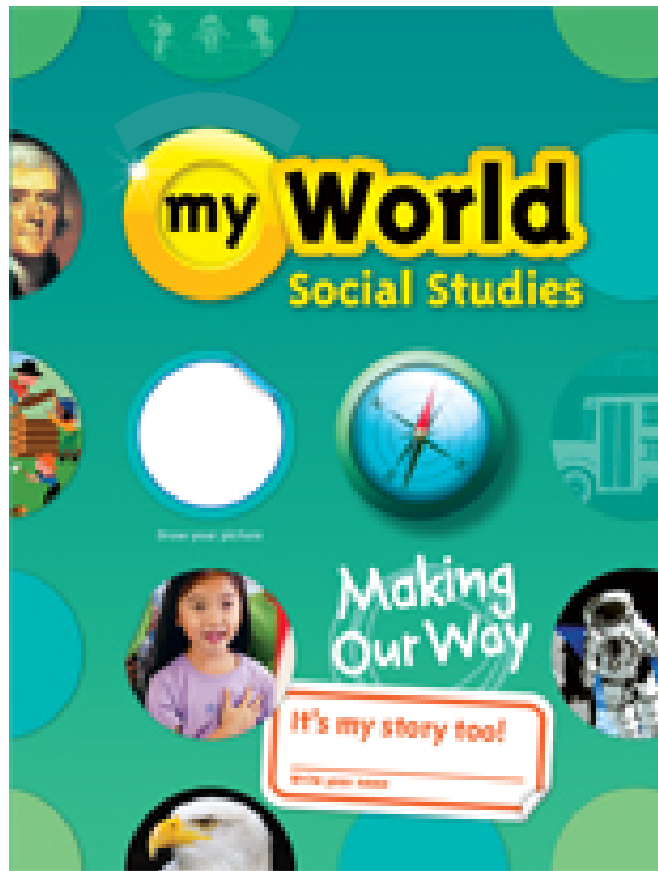


A Correlation of

Savvas
myWorld Social Studies
Making Our Way
©2013



To the
New York State
Social Studies Framework
Grade 1

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

Introduction

Savvas 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 **Savvas myWorld Social Studies** meets the New York State Social Studies Framework for Grade 1. Correlation page references are to the Student Worktext and Teacher's Guide.

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

- 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

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

Table of Contents

Common Core Learning Standards for English Language Arts and Literacy Error!
Bookmark not defined.

Grade 1: Social Studies Practices 12

Grade 1: My Family and Other Families, Now and Long Ago 16

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1, ©2013
Reading Standards for Informational Text	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	SE: 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 TG: 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
2. Identify the main topic and retell key details of a text.	SE: 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 TG: Main Ideas and Details, 64, 68, 72, 76, 78, 79, 83; Summarize, 17, 20, 26, 49, 65, 75, 100, 128, 14
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	SE: Cause and Effect, 4, 35, 53, 55, 57, 59, 62–63, 64, 70, 77, 80, 107, 138, 177; Sequence, 7, 129, 144, 160, 186 TG: Cause and Effect, 35, 38, 42, 46, 50, 55; Sequence, 9, 122, 123, 127, 128, 133, 135, 138, 141
Craft and Structure	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	SE: 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 TG: 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

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1, ©2013
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.	SE: 21 st Century Learning Online Tutor Checklist, 9; Reading Skills: Sequence, 162–163; Index, R11–R15 TG: Research, 111, 133, 136; Picture Dictionary, 55
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	SE: Graphic Skills, 72–73, 168–169; Reading Skills, 36–37, 62–63, 108–109, 134–135 TG: 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
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas.	SE: 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 TG: 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
8. Identify the reasons an author gives to support points in a text.	SE: Fact and Opinion, 2–3, 14, 21, 25, 29, 33, 36, 38, 41, 43, 53, 71, 139 TG: Fact and Opinion, 6, 10, 15, 17, 20, 22, 25
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	SE: Compare and Contrast, 6, 27, 53, 61, 93, 99, 113, 125, 128, 133, 134–135, 141, 147, 150, 165, 167, 173, 176, 181, 185 TG: Compare and Contrast, 15, 21, 25, 90, 93, 96, 99, 104, 107, 108, 110, 111, 122, 138, 139, 141

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1, ©2013
Range of Reading and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1.	<p>SE: Chapter Openers, 10–13, 46–49, 82–85, 118–121, 154–157; Reading Skills, 36–37, 62–63, 108–109, 134–135</p> <p>TG: 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.</p> <p>Key: L1: Special Needs L2: Extra Support L3: On-level L4: Challenge</p> <p>Research Activities, 111: L2-L4; 133: L1-L4; 136: L1-L4</p>
Writing Standards	
Text Types and Purposes	
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>SE: Keys to Good Writing, 8; Fact and Opinion: Write, 21, 41, 53; myStory Ideas, 161</p> <p>TG: Differentiated Instruction: Advertisement, 47: L2-L4; Commercial, 79: L2-L4</p>
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<p>SE: 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>TG: 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</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>SE: Keys to Good Writing, 8; myStory Book, 45, 189; myStory Ideas, 57, 81, 129, 139</p> <p>TG: Make a Book, 73, 84, 94, 142</p>

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1, ©2013
Production and Distribution of Writing	
4. (Begins in grade 3)	
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>SE: 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>TG: 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>
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p>SE: 21st Century Learning Online Tutor Checklist, 9; Keys to Good Writing, 8; E-Mail, 183</p> <p>TG: 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>
Research to Build and Present Knowledge	
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>SE: 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</p> <p>TG: 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>

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1, ©2013
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>SE: 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 TG: 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>Speaking and Listening Standards Comprehension and Collaboration</p>	
<p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Seek to understand and communicate with individuals from different cultural backgrounds. 	<p>SE: Many opportunities exist in Savvas <i>myWorld Social Studies</i> for academic discussion in individual, small group, and whole class settings. These discussion activities allow students to explain their own ideas and understand the ideas of others. SE: Envision It! 14, 18, 24, 28, 32, 38, 50, 54, 58, 64, 68, 86, 90, 96, 100, 104, 110, 122, 126, 130, 136, 140, 144, 158, 164, 170, 174, 178, 182 TG: Big Question, 23, 29, 32, 58, 61, 87, 90, 116, 119, 145; Differentiated Instruction: Discussion, 7: L1-L4; 12: L1-L4; 18: L1-L4; 21: L1-L4; 26: L1-L4; 42: L1-L4; 47: L2-L4; 50: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 65: L2-L4; 70: L1-L4; 73: L2-L4; 79: L2-L4; 84: L1-L4; 91: L1-L4; 97: L2-L4; 100: L1-L4; 102: L2-L4; 105: L2-L4; 111: L2-L4; 113: L1-L4; 119: L1-L4; 127: L2-L4; 128: L1-L4; 139: L1-L4; 142: L1-L4; Pair/Group Work, 7: L1-L4; 15: L1-L4; 23: L1-L4; 36: L2-L4; 52: L2-L4; 65: L2-L4; 68: L2-L4; 70: L1-L4; 76: L2-L4; 81: L2-L4; 84: L1-L4; 102: L2-L4; 108: L2-L4; 113: L1-L4; 123: L1-L4; 130: L1-L4; 139: L1-L4; 142: L1-L4; Group Work, 15: L1-L4; 108: L2-L4</p>

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1, ©2013
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Opportunities to address this standard may be found on pages: SE: myStory Book, 45, 81, 117, 153, 189; also see: myStory Spark, 10, 46, 82, 118, 154, Envision It! 14–15, 18–19, 24–25, 28–29, 32–33, 38–39, 50–51, 54–55, 58–59, 64–65, 68–69, 86–87, 90–91, 96–97, 100–101, 104–105, 110–111, 122–123, 126–127, 130–131, 136–137, 140–141, 144–145, 158–159, 164–165, 170–171, 174–175, 178–179, 182–183 TG: Ask Questions, 90, 123, 127, 132, 135, 136, 138, 139; Big Question, 23, 29, 32, 58, 61, 87, 90, 116, 119, 145; My World and Me, 29, 58, 87, 116, 145; Differentiated Instruction: Interview, 50: L2-L4</p>
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Opportunities to address this standard may be found on pages: SE: myStory Book, 45, 81, 117, 153, 189; also see: myStory Spark, 10, 46, 82, 118, 154; Collaboration and Creativity: Conflict and Cooperation, 22–23 TG: Ask Questions, 90, 123, 132, 135, 136, 138, 139; Differentiated Instruction: Interview, 50: L2-L4; Discussion, 7: L1-L4; 12: L1-L4; 18: L1-L4; 21: L1-L4; 26: L1-L4; 42: L1-L4; 47: L2-L4; 50: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 65: L2-L4; 70: L1-L4; 73: L2-L4; 79: L2-L4; 84: L1-L4; 91: L1-L4; 97: L2-L4; 100: L1-L4; 102: L2-L4; 105: L2-L4; 111: L2-L4; 113: L1-L4; 119: L1-L4; 127: L2-L4; 128: L1-L4; 139: L1-L4; 142: L1-L4</p>

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1, ©2013
Presentation of Knowledge and Ideas	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<p>SE: Envision It! 14–15, 18–19, 24–25, 28–29, 32–33, 38–39, 50–51, 54–55, 58–59, 64–65, 68–69, 86–87, 90–91, 96–97, 100–101, 104–105, 110–111, 122–123, 126–127, 130–131, 136–137, 140–141, 144–145, 158–159, 164–165, 170–171, 174–175, 178–179, 182–183</p> <p>TG: Big Question, 23, 29, 32, 58, 61, 87, 90, 116, 119, 145; Differentiated Instruction: Discussion, 7: L1-L4; 12: L1-L4; 18: L1-L4; 21: L1-L4; 26: L1-L4; 42: L1-L4; 47: L2-L4; 50: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 65: L2-L4; 70: L1-L4; 73: L2-L4; 79: L2-L4; 84: L1-L4; 91: L1-L4; 97: L2-L4; 100: L1-L4; 102: L2-L4; 105: L2-L4; 111: L2-L4; 113: L1-L4; 119: L1-L4; 127: L2-L4; 128: L1-L4; 139: L1-L4; 142: L1-L4</p>
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<p>SE: Draw (images, maps), 10, 19, 23, 42, 45, 46, 65, 75, 81, 82, 87, 95, 117, 118, 127, 141, 145, 150, 153, 171, 175, 189; Graphic Skills, 72–73, 168–169</p> <p>TG: Differentiated Instruction: Make a Card, 7: L1-L4; 105: L2-L4; Poster, 15: L1-L4; 26: L1-L4; Advertisement, 47: L2-L4; Make a Chart, 52: L2-L4; 55: L2-L4; Picture Dictionary, 55: L2-L4; Commercial, 79: L2-L4; Draw, 4: L1-L4; 10: L1-L4; 12: L1-L4; 33: L1-L4; 39: L1-L4; 44: L2-L4; 50: L2-L4; 55: L2-L4; 65: L2-L4; 73: L2-L4; 79: L2-L4; 81: L2-L4; 91: L1-L4; 100: L1-L4; 105: L2-L4; 108: L2-L4; 119: L1-L4; 128: L1-L4; 136: L1-L4; Clay Model, 26: L1-L4; Timeline, 129: L2-L4; 130: L1-L4</p>

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies Making Our Way, Grade 1, ©2013
<p>6. Produce complete sentences when appropriate to task and situation.</p>	<p>SE: Envision It! 14–15, 18–19, 24–25, 28–29, 32–33, 38–39, 50–51, 54–55, 58–59, 64–65, 68–69, 86–87, 90–91, 96–97, 100–101, 104–105, 110–111, 122–123, 126–127, 130–131, 136–137, 140–141, 144–145, 158–159, 164–165, 170–171, 174–175, 178–179, 182–183 TG: Big Question, 23, 29, 32, 58, 61, 87, 90, 116, 119, 145; Differentiated Instruction: Discussion, 7: L1-L4; 12: L1-L4; 18: L1-L4; 21: L1-L4; 26: L1-L4; 42: L1-L4; 47: L2-L4; 50: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 65: L2-L4; 70: L1-L4; 73: L2-L4; 79: L2-L4; 84: L1-L4; 91: L1-L4; 97: L2-L4; 100: L1-L4; 102: L2-L4; 105: L2-L4; 111: L2-L4; 113: L1-L4; 119: L1-L4; 128: L1-L4; 139: L1-L4; 142: L1-L4; Role-Play/Skit, 4: L1-L4; 47: L2-L4; 108: L2-L4; 139: L1-L4; Pair/Group Work, 7: L1-L4; 15: L1-L4; 23: L1-L4; 36: L2-L4; 52: L2-L4; 65: L2-L4; 68: L1-L4; 70: L1-L4; 76: L2-L4; 81: L2-L4; 84: L1-L4; 102: L2-L4; 108: L2-L4; 113: L1-L4; 123: L2-L4; 130: L2-L4; 139: L1-L4; 142: L1-L4; Support English Language Learners 127: L2-L4, Interview, 50: L2-L4</p>

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

New York State Social Studies Framework Grade 1: Social Studies Practices	myWorld Social Studies, Making Our Way, ©2013
A. Gathering, Using and Interpreting Evidence	
1. Develop questions about his/her family.	SE: Families Are Alike and Different, 126–129; Families Celebrate, 130; Families Then and Now, 180 TG: Active Reading & Lesson Summary pages 95–97, 99, 139
2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).	SE: How We Learn About History, 170–173; American Heroes, 174–177; Photos, 165, 166, 178, 179, 182, 183, 184 TG: Active Reading & Lesson Summary pages 131–133, 134–136
3. Identify the creator and/or author of different forms of evidence.	SE: How We Learn About History, 170–173 TG: Active Reading & Lesson Summary pages 131–133
4. Identify opinions of others.	SE: Reading Skills: Fact and Opinion, 36–37; How We Learn About History, 170–173 TG: Active Reading & Lesson Summary pages 22–23, 131–133
5. Create an understanding of the past by using primary and secondary sources.	SE: How We Learn About History, 170–173; American Heroes, 174–177; Photos, 165, 166, 178, 179, 182, 183, 184 TG: Active Reading & Lesson Summary pages 131–133, 134–136
B. Chronological Reasoning and Causation	
1. Retell a real-life family event in sequential order.	SE: Sequence, 162–163; Timelines, 168–169 TG: Active Reading & Lesson Summary pages 124–125, 129–130
2. Understand the concept of time measurements, including days, weeks, months, and years.	SE: Measuring Time, 158–161 TG: Active Reading & Lesson Summary pages 121–123
3. Identify causes and effects using examples from his/her family life.	SE: Reading Skills: Cause and Effect, 4, 62–63; Timelines, 168–169; Families Then and Now, 180 TG: Active Reading & Lesson Summary pages 43–44, 129–130, 139

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

New York State Social Studies Framework Grade 1: Social Studies Practices	myWorld Social Studies, Making Our Way, ©2013
4. Identify change over time in his/her family.	SE: Timelines, 168–169; Families Then and Now, 180 TG: Active Reading & Lesson Summary pages 129–130, 139; Draw Conclusions, 96
5. Identify events of the past, present, and future in his/her family life.	SE: Sequence, 162–163; Timelines, 168–169; Families Then and Now, 180 TG: Active Reading & Lesson Summary pages 124–125, 129–130, 139
6. Recognize and identify patterns of continuity in his/her family.	SE: Families Are Alike and Different, 126–129; Families Celebrate, 130; Families Then and Now, 180 TG: Active Reading & Lesson Summary pages 95–97, 99, 139
C. Comparison and Contextualization	
1. Identify similarities and differences between neighborhoods.	SE: Where We Live, 124; Community Celebrations, 132; Communities Then and Now, 166–167 TG: Active Reading & Lesson Summary pages 70, 94, 100, 128
2. Identify similarities and/or differences between him/her and others with detail.	SE: Where We Live, 124; Families Are Alike and Different, 126–129; Reading Skills: Compare and Contrast, 134–135; Sharing Our Cultures, 144–147 TG: Active Reading & Lesson Summary pages 94, 95–97, 101–102, 109–111
3. Describe an event in his/her family.	SE: Sequence, 162–163; Timelines, 168–169; Families Then and Now, 180 TG: Active Reading & Lesson Summary pages 124–125, 129–130, 139
4. Understand the concepts of geography, economics, and history that apply to his/her family.	SE: 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 TG: Active Reading & Lesson Summary pages 37–39, 54, 94, 95–97, 101–102, 109–111, 129–130, 139

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

New York State Social Studies Framework Grade 1: Social Studies Practices	myWorld Social Studies, Making Our Way, ©2013
D. Geographic Reasoning	
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.	SE: Where Things Are Located, 86–89; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114 TG: Active Reading & Lesson Summary pages 63–65, 66–68, 69–70, 86
2. Identify human activities and human-made features; identify natural events or physical features.	SE: Land and Water, 96–99; Our Environment, 104–107; Getting From Here to There, 110–113 TG: Active Reading & Lesson Summary pages 71–73, 77–79, 82–84
3. Describe how environment affects his/her and other people’s activities.	SE: People Make Changes, 98; Our Environment, 104–107 TG: Active Reading & Lesson Summary: Differentiated Instruction, 73, 77–79
4. Identify a pattern and a process.	SE: Land and Water, 96–99; Our Environment, 104–107; Getting From Here to There, 110–113 TG: Active Reading & Lesson Summary pages 71–73, 77–79, 82–84
5. Describe how human activities alter places.	SE: People Make Changes, 98; Caring for Earth, 106 TG: Active Reading & Lesson Summary: Differentiated Instruction, 73, 79
E. Economics and Economic Systems	
1. Explain how scarcity affects choices made by families and communities and identify costs and benefits associated with these choices.	SE: We Choose What to Buy, 55 TG: Active Reading & Lesson Summary page 38
2. Distinguish between a consumer and a producer and their relationship to goods and services.	SE: Goods and Services, 58–61; Producers and Consumers, 65 TG: Active Reading & Lesson Summary pages 40–42, 45, 46
3. Explain how people earn money and other ways people receive money.	SE: Money, 52; Goods and Services, 58–61; Jobs People Do, 74–75 TG: Active Reading & Lesson Summary page 36, 40–42, 54

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
to the
New York State Social Studies Framework, Grade 1**

New York State Social Studies Framework Grade 1: Social Studies Practices	myWorld Social Studies, Making Our Way, ©2013
F. Civic Participation	
1. Demonstrate respect for the rights of others in discussions regardless of whether one agrees with the other viewpoint.	SE: Citizens at School, 15; My Rights, 19; My Responsibilities, 20–21; Rules at Home and School, 25 TG: Active Reading & Lesson Summary pages 6, 9, 10, 14
2. Participate in activities that focus on a classroom or school issue or problem.	SE: Conflict and Cooperation, 22–23 TG: Active Reading & Lesson Summary pages 11–12
3. Identify different political systems.	SE: My Government, 32–35 TG: Active Reading & Lesson Summary pages 19–21
4. Identify the role of the individual in classroom and school participation.	SE: 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 TG: Active Reading & Lesson Summary pages 5–7, 8–10, 11–12, 13–15, 29
5. Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.	SE: Conflict and Cooperation, 22–23 TG: Active Reading & Lesson Summary pages 11–12
6. Identify situations in which social actions are required.	SE: Citizens in the Community, 16; My Responsibilities, 20–21; Caring for Earth, 106 TG: Active Reading & Lesson Summary pages 7, 16, 79
7. Identify the president of the United States and the school principal and their leadership responsibilities.	SE: Leaders at School, 30; National Government, 34 TG: Active Reading & Lesson Summary pages 18, 21
8. Identify rights and responsibilities within the classroom and school.	SE: My Rights and Responsibilities, 18–21 TG: Active Reading & Lesson Summary pages 8–10

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
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, ©2013
Grade 1: My Family and Other Families, Now and Long Ago	
<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>	
<i>Individual Development and Cultural Identity</i>	
1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.	
1.1a Families are a basic unit of all societies and different people define family differently.	SE: Families Are Alike and Different, 126–129 TG: Active Reading & Lesson Summary pages 95–97
➤ Students will listen to stories about different families and will identify characteristics that are the same and different.	SE: Families Are Alike and Different, 126–129 TG: Active Reading & Lesson Summary pages 95–97
1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions which creates a multicultural community.	SE: Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Compare and Contrast, 134–135; Sharing Our Cultures, 144–147 TG: Active Reading & Lesson Summary pages 95–97, 98–100, 101–102, 109–111
➤ Students will identify traditions that are associated with their families and tell why the tradition is important.	SE: What Are Our Celebrations? 130–133; Compare and Contrast, 134–135; Sharing Our Cultures, 144–147 TG: Active Reading & Lesson Summary pages 98–100, 101–102, 109–111
1.1c Awareness of America’s rich diversity fosters intercultural understanding.	SE: 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 TG: Active Reading & Lesson Summary pages 92–94, 95–97, 98–100, 101–102, 109–111

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
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, ©2013
<ul style="list-style-type: none"> ➤ Students will compare the cultural similarities and differences for various ethnic and cultural groups found in New York State. 	<p>SE: 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</p> <p>TG: Active Reading & Lesson Summary pages 92–94, 95–97, 98–100, 101–102, 109–111</p>
1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.	
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>SE: What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139; Stories From the Past, 140–143; American Heroes, 174–177</p> <p>TG: Active Reading & Lesson Summary pages 98–100, 103–105, 106–108, 134–136</p>
<ul style="list-style-type: none"> ➤ Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person. 	<p>SE: Stories From the Past, 140–143; American Heroes, 174–177</p> <p>TG: Active Reading & Lesson Summary pages 106–108, 134–136</p>
<ul style="list-style-type: none"> ➤ 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>SE: What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139; Review and Assessment, 151</p> <p>TG: Active Reading & Lesson Summary pages 98, 99, 100, 103, 104, 105, 115</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>SE: You’re a Grand Old Flag, 11; Pledge of Allegiance, 15; Songs and the Pledge of Allegiance, 40–41</p> <p>TG: Active Reading & Lesson Summary pages 3, 6, 26</p>
<ul style="list-style-type: none"> ➤ 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</i>, <i>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>SE: You’re a Grand Old Flag, 11; Pledge of Allegiance, 15; Songs and the Pledge of Allegiance, 40–41</p> <p>TG: Active Reading & Lesson Summary pages 3, 6, 26</p>

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
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, ©2013
<i>Civic Ideals and Practices</i>	
1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.	
1.3a An engaged and active citizen participates in the activities of the group or community and makes positive contributions.	SE: I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21; Conflict and Cooperation, 22–23 TG: Active Reading & Lesson Summary pages 5–7, 8–10, 11–12
➤ Students will participate in group activities and contribute to the work of the group.	SE: I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21; Conflict and Cooperation, 22–23 TG: Active Reading & Lesson Summary pages 5–7, 8–10, 11–12
1.3b Traits of a responsible citizen include respecting others*, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.	SE: 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 TG: Active Reading & Lesson Summary pages 5–7, 8–10, 11–12, 13–15, 29
➤ Students will explain the traits of a responsible citizen and model actions of responsible citizens.	SE: I Am a Good Citizen, 14–17; My Rights and Responsibilities, 18–21 TG: Active Reading & Lesson Summary pages 5–7, 8–10
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.	SE: I Am a Good Citizen, 14–17; myStory Book: How Do People Best Cooperate? 45; Caring for Earth, 106; Families Share Culture, 128 TG: Active Reading & Lesson Summary pages 5–7, 29, 79, 97
➤ Students will discuss ways that they can protect and respect our world and its people.	SE: I Am a Good Citizen, 14–17; myStory Book: How Do People Best Cooperate? 45; Caring for Earth, 106 TG: Active Reading & Lesson Summary pages 5–7, 29, 79

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
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, ©2013
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.	
1.4a Rules and laws are developed to protect people’s rights and the safety and welfare of the community.	SE: I Follow Rules, 24–27 TG: Active Reading & Lesson Summary pages 13–15
➤ 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.	SE: Rules At Home and School, 25; Laws in the Community, 26 TG: Active Reading & Lesson Summary pages 14–15
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.	SE: My Government, 32–35 TG: Active Reading & Lesson Summary pages 19–21
➤ Students will begin to identify that there are local, state, and national levels of government and will identify some actions that the government takes.	SE: My Government, 32–35 TG: Active Reading & Lesson Summary pages 19–21; Differentiated Instruction: L3-On Level, 21
1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.	SE: Cooperate, 21; Collaboration and Creativity: Conflict and Cooperation, 22–23; myStory Book: How Do People Best Cooperate? 45 TG: Active Reading & Lesson Summary pages 10, 11, 12, 29
➤ Students will be given opportunities to solve problems, make decisions, and resolve conflicts.	SE: Cooperate, 21; Collaboration and Creativity: Conflict and Cooperation, 22–23; myStory Book: How Do People Best Cooperate? 45 TG: Active Reading & Lesson Summary pages 10, 11, 12, 29

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
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, ©2013
<i>Geography, Humans, and the Environment</i>	
1.5 The location and place of physical features and man-made structures can be described and interpreted using symbols and geographic vocabulary.	
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.	SE: Where Things Are Located, 86–89; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114 TG: Active Reading & Lesson Summary pages 63–65, 66–68, 69–70, 86
➤ 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.	SE: Directions on a Map, 88; Parts of a Map, 94–95; Review and Assessment, 114; myStory Book, 117 TG: Active Reading & Lesson Summary pages 65, 69, 70, 86, 87
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.	SE: Where Things Are Located, 86–89; Maps and Globes, 90–93 TG: Active Reading & Lesson Summary pages 63–65, 66–68
➤ 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.	SE: Where Things Are Located, 86–89; Maps and Globes, 90–93 TG: Active Reading & Lesson Summary pages 63–65, 66–68
1.5c Symbols are used to represent physical features and man-made structures on maps and globes.	SE: Where Things Are Located, 86–89; Maps and Globes, 90–93; Parts of a Map, 94–95 TG: Active Reading & Lesson Summary pages 63–65, 66–68, 69–70
➤ Students will closely read maps making use of the legends to understand symbols and what they represent.	SE: Where Things Are Located, 86–89; Maps and Globes, 90–93; Parts of a Map, 94–95 TG: Active Reading & Lesson Summary pages 63–65, 66–68, 69–70

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
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, ©2013
1.6 People and communities depend on and modify their physical environment in order to meet basic needs.	
1.6a People and communities depend on the physical environment for natural resources.	SE: Natural Resources, 104, 107 TG: Active Reading & Lesson Summary page 78, 79
➤ Students will identify natural resources required to meet basic needs.	SE: Natural Resources, 104, 107 TG: Active Reading & Lesson Summary page 78, 79
1.6b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.	SE: People Make Changes, 98 TG: Active Reading & Lesson Summary page 73
➤ Students will identify how the physical environment of their community has been modified to meet needs and wants.	SE: People Make Changes, 98 TG: Active Reading & Lesson Summary: Differentiated Instruction, 73
1.6c People interact with their physical environment in ways that may have a positive or a negative effect.	SE: People Make Changes, 98; Caring for Earth, 106 TG: Active Reading & Lesson Summary: Differentiated Instruction, 73, 79
➤ Students will identify positive and negative effects that human interaction can have on the physical environment.	SE: People Make Changes, 98; Caring for Earth, 106 TG: Active Reading & Lesson Summary: Differentiated Instruction, 73, 79
<i>Time, Continuity, and Change</i>	
1.7 Families have a past and change over time. There are different types of documents that relate family histories. (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.)	
1.7a Personal and family history is a source of information for individuals about the people and places around them.	SE: Timelines, 168–169; Life Then and Now, 178–181 TG: Active Reading & Lesson Summary pages 129–130, 137–139
➤ 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.	SE: Timelines, 168–169 TG: Active Reading & Lesson Summary pages 129–130

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
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, ©2013
1.7b Families change over time, and family growth and change can be documented and recorded.	SE: School, Work, and Play, 180; Families Then and Now, 180 TG: Active Reading & Lesson Summary page 139; Draw Conclusions, 96
➤ Students will examine the changes in their family over time and how the family growth and change could be documented and recorded.	SE: Families Then and Now, 180 TG: Active Reading & Lesson Summary page 139; Draw Conclusions, 96
1.7c Families of long ago have similarities and differences with families today.	SE: Families Then and Now, 180 TG: Active Reading & Lesson Summary page 139; Draw Conclusions, 96
➤ 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.	SE: Families Then and Now, 180 TG: Active Reading & Lesson Summary page 139; Draw Conclusions, 96
1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.	SE: Measuring Time, 158–161; Sequence, 162–163; Timelines, 168–169 TG: Active Reading & Lesson Summary pages 121–123, 124–125, 129, 130
➤ Students will use sequence and chronological terms when describing family events.	SE: Timelines, 168–169 TG: Active Reading & Lesson Summary pages 129, 130
1.8 Historical sources reveal information about how life in the past differs from the present.	
1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.	SE: How We Learn About History, 170–173; American Heroes, 174–177; Photos, 165, 166, 178, 179, 182, 183, 184 TG: Active Reading & Lesson Summary pages 131–133, 134–136
➤ Students will be exposed to various historical sources, including artifacts, letters, maps, photographs, and newspapers.	SE: How We Learn About History, 170–173; American Heroes, 174–177; Photos, 165, 166, 178, 179, 182, 183, 184 TG: Active Reading & Lesson Summary pages 131–133, 134–136

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
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, ©2013
1.8b Oral histories, biographies, and family time lines relate family histories.	SE: Stories From the Past, 140–143; Timelines, 168–169; Life Then and Now, 178–181 TG: Active Reading & Lesson Summary pages 106–108, 129–130, 137–139
➤ 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.	SE: Timelines, 168–169; Families Then and Now, 180 TG: Active Reading & Lesson Summary, 129, 130; Ask Questions, 139; Draw Conclusions, 96
➤ Students will describe the main characters and qualities after listening to biographies and legends.	SE: Stories From the Past, 140–143 TG: Active Reading & Lesson Summary pages 106–108
<i>Economic Systems</i>	
1.9 People have many economic wants and needs, but limited resources with which to obtain them.	
1.9a Scarcity means that people’s wants exceed their limited resources.	SE: We Choose What to Buy, 55 TG: Active Reading & Lesson Summary page 38
➤ Students will provide examples of scarcity by identifying wants that exceed resources.	SE: We Choose What to Buy, 55 TG: Active Reading & Lesson Summary page 38
1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.	SE: Why We Make Choices, 54–57 TG: Active Reading & Lesson Summary pages 37–39
➤ Students will examine choices that families make due to scarcity and identify costs associated with these choices.	SE: Why We Make Choices, 54–57 TG: Active Reading & Lesson Summary pages 37–39
1.9c People use tools, technologies, and other resources to meet their needs and wants.	SE: What We Need, What We Want, 50–53 TG: Active Reading & Lesson Summary pages 34–36
➤ Students will examine how tools, technology, and other resources can be used to meet needs and wants.	SE: What We Need, What We Want, 50–53 TG: Active Reading & Lesson Summary pages 34–36

**A Correlation of Savvas myWorld Social Studies, Making Our Way, ©2013
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, ©2013
1.10 People make economic choices as producers and consumers of goods and services.	
1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.	SE: Goods and Services, 58–61 TG: Active Reading & Lesson Summary pages 40–42
➤ Students will identify examples of goods and services.	SE: Goods and Services, 58–61 TG: Active Reading & Lesson Summary pages 40–42
1.10b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.	SE: Producers and Consumers, 65 TG: Active Reading & Lesson Summary pages 45, 46
➤ Students will identify examples of a producer and a consumer.	SE: Producers and Consumers, 65 TG: Active Reading & Lesson Summary pages 45, 46
1.10c People and families work to earn money to purchase goods and services they need or want.	SE: Money, 52; Goods and Services, 58–61; Jobs People Do, 74 TG: Active Reading & Lesson Summary page 36, 40–42, 54
➤ Students will examine how earning money through work is related to the purchase of goods and services.	SE: Money, 52; Goods and Services, 58–61; Jobs People Do, 74 TG: Active Reading & Lesson Summary page 36, 40–42, 54
1.10d People make decisions about how to spend and save the money they earn.	SE: Spending and Saving, 68–71 TG: Active Reading & Lesson Summary pages 48–50
➤ Students will examine decisions that people make about spending and saving money.	SE: Spending and Saving, 68–71 TG: Active Reading & Lesson Summary pages 48–50