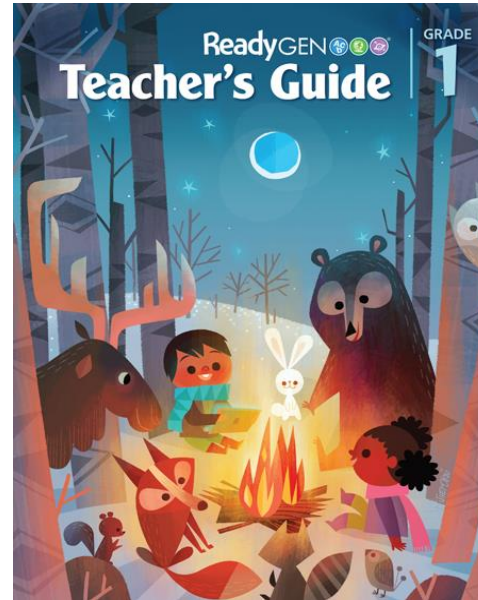
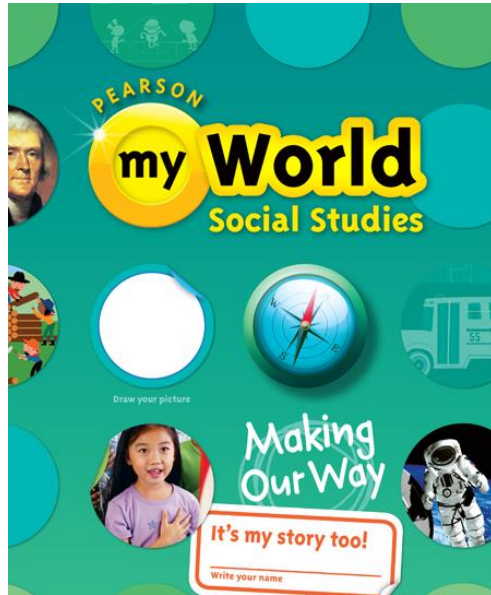


## A Correlation of



## To the New York State Social Studies Framework Grade 1

# **A Correlation of Savvas myWorld Social Studies, Making Our Way, and ReadyGen to the New York State Social Studies Framework, Grade 1**

## **Introduction**

This document demonstrates how **Pearson myWorld Social Studies** and **Pearson ReadyGEN** meet the New York State Social Studies Framework for Grade 1. Correlation page references are to the myWorld Social Studies, Student Edition, Teacher’s Guide and the ReadyGEN Text Collection.

**ReadyGEN ©2016** is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

### **Everyone has a story. What’s yours?**

**Pearson 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 **Pearson myWorld Social Studies**, you can get to the heart of social studies in the time you have.

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Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1	ReadyGEN Text Collection
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
1. Ask and answer questions about key details in a text.	<p><b>SE:</b> Got It? 17, 21, 27, 31, 35, 41, 53, 57, 61, 67, 71, 77, 89, 93, 99, 103, 107, 114, 125, 129, 133, 139, 143, 147, 161, 167, 173, 177, 181, 185, Review and Assessment, 42–44, 78–80, 114–116, 150–152, 186–188</p> <p><b>TG:</b> Check Comprehension, 14, 21, 25, 26, 35, 36, 38, 41, 42, 46, 47, 50, 61, 65, 67, 72, 75, 93, 96, 97, 105, 108, 111, 123, 136, 142; Ask Questions, 90, 123, 127, 132, 135, 136, 138, 139</p>	<p><b>TG:</b> Unit 1: Mod B: Time to Sleep; What Do You Do With a Tail Like This? Unit 2: Mod B: Going to School; Unit 3: Mod B: Goods and Services; Supermarket; Unit 4: Mod B: How a Seed Grows; Unit 5: Mod A: Let’s Visit the Moon; Mod B: The Sun; Unit 6: Mod A: One Classroom, Many Cultures; L Is for Liberty</p>
2. Identify the main topic and retell key details of a text.	<p><b>SE:</b> Main Idea and Details, 5, 17, 19, 31, 64, 67, 75, 86, 89, 90, 98, 101, 103, 106, 108–109, 112, 116, 123, 130, 143, 170, 179, 184</p> <p><b>TG:</b> Main Ideas and Details, 64, 68, 72, 76, 78, 79, 83; Summarize, 17, 20, 26, 49, 65, 75, 100, 128, 14</p>	<p><b>TG:</b> Unit 1: Mod B: Time to Sleep; What Do You Do With a Tail Like This?; Unit 2: Mod B: Going to School; Unit 3: Mod B: Goods and Services; Supermarket; Unit 4: Mod B: The Life Cycle of an Apple Tree; Unit 5: Mod A: Let’s Visit the Moon; Mod B: The Sun; Unit 6: Mod A: One Classroom, Many Cultures; L Is for Liberty</p>
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p><b>SE:</b> Cause and Effect, 4, 35, 53, 55, 57, 59, 62–63, 64, 70, 77, 80, 107, 138, 177; Sequence, 7, 129, 144, 160, 186</p> <p><b>TG:</b> Cause and Effect, 35, 38, 42, 46, 50, 55; Sequence, 9, 122, 123, 127, 128, 133, 135, 138, 141</p>	<p><b>TG:</b> Unit 1: Mod B: What Do You Do With a Tail Like This?; Unit 2: Mod B: Going to School; Unit 3: Mod B: Goods and Services; Unit 4: Mod B: The Life Cycle of an Apple Tree; How a Seed Grows; Unit 5: Mod A: Let’s Visit the Moon; Mod B: The Sun; Unit 6: Mod A: One Classroom, Many Cultures; L Is for Liberty</p>

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Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1	ReadyGEN Text Collection
<b>Craft and Structure</b>		
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; Vocabulary, 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 171, 175, 179, 183</p> <p><b>TG:</b> Academic Vocabulary, 3, 6, 9, 26, 32, 35, 39, 61, 76, 83, 90, 105, 119, 120, 127, 128, 132, 133, 142; Content and Language, 6, 9, 14, 17, 20, 25, 35, 38, 41, 49, 54, 67, 72, 75, 78, 83, 104, 107</p>	<p><b>TG:</b> Benchmark Vocabulary/Language Analysis: Unit 1: Mod B: Time to Sleep; What Do You Do With a Tail Like This?; Unit 2: Mod B: Going to School; Unit 3: Mod B: Goods and Services; Supermarket; Unit 4: Mod B: The Life Cycle of an Apple Tree; How a Seed Grows; Unit 5: Mod A: Let’s Visit the Moon; Mod B: Our World in Space: Planets; The Sun; Unit 6: Mod A: One Classroom, Many Cultures; L Is for Liberty</p>
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<p><b>SE:</b> 21<sup>st</sup> Century Learning Online Tutor Checklist, 9; Reading Skills: Sequence, 162–163; Index, R11–R15</p> <p><b>TG:</b> Research, 111, 133, 136; Picture Dictionary, 55</p>	<p><b>TG:</b> Unit 1: Mod B: Time to Sleep; Unit 2: Mod B: Going to School; Unit 3: Mod B: Goods and Services; Unit 4: Mod B: The Life Cycle of an Apple Tree; Unit 5: Mod B: Our World in Space: Planets; Mod B: The Sun; Unit 6: Mod B: L Is for Liberty</p>
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<p><b>SE:</b> Graphic Skills, 72–73, 168–169; Reading Skills, 36–37, 62–63, 108–109, 134–135</p> <p><b>TG:</b> Analyze Visuals, 3, 7, 21, 35, 36, 39, 41, 47, 54, 55, 61, 64, 67, 73, 75, 78, 83, 90, 94, 99, 100, 104, 119, 120, 123, 127, 128; Analyze Charts, 10; Analyze Maps, 65, 68, 76</p>	<p><b>TG:</b> Unit 1: Mod B: Time to Sleep; Unit 2: Mod B: Going to School; Unit 3: Mod B: Goods and Services; Supermarket; Unit 4: Mod B: How a Seed Grows; Unit 5: Mod A: Let’s Visit the Moon; Unit 6: Mod B: L Is for Liberty</p>

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Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1	ReadyGEN Text Collection
<b>Integration of Knowledge and Ideas</b>		
7. Use the illustrations and details in a text to describe its key ideas.	<p><b>SE:</b> Graphic Skills, 72–73, 168–169; Reading Skills, 36–37, 62–63, 108–109, 134–135; Got It? 17, 21, 27, 31, 35, 41, 53, 57, 61, 67, 71, 77, 89, 93, 99, 103, 107, 114, 125, 129, 133, 139, 143, 147, 161, 167, 173, 177, 181, 185; Review and Assessment, 42–44, 78–80, 114–116, 150–152, 186–188</p> <p><b>TG:</b> Analyze Visuals, 3, 7, 21, 35, 36, 39, 41, 47, 54, 55, 61, 64, 67, 73, 75, 78, 83, 90, 94, 99, 100, 104, 119, 120, 123, 127, 128; Analyze Charts, 10; Analyze Maps, 65, 68, 76</p>	<p><b>TG:</b> Unit 1: Mod B: What Do You Do With a Tail Like This?; Unit 2: Mod B: Going to School; Unit 3: Mod B: Supermarket; Unit 4: Mod B: How a Seed Grows; Unit 5: Mod B: Our World in Space: Planets; The Sun; Unit 6: Mod A: One Classroom, Many Cultures;</p>
8. Identify the reasons an author gives to support points in a text.	<p><b>SE:</b> Fact and Opinion, 2–3, 14, 21, 25, 29, 33, 36, 38, 41, 43, 53, 71, 139</p> <p><b>TG:</b> Fact and Opinion, 6, 10, 15, 17, 20, 22, 25</p>	<p><b>TG:</b> Unit 3: Mod B: Goods and Services; Supermarket; Unit 6: Mod A: One Classroom, Many Cultures</p>
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p><b>SE:</b> Compare and Contrast, 6, 27, 53, 61, 93, 99, 113, 125, 128, 133, 134–135, 141, 147, 150, 165, 167, 173, 176, 181, 185</p> <p><b>TG:</b> Compare and Contrast, 15, 21, 25, 90, 93, 96, 99, 104, 107, 108, 110, 111, 122, 138, 139, 141</p>	<p><b>TG:</b> Unit 1: Mod B: Time to Sleep; What Do You Do With a Tail Like This?; Unit 2: Mod B: Going to School; Unit 3: Mod B: Goods and Services; Supermarket; Unit 4: Mod B: The Life Cycle of an Apple Tree; How a Seed Grows; Unit 5: Mod A: Let’s Visit the Moon; Mod B: Our World in Space: Planets; The Sun; Unit 6: Mod A: One Classroom, Many Cultures; L Is for Liberty</p>

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Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1	ReadyGEN Text Collection
<b>Range of Reading and Level of Text Complexity</b>		
<p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p><b>SE:</b> Chapter Openers, 10–13, 46–49, 82–85, 118–121, 154–157; Reading Skills, 36–37, 62–63, 108–109, 134–135  <b>TG:</b> Leveled Reader, 2, 31, 60, 89, 118; also see Differentiated Instruction activities in every lesson allow students to learn social studies knowledge and skills at their own level.  <b>Key:</b>  <b>L1: Special Needs</b>  <b>L2: Extra Support</b>  <b>L3: On-level</b>  <b>L4: Challenge</b>            Research Activities, 111: L2-L4; 133: L1-L4; 136: L1-L4</p>	<p><b>TG:</b> Unit 1: Mod B: Time to Sleep; What Do You Do With a Tail Like This?; Unit 2: Mod B: Going to School; Unit 3: Mod B: Goods and Services; Supermarket; Unit 4: Mod B: The Life Cycle of an Apple Tree; How a Seed Grows; Unit 5: Mod A: Let’s Visit the Moon; Mod B: Our World in Space: Planets; The Sun; Unit 6: Mod A: One Classroom, Many Cultures; L Is for Liberty</p>
<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
<p>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.</p>	<p><b>SE:</b> Keys to Good Writing, 8; Fact and Opinion: Write, 21, 41, 53; myStory Ideas, 161  <b>TG:</b> Differentiated Instruction: Advertisement, 47: L2-L4; Commercial, 79: L2-L4</p>	<p><b>TG:</b> Mod A: Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149; Unit 2: Mod B: Going to School; Unit 3: Mod B: Goods and Services; Supermarket; Mod B: Performance-Based Assessment: Opinion Task: Write About Making Choices, 282-289;</p>

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Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1	ReadyGEN Text Collection
		(Continued) Unit 6: Mod A: One Classroom, Many Cultures; Performance-Based Assessment: Opinion Task: Write a Book Review, 142-149; Performance-Based Assessment: Opinion Task: Write an Opinion Piece, 282-289
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, 8; Writing, 8, 15, 55, 60, 61, 63, 65, 78, 79, 89, 98, 99, 113, 115, 116, 129, 151, 180, 185, 186 <b>TG:</b> Differentiated Instruction: Captions, 10: L1-L4; 33: L1-L4; 91: L1-L4; Write Clues, 18: L1-L4; 42: L1-L4; Write Statements, 23: L1-L4; Explanatory Sentence, 42: L1-L4; 73: L2-L4; Write Paragraph, 39: L1-L4; 76: L2-L4; 81: L2-L4; 111: L2-L4; 119: L1-L4; Write Descriptions, 62: L1-L4; Label, 94: L2-L4	<b>TG:</b> Unit 1: Mod B: Time to Sleep; What Do You Do With a Tail Like This?; Performance-Based Assessment: Informative/Explanatory Task, Write Questions and Answers, 282-289; Unit 2: Mod B: Going to School; Performance-Based Assessment: Informative/Explanatory Task: Write About Global Students, 282-289; Unit 4: Mod B: The Life Cycle of an Apple Tree; How a Seed Grows; Performance-Based Assessment: Informative/Explanatory Task: Write Steps in a Sequence, 282-289; Unit 5: Mod B: Our World in Space: Planets; The Sun; Performance-Based Assessment: Informative/Explanatory Task: Write a Question-and-Answer Book, 282-289



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Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1	ReadyGEN Text Collection
<p>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.</p>	<p><b>SE:</b> Keys to Good Writing, 8; myStory Book, 45, 189; myStory Ideas, 57, 81, 129, 139 <b>TG:</b> Make a Book, 73, 84, 94, 142</p>	<p><b>TG:</b> Unit 1: Mod A: Stellanluna; Dragons and “Giants;” Performance-Based Assessment: Narrative Task, Write About Friendship, 142-149; Unit 3: Mod A: The Winners’ Choice; Performance-Based Assessment: Narrative Task: Write About Choices, 142-149; Unit 4: Mod A: Arbor Day Square; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149; Unit 5: Mod A: King Kafu and the Moon; Performance-Based Assessment: Narrative Task: Write a Moon Story, 142-149</p>
<b>Production and Distribution of Writing</b>		
4. (Begins in grade 3)		
<p>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>	<p><b>SE:</b> Keys to Good Writing, 8; Writing, 8, 15, 55, 60, 61, 63, 65, 78, 79, 89, 98, 99, 113, 115, 116, 129, 151, 180, 185, 186 <b>TG:</b> Differentiated Instruction: Writing Activities, 4: L1-L4; 7: L1-L4; 10: L1-L4; 15: L1-L4; 18: L1-L4; 21: L1-L4; 23: L1-L4; 26: L1-L4; 33: L1-L4; 39: L1-L4; 42: L1-L4; 47: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 70: L1-L4; 73: L2-L4; 76: L2-L4; 79: L2-L4; 81: L2-L4; 84: L1-L4; 91: L1-L4; 94: L2-L4; 100: L1-L4; 105: L2-L4; 111: L2-L4; 119: L1-L4; 136: L1-L4; 142: L1-L4; Chapter Review and Assessment: Writing Activity, 27: L2-L4; 56: L2-L4; 85: L2-L4; 114: L2-L4; 143: L2-L4</p>	<p><b>TG:</b> Unit 1: Mod A: Stellanluna, 78-80, 98-100; “Dragons and Giants,” 128-130; Mod B: What Do You Do With a Tail Like This?: 278-280; Unit 2: Mod A: A Fine, Fine School &amp; The Recess Queen, 138-140; Mod B: Far From Home &amp; Going to School, 268-270; Unit 3: Mod A: The Winner’s Choice, 58-60; Hunters Money Jar, 118-120; Unit 4: Mod A: Arbor Day Square, 58-60, 68-70; The Family Tree, 98-100, 108-110, 118-120; Unit 5: Mod A: Let’s Visit the Moon, 118-120, 128-130; King Kafu and the Moon, 128-130; Mod B: Our World in Space: Planets &amp; The Sun, 268-270; Unit 6: Mod A: A Picnic in October, 108-110, 118-120; Mod B: L Is for Liberty, 238-240</p>

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<b>Common Core Learning Standards for English Language Arts and Literacy</b>	<b>myWorld Social Studies Making Our Way, Grade 1</b>	<b>ReadyGEN Text Collection</b>
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>SE:</b> 21<sup>st</sup> Century Learning Online Tutor Checklist, 9; Keys to Good Writing, 8; E-Mail, 183 <b>TG:</b> Use a Computer, 84; also see: Differentiated Instruction: Make a Book, 73: L2-L4; 84: L2-L4; 94: L2-L4; 142: L1-L4; Commercial, 79: L2-L4; Advertisement, 47: L2-L4; Poster, 15: L1-L4; 26: L1-L4; Make a Card, 7: L1-L4; 105: L2-L4</p>	<p><b>TG:</b> Independent Writing Practice: Digital Options, Unit 1: Mod A: 20, 50, 70, 80, 110, 140; Mod B: 170, 180, 210, 230, 240, 270; Unit 2: Mod A: 30, 60, 90, 100, 120, 130; Mod B: 170, 140, 180, 190, 200, 220, 260; Unit 3: Mod A: 20, 40, 70, 110, 130, 140; Mod B: 170, 210, 230, 250, 270; Unit 4: Mod A: 50, 80, 100, 120; Mod B: 180, 200, 220, 230, 240, 250, 260; Unit 5: Mod A: 40, 50, 60, 70, 90, 100, 130, 140; Mod B: 180, 200, 220, 250; Unit 6: Mod A: 20, 50, 70, 90, 100, 140; Mod B: 190, 220, 240, 260, 270</p>
<b>Research to Build and Present Knowledge</b>		
<p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p><b>SE:</b> Keys to Good Writing, 8; How We Learn About History, 170–173; Writing, 8, 15, 55, 60, 61, 63, 65, 78, 79, 89, 98, 99, 113, 115, 116, 129, 151, 180, 185, 186 <b>TG:</b> Differentiated Instruction: Writing Activities, 4: L1-L4; 7: L1-L4; 10: L1-L4; 15: L1-L4; 18: L1-L4; 21: L1-L4; 23: L1-L4; 26: L1-L4; 33: L1-L4; 39: L1-L4; 42: L1-L4; 47: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 70: L1-L4; 73: L2-L4; 76: L2-L4; 79: L2-L4; 81: L2-L4; 84: L1-L4; 91: L1-L4; 94: L2-L4; 100: L1-L4; 105: L2-L4; 111: L2-L4; 119: L1-L4; 136: L1-L4; 142: L1-L4; Chapter Review and Assessment: Writing Activity, 27: L2-L4; 56: L2-L4; 85: L2-L4; 114: L2-L4; 143: L2-L4</p>	<p><b>TG:</b> Unit 1: Mod B: Time to Sleep, 168–170, 218–220, 228–230; What Do You Do With a Tail Like This?, 258–260; Unit 2: Mod B: Going to School, 218–220; Unit 4: Mod B: How a Seed Grows, 268–270, 278–280; The Life Cycle of an Apple Tree, 278-280; Unit 5: Mod B: Our World in Space: Planets, 198–200, 218–220, 228–230, 238–240; Unit 6: Mod A: One Classroom, Many Cultures, 28–30, 58–60; Unit 6: Mod B: Whose Is This?, 198–200</p>

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<b>Common Core Learning Standards for English Language Arts and Literacy</b>	<b>myWorld Social Studies Making Our Way, Grade 1</b>	<b>ReadyGEN Text Collection</b>
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>SE:</b> Keys to Good Writing, 8; Writing, 8, 15, 55, 60, 61, 63, 65, 78, 79, 89, 98, 99, 113, 115, 116, 129, 151, 180, 185, 186</p> <p><b>TG:</b> Differentiated Instruction: Writing Activities, 4: L1-L4; 7: L1-L4; 10: L1-L4; 15: L1-L4; 18: L1-L4; 21: L1-L4; 23: L1-L4; 26: L1-L4; 33: L1-L4; 39: L1-L4; 42: L1-L4; 47: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 70: L1-L4; 73: L2-L4; 76: L2-L4; 79: L2-L4; 81: L2-L4; 84: L1-L4; 91: L1-L4; 94: L2-L4; 100: L1-L4; 105: L2-L4; 111: L2-L4; 119: L1-L4; 136: L1-L4; 142: L1-L4; Chapter Review and Assessment: Writing Activity, 27, 56, 85, 114, 143</p>	<p><b>TG:</b> Unit 1: Mod B: What Do You Do With a Tail Like This?, 248–250, 258–260; Unit 2: Mod B: Going to School, 218–220, 228–230, 238–240, 268–270; Performance-Based Assessment: Informative/Explanatory Task: Write About Global Students, 282–289; Unit 3: Mod A: Hunter’s Money Jar, 88–90; Unit 4: Mod B: How a Seed Grows, 258–260, 268–270; Unit 5: Mod A: Let’s Visit the Moon, 88–90; Mod B: Our World in Space: Planets, 198–200, 208–210; Performance-Based Assessment: Informative/Explanatory Task: Write a Question-and-Answer Book, 282–289; Unit 6: Mod A: One Classroom, Many Cultures, 28–30, 58–60; Mod B: Whose Is This?, 198–200</p>



















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<b>New York State Social Studies Framework Grade 1: Social Studies Practices</b>	<b>myWorld Social Studies, Making Our Way</b>	<b>ReadyGEN Text Collection</b>
5. Create an understanding of the past by using primary and secondary sources.	<b>SE:</b> How We Learn About History, 170–173; American Heroes, 174–177; Photos, 165, 166, 178, 179, 182, 183, 184 <b>TG:</b> Active Reading & Lesson Summary pages 131–133, 134–136	<b>TG:</b> For supporting material please see: Unit 4: Mod A: The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149; Unit 6: Mod A: Poetry: “Statue of Liberty,” Lady Liberty; Mod B: L Is for Liberty
<b>B. Chronological Reasoning and Causation</b>		
1. Retell a real-life family event in sequential order.	<b>SE:</b> Sequence, 162–163; Timelines, 168–169 <b>TG:</b> Active Reading & Lesson Summary pages 124–125, 129–130	<b>TG:</b> Unit 4: Mod A: The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149
2. Understand the concept of time measurements, including days, weeks, months, and years.	<b>SE:</b> Measuring Time, 158–161 <b>TG:</b> Active Reading & Lesson Summary pages 121–123	<b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149
3. Identify causes and effects using examples from his/her family life.	<b>SE:</b> Reading Skills: Cause and Effect, 4, 62–63; Timelines, 168–169; Families Then and Now, 180 <b>TG:</b> Active Reading & Lesson Summary pages 43–44, 129–130, 139	<b>TG:</b> Unit 4: Mod A: Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149
4. Identify change over time in his/her family.	<b>SE:</b> Timelines, 168–169; Families Then and Now, 180 <b>TG:</b> Active Reading & Lesson Summary pages 129–130, 139; Draw Conclusions, 96	<b>TG:</b> Unit 4: Mod A: The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149

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<b>New York State Social Studies Framework Grade 1: Social Studies Practices</b>	<b>myWorld Social Studies, Making Our Way</b>	<b>ReadyGEN Text Collection</b>
5. Identify events of the past, present, and future in his/her family life.	<b>SE:</b> Sequence, 162–163; Timelines, 168–169; Families Then and Now, 180 <b>TG:</b> Active Reading & Lesson Summary pages 124–125, 129–130, 139	<b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149
6. Recognize and identify patterns of continuity in his/her family.	<b>SE:</b> Families Are Alike and Different, 126–129; Families Celebrate, 130; Families Then and Now, 180 <b>TG:</b> Active Reading & Lesson Summary pages 95–97, 99, 139	<b>TG:</b> Unit 4: Mod A: The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149
<b>C. Comparison and Contextualization</b>		
1. Identify similarities and differences between neighborhoods.	<b>SE:</b> Where We Live, 124; Community Celebrations, 132; Communities Then and Now, 166–167 <b>TG:</b> Active Reading & Lesson Summary pages 70, 94, 100, 128	<b>TG:</b> For supporting material please see: Unit 2: Mod B: Far From Home; Going to School; Unit 4: Mod A: The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149; Unit 6: Mod A: One Classroom, Many Cultures; Mod B: Whose Is This?
2. Identify similarities and/or differences between him/her and others with detail.	<b>SE:</b> Where We Live, 124; Families Are Alike and Different, 126–129; Reading Skills: Compare and Contrast, 134–135; Sharing Our Cultures, 144–147 <b>TG:</b> Active Reading & Lesson Summary pages 94, 95–97, 101–102, 109–111	<b>TG:</b> Unit 2: Mod B: Going to School; Mod B: Performance-Based Assessment: Informative/Explanatory Task: Write About Global Students, 282-289; Unit 4: Mod A: The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149; Unit 6: Mod A: One Classroom, Many Cultures; Mod B: Whose Is This?

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<b>New York State Social Studies Framework Grade 1: Social Studies Practices</b>	<b>myWorld Social Studies, Making Our Way</b>	<b>ReadyGEN Text Collection</b>
3. Describe an event in his/her family.	<b>SE:</b> Sequence, 162–163; Timelines, 168–169; Families Then and Now, 180 <b>TG:</b> Active Reading & Lesson Summary pages 124–125, 129–130, 139	<b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149
4. Understand the concepts of geography, economics, and history that apply to his/her family.	<b>SE:</b> Why We Make Choices, 54–57; Jobs at Home, 75; Where We Live, 124; Families Are Alike and Different, 126–129; Reading Skills: Compare and Contrast, 134–135; Sharing Our Cultures, 144–147; Timelines, 168–169; Families Then and Now, 180 <b>TG:</b> Active Reading & Lesson Summary pages 37–39, 54, 94, 95–97, 101–102, 109–111, 129–130, 139	<b>TG:</b> Unit 2: Mod B: Far From Home; Going to School; Unit 4: Mod A: The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149; Unit 6: Mod A: One Classroom, Many Cultures; Mod B: Whose Is This?
<b>D. Geographic Reasoning</b>		
1. Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other.	<b>SE:</b> Where Things Are Located, 86–89; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114 <b>TG:</b> Active Reading & Lesson Summary pages 63–65, 66–68, 69–70, 86	<b>TG:</b> Unit 2: Mod B: Far from Home; Unit 4: Mod A: Arbor Day Square; The Family Tree; Unit 5: Let's Visit the Moon; Mod B: Our World in Space: Planets; The Sun; Performance-Based Assessment: Informative/Explanatory Task: Write a Question-and-Answer Book, 282-289
2. Identify human activities and human-made features; identify natural events or physical features.	<b>SE:</b> Land and Water, 96–99; Our Environment, 104–107; Getting From Here to There, 110–113 <b>TG:</b> Active Reading & Lesson Summary pages 71–73, 77–79, 82–84	<b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Unit 6: Mod A: Poetry, "Statue of Liberty," "Lady Liberty"; Mod B: Whose Is This?; L Is for Liberty

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3. Describe how environment affects his/her and other people’s activities.	<b>SE:</b> People Make Changes, 98; Our Environment, 104–107 <b>TG:</b> Active Reading & Lesson Summary: Differentiated Instruction, 73, 77–79	<b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Unit 6: Mod A: A Picnic in October
4. Identify a pattern and a process.	<b>SE:</b> Land and Water, 96–99; Our Environment, 104–107; Getting From Here to There, 110–113 <b>TG:</b> Active Reading & Lesson Summary pages 71–73, 77–79, 82–84	<b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Mod B: The Life Cycle of an Apply Tree; How a Seed Grows; Performance-Based Assessment: Informative/Explanatory Task: Write Steps in a Sequence, 282-289; Unit 5: Mod B: Our World in Space: Planets
5. Describe how human activities alter places.	<b>SE:</b> People Make Changes, 98; Caring for Earth, 106 <b>TG:</b> Active Reading & Lesson Summary: Differentiated Instruction, 73, 79	<b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Unit 6: L Is for Liberty
<b>E. Economics and Economic Systems</b>		
1. Explain how scarcity affects choices made by families and communities and identify costs and benefits associated with these choices.	<b>SE:</b> We Choose What to Buy, 55 <b>TG:</b> Active Reading & Lesson Summary page 38	<b>TG:</b> For supporting material please see: Unit 3 Making Choices: Mod A: The Winner’s Choice; Hunter’s Money Jar; Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Performance-Based Assessment: Narrative Task: Write About Choices, 142-149; Mod B: Goods and Services; Supermarket; Poetry: “To Market, To Market”

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<b>New York State Social Studies Framework Grade 1: Social Studies Practices</b>	<b>myWorld Social Studies, Making Our Way</b>	<b>ReadyGEN Text Collection</b>
2. Distinguish between a consumer and a producer and their relationship to goods and services.	<b>SE:</b> Goods and Services, 58–61; Producers and Consumers, 65 <b>TG:</b> Active Reading & Lesson Summary pages 40–42, 45, 46	<b>TG:</b> Unit 3: Mod A: Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Mod B: Goods and Services; Supermarket; Poetry: “Food,” “To Market, To Market”
3. Explain how people earn money and other ways people receive money.	<b>SE:</b> Money, 52; Goods and Services, 58–61; Jobs People Do, 74-75 <b>TG:</b> Active Reading & Lesson Summary page 36, 40–42, 54	<b>TG:</b> Unit 3: Mod A: The Winner’s Choice; Hunter’s Money Jar; Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Mod B: Goods and Services; Supermarket; Poetry: “To Market, To Market”
<b>F. Civic Participation</b>		
1. Demonstrate respect for the rights of others in discussions regardless of whether one agrees with the other viewpoint.	<b>SE:</b> Citizens at School, 15; My Rights, 19; My Responsibilities, 20–21; Rules at Home and School, 25 <b>TG:</b> Active Reading & Lesson Summary pages 6, 9, 10, 14	<b>TG:</b> Unit 2 Becoming a Classroom Citizen: Mod A: A Fine, Fine School; Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149; Mod B: Far from Home; Going to School; Performance-Based Assessment: Informative/Explanatory Task: Write About Global Students, 282-289
2. Participate in activities that focus on a classroom or school issue or problem.	<b>SE:</b> Conflict and Cooperation, 22–23 <b>TG:</b> Active Reading & Lesson Summary pages 11–12	<b>TG:</b> Unit 2 Becoming a Classroom Citizen: Mod A: A Fine, Fine School; Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149; Mod B: Going to School; Performance-Based Assessment: Informative/Explanatory Task: Write About Global Students, 282-289



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3. Identify different political systems.	<b>SE:</b> My Government, 32–35 <b>TG:</b> Active Reading & Lesson Summary pages 19–21	<b>TG:</b> Outside the scope of the program.
4. Identify the role of the individual in classroom and school participation.	<b>SE:</b> I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21; Conflict and Cooperation, 22–23; I Follow Rules, 24–27; myStory Book: How Do People Best Cooperate? 45 <b>TG:</b> Active Reading & Lesson Summary pages 5–7, 8–10, 11–12, 13–15, 29	<b>TG:</b> Unit 2 Becoming a Classroom Citizen: Mod A: A Fine, Fine School; The Recess Queen; Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149; Mod B: Far from Home; Going to School; Performance-Based Assessment: Informative/Explanatory Task: Write About Global Students, 282-289
5. Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.	<b>SE:</b> Conflict and Cooperation, 22–23 <b>TG:</b> Active Reading & Lesson Summary pages 11–12	<b>TG:</b> Unit 2 Becoming a Classroom Citizen: Mod A: The Recess Queen; Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149
6. Identify situations in which social actions are required.	<b>SE:</b> Citizens in the Community, 16; My Responsibilities, 20–21; Caring for Earth, 106 <b>TG:</b> Active Reading & Lesson Summary pages 7, 16, 79	<b>TG:</b> Unit 2: Mod A: Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149
7. Identify the president of the United States and the school principal and their leadership responsibilities.	<b>SE:</b> Leaders at School, 30; National Government, 34 <b>TG:</b> Active Reading & Lesson Summary pages 18, 21	<b>TG:</b> For supporting material please see: Unit 2 Becoming a Classroom Citizen: Mod A: A Fine, Fine School

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<p>8. Identify rights and responsibilities within the classroom and school.</p>	<p><b>SE:</b> My Rights and Responsibilities, 18–21 <b>TG:</b> Active Reading &amp; Lesson Summary pages 8–10</p>	<p><b>TG:</b> Unit 2 Becoming a Classroom Citizen: Mod A: A Fine, Fine School; The Recess Queen; Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149</p>

**A Correlation of Savvas myWorld Social Studies, Making Our Way, and ReadyGen  
to the New York State Social Studies Framework, Grade 1**

New York State Social Studies Framework Grade 1: My Family and Other Families, Now and Long Ago	myWorld Social Studies, Making Our Way	ReadyGEN Text Collection
<b>Grade 1: My Family and Other Families, Now and Long Ago</b>		
<p>“My Family and Other Families, Now and Long Ago” is organized around the same five units of study that organize kindergarten Social Studies—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies and may be presented in any order.</p> <p>Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced as well as the role of authority to make rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources as well as making economic decisions.</p>		
<b><i>Individual Development and Cultural Identity</i></b>		
<b>1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.</b>		
1.1a Families are a basic unit of all societies and different people define family differently.	<b>SE:</b> Families Are Alike and Different, 126–129 <b>TG:</b> Active Reading & Lesson Summary pages 95–97	<b>TG:</b> Unit 2: Mod B: Far from Home; Unit 4: Mod A: The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149; Unit 6: Mod A: One Classroom, Many Cultures; A Picnic in October
<ul style="list-style-type: none"> <li>➤ Students will listen to stories about different families and will identify characteristics that are the same and different.</li> </ul>	<b>SE:</b> Families Are Alike and Different, 126–129 <b>TG:</b> Active Reading & Lesson Summary pages 95–97	<b>TG:</b> Unit 2: Mod B: Far from Home; Unit 4: Mod A: The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149; Unit 6: Mod A: One Classroom, Many Cultures; A Picnic in October

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<p align="center"><b>New York State Social Studies Framework Grade 1: My Family and Other Families, Now and Long Ago</b></p>	<p align="center"><b>myWorld Social Studies, Making Our Way</b></p>	<p align="center"><b>ReadyGEN Text Collection</b></p>
<p>1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions which creates a multicultural community.</p>	<p><b>SE:</b> Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Compare and Contrast, 134–135; Sharing Our Cultures, 144–147 <b>TG:</b> Active Reading &amp; Lesson Summary pages 95–97, 98–100, 101–102, 109–111</p>	<p><b>TG:</b> Unit 2: Mod B: Far from Home; Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149; Unit 6: Mod A: One Classroom, Many Cultures; A Picnic in October; Mod B: Whose Is This?</p>
<p>➤ Students will identify traditions that are associated with their families and tell why the tradition is important.</p>	<p><b>SE:</b> What Are Our Celebrations? 130–133; Compare and Contrast, 134–135; Sharing Our Cultures, 144–147 <b>TG:</b> Active Reading &amp; Lesson Summary pages 98–100, 101–102, 109–111</p>	<p><b>TG:</b> Unit 4: Mod A: Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>
<p>1.1c Awareness of America's rich diversity fosters intercultural understanding.</p>	<p><b>SE:</b> What Is Culture? 122–125; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Compare and Contrast, 134–135; Sharing Our Cultures, 144–147 <b>TG:</b> Active Reading &amp; Lesson Summary pages 92–94, 95–97, 98–100, 101–102, 109–111</p>	<p><b>TG:</b> Unit 6 Celebrating Diversity: Mod A: One Classroom, Many Cultures; A Picnic in October; Mod B: Whose Is This?; L Is for Liberty</p>

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<p>➤ Students will compare the cultural similarities and differences for various ethnic and cultural groups found in New York State.</p>	<p><b>SE:</b> What Is Culture? 122–125; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Compare and Contrast, 134–135; Sharing Our Cultures, 144–147 <b>TG:</b> Active Reading &amp; Lesson Summary pages 92–94, 95–97, 98–100, 101–102, 109–111</p>	<p><b>TG:</b> Unit 6 Celebrating Diversity: Mod A: One Classroom, Many Cultures; A Picnic in October; Mod B: Whose Is This?; L Is for Liberty</p>
<p><b>1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.</b></p>		
<p>1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.</p>	<p><b>SE:</b> What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139; Stories From the Past, 140–143; American Heroes, 174–177 <b>TG:</b> Active Reading &amp; Lesson Summary pages 98–100, 103–105, 106–108, 134–136</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Unit 6: Mod A: One Classroom, Many Cultures; A Picnic in October; Poetry: “Statue of Liberty,” “Lady Liberty”; Mod B: Whose Is This?; L Is for Liberty; Poetry: “Happy Birthday to Us!”; “Flag Music”</p>
<p>➤ Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.</p>	<p><b>SE:</b> Stories From the Past, 140–143; American Heroes, 174–177 <b>TG:</b> Active Reading &amp; Lesson Summary pages 106–108, 134–136</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Unit 6: Mod A: One Classroom, Many Cultures; A Picnic in October; Poetry: “Statue of Liberty,” “Lady Liberty”; Mod B: Whose Is This?; L Is for Liberty; Poetry: “Happy Birthday to Us!”; “Flag Music”</p>

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<p style="text-align: center;"><b>New York State Social Studies Framework Grade 1: My Family and Other Families, Now and Long Ago</b></p>	<p style="text-align: center;"><b>myWorld Social Studies, Making Our Way</b></p>	<p style="text-align: center;"><b>ReadyGEN Text Collection</b></p>
<p>➤ Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents’ Day, Law Day, and Independence Day are celebrated.</p>	<p><b>SE:</b> What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139; Review and Assessment, 151 <b>TG:</b> Active Reading &amp; Lesson Summary pages 98, 99, 100, 103, 104, 105, 115</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; Unit 6: Mod A: A Picnic in October; Mod B: L Is for Liberty; Poetry: “Happy Birthday to Us!”; “Flag Music”</p>
<p>1.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation’s history, values, and beliefs.</p>	<p><b>SE:</b> You’re a Grand Old Flag, 11; Pledge of Allegiance, 15; Songs and the Pledge of Allegiance, 40–41 <b>TG:</b> Active Reading &amp; Lesson Summary pages 3, 6, 26</p>	<p><b>TG:</b> Unit 6: Mod B: L Is for Liberty; Poetry: “Happy Birthday to Us!”; “Flag Music”</p>
<p>➤ Students will be able to recite the Pledge of Allegiance, to begin to understand its purpose and its general meaning, and to sing patriotic songs such as <i>America the Beautiful, America</i> (“My Country 'Tis of Thee”), and <i>The Star Spangled Banner</i> and begin to understand the general meaning of the lyrics.</p>	<p><b>SE:</b> You’re a Grand Old Flag, 11; Pledge of Allegiance, 15; Songs and the Pledge of Allegiance, 40–41 <b>TG:</b> Active Reading &amp; Lesson Summary pages 3, 6, 26</p>	<p><b>TG:</b> For supporting material please see: Unit 6: Mod B: Poetry: “Happy Birthday to Us!”; “Flag Music”</p>

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<p><b><i>Civic Ideals and Practices</i></b></p>		
<p><b>1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.</b></p>		
<p>1.3a An engaged and active citizen participates in the activities of the group or community and makes positive contributions.</p>	<p><b>SE:</b> I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21; Conflict and Cooperation, 22–23 <b>TG:</b> Active Reading &amp; Lesson Summary pages 5–7, 8–10, 11–12</p>	<p><b>TG:</b> Unit 2: Mod A: Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149</p>
<p>➤ Students will participate in group activities and contribute to the work of the group.</p>	<p><b>SE:</b> I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21; Conflict and Cooperation, 22–23 <b>TG:</b> Active Reading &amp; Lesson Summary pages 5–7, 8–10, 11–12</p>	<p>The objective is met throughout the program. Refer to the following examples: <b>TG:</b> Unit 1: Mod A: Turn and Talk: 12, 112, 132; Mod B: Lesson Close Read: 163, 213, 223; Unit 2: Mod A: Turn and Talk: 22, 62, 122; Mod B: Small Group Discussion: 164, 174, 194, 204; Unit 3: Mod A: Fluency: 17, 67, 127; Mod B: Small Group Time: 225, 245, 255; Unit 4: Mod A: Lesson Close Read: 13 83, 123, 263; Mod B: Small Group Options: 176, 196, 226, 266; Unit 5: Mod A: Turn and Talk: 12, 42, 112, 182; Mod B: Small Group Discussions: 214, 244, 254, 274; Unit 6: Mod A: Small Group Options: 16, 56, 86, 126; Mod B: Turn and Talk: 172, 192, 222, 252, 262</p>

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<p>1.3b Traits of a responsible citizen include respecting others*, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.</p>	<p><b>SE:</b> I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21; Conflict and Cooperation, 22–23; I Follow Rules, 24–27; myStory Book: How Do People Best Cooperate? 45 <b>TG:</b> Active Reading &amp; Lesson Summary pages 5–7, 8–10, 11–12, 13–15, 29</p>	<p><b>TG:</b> Unit 2 Becoming a Classroom Citizen: Mod A: A Fine, Fine School; The Recess Queen; Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149; Mod B: Far from Home; Going to School; Performance-Based Assessment: Informative/Explanatory Task: Write About Global Students, 282-289</p>
<p>➤ Students will explain the traits of a responsible citizen and model actions of responsible citizens.</p>	<p><b>SE:</b> I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21 <b>TG:</b> Active Reading &amp; Lesson Summary pages 5–7, 8–10</p>	<p><b>TG:</b> For supporting material please see: Unit 2: Mod A: A Fine, Fine School; The Recess Queen; Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149; Mod B: Far from Home; Going to School; Performance-Based Assessment: Informative/Explanatory Task: Write About Global Students, 282-289</p>
<p>1.3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.</p>	<p><b>SE:</b> I Am a Good Citizen, 14–17; myStory Book: How Do People Best Cooperate? 45; Caring for Earth, 106; Families Share Culture, 128 <b>TG:</b> Active Reading &amp; Lesson Summary pages 5–7, 29, 79, 97</p>	<p><b>TG:</b> Unit 2: Mod A: A Fine, Fine School; Mod B: Far from Home; Going to School; Performance-Based Assessment: Informative/Explanatory Task: Write About Global Students, 282-289; Unit 6: One Classroom, Many Cultures; Mod B: Whose Is This?</p>



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<p>➤ Students will discuss ways that they can protect and respect our world and its people.</p>	<p><b>SE:</b> I Am a Good Citizen, 14–17; myStory Book: How Do People Best Cooperate? 45; Caring for Earth, 106 <b>TG:</b> Active Reading &amp; Lesson Summary pages 5–7, 29, 79</p>	<p><b>TG:</b> Unit 2: Mod A: A Fine, Fine School; Mod B: Far from Home; Going to School; Performance-Based Assessment: Informative/Explanatory Task: Write About Global Students, 282-289; Unit 6: One Classroom, Many Cultures; Mod B: Whose Is This?</p>
<p><b>1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.</b></p>		
<p>1.4a Rules and laws are developed to protect people’s rights and the safety and welfare of the community.</p>	<p><b>SE:</b> I Follow Rules, 24–27 <b>TG:</b> Active Reading &amp; Lesson Summary pages 13–15</p>	<p><b>TG:</b> Unit 2: Mod A: A Fine, Fine School; Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149</p>
<p>➤ Students will discuss the difference between rules and laws and determine why school rules were developed and what the consequences are of not following the rules.</p>	<p><b>SE:</b> Rules At Home and School, 25; Laws in the Community, 26 <b>TG:</b> Active Reading &amp; Lesson Summary pages 14–15</p>	<p><b>TG:</b> For supporting material please see: Unit 2: Mod A: A Fine, Fine School; Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149</p>
<p>1.4b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.</p>	<p><b>SE:</b> My Government, 32–35 <b>TG:</b> Active Reading &amp; Lesson Summary pages 19–21</p>	<p><b>TG:</b> For supporting material please see: Unit 6: Mod B: L Is for Liberty</p>

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<p>➤ Students will begin to identify that there are local, state, and national levels of government and will identify some actions that the government takes.</p>	<p><b>SE:</b> My Government, 32–35 <b>TG:</b> Active Reading &amp; Lesson Summary pages 19–21; Differentiated Instruction: L3-On Level, 21</p>	<p>Outside the scope of the program.</p>
<p>1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.</p>	<p><b>SE:</b> Cooperate, 21; Collaboration and Creativity: Conflict and Cooperation, 22–23; myStory Book: How Do People Best Cooperate? 45 <b>TG:</b> Active Reading &amp; Lesson Summary pages 10, 11, 12, 29</p>	<p><b>TG:</b> Unit 2: Mod A: A Fine, Fine School; The Recess Queen; Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149; Unit 3: Mod A: Performance-Based Assessment: Narrative Task: Write About Choices, 142-149; Mod B: Performance-Based Assessment: Opinion Task: Write About Making Choices, 282-289</p>
<p>➤ Students will be given opportunities to solve problems, make decisions, and resolve conflicts.</p>	<p><b>SE:</b> Cooperate, 21; Collaboration and Creativity: Conflict and Cooperation, 22–23; myStory Book: How Do People Best Cooperate? 45 <b>TG:</b> Active Reading &amp; Lesson Summary pages 10, 11, 12, 29</p>	<p><b>TG:</b> Unit 2: Mod A: A Fine, Fine School; The Recess Queen; Performance-Based Assessment: Opinion Task, Write About Classroom Citizens, 142-149; Unit 3: Mod A: Performance-Based Assessment: Narrative Task: Write About Choices, 142-149; Mod B: Performance-Based Assessment: Opinion Task: Write About Making Choices, 282-289</p>

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<p><b><i>Geography, Humans, and the Environment</i></b></p>		
<p><b>1.5 The location and place of physical features and man-made structures can be described and interpreted using symbols and geographic vocabulary.</b></p>		
<p>1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.</p>	<p><b>SE:</b> Where Things Are Located, 86–89; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114 <b>TG:</b> Active Reading &amp; Lesson Summary pages 63–65, 66–68, 69–70, 86</p>	<p><b>TG:</b> For supporting material please see: Unit 2: Mod B: Far from Home; Unit 4: Mod A: Arbor Day Square; The Family Tree; Unit 5: Let’s Visit the Moon; Mod B: Our World in Space: Planets; The Sun; Performance-Based Assessment: Informative/Explanatory Task: Write a Question-and-Answer Book, 282-289</p>
<p>➤ Students will use cardinal directions within the classroom to describe the location of objects (e.g., desks, bookcases) and create a map of the classroom using symbols to represent objects.</p>	<p><b>SE:</b> Directions on a Map, 88; Parts of a Map, 94–95; Review and Assessment, 114; myStory Book, 117 <b>TG:</b> Active Reading &amp; Lesson Summary pages 65, 69, 70, 86, 87</p>	<p><b>TG:</b> For supporting material please see: Unit 2: Mod B: Far from Home; Unit 4: Mod A: Arbor Day Square; The Family Tree; Unit 5: Let’s Visit the Moon; Mod B: Our World in Space: Planets; The Sun; Performance-Based Assessment: Informative/Explanatory Task: Write a Question-and-Answer Book, 282-289</p>
<p>1.5b Maps are used to locate important places in the community, state, and nation such as capitals, monuments, hospitals, museums, schools, and cultural centers.</p>	<p><b>SE:</b> Where Things Are Located, 86–89; Maps and Globes, 90–93 <b>TG:</b> Active Reading &amp; Lesson Summary pages 63–65, 66–68</p>	<p><b>TG:</b> For supporting material please see: Unit 2: Mod B: Far from Home; Unit 4: Mod A: Arbor Day Square; The Family Tree</p>

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<ul style="list-style-type: none"> <li>➤ Students will use a map of the community and provide directions to another student on how to get from the school to another place identified on the map.</li> </ul>	<p><b>SE:</b> Where Things Are Located, 86–89; Maps and Globes, 90–93 <b>TG:</b> Active Reading &amp; Lesson Summary pages 63–65, 66–68</p>	<p><b>TG:</b> For supporting material please see: Unit 2: Mod B: Far from Home; Unit 4: Mod A: Arbor Day Square; The Family Tree</p>
<p>1.5c Symbols are used to represent physical features and man-made structures on maps and globes.</p>	<p><b>SE:</b> Where Things Are Located, 86–89; Maps and Globes, 90–93; Parts of a Map, 94–95 <b>TG:</b> Active Reading &amp; Lesson Summary pages 63–65, 66–68, 69–70</p>	<p><b>TG:</b> For supporting material please see: Unit 4: Mod A: Arbor Day Square; The Family Tree; Unit 6: Mod A: Poetry, “Statue of Liberty,” “Lady Liberty”; Mod B: Whose Is This?; L Is for Liberty</p>
<ul style="list-style-type: none"> <li>➤ Students will closely read maps making use of the legends to understand symbols and what they represent.</li> </ul>	<p><b>SE:</b> Where Things Are Located, 86–89; Maps and Globes, 90–93; Parts of a Map, 94–95 <b>TG:</b> Active Reading &amp; Lesson Summary pages 63–65, 66–68, 69–70</p>	<p><b>TG:</b> For supporting material please see: Unit 4: Mod A: Arbor Day Square; The Family Tree; Unit 6: Mod A: Poetry, “Statue of Liberty,” “Lady Liberty”; Mod B: Whose Is This?; L Is for Liberty</p>
<p><b>1.6 People and communities depend on and modify their physical environment in order to meet basic needs.</b></p>		
<p>1.6a People and communities depend on the physical environment for natural resources.</p>	<p><b>SE:</b> Natural Resources, 104, 107 <b>TG:</b> Active Reading &amp; Lesson Summary page 78, 79</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree</p>
<ul style="list-style-type: none"> <li>➤ Students will identify natural resources required to meet basic needs.</li> </ul>	<p><b>SE:</b> Natural Resources, 104, 107 <b>TG:</b> Active Reading &amp; Lesson Summary page 78, 79</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree</p>

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<p>1.6b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.</p>	<p><b>SE:</b> People Make Changes, 98 <b>TG:</b> Active Reading &amp; Lesson Summary page 73</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree</p>
<p>➤ Students will identify how the physical environment of their community has been modified to meet needs and wants.</p>	<p><b>SE:</b> People Make Changes, 98 <b>TG:</b> Active Reading &amp; Lesson Summary: Differentiated Instruction, 73</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Unit 4: Mod B: The Life Cycle of an Apple Tree</p>
<p>1.6c People interact with their physical environment in ways that may have a positive or a negative effect.</p>	<p><b>SE:</b> People Make Changes, 98; Caring for Earth, 106 <b>TG:</b> Active Reading &amp; Lesson Summary: Differentiated Instruction, 73, 79</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Unit 4: Mod B: The Life Cycle of an Apple Tree</p>
<p>➤ .Students will identify positive and negative effects that human interaction can have on the physical environment.</p>	<p><b>SE:</b> People Make Changes, 98; Caring for Earth, 106 <b>TG:</b> Active Reading &amp; Lesson Summary: Differentiated Instruction, 73, 79</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Unit 4: Mod B: The Life Cycle of an Apple Tree</p>

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<p><b><i>Time, Continuity, and Change</i></b></p>		
<p><b>1.7 Families have a past and change over time. There are different types of documents that relate family histories.</b> (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.)</p>		
<p>1.7a Personal and family history is a source of information for individuals about the people and places around them.</p>	<p><b>SE:</b> Timelines, 168–169; Life Then and Now, 178–181 <b>TG:</b> Active Reading &amp; Lesson Summary pages 129–130, 137–139</p>	<p><b>TG:</b> Unit 1: Mod A: Performance-Based Assessment: Narrative Task, Write About Friendship, 142-149; Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>
<p>➤ Students will create personal time lines of their life, school year, and family events with the help of family members. Students will demonstrate an understanding of sequence and chronology and share their time lines with each other.</p>	<p><b>SE:</b> Timelines, 168–169 <b>TG:</b> Active Reading &amp; Lesson Summary pages 129–130</p>	<p><b>TG:</b> For supporting material please see: Unit 4: Mod A: Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>
<p>1.7b Families change over time, and family growth and change can be documented and recorded.</p>	<p><b>SE:</b> School, Work, and Play, 180; Families Then and Now, 180 <b>TG:</b> Active Reading &amp; Lesson Summary page 139; Draw Conclusions, 96</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>

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<p>➤ Students will examine the changes in their family over time and how the family growth and change could be documented and recorded.</p>	<p><b>SE:</b> Families Then and Now, 180 <b>TG:</b> Active Reading &amp; Lesson Summary page 139; Draw Conclusions, 96</p>	<p><b>TG:</b> For supporting material please see: Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>
<p>1.7c Families of long ago have similarities and differences with families today.</p>	<p><b>SE:</b> Families Then and Now, 180 <b>TG:</b> Active Reading &amp; Lesson Summary page 139; Draw Conclusions, 96</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>
<p>➤ Students will examine families of the past and compare them with their family. They will identify characteristics that have been passed on through the generations.</p>	<p><b>SE:</b> Families Then and Now, 180 <b>TG:</b> Active Reading &amp; Lesson Summary page 139; Draw Conclusions, 96</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>
<p>1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.</p>	<p><b>SE:</b> Measuring Time, 158–161; Sequence, 162–163; Timelines, 168–169 <b>TG:</b> Active Reading &amp; Lesson Summary pages 121–123, 124–125, 129, 130</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>
<p>➤ Students will use sequence and chronological terms when describing family events.</p>	<p><b>SE:</b> Timelines, 168–169 <b>TG:</b> Active Reading &amp; Lesson Summary pages 129, 130</p>	<p><b>TG:</b> Unit 4: Mod A: Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>

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<p><b>1.8 Historical sources reveal information about how life in the past differs from the present.</b></p>		
<p>1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.</p>	<p><b>SE:</b> How We Learn About History, 170–173; American Heroes, 174–177; Photos, 165, 166, 178, 179, 182, 183, 184 <b>TG:</b> Active Reading &amp; Lesson Summary pages 131–133, 134–136</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>
<p>➤ Students will be exposed to various historical sources, including artifacts, letters, maps, photographs, and newspapers.</p>	<p><b>SE:</b> How We Learn About History, 170–173; American Heroes, 174–177; Photos, 165, 166, 178, 179, 182, 183, 184 <b>TG:</b> Active Reading &amp; Lesson Summary pages 131–133, 134–136</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>
<p>1.8b Oral histories, biographies, and family time lines relate family histories.</p>	<p><b>SE:</b> Stories From the Past, 140–143; Timelines, 168–169; Life Then and Now, 178–181 <b>TG:</b> Active Reading &amp; Lesson Summary pages 106–108, 129–130, 137–139</p>	<p><b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>
<p>➤ Students will interview family members to learn about their family history. Students will develop a family time line as an extension of their personal time line.</p>	<p><b>SE:</b> Timelines, 168–169; Families Then and Now, 180 <b>TG:</b> Active Reading &amp; Lesson Summary, 129, 130: Ask Questions, 139; Draw Conclusions, 96</p>	<p><b>TG:</b> For related material see: Unit 4: Mod A: Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>



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<p>➤ Students will describe the main characters and qualities after listening to biographies and legends.</p>	<p><b>SE:</b> Stories From the Past, 140–143 <b>TG:</b> Active Reading &amp; Lesson Summary pages 106–108</p>	<p><b>TG:</b> For supporting material please see: Unit 4: Mod A: Arbor Day Square; The Family Tree; Performance-Based Assessment: Narrative Task: Write a Family Story, 142-149</p>
<p><b><i>Economic Systems</i></b></p>		
<p><b>1.9 People have many economic wants and needs, but limited resources with which to obtain them.</b></p>		
<p>1.9a Scarcity means that people’s wants exceed their limited resources.</p>	<p><b>SE:</b> We Choose What to Buy, 55 <b>TG:</b> Active Reading &amp; Lesson Summary page 38</p>	<p><b>TG:</b> For supporting material please see: Unit 3 Making Choices: Mod A: The Winner’s Choice; Hunter’s Money Jar; Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Performance-Based Assessment: Narrative Task: Write About Choices, 142-149; Mod B: Goods and Services; Supermarket; Poetry: “To Market, To Market”</p>
<p>➤ Students will provide examples of scarcity by identifying wants that exceed resources.</p>	<p><b>SE:</b> We Choose What to Buy, 55 <b>TG:</b> Active Reading &amp; Lesson Summary page 38</p>	<p><b>TG:</b> For supporting material please see: For related material see: Unit 3 Making Choices: Mod A: The Winner’s Choice; Hunter’s Money Jar; Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Performance-Based Assessment: Narrative Task: Write About Choices, 142-149; Mod B: Goods and Services; Supermarket; Poetry: “To Market, To Market”</p>

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<p>1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.</p>	<p><b>SE:</b> Why We Make Choices, 54–57 <b>TG:</b> Active Reading &amp; Lesson Summary pages 37–39</p>	<p><b>TG:</b> Unit 3 Making Choices: Mod A: The Winner’s Choice; Hunter’s Money Jar; Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Performance-Based Assessment: Narrative Task: Write About Choices, 142-149; Mod B: Goods and Services; Supermarket; Poetry: “To Market, To Market”; Performance-Based Assessment: Opinion Task: Write About Making Choices, 282-289</p>
<p>➤ Students will examine choices that families make due to scarcity and identify costs associated with these choices.</p>	<p><b>SE:</b> Why We Make Choices, 54–57 <b>TG:</b> Active Reading &amp; Lesson Summary pages 37–39</p>	<p><b>TG:</b> Unit 3 Making Choices: Mod A: The Winner’s Choice; Hunter’s Money Jar; Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Performance-Based Assessment: Narrative Task: Write About Choices, 142-149; Mod B: Goods and Services; Supermarket; Poetry: “To Market, To Market”; Performance-Based Assessment: Opinion Task: Write About Making Choices, 282-289</p>
<p>1.9c People use tools, technologies, and other resources to meet their needs and wants.</p>	<p><b>SE:</b> What We Need, What We Want, 50–53 <b>TG:</b> Active Reading &amp; Lesson Summary pages 34–36</p>	<p><b>TG:</b> For supporting material please see: Unit 3: Mod B: Goods and Services; Supermarket; Poetry: “Food,” “To Market, To Market”</p>

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<p>➤ Students will examine how tools, technology, and other resources can be used to meet needs and wants.</p>	<p><b>SE:</b> What We Need, What We Want, 50–53 <b>TG:</b> Active Reading &amp; Lesson Summary pages 34–36</p>	<p><b>TG:</b> For supporting material please see: Unit 3: Mod B: Goods and Services; Supermarket; Poetry: “Food,” “To Market, To Market”</p>
<p><b>1.10 People make economic choices as producers and consumers of goods and services.</b></p>		
<p>1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.</p>	<p><b>SE:</b> Goods and Services, 58–61 <b>TG:</b> Active Reading &amp; Lesson Summary pages 40–42</p>	<p><b>TG:</b> Unit 3: Mod A: Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Mod B: Goods and Services; Supermarket; Poetry: “Food,” “To Market, To Market” Performance-Based Assessment: Opinion Task: Write About Making Choices, 282-289</p>
<p>➤ Students will identify examples of goods and services.</p>	<p><b>SE:</b> Goods and Services, 58–61 <b>TG:</b> Active Reading &amp; Lesson Summary pages 40–42</p>	<p><b>TG:</b> Unit 3: Mod A: Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Mod B: Goods and Services; Supermarket; Poetry: “Food,” “To Market, To Market” Performance-Based Assessment: Opinion Task: Write About Making Choices, 282-289</p>
<p>1.10b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.</p>	<p><b>SE:</b> Producers and Consumers, 65 <b>TG:</b> Active Reading &amp; Lesson Summary pages 45, 46</p>	<p><b>TG:</b> Unit 3: Mod A: The Winner’s Choice; Hunter’s Money Jar; Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Mod B: Goods and Services; Supermarket; Poetry: “To Market, To Market” Performance-Based Assessment: Opinion Task: Write About Making Choices, 282-289</p>

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<p>➤ Students will identify examples of a producer and a consumer.</p>	<p><b>SE:</b> Producers and Consumers, 65 <b>TG:</b> Active Reading &amp; Lesson Summary pages 45, 46</p>	<p><b>TG:</b> Unit 3: Mod A: The Winner’s Choice; Hunter’s Money Jar; Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Mod B: Goods and Services; Supermarket; Poetry: “To Market, To Market”</p>
<p>1.10c People and families work to earn money to purchase goods and services they need or want.</p>	<p><b>SE:</b> Money, 52; Goods and Services, 58–61; Jobs People Do, 74 <b>TG:</b> Active Reading &amp; Lesson Summary page 36, 40–42, 54</p>	<p><b>TG:</b> Unit 3: Mod A: Hunter’s Money Jar; Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Mod B: Goods and Services; Supermarket</p>
<p>➤ Students will examine how earning money through work is related to the purchase of goods and services.</p>	<p><b>SE:</b> Money, 52; Goods and Services, 58–61; Jobs People Do, 74 <b>TG:</b> Active Reading &amp; Lesson Summary page 36, 40–42, 54</p>	<p><b>TG:</b> Unit 3: Mod A: Hunter’s Money Jar; Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Mod B: Goods and Services; Supermarket</p>
<p>1.10d People make decisions about how to spend and save the money they earn.</p>	<p><b>SE:</b> Spending and Saving, 68–71 <b>TG:</b> Active Reading &amp; Lesson Summary pages 48–50</p>	<p><b>TG:</b> Unit 3 Making Choices: Mod A: The Winner’s Choice; Hunter’s Money Jar; Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Performance-Based Assessment: Narrative Task: Write About Choices, 142-149; Mod B: Goods and Services; Supermarket; Poetry: “To Market, To Market”; Performance-Based Assessment: Opinion Task: Write About Making Choices, 282-289</p>

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<p>➤ Students will examine decisions that people make about spending and saving money.</p>	<p><b>SE:</b> Spending and Saving, 68–71 <b>TG:</b> Active Reading &amp; Lesson Summary pages 48–50</p>	<p><b>TG:</b> Unit 3 Making Choices: Mod A: The Winner’s Choice; Hunter’s Money Jar; Poetry: “My Lemonade Stand,” “Mud Pies a Penny;” Performance-Based Assessment: Narrative Task: Write About Choices, 142-149; Mod B: Goods and Services; Supermarket; Poetry: “To Market, To Market”; Performance-Based Assessment: Opinion Task: Write About Making Choices, 282-289</p>