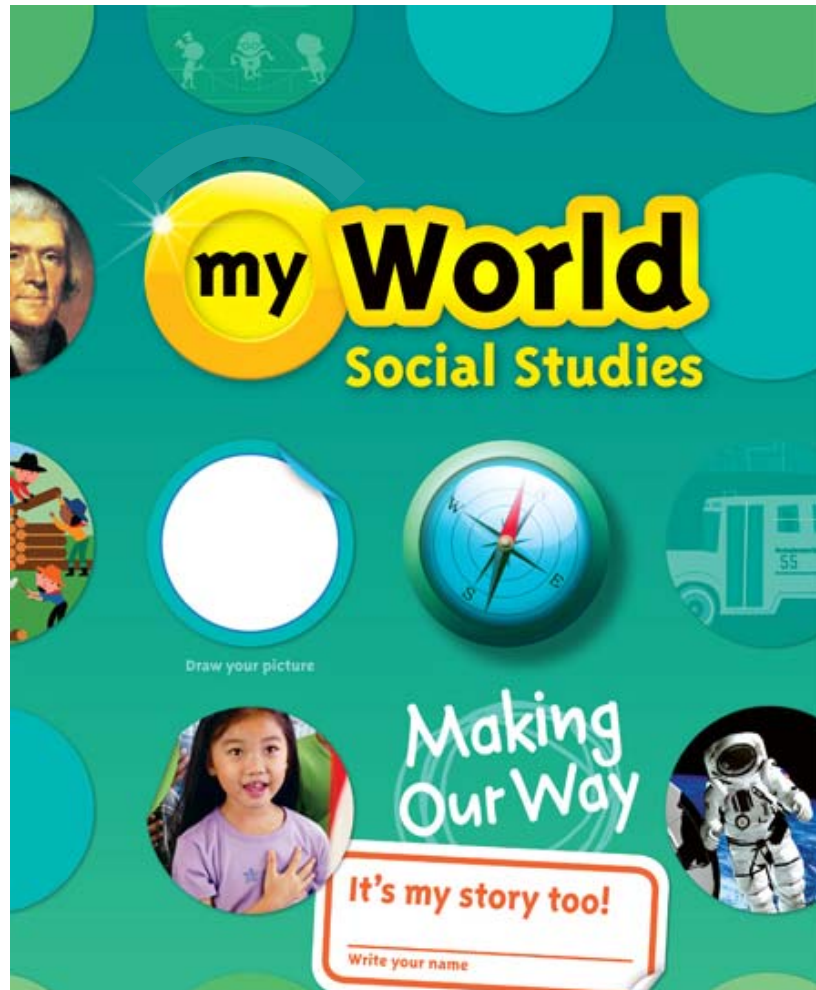


A Correlation of



To the

Montana Standards for Social Studies Grade 1

A Correlation of myWorld Social Studies, Making Our Way, Grade 1 to the Montana Standards for Social Studies

Introduction

This document demonstrates how **myWorld Social Studies** meets the Montana Standards for Social Studies, 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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Montana Standards for Social Studies	myWorld Social Studies Making Our Way, Grade 1
End of Grade 4	
Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.	
1. identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).	<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>SE: Media and Technology: Using Graphic Sources, 148-149; How We Learn About History, 170-173</p> <p>TG: 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; Active Reading & Lesson Summary: 112, 113, 131, 132, 133; Research: 76, 111, 133, 136</p>
2. evaluate information quality (e.g., accuracy, relevance, fact or fiction).	<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>SE: Media and Technology: Using Graphic Sources: 148-149; How We Learn About History: 170-173</p> <p>TG: 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; Active Reading & Lesson Summary: 112, 113, 131, 132, 133; Research: 76, 111, 133, 136</p>

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3. use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores).	SW: Collaboration and Creativity: Conflict and Cooperation, 22-23; Rules at Home and School, 25; myStory Book: How Do People Best Cooperate, 45; Caring for Earth, 106 TG: Active Reading & Lesson Summary: 11, 12, 14, 29, 77, 79
Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.	
1. explain the purpose and various levels of government.	SW: My Government, 32-35 TG: Active Reading & Lesson Summary: 19, 20, 21
2. recognize local, state, tribal and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president).	SW: My Leaders, 28-31; My Government, 32-35; Review and Assessment, 43, 44 TG: Active Reading & Lesson Summary: 16, 17, 18, 19, 20, 21, 28, 29
3. identify the major responsibilities of local, state, tribal and federal government.	SW: My Government, 32-35 TG: Active Reading & Lesson Summary: 19, 20, 21
4. explain how governments provide for needs and wants of people by establishing order and security and managing conflict.	SW: Laws in the Community, 26; My Government, 32-35 TG: Active Reading & Lesson Summary: 13, 15, 19, 20, 21
5. identify and explain the individual's responsibilities to family, peers and the community, including the need for civility, respect for diversity and the rights of others.	SW: 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 TG: Active Reading & Lesson Summary: 5, 6, 7, 8, 9, 10, 28, 29
6. describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns).	SW: Collaboration and Creativity: Conflict and Cooperation, 22-23; Rules at Home and School, 25; myStory Book: How Do People Best Cooperate, 45; Caring for Earth, 106 TG: Active Reading & Lesson Summary: 11, 12, 14, 29, 77, 79

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7. explore the role of technology in communications, transportation, information processing or other areas as it contributes to or helps resolve problems.	SW: Getting From Here to There, 110-113; Media and Technology: Using Graphic Sources, 148, 149; Technology Then and Now, 182-185 TG: Active Reading & Lesson Summary: 82, 83, 84, 112, 113, 140, 141, 142
Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).	
1. identify and use various representations of the Earth (e.g., maps, globes, photographs, latitude and longitude, scale).	SW: Where Things Are Located, 86-89; Maps and Globes, 90-93; Map Skills: Parts of a Map, 94-95; Continents and Oceans, 100-103; Review and Assessment, 114, 115 TG: Active Reading & Lesson Summary: 63, 64, 65, 66, 67, 68, 69, 70, 74, 75, 76, 85, 86
2. locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders).	SW: Where Things Are Located, 88; Maps and Globes, 90-93; Map Skills: Parts of a Map, 94-95; Land and Water, 96-99; Continents and Oceans, 100-103; Review and Assessment, 114, 115; What Is Culture? 122-125 TG: Active Reading & Lesson Summary: 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 85, 86, 92, 93, 94
3. describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters).	SW: Begin With a Song: Show You Care, 83; People Make Changes, 98; Our Environment, 104-107 TG: Active Reading & Lesson Summary: 60, 61, 71, 73, 77, 78, 79
4. describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.	SW: Getting From Here to There, 110-113; What Is Culture? 122-125; Community Celebrations, 132, 133; Sharing Our Cultures, 144-147 TG: Active Reading & Lesson Summary: 82, 83, 84, 92, 93, 94, 98, 100, 109, 110, 111

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5. use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world.	SW: What We Need, What We Want, 50-53; Where Things Are Located, 88; Maps and Globes, 90-93; Map Skills: Parts of a Map, 94-95; What Is Culture? 122-125; Community Celebrations, 132, 133; Sharing Our Cultures, 144-147; Communities Then and Now, 166-167 TG: Active Reading & Lesson Summary: 63, 65, 66, 67, 68, 69, 70, 92, 93, 94, 98, 100, 109, 110, 111, 126, 128
6. identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes.	SW: Our Environment, 104-107; What We Wear, 123; Where We Live, 124 TG: Active Reading & Lesson Summary: 77, 78, 79, 92, 93, 94
7. describe and compare the ways in which people in different regions of the world interact with their physical environments.	SW: Reading Skills: Compare and Contrast: 6, 134-135; Begin With a Song: Show You Care, 83; People Make Changes, 98; Our Environment, 104-107 TG: Active Reading & Lesson Summary: 60, 61, 71, 73, 77, 78, 79, 101, 102
Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	
1. identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.	SW: How We Learn About History, 170-173; Envision It! 174-175; Review and Assessment, 187; Media and Technology: Using Graphic Sources, 148-149 TG: Active Reading & Lesson Summary: 112, 113, 131, 132, 133, 134-135, 144
2. use a timeline to select, organize, and sequence information describing eras in history.	SW: Reading Skills: Sequence, 162, 163; Talking About Time, 164, 165, 167; Graph Skills: Timelines, 168-169; Review and Assessment, 186 TG: Active Reading & Lesson Summary: 124, 125, 126, 127, 129, 130, 144
3. examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.	SW: Stories From the Past, 140-143; Communities Then and Now, 166, 167; American Heroes, 174-177 TG: Active Reading & Lesson Summary: 106, 107, 108, 126, 128, 134, 135, 13

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4. identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays, in the history of Montana, American Indian tribes, and the United States.	SW: We Celebrate Our Nation, 136-139; Stories From the Past, 140-143; Review and Assessment, 151; Communities Then and Now, 166, 167; American Heroes, 174-177 TG: Active Reading & Lesson Summary: 103, 104, 105, 106, 107, 108, 114, 115, 126, 128, 134, 135, 136
5. identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications).	SW: Getting From Here to There, 110-113; Media and Technology: Using Graphic Sources, 148, 149; Technology Then and Now, 182-185 TG: Active Reading & Lesson Summary: 82, 83, 84, 112, 113, 140, 141, 142
6. recognize that people view and report historical events differently.	SW: How Does Life Change Throughout History? 154; Talking About Time, 164-167; How We Learn About History, 170-173; Life Then and Now, 178-181 TG: Active Reading & Lesson Summary: 118, 119, 126, 127, 128, 131, 132, 133, 137, 138, 139
7. explain the history, culture, and current status of the American Indian tribes in Montana and the United States.	For supporting material please see: SW: myStory Spark: How Is Culture Shared? 118; What Is Culture? 122-125; Heroes Explore, 174-175 TG: Active Reading & Lesson Summary: 89, 90, 92, 93, 94, 134, 135
Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.	
1. give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards).	SW: What We Need, What We Want, 50-53; Why We Make Choices, 54-57; Review and Assessment, 78 TG: Active Reading & Lesson Summary: 34, 35, 36, 37, 38, 39, 56, 57
2. identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community.	SW: myStory Spark: How Do People Get What They Need? 46; Vocabulary Preview, 48-49; What We Need, What We Want, 50-53; Why We Make Choices, 54-57; Buying and Selling, 64-67; Review and Assessment, 78 TG: Active Reading & Lesson Summary: 31, 32, 33, 34, 35, 36, 37, 38, 39, 45, 46, 47, 56, 57

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3. distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., interstate highway system or U.S. Postal Service).	SW: Community Government, 33; State Government 34; Vocabulary Preview, 48-49; Goods and Services, 58-61; Review and Assessment, 79 TG: Active Reading & Lesson Summary: 19, 20, 21, 31, 33, 40, 41, 42, 56, 57
4. describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States, and the world.	SW: Why We Make Choices, 54-57; Using Money, 69; Caring for Earth, 106 TG: Active Reading & Lesson Summary: 37, 38, 39, 48, 49, 77, 79
5. explain the roles of money, banking, and savings in everyday life.	SW: Meeting Needs and Wants, 52; Buying and Selling, 64, 65; Spending and Saving, 68-71; Jobs People Do, 74, 75 TG: Active Reading & Lesson Summary: 34, 36, 45, 46, 48, 49, 50, 53, 54, 56
6. identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising).	SW: Getting From Here to There, 110-113; Media and Technology: Using Graphic Sources, 148, 149; Life Then and Now, 178-181; Technology Then and Now, 182-185 TG: Active Reading & Lesson Summary: 82, 83, 84, 112, 113, 137, 138, 139, 140, 141, 142
Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.	
1. identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity.	SW: Citizens in the Community, 14, 16; My Responsibilities, 20-21; myStory Book: How Do People Best Cooperate, 45; Families Are Alike and Different, 126-129 TG: Active Reading & Lesson Summary: 5, 6, 7, 8, 10, 29, 95, 96, 97

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2. describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance).	SW: myStory Spark: How Is Culture Shared? 118; What Is Culture? 122-125; Community Celebrations, 132; Got It? Question 5. The Big Question, 133; Sharing Our Cultures, 144-147; myStory Book: How Is Culture Shared? 153; Life Then and Now, 178-181 TG: Active Reading & Lesson Summary: 89, 90, 92, 93, 94, 98, 100, 109, 110, 111, 116, 137, 138, 139
3. identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.	SW: Laws in the Community, 26; Why We Make Choices, 54-57; What Is Culture? 122-125; Families Are Alike and Different, 126-129; TG: Active Reading & Lesson Summary: 13, 15, 37, 38, 39, 92, 93, 94, 95, 96, 97,
4. identify characteristics of American Indian tribes and other cultural groups in Montana.	SW: myStory Spark: How Is Culture Shared? 118; What Is Culture? 122-125; Heroes Explore, 174-175 TG: Active Reading & Lesson Summary: 89, 90, 92, 93, 94, 134, 135
5. identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks).	SW: American Heroes, 174-177 TG: Active Reading & Lesson Summary: 134, 135, 136
6. identify roles in group situations (e.g., student, family member, peer member).	SW: Collaboration and Creativity: Conflict and Cooperation, 22-23; Rules at Home and School, 25; myStory Book: How Do People Best Cooperate, 45; Caring for Earth, 106 TG: Active Reading & Lesson Summary: 11, 12, 14, 29, 77, 79