary pages, 66–68, 69–70, 71–73, 74–76</p>
Understanding the concept of location to make predictions and solve problems.	
<p>B. Locate a place by pointing it out on a map and by describing its relative location.</p>	<p>SE: Directions on a Map, 88; Parts of a Map, 94–95; Review and Assessment, 114</p> <p>TG: Active Reading & Lesson Summary pages, 65, 69, 70, 86</p>
Understanding the concept of place	
<p>C. Identify physical characteristics of your community.</p> <p>Describe human characteristics of your community.</p>	<p>SE: Land and Water, 96–99; Our Environment, 104–107; Where We Live, 124; Compare and Contrast, 134; Communities Then and Now, 166–167</p> <p>TG: Active Reading & Lesson Summary, 71–73, 77–79, 94, 102, 128</p>

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6. Knowledge of relationships of the individual and groups to in situations and cultural traditions	
Cultural characteristics of all people	
A. Describe cultural characteristics of your school and community.	<p>SE: Citizens at School, 15; Citizens in the Community, 16; Rules at Home and School, 25; Traditions We Share, 118; What Is Culture? 122–125; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139; Sharing Our Cultures, 144–147; myStory Book: How is Culture Shared? 153</p> <p>TE: Active Reading & Lesson Summary pages, 90, 92–94, 95–97, 98–100, 103–105, 109–111</p>
Methods of resolving conflicts	
B. Propose peaceful resolutions of disputes in the classroom and on the playground.	<p>SE: I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21; Collaboration and Creativity: Conflict and Cooperation, 22–23; I Follow Rules, 24–27; myStory Book: How People Best Cooperate? 45</p> <p>TG: Active Reading & Lesson Summary pages 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 28, 29</p>
Ideas and beliefs of different cultures	
C. Recount stories about locations, people, and cultural events in your community.	<p>SE: Stories From the Past, 140–143; Communities Then and Now, 166; Life Then and Now, 178–179; How We Learn About History, 170–173; Life Then and Now, 178–181</p> <p>TG: Active Reading & Lesson Summary pages, 106–108, 131–133, 137–139, 140–142</p>
Cultural heritage and preservation	
D. Describe how your community commemorates its cultural heritage.	<p>SE: What Are Our Celebrations? 130–133; Sharing Our Cultures, 144–147</p> <p>TG: Active Reading & Lesson Summary pages 98, 99, 100, 109, 110, 111</p>

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7. Knowledge of the use of tools of social science inquiry	
Identify, select, analyze, and evaluate resources to create a product of social science inquiry	
A. Identify and analyze primary and secondary social studies' sources in classroom discussion with guidance and support from an adult. Identify and use artifacts to share information on social studies' topics.	SE: Primary Sources, 171; Using Sources, 172; Compare and Contrast, 173; Review and Assessment, 187-188; also see: Media and Technology: Using Graphic Sources, 148-149 TG: Active Reading & Lesson Summary, 131-133, 145
Use visual tools to communicate information and ideas	
B. Create visual tools to communicate information.	SE: Graph Skills: Charts and Graphs, 72-73; 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; Maps: The World, 100, 115; North America, 102; Media and Technology: Using Graphic Sources, 148-149; Graph Skills: Timelines, 168-169 TG: Active Reading & Lesson Summary, 65, 66, 67, 68, 69, 70, 87
Conducting and presenting research with appropriate resources.	
D. Share findings about a social studies' topic.	SE: For related material see: myStory Book, 45, 81, 117, 153, 189; also see: Graph Skills: Charts and Graphs, 72-73; Media and Technology: Using Graphic Sources, 148-149; Graph Skills: Timelines, 168-169; Review and Assessment, 151; How We Learn About History, 170-173 TG: Active Reading & Lesson Summary pages, 112, 113, 115, 131, 132, 133, 144, 145
Developing a research plan and identifying resources	
E. Ask supporting questions and find answers about social studies' topics, with assistance.	SE: Review and Assessment, 42-44, 78-80, 114-116, 150-152, 186-188; myStory Book, 45, 81, 117, 153, 189; How We Learn About History, 170-173 TG: Active Reading & Lesson Summary pages, 112, 113, 115, 131, 132, 133, 144, 145