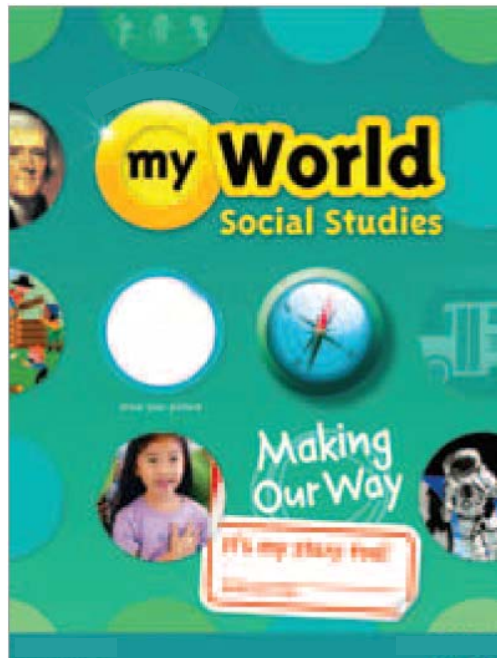


A Correlation of

Savvas
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To the

Nebraska
Social Studies Standards

Grade 1

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to the
Nebraska Social Studies Standards: 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 Nebraska Social Studies Standards for Grade 1. Correlation page references are to the 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
- 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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Civics	
Forms and Functions of Government	
SS 1.1.1 Students will identify and explain the importance of leaders and team members within their neighborhood and school community.	
SS 1.1.1.a Explain how rules reduce and help resolve conflicts	SE: Cooperate, 21; Collaboration and Creativity: Conflict and Cooperation, 22–23; I Follow Rules, 24–27 TG: Active Reading & Lesson Summary pages 13, 14, 15
SS 1.1.1.b Describe the responsibilities of leaders and team members,	SE: For related material see: Collaboration and Creativity: Conflict and Cooperation, 22–23; myStory Book: How people best cooperate? 45 TG: Active Reading & Lesson Summary pages 11, 12, 29
Civic Participation	
SS 1.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols.	
SS 1.1.2a Identify citizenship skills (e.g., responsibility, justice, equality, voting)	SE: I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21; I Follow Rules, 24–27 TG: Active Reading & Lesson Summary pages 5, 6, 7, 8, 9, 10, 13, 14, 15
SS 1.1.2. b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Martin Luther King Jr. Day, 4th of July, President’s Day)	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
SS 1.1.2.c Identify important historical and current government figures that exemplify civic engagement (e.g. Governors, Presidents)	SE: My Government, 32–35; George Washington, 137, Abraham Lincoln, 176; Thomas Jefferson, 176 TG: Active Reading & Lesson Summary pages 19, 20, 21, 104, 136

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Economics	
K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.	
Markets	
SS 1.2.1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.	
SS 1.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed)	SE: Goods and Services, 58–61; Review and Assessment, 79 TG: Active Reading & Lesson Summary pages 40, 41, 42, 57
SS 1.2.2 Students will identify natural resources.	
SS 1.2.2.a Identify various natural resources (e.g., forests, soil, minerals, water, air, animals, oil, and natural gas)	SE: Natural Resources, 104; We Make Choices, 106; Caring for Earth, 106; Got it? 107 TG: Active Reading & Lesson Summary, 77–79
Financial Literacy	
SS 1.2.6 Students will compare spending and saving opportunities.	
SS 1.2.6.a Give examples of situations where students and families have chosen to save for future purchases	SE: Why We Make Choices, 54–57 TG: Active Reading & Lesson Summary, 37–39
Geography	
K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.	
The World in Spatial Terms	
SS 1.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	
SS 1.3.1.a Locate places using the four cardinal directions	SE: Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114 TG: Active Reading & Lesson Summary pages 65, 66, 67, 68, 69, 70, 86
SS 1.3.1.b Identify and describe locations in the school or home (e.g., the cafeteria is next to the kitchen, the office is by the front door)	SE: Where Things Are Located, 86–89 TG: Active Reading & Lesson Summary pages 63, 64, 65

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SS 1.3.1.c Create and use simple maps (e.g., maps of the home and classroom)	SE: Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114; Maps, 171; Draw a map of a place you know well, 117 TG: Active Reading & Lesson Summary, 65, 66, 67, 68, 69, 70, 86
SS 1.3.1.d Analyze why things are located where they are (e.g., " <i>Why is the nurse's office located by the main office?</i> ")	SE: For related material see: Where Things Are Located, 86–89 TG: Active Reading & Lesson Summary pages 63, 64, 65
SS 1.3.1.e Distinguish between continents and oceans	SE: Continents and Oceans, 100–103; TG: Active Reading & Lesson Summary pages 74, 75, 76
Places and Regions	
SS 1.3.2 Students will explore places and regions.	
SS 1.3.2.a Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands)	SE: Land and Water, 96–99; Our Environment, 104–107 TG: Active Reading & Lesson Summary, 71–73, 77–79
SS 1.3.2.b Identify and differentiate between human features (e.g., cities, buildings, farms)	SE: Where We Live, 124; Compare and Contrast, 134 TG: Active Reading & Lesson Summary, 94, 102
SS 1.3.2.c Explain how places change over time (e.g., new building or a bigger road)	SE: Communities Then and Now, 166–167 TG: Active Reading & Lesson Summary, 128
SS 1.3.3 Students will identify natural processes in their physical world.	
SS 1.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)	SE: Weather, 105; We Make Choices, 106; Got It? 107; Review and Assessment, 116; What We Wear, 123 TG: Active Reading & Lesson Summary pages 77, 78, 79, 87, 93
SS 1.3.3.b Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter)	SE: For related material see: Weather, 105; We Make Choices, 106; Got It?, 107; Review and Assessment, 116; What We Wear, 123 TG: Active Reading & Lesson Summary pages 77, 78, 79, 87, 93

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Human Systems	
SS 1.3.4 Students will recognize that people belong to different groups and live in different settings.	
SS 1.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)	SE: Traditions We Share, 118; What Is Culture? 122–125; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Sharing Our Cultures, 144–147; myStory Book: How is Culture Shared? 153 TG: Active Reading & Lesson Summary pages 90, 92, 93, 94, 95, 96, 97, 98, 99, 100, 109, 110, 111
SS 1.3.4.b Describe places in the community (e.g., farms, parks, houses, stores)	SE: People Make Changes, 98; Our Environment, 104–107; Where We Live, 124; Compare and Contrast, 134–135 TG: Active Reading & Lesson Summary pages 73, 77, 78, 79, 94, 102
Human/Environment Interaction	
SS 1.3.5 Students will explore the relationship between humans and their physical environment.	
SS 1.3.5.a Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)	SE: Weather, 105; We Make Choices, 106; Got It? 107; Review and Assessment, 116; What We Wear, 123 TG: Active Reading & Lesson Summary pages 77, 78, 79, 87, 93
SS 1.3.5.b Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea)	SE: For related material see: Natural Resources, 104 TG: Active Reading & Lesson Summary pages 78
SS 1.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)	SE: Our Environment, 104–107 TG: Active Reading & Lesson Summary pages 77, 78, 79
Application of Geography to Issues and Events	
SS 1.3.6 Students will use geographic skills to make connections to their lives.	
SS 1.3.6 a Give examples of how geographic knowledge or techniques have been applied in the past, present and future (e.g., make a map of the school)	SE: Where Things Are Located, 86–89; Finding Places on a Map, 92; Our Environment, 104–107 TG: Active Reading & Lesson Summary pages 66–68, 70, 77, 78, 79

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History	
K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.	
Chronological Thinking	
Grade 1 (Family)	
SS 1.4.1 Students will describe chronological relationships and patterns.	
SS 1.4.1.a Identify concepts of time and chronology (e.g., past, present, future; calendar weeks)	SE: Measuring Time, 158–161; Talking About Time, 164–167 TG: Active Reading & Lesson Summary, 121–123, 126–128
SS. 1.4.1.b Read dates on a calendar. (e.g., fourth day of week, number of Fridays in a month, etc.)	SE: Calendars Measure Time, 160; Got It?, 161 TG: Active Reading & Lesson Summary page 123
SS 1.4.1.c List and describe life events over time; (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SE: Graph Skills: Timelines, 168–169 TG: Active Reading & Lesson Summary page 130
SS 1.4.1.d Identify the chronology of family events and their impact	SE: For related material see: Graph Skills: Timelines, 168–169 TG: Active Reading & Lesson Summary page 130
Historical Comprehension	
SS 1.4.2 Students will identify historical people, events, ideas, and symbols.	
SS 1.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., Abraham Lincoln, Martin Luther King, Jr., Standing Bear, American Bald Eagle, Statue of Liberty)	SE: Our Nation’s Heroes, 136–137; Stories From the Past, 140–141; American Heroes, 174–177 TG: Active Reading & Lesson Summary pages 103, 104, 106, 107, 135, 136
SS 1.4.2.b Describe how objects including books, letters, and other artifacts help us to understand the past	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

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Multiple Perspectives	
SS 1.4.3 Students will identify multiple perspectives of events.	
SS 1.4.3.a Use more than one source to gather details about the same event (e.g., holiday celebrations)	SE: For related material see: 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
Historical Analysis and Interpretation	
SS 1.4.4 Students will identify past and current events, issues, and problems.	
SS 1.4.4.a Describe how people's actions affect others (e.g., <i>Why did our family move here?</i>)	SE: For related material see We Celebrate Our Nation, 136-139; Stories From the Past, 140-143; Review and Assessment, 152; American Heroes, 174-177 TG: Active Reading & Lesson Summary, 103, 104, 105, 106, 107, 108, 116, 134, 135, 136
Historical Research Skills	
SS 1.4.5 Students will develop historical research skills.	
SS 1.4.5.a Develop questions about their family history	SE: For related material see Family Customs, 126-127; Families Share Culture, 128; What Are Our Celebrations? 130-133; Sharing Our Cultures, 144-147; myStory Book, 153 TG: Active Reading & Lesson Summary, 96, 97, 98-100, 109-111, 116
SS 1.4.5.b Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information)	SE: For related material see 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
SS 1.4.5.c Gather historical information about their family (e.g., have a conversation with a family member)	SE: For related material see: Families Are Alike and Different, 126-129; What Are Our Celebrations, 130-133 TG: 95-97, 98-100
SS 1.4.5.d Present historical information about their family (e.g., pictures, posters, oral/written narratives)	SE: Family Customs, 126-127; Families Share Culture, 128; What Are Our Celebrations? 130-133; Sharing Our Cultures, 144-147; myStory Book, 153 TG: Active Reading & Lesson Summary, 96, 97, 98-100, 109-111, 116