A Correlation of

Savvas
myWorld Social Studies
Making Our Way
Grade 1, ©2013

To the
College, Career, & Civic Life (C3) Framework for Grades K-2
Social Studies State Standards
Introduction

This document demonstrates how **myWorld Social Studies, Making Our Way, Grade 1, ©2013** meets the C3 Framework for Social Studies State Standards. Correlation page references are to the Student Edition and Teacher’s Guide. Alignments are cited at the page level.

**Everyone has a story. What’s yours?**
*myWorld Social Studies™* utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that’s easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

**Reinforce literacy instruction** Every minute spent teaching social studies also reinforces reading and writing instruction.

**Reduce prep time** Ready-made digital presentations, quick-start Teacher Guide, and easy-to-use online resources reduce time.

**Keep it current** Teach to the moment using *Savvas’ exclusive myStory Book Current Events* prompts.

**Interactive Student Text**
Interactive Student Worktexts promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

**Student Materials**
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

**Teacher Materials**
- Teacher Guide
- Accelerating Progress for English Language Learner’s Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans high-stakes assessment support, and more

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**Chapter 1, My School, My Community**

**myStory Spark,** How do people best cooperate?

<table>
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Digital Presentations

| TE: 1, 2 |

**Vocabulary Preview**

| SE: 12-13 | TE: 4 |

**Lesson 1, I Am a Good Citizen**

Got it? Target Skills and Lesson Assessment

| SE: 17 | TE: 7 |

Digital Presentations

| TE: 5 |

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**D1.1.K-2.** Explain why the compelling question is important to the student.

**D1.2.K-2.** Identify disciplinary ideas associated with a compelling question.

**D2.Civ.6.K-2.** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

**D2.Civ.7.K-2.** Apply civic virtues when participating in school settings.

**D2.Civ.2.K-2.** Explain how all people, not just official leaders, play important roles in a community.

**D2.Civ.3.K-2.** Explain the need for and purposes of rules in various settings inside and outside of school.

**D2.Civ.11.K-2.** Explain how people can work together to make decisions in the classroom.


**D2.Civ.2.K-2.** Explain how all people, not just official leaders, play important roles in a community.

**D2.Civ.6.K-2.** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

**D2.Civ.7.K-2.** Apply civic virtues when participating in school settings.

**D2.Civ.11.K-2.** Explain how people can work together to make decisions in the classroom.

**D2.Civ.14.K-2.** Describe how people have tried to improve their communities over time.
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D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.  
D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.  
D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.  
| SE: 18-21/TE: 9-10      | Got it? Target Skills and Lesson Assessment  
Digital Presentations  
TE: 8 |
D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.  
D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.  
D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.  
D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.  
D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.  
D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.  
| Lesson 3, I Follow Rules | Got it? Target Skills and Lesson Assessment  
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| Digital Presentations  
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<td>D2.Civ.5.K-2. Explain what governments are and some of their functions.</td>
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### Notes
- SE = Student Edition
- TE = Teacher’s Guide
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<td><strong>TE:</strong> 27</td>
<td><strong>D2.Civ.8.K-2.</strong> Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</td>
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<td><strong>D2.Civ.11.K-2.</strong> Explain how people can work together to make decisions in the classroom.</td>
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<td><strong>D2.Civ.14.K-2.</strong> Describe how people have tried to improve their communities over time.</td>
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<td><strong>D3.2.K-2.</strong> Evaluate a source by distinguishing between fact and opinion.</td>
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<td><strong>D4.7.K-2.</strong> Identify ways to take action to help address local, regional, and global problems.</td>
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<td><strong>D4.8.K-2.</strong> Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</td>
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| myStory Spark, Work in the Community  
SE: 46/TE: 32  
Digital Presentations  
TE: 30, 31 | D1.1.K-2. Explain why the compelling question is important to the student.  
D1.2.K-2. Identify disciplinary ideas associated with a compelling question.  
D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities. |
| **Vocabulary Preview** |  |
D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.  
| **Lesson 1, What We Need, What We Want**  
SE: 50-53/TE: 35-36  
Got it? Target Skills and Lesson Assessment  
SE: 53/TE: 36  
Digital Presentations  
D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection. |
| **Lesson 2, Why We Make Choices**  
SE: 54-57/TE: 38-39  
Got it? Target Skills and Lesson Assessment  
SE: 57/TE: 39  
Digital Presentations  
D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions. |
| **Lesson 3, Goods and Services**  
SE: 58-61/TE: 41-42  
Got it? Target Skills and Lesson Assessment  
SE: 61/TE: 42  
Digital Presentations  
TE: 40 | D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.  
D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities. |
| **Reading Skills:** Cause and Effect  
SE: 62-63/TE: 44  
Try it! Student Learning Objective Activity  
SE: 63/TE: 44  
Digital Presentation  
D4.2.K-2 Construct explanations using correct sequence and relevant information. |

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<td><strong>D2.Eco.4.K-2.</strong> Describe the goods and services that people in the local community produce and those that are produced in other communities. <strong>D2.Eco.14.K-2.</strong> Describe why people in one country trade goods and services with people in other countries. <strong>D2.Eco.5.K-2.</strong> Identify prices of products in a local market.</td>
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<td><strong>D2.Eco.6.K-2.</strong> Explain how people earn income.</td>
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<td><strong>D2.Eco.3.K-2.</strong> Describe the skills and knowledge required to produce certain goods and services. <strong>D2.Eco.6.K-2.</strong> Explain how people earn income.</td>
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<td><strong>D1.1.K-2.</strong> Explain why the compelling question is important to the student. <strong>D1.2.K-2.</strong> Identify disciplinary ideas associated with a compelling question. <strong>D2.Eco.1.K-2.</strong> Explain how scarcity necessitates decision making. <strong>D2.Eco.4.K-2.</strong> Describe the goods and services that people in the local community produce and those that are produced in other communities. <strong>D2.Eco.6.K-2.</strong> Explain how people earn income.</td>
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<td>D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</td>
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<td>D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</td>
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<td>D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</td>
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**SE**: 96-99/**TE**: 72-73  
Got it? Target Skills and Lesson Assessment  
**SE**: 99/**TE**: 73  
Digital Presentations  
**TE**: 71 | **D2.Geo.4.K-2.** Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.  
**D2.Geo.10.K-2.** Describe changes in the physical and cultural characteristics of various world regions. |
| **Lesson 4**, Continents and Oceans  
**SE**: 100-103/**TE**: 75-76  
Got it? Target Skills and Lesson Assessment  
**SE**: 103/**TE**: 76  
Digital Presentations  
**TE**: 74 | **D2.Geo.2.K-2.** Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.  
**D2.Geo.3.K-2.** Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. |
| **Lesson 5**, Our Environment  
**SE**: 104-107/**TE**: 78-79  
Got it? Target Skills and Lesson Assessment  
**SE**: 107/**TE**: 79  
Digital Presentations  
**TE**: 77 | **D2.Geo.4.K-2.** Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.  
**D2.Geo.6.K-2** Identify some cultural and environmental characteristics of specific places.  
**D2.Geo.11.K-2.** Explain how the consumption of products connects people to distant places. |
| **Reading Skills**: Main Ideas and Details  
**SE**: 108-109/**TE**: 81  
Try it! Student Learning Objective Activity  
**SE**: 109/**TE**: 81  
Digital Presentation  
**TE**: 80 | **D3.1.K-2.** Gather relevant information from one or two sources while using the origin and structure to guide the selection. |
| **Lesson 6**, Getting from Here to There  
**SE**: 110-113/**TE**: 83-84  
Got it? Target Skills and Lesson Assessment  
**SE**: 113/**TE**: 84  
Digital Presentations  
**TE**: 82 | **D2.Geo.7.K-2.** Explain why and how people, goods, and ideas move from place to place.  
**D2.Geo.8.K-2.** Compare how people in different types of communities use local and distant environments to meet their daily needs.  
**D2.Geo.11.K-2.** Explain how the consumption of products connects people to distant places. |

**SE** = Student Edition  
**TE** = Teacher’s Guide
### Review and Assessment

**myStory Book; The Big Question Writing Activity**
SE: 114-116
TE: 86-87

**Digital Presentation, Performance Assessment**
SE: 116
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### Chapter 4, Traditions We Share

**myStory Spark, Traditions We Share**
SE: 118
TE: 90

**Digital Presentations**
TE: 88, 89

### Vocabulary Preview

**SE: 120-121**
TE: 91

### Lesson 1, What Is Culture?

**SE: 122-125**
Get it? Target Skills and Lesson Assessment
SE: 125
TE: 94

**Digital Presentations**
TE: 92

### Lesson 2, Families are Alike and Different

**SE: 126-129**
Get it? Target Skills and Lesson Assessment
SE: 129
TE: 97

**Digital Presentations**
TE: 95

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**myWorld Social Studies**  
*Making Our Way, Grade 1, ©2013*

**C3 Framework for Social Studies State Standards Dimensions**

<p>| <strong>D1.1.K-2.</strong> Explain why the compelling question is important to the student. |
| <strong>D1.2.K-2.</strong> Identify disciplinary ideas associated with a compelling question. |
| <strong>D2.Geo.2.K-2.</strong> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. |
| <strong>D2.Geo.3.K-2.</strong> Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. |
| <strong>D2.Geo.4.K-2.</strong> Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region. |
| <strong>D2.Geo.5.K-2.</strong> Describe how human activities affect the cultural and environmental characteristics of places or regions. |
| <strong>D2.Geo.6.K-2.</strong> Identify some cultural and environmental characteristics of specific places. |</p>
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#### D1.1.K-2. Explain why the compelling question is important to the student.

#### D1.2.K-2. Identify disciplinary ideas associated with a compelling question.


#### Chapter 5, Our Past, Our Present

| **myStory Spark**, How does life change throughout history? |
| **SE: 154/TE: 119** |
| Digital Presentations |
| **TE: 117, 118** |

#### D1.1.K-2. Explain why the compelling question is important to the student.

#### D1.2.K-2. Identify disciplinary ideas associated with a compelling question.

#### D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

#### Vocabulary Preview

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#### D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

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#### D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.


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#### D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.


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**SE = Student Edition**

**TE = Teacher’s Guide**
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### Review and Assessment

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### C3 Framework for Social Studies State Standards Dimensions

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<th>D1.1.K-2</th>
<th>Explain why the compelling question is important to the student.</th>
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<tr>
<td>D1.2.K-2</td>
<td>Identify disciplinary ideas associated with a compelling question.</td>
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<td>D2.His.1.K-2</td>
<td>Create a chronological sequence of multiple events.</td>
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<td>D2.His.2.K-2</td>
<td>Compare life in the past to life today.</td>
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<td>D2.His.3.K-2</td>
<td>Generate questions about individuals and groups who have shaped a significant historical change.</td>
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<td>Explain how historical sources can be used to study the past.</td>
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C3 Framework for Social Studies State Standards Dimensions

Developing Questions & PLANNING INQUIRIES
Dimension 1, Constructing Compelling Questions
BY THE END OF GRADE 2*
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND...
D1.1.K-2. Explain why the compelling question is important to the student.
D1.2.K-2. Identify disciplinary ideas associated with a compelling question.

Dimension 1, Constructing Supporting Questions
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...

Dimension 1, Determining Helpful Sources
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

Applying Disciplinary Concepts & TOOLS
CIVICS
Dimension 2, Civic and Political Institutions
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.
D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.
D2.Civ.5.K-2. Explain what governments are and some of their functions.

Dimension 2, Participation and Deliberation
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

Dimension 2, Processes, Rules, and Laws
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.
ECONOMICS
Dimension 2, Economic Decision Making
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.

Dimension 2, Exchange and Markets
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.
D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.
D2.Eco.5.K-2. Identify prices of products in a local market.
D2.Eco.9.K-2. Describe the role of banks in an economy

Dimension 2, The National Economy
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.

Dimension 2, The Global Economy
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.

GEOGRAPHY
Dimension 2, Geographic Representations
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

Dimension 2, Human-Environment Interaction
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.
D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.
Dimension 2, Human Population: Spatial Patterns and Movements
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.
D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.
D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.

Dimension 2, Global Interconnections
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.
D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.
D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.

HISTORY
Dimension 2, Change, Continuity, and Context
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

Dimension 2, Perspectives
INDIVIDUALLY AND WITH OTHERS, STUDENTS...

Dimension 2, Historical Sources and Evidence
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.His.10.K-2. Explain how historical sources can be used to study the past.
D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.
D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.

Dimension 2, Causation and Argumentation
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development.
Evaluating Sources & USING EVIDENCE
Dimension 3, Gathering and Evaluating Sources
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.
D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.

Communicating Conclusions & Taking INFORMED ACTION
Dimension 4, Communicating Conclusions
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...

Dimension 4, Critiquing Conclusions
INDIVIDUALLY AND WITH OTHERS, STUDENTS...

Dimension 4, Taking Informed Action
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.
D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.
D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.