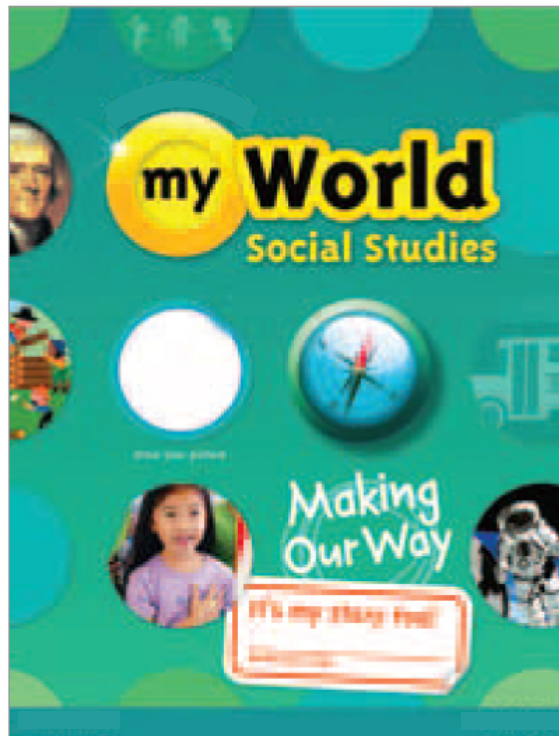


A Correlation of  
**Savvas**  
**myWorld Social Studies**  
**Making Our Way**  
Grade 1, ©2013



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

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for 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

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, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

**Table of Contents**

<b>Chapter 1, My School, My Community .....</b>	<b>4</b>
<b>Chapter 2, Work in the Community .....</b>	<b>8</b>
<b>Chapter 3, Looking at Our World .....</b>	<b>10</b>
<b>Chapter 4, Traditions We Share.....</b>	<b>12</b>
<b>Chapter 5, Our Past, Our Present .....</b>	<b>14</b>
<b>C3 Framework for Social Studies State Standards Dimensions.....</b>	<b>17</b>

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

myWorld Social Studies Making Our Way Grade 1, ©2013	C3 Framework for Social Studies State Standards Dimensions
<b>Chapter 1, My School, My Community</b>	
<p><b>myStory Spark</b>, How do people best cooperate?  <b>SE:</b> 10–11/<b>TE:</b> 3            Digital Presentations  <b>TE:</b> 1, 2</p>	<p><b>D1.1.K-2.</b> Explain why the compelling question is important to the student.  <b>D1.2.K-2.</b> Identify disciplinary ideas associated with a compelling question.  <b>D2.Civ.6.K-2.</b> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.  <b>D2.Civ.7.K-2.</b> Apply civic virtues when participating in school settings.</p>
<p><b>Vocabulary Preview</b>  <b>SE:</b> 12-13/<b>TE:</b> 4</p>	<p><b>D2.Civ.2.K-2.</b> Explain how all people, not just official leaders, play important roles in a community.  <b>D2.Civ.3.K-2.</b> Explain the need for and purposes of rules in various settings inside and outside of school.  <b>D2.Civ.11.K-2.</b> Explain how people can work together to make decisions in the classroom.  <b>D2.Civ.12.K-2.</b> Identify and explain how rules function in public (classroom and school) settings.</p>
<p><b>Lesson 1, I Am a Good Citizen</b>  <b>SE:</b> 14-17/<b>TE:</b> 6-7            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 17 / <b>TE:</b> 7            Digital Presentations  <b>TE:</b> 5</p>	<p><b>D2.Civ.2.K-2.</b> Explain how all people, not just official leaders, play important roles in a community.  <b>D2.Civ.6.K-2.</b> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.  <b>D2.Civ.7.K-2.</b> Apply civic virtues when participating in school settings.  <b>D2.Civ.11.K-2.</b> Explain how people can work together to make decisions in the classroom.  <b>D2.Civ.14.K-2.</b> Describe how people have tried to improve their communities over time.</p>

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

<p style="text-align: center;"><b>myWorld Social Studies Making Our Way Grade 1, ©2013</b></p>	<p style="text-align: center;"><b>C3 Framework for Social Studies State Standards Dimensions</b></p>
<p><b>Lesson 2, My Rights and Responsibilities</b>  <b>SE:</b> 18-21/<b>TE:</b> 9-10            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 21 / <b>TE:</b> 10            Digital Presentations  <b>TE:</b> 8</p>	<p><b>D2.Civ.7.K-2.</b> Apply civic virtues when participating in school settings.  <b>D2.Civ.8.K-2.</b> Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.  <b>D2.Civ.9.K-2.</b> Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.  <b>D2.Civ.11.K-2.</b> Explain how people can work together to make decisions in the classroom.  <b>D2.Civ.12.K-2.</b> Identify and explain how rules function in public (classroom and school) settings.</p>
<p><b>21<sup>st</sup> Century Skill:</b> Conflict and Cooperation  <b>SE:</b> 22-23/<b>TE:</b> 12            Try it! Student Learning Objective Activity  <b>SE:</b> 23/<b>TE:</b> 12            Digital Presentations  <b>TE:</b> 11</p>	<p><b>D2.Civ.8.K-2.</b> Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.  <b>D2.Civ.9.K-2.</b> Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.  <b>D2.Civ.11.K-2.</b> Explain how people can work together to make decisions in the classroom.</p>
<p><b>Lesson 3, I Follow Rules</b>  <b>SE:</b> 24-27/<b>TE:</b> 14-15            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 27/<b>TE:</b> 15            Digital Presentations  <b>TE:</b> 13</p>	<p><b>D2.Civ.3.K-2.</b> Explain the need for and purposes of rules in various settings inside and outside of school.  <b>D2.Civ.9.K-2.</b> Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.  <b>D2.Civ.11.K-2.</b> Explain how people can work together to make decisions in the classroom.  <b>D2.Civ.12.K-2.</b> Identify and explain how rules function in public (classroom and school) settings.</p>

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

<b>myWorld Social Studies Making Our Way Grade 1, ©2013</b>	<b>C3 Framework for Social Studies State Standards Dimensions</b>
<p><b>Lesson 4, My Leaders</b>  <b>SE:</b> 28-31/<b>TE:</b> 17-18            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 31/<b>TE:</b> 18            Digital Presentations  <b>TE:</b> 16</p>	<p><b>D2.Civ.1.K-2.</b> Describe roles and responsibilities of people in authority.  <b>D2.Civ.2.K-2.</b> Explain how all people, not just official leaders, play important roles in a community.  <b>D2.Civ.14.K-2.</b> Describe how people have tried to improve their communities over time.</p>
<p><b>Lesson 5, My Government</b>  <b>SE:</b> 32-35 /<b>TE:</b> 20-21            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 35 /<b>TE:</b> 21            Digital Presentations  <b>TE:</b> 19</p>	<p><b>D2.Civ.1.K-2.</b> Describe roles and responsibilities of people in authority.  <b>D2.Civ.2.K-2.</b> Explain how all people, not just official leaders, play important roles in a community.  <b>D2.Civ.3.K-2.</b> Explain the need for and purposes of rules in various settings inside and outside of school.  <b>D2.Civ.5.K-2.</b> Explain what governments are and some of their functions.  <b>D2.Civ.6.K-2.</b> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>
<p><b>Reading Skills: Fact and Opinion</b>  <b>SE:</b> 36-37/<b>TE:</b> 23            Try it! Student Learning Objective Activity  <b>SE:</b> 37/<b>TE:</b> 23            Digital Presentation  <b>TE:</b> 22</p>	<p><b>D3.2.K-2.</b> Evaluate a source by distinguishing between fact and opinion.</p>
<p><b>Lesson 6, Symbols of My Country</b>  <b>SE:</b> 38-41/<b>TE:</b> 25-26            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 41/<b>TE:</b> 26            Digital Presentations  <b>TE:</b> 24</p>	<p><b>D2.Civ.7.K-2.</b> Apply civic virtues when participating in school settings.  <b>D3.2.K-2.</b> Evaluate a source by distinguishing between fact and opinion.</p>

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

<p style="text-align: center;"><b>myWorld Social Studies Making Our Way Grade 1, ©2013</b></p>	<p style="text-align: center;"><b>C3 Framework for Social Studies State Standards Dimensions</b></p>
<p><b>Review and Assessment</b>  <b>SE:</b> 42-44/<b>TE:</b> 28-29  myStory Book; The Big Question Writing Activity  <b>SE:</b> 44/<b>TE:</b> 29  Digital Presentations, Performance Assessments  <b>TE:</b> 27</p>	<p><b>D1.1.K-2.</b> Explain why the compelling question is important to the student.  <b>D1.2.K-2.</b> Identify disciplinary ideas associated with a compelling question.  <b>D2.Civ.1.K-2.</b> Describe roles and responsibilities of people in authority.  <b>D2.Civ.2.K-2.</b> Explain how all people, not just official leaders, play important roles in a community.  <b>D2.Civ.3.K-2.</b> Explain the need for and purposes of rules in various settings inside and outside of school.  <b>D2.Civ.8.K-2.</b> Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.  <b>D2.Civ.11.K-2.</b> Explain how people can work together to make decisions in the classroom.  <b>D2.Civ.14.K-2.</b> Describe how people have tried to improve their communities over time.  <b>D3.2.K-2.</b> Evaluate a source by distinguishing between fact and opinion.  <b>D4.7.K-2.</b> Identify ways to take action to help address local, regional, and global problems.  <b>D4.8.K-2.</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

<b>myWorld Social Studies Making Our Way Grade 1, ©2013</b>	<b>C3 Framework for Social Studies State Standards Dimensions</b>
<b>Chapter 2, Work in the Community</b>	
<b>myStory Spark, Work in the Community</b> <b>SE: 46/TE: 32</b> Digital Presentations <b>TE: 30, 31</b>	<b>D1.1.K-2.</b> Explain why the compelling question is important to the student. <b>D1.2.K-2.</b> Identify disciplinary ideas associated with a compelling question. <b>D2.Eco.4.K-2.</b> Describe the goods and services that people in the local community produce and those that are produced in other communities.
<b>Vocabulary Preview</b> <b>SE: 48-49/TE: 33</b>	<b>D2.Eco.2.K-2.</b> Identify the benefits and costs of making various personal decisions. <b>D2.Eco.4.K-2.</b> Describe the goods and services that people in the local community produce and those that are produced in other communities. <b>D2.Eco.6.K-2.</b> Explain how people earn income.
<b>Lesson 1, What We Need, What We Want</b> <b>SE: 50-53/TE: 35-36</b> Got it? Target Skills and Lesson Assessment <b>SE: 53/TE: 36</b> Digital Presentations <b>TE: 34</b>	<b>D2.Eco.1.K-2.</b> Explain how scarcity necessitates decision making. <b>D3.1.K-2.</b> Gather relevant information from one or two sources while using the origin and structure to guide the selection.
<b>Lesson 2, Why We Make Choices</b> <b>SE: 54-57/TE: 38-39</b> Got it? Target Skills and Lesson Assessment <b>SE: 57/TE: 39</b> Digital Presentations <b>TE: 37</b>	<b>D2.Eco.1.K-2.</b> Explain how scarcity necessitates decision making. <b>D2.Eco.2.K-2.</b> Identify the benefits and costs of making various personal decisions.
<b>Lesson 3, Goods and Services</b> <b>SE: 58-61/TE: 41-42</b> Got it? Target Skills and Lesson Assessment <b>SE: 61/TE: 42</b> Digital Presentations <b>TE: 40</b>	<b>D2.Eco.3.K-2.</b> Describe the skills and knowledge required to produce certain goods and services. <b>D2.Eco.4.K-2.</b> Describe the goods and services that people in the local community produce and those that are produced in other communities.
<b>Reading Skills: Cause and Effect</b> <b>SE: 62-63/TE: 44</b> Try it! Student Learning Objective Activity <b>SE: 63/TE: 44</b> Digital Presentation <b>TE: 43</b>	<b>D2.His.14.K-2.</b> Generate possible reasons for an event or development in the past. <b>D4.2.K-2</b> Construct explanations using correct sequence and relevant information.



**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

<p style="text-align: center;"><b>myWorld Social Studies Making Our Way Grade 1, ©2013</b></p>	<p style="text-align: center;"><b>C3 Framework for Social Studies State Standards Dimensions</b></p>
<p><b>Lesson 4, Buying and Selling</b> <b>SE:</b> 64-67/<b>TE:</b> 46-47 Got it? Target Skills and Lesson Assessment <b>SE:</b> 67/<b>TE:</b> 47 Digital Presentations <b>TE:</b> 45</p>	<p><b>D2.Eco.4.K-2.</b> Describe the goods and services that people in the local community produce and those that are produced in other communities. <b>D2.Eco.14.K-2.</b> Describe why people in one country trade goods and services with people in other countries. <b>D2.Eco.5.K-2.</b> Identify prices of products in a local market.</p>
<p><b>Lesson 5, Spending and Saving</b> <b>SE:</b> 68-71/<b>TE:</b> 49-50 Got it? Target Skills and Lesson Assessment <b>SE:</b> 71/<b>TE:</b> 50 Digital Presentations <b>TE:</b> 48</p>	<p><b>D2.Eco.6.K-2.</b> Explain how people earn income. <b>D2.Eco.9.K-2.</b> Describe the role of banks in an economy <b>D2.Eco.10.K-2.</b> Explain why people save. <b>D3.2.K-2.</b> Evaluate a source by distinguishing between fact and opinion.</p>
<p><b>21<sup>st</sup> Century Skill, Graph Skills:</b> Charts and Graphs <b>SE:</b> 72-73/<b>TE:</b> 52 Try it! Student Learning Objective Activity <b>SE:</b> 73/<b>TE:</b> 52 Digital Presentations <b>TE:</b> 51</p>	<p><b>D2.Eco.6.K-2.</b> Explain how people earn income.</p>
<p><b>Lesson 6, Jobs People Do</b> <b>SE:</b> 74-77/<b>TE:</b> 54-55 Got it? Target Skills and Lesson Assessment <b>SE:</b> 77/<b>TE:</b> 55 Digital Presentations <b>TE:</b> 53</p>	<p><b>D2.Eco.3.K-2.</b> Describe the skills and knowledge required to produce certain goods and services. <b>D2.Eco.6.K-2.</b> Explain how people earn income.</p>
<p><b>Review and Assessment</b> <b>SE:</b> 78-81/<b>TE:</b> 57-58 myStory Book; The Big Question Writing Activity <b>SE:</b> 81/<b>TE:</b> 58 Digital Presentation, Performance Assessment <b>TE:</b> 56</p>	<p><b>D1.1.K-2.</b> Explain why the compelling question is important to the student. <b>D1.2.K-2.</b> Identify disciplinary ideas associated with a compelling question. <b>D2.Eco.1.K-2.</b> Explain how scarcity necessitates decision making. <b>D2.Eco.4.K-2.</b> Describe the goods and services that people in the local community produce and those that are produced in other communities. <b>D2.Eco.6.K-2.</b> Explain how people earn income.</p>

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

<b>myWorld Social Studies Making Our Way Grade 1, ©2013</b>	<b>C3 Framework for Social Studies State Standards Dimensions</b>
<b>Chapter 3, Looking at Our World</b>	
<b>myStory Spark</b> , What is the world like? <b>SE:</b> 82/ <b>TE:</b> 61 Digital Presentations <b>TE:</b> 59, 60	<b>D1.1.K-2.</b> Explain why the compelling question is important to the student. <b>D1.2.K-2.</b> Identify disciplinary ideas associated with a compelling question. <b>D2.Geo.4.K-2.</b> Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.
<b>Vocabulary Preview</b> <b>SE:</b> 84-85/ <b>TE:</b> 62	<b>D2.Geo.2.K-2.</b> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. <b>D2.Geo.10.K-2.</b> Describe changes in the physical and cultural characteristics of various world regions.
<b>Lesson 1</b> , Where Things Are Located <b>SE:</b> 86-89/ <b>TE:</b> 64-65 Got it? Target Skills and Lesson Assessment <b>SE:</b> 89/ <b>TE:</b> 65 Digital Presentations <b>TE:</b> 63	<b>D2.Geo.2.K-2.</b> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
<b>Lesson 2</b> , Maps and Globes <b>SE:</b> 90-93/ <b>TE:</b> 67-68 Got it? Target Skills and Lesson Assessment <b>SE:</b> 93/ <b>TE:</b> 68 Digital Presentations <b>TE:</b> 66	<b>D2.Geo.2.K-2.</b> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. <b>D2.Geo.3.K-2.</b> Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
<b>21<sup>st</sup> Century Skill, Map Skills:</b> Parts of a Map <b>SE:</b> 94-95/ <b>TE:</b> 70 Try it! Student Learning Objective Activity <b>SE:</b> 95/ <b>TE:</b> 70 Digital Presentation <b>TE:</b> 69	<b>D2.Geo.2.K-2.</b> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. <b>D2.Geo.3.K-2.</b> Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

<b>myWorld Social Studies Making Our Way Grade 1, ©2013</b>	<b>C3 Framework for Social Studies State Standards Dimensions</b>
<p><b>Lesson 3, Land and Water</b>  <b>SE:</b> 96-99/<b>TE:</b> 72-73            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 99/<b>TE:</b> 73            Digital Presentations  <b>TE:</b> 71</p>	<p><b>D2.Geo.4.K-2.</b> Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.  <b>D2.Geo.10.K-2.</b> Describe changes in the physical and cultural characteristics of various world regions.</p>
<p><b>Lesson 4, Continents and Oceans</b>  <b>SE:</b> 100-103/<b>TE:</b> 75-76            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 103/<b>TE:</b> 76            Digital Presentations  <b>TE:</b> 74</p>	<p><b>D2.Geo.2.K-2.</b> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.  <b>D2.Geo.3.K-2.</b> Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p>
<p><b>Lesson 5, Our Environment</b>  <b>SE:</b> 104-107/<b>TE:</b> 78-79            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 107/<b>TE:</b> 79            Digital Presentations  <b>TE:</b> 77</p>	<p><b>D2.Geo.4.K-2.</b> Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.  <b>D2.Geo.6.K-2</b> Identify some cultural and environmental characteristics of specific places.</p>
<p><b>Reading Skills: Main Ideas and Details</b>  <b>SE:</b> 108-109/<b>TE:</b> 81            Try it! Student Learning Objective Activity  <b>SE:</b> 109/<b>TE:</b> 81            Digital Presentation  <b>TE:</b> 80</p>	<p><b>D3.1.K-2.</b> Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>
<p><b>Lesson 6, Getting from Here to There</b>  <b>SE:</b> 110-113/<b>TE:</b> 83-84            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 113/<b>TE:</b> 84            Digital Presentations  <b>TE:</b> 82</p>	<p><b>D2.Geo.7.K-2.</b> Explain why and how people, goods, and ideas move from place to place.  <b>D2.Geo.8.K-2.</b> Compare how people in different types of communities use local and distant environments to meet their daily needs.  <b>D2.Geo.11.K-2.</b> Explain how the consumption of products connects people to distant places.</p>

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

<b>myWorld Social Studies Making Our Way Grade 1, ©2013</b>	<b>C3 Framework for Social Studies State Standards Dimensions</b>
<p><b>Review and Assessment</b>  <b>SE:</b> 114-116/<b>TE:</b> 86-87  myStory Book; The Big Question Writing Activity  <b>SE:</b> 116/<b>TE:</b> 87  Digital Presentation, Performance Assessment  <b>TE:</b> 85</p>	<p><b>D1.1.K-2.</b> Explain why the compelling question is important to the student.  <b>D1.2.K-2.</b> Identify disciplinary ideas associated with a compelling question.  <b>D2.Geo.2.K-2.</b> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.  <b>D2.Geo.3.K-2.</b> Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.  <b>D2.Geo.4.K-2.</b> Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.</p>
<b>Chapter 4, Traditions We Share</b>	
<p><b>myStory Spark</b>, Traditions We Share  <b>SE:</b> 118/<b>TE:</b> 90  Digital Presentations  <b>TE:</b> 88, 89</p>	<p><b>D1.1.K-2.</b> Explain why the compelling question is important to the student.  <b>D1.2.K-2.</b> Identify disciplinary ideas associated with a compelling question.</p>
<p><b>Vocabulary Preview</b>  <b>SE:</b> 120-121/<b>TE:</b> 91</p>	<p><b>D3.1.K-2.</b> Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>
<p><b>Lesson 1</b>, What Is Culture?  <b>SE:</b> 122-125/<b>TE:</b> 93-94  Got it? Target Skills and Lesson Assessment  <b>SE:</b> 125/<b>TE:</b> 94  Digital Presentations  <b>TE:</b> 92</p>	<p><b>D2.Geo.4.K-2.</b> Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.  <b>D2.Geo.5.K-2.</b> Describe how human activities affect the cultural and environmental characteristics of places or regions.</p>
<p><b>Lesson 2</b>, Families are Alike and Different  <b>SE:</b> 126-129/<b>TE:</b> 96-97  Got it? Target Skills and Lesson Assessment  <b>SE:</b> 129/<b>TE:</b> 97  Digital Presentations  <b>TE:</b> 95</p>	<p><b>D2.Geo.6.K-2.</b> Identify some cultural and environmental characteristics of specific places.</p>

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

<b>myWorld Social Studies Making Our Way Grade 1, ©2013</b>	<b>C3 Framework for Social Studies State Standards Dimensions</b>
<p><b>Lesson 3, What Are Our Celebrations?</b>  <b>SE:</b> 130-133/<b>TE:</b> 99-100            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 133/<b>TE:</b> 100            Digital Presentations  <b>TE:</b> 98</p>	<p><b>D2.Geo.6.K-2.</b> Identify some cultural and environmental characteristics of specific places.</p>
<p><b>Reading Skills: Compare and Contrast</b>  <b>SE:</b> 134-135/<b>TE:</b> 102            Try it! Student Learning Objective Activity  <b>SE:</b> 135/<b>TE:</b> 102            Digital Presentation  <b>TE:</b> 101</p>	<p><b>D2.Geo.4.K-2.</b> Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.  <b>D2.Geo.6.K-2.</b> Identify some cultural and environmental characteristics of specific places.</p>
<p><b>Lesson 4, We Celebrate Our Nation</b>  <b>SE:</b> 136-139/<b>TE:</b> 104-105            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 139/<b>TE:</b> 105            Digital Presentations  <b>TE:</b> 103</p>	<p><b>D2.Geo.6.K-2.</b> Identify some cultural and environmental characteristics of specific places.</p>
<p><b>Lesson 5, Stories From Our Past</b>  <b>SE:</b> 140-143/<b>TE:</b> 107-108            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 143/<b>TE:</b> 108            Digital Presentations  <b>TE:</b> 106</p>	<p><b>D2.His.2.K-2.</b> Compare life in the past to life today.  <b>D2.His.3.K-2.</b> Generate questions about individuals and groups who have shaped a significant historical change.  <b>D2.His.9.K-2.</b> Identify different kinds of historical sources.  <b>D2.His.10.K-2.</b> Explain how historical sources can be used to study the past.</p>
<p><b>Lesson 6, Sharing Our Cultures</b>  <b>SE:</b> 144-147/<b>TE:</b> 110-111            Got it? Target Skills and Lesson Assessment  <b>SE:</b> 147/<b>TE:</b> 111            Digital Presentations  <b>TE:</b> 109</p>	<p><b>D2.Geo.6.K-2.</b> Identify some cultural and environmental characteristics of specific places.</p>
<p><b>21<sup>st</sup> Century Skill, Media and Technology:</b> Using Graphic Sources  <b>SE:</b> 148-149/<b>TE:</b> 113            Try it! Student Learning Objective Activity  <b>SE:</b> 149/<b>TE:</b> 113            Digital Presentation  <b>TE:</b> 112</p>	<p><b>D2.Geo.2.K-2.</b> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p>

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

<b>myWorld Social Studies Making Our Way Grade 1, ©2013</b>	<b>C3 Framework for Social Studies State Standards Dimensions</b>
<p><b>Review and Assessment</b>  <b>SE:</b> 150-153/<b>TE:</b> 115-116  myStory Book; The Big Question Writing Activity  <b>SE:</b> 153/<b>TE:</b> 116  Digital Presentation, Performance Assessments  <b>TE:</b> 114</p>	<p><b>D1.1.K-2.</b> Explain why the compelling question is important to the student.  <b>D1.2.K-2.</b> Identify disciplinary ideas associated with a compelling question.  <b>D2.Geo.6.K-2.</b> Identify some cultural and environmental characteristics of specific places.</p>
<b>Chapter 5, Our Past, Our Present</b>	
<p><b>myStory Spark</b>, How does life change throughout history?  <b>SE:</b> 154/<b>TE:</b> 119  Digital Presentations  <b>TE:</b> 117, 118</p>	<p><b>D1.1.K-2.</b> Explain why the compelling question is important to the student.  <b>D1.2.K-2.</b> Identify disciplinary ideas associated with a compelling question.  <b>D2.His.3.K-2.</b> Generate questions about individuals and groups who have shaped a significant historical change.</p>
<p><b>Vocabulary Preview</b>  <b>SE:</b> 156-157/<b>TE:</b> 120</p>	<p><b>D2.His.3.K-2.</b> Generate questions about individuals and groups who have shaped a significant historical change.</p>
<p><b>Lesson 1</b>, Measuring Time  <b>SE:</b> 158-161/<b>TE:</b> 122-123  Got it? Target Skills and Lesson Assessment  <b>SE:</b> 161/<b>TE:</b> 123  Digital Presentations  <b>TE:</b> 121</p>	<p><b>D2.His.1.K-2.</b> Create a chronological sequence of multiple events.</p>
<p><b>Reading Skills:</b> Sequence  <b>SE:</b> 162-163/<b>TE:</b> 125  Try it! Student Learning Objective Activity  <b>SE:</b> 163/<b>TE:</b> 125  Digital Presentation  <b>TE:</b> 124</p>	<p><b>D2.His.1.K-2.</b> Create a chronological sequence of multiple events.</p>
<p><b>Lesson 2</b>, Talking About Time  <b>SE:</b> 164-167/<b>TE:</b> 127-128  Got it? Target Skills and Lesson Assessment  <b>SE:</b> 167/<b>TE:</b> 128  Digital Presentations  <b>TE:</b> 126</p>	<p><b>D2.His.1.K-2.</b> Create a chronological sequence of multiple events.  <b>D2.His.2.K-2.</b> Compare life in the past to life today.  <b>D2.His.3.K-2.</b> Generate questions about individuals and groups who have shaped a significant historical change.  <b>D2.His.14.K-2.</b> Generate possible reasons for an event or development in the past.</p>

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

<b>myWorld Social Studies Making Our Way Grade 1, ©2013</b>	<b>C3 Framework for Social Studies State Standards Dimensions</b>
<p><b>21<sup>st</sup> Century Skill, Graph Skills:</b> Timelines <b>SE:</b> 168-169/<b>TE:</b> 130 Try it! Student Learning Objective Activity <b>SE:</b> 169/<b>TE:</b> 130 Digital Presentations <b>TE:</b> 129</p>	<p><b>D2.His.1.K-2.</b> Create a chronological sequence of multiple events.</p>
<p><b>Lesson 3, How We Learn About History</b> <b>SE:</b> 170-173/<b>TE:</b> 132-133 Got it? Target Skills and Lesson Assessment <b>SE:</b> 173/<b>TE:</b> 133 Digital Presentations <b>TE:</b> 131</p>	<p><b>D2.His.9.K-2.</b> Identify different kinds of historical sources. <b>D2.His.10.K-2.</b> Explain how historical sources can be used to study the past. <b>D2.His.11.K-2.</b> Identify the maker, date, and place of origin for a historical source from information within the source itself. <b>D2.His.12.K-2.</b> Generate questions about a particular historical source as it relates to a particular historical event or development.</p>
<p><b>Lesson 4, American Heroes</b> <b>SE:</b> 174-177/<b>TE:</b> 135-136 Got it? Target Skills and Lesson Assessment <b>SE:</b> 177/<b>TE:</b> 136 Digital Presentations <b>TE:</b> 134</p>	<p><b>D2.His.3.K-2.</b> Generate questions about individuals and groups who have shaped a significant historical change. <b>D2.His.4.K-2.</b> Compare perspectives of people in the past to those of people in the present.</p>
<p><b>Lesson 5, Life Then and Now</b> <b>SE:</b> 178-181/<b>TE:</b> 138-139 Got it? Target Skills and Lesson Assessment <b>SE:</b> 181/<b>TE:</b> 139 Digital Presentations <b>TE:</b> 137</p>	<p><b>D2.His.2.K-2.</b> Compare life in the past to life today. <b>D2.His.3.K-2.</b> Generate questions about individuals and groups who have shaped a significant historical change.</p>
<p><b>Lesson 6, Technology Then and Now</b> <b>SE:</b> 182-185/<b>TE:</b> 141-142 Got it? Target Skills and Lesson Assessment <b>SE:</b> 185/<b>TE:</b> 142 Digital Presentations <b>TE:</b> 140</p>	<p><b>D2.His.2.K-2.</b> Compare life in the past to life today. <b>D2.His.3.K-2.</b> Generate questions about individuals and groups who have shaped a significant historical change.</p>

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

<p style="text-align: center;"><b>myWorld Social Studies Making Our Way Grade 1, ©2013</b></p>	<p style="text-align: center;"><b>C3 Framework for Social Studies State Standards Dimensions</b></p>
<p><b>Review and Assessment</b>  <b>SE:</b> 186-189/<b>TE:</b> 144-145  myStory Book; The Big Question Writing Activity  <b>SE:</b> 189/<b>TE:</b> 145  Digital Presentation, Performance Assessments  <b>TE:</b> 143</p>	<p><b>D1.1.K-2.</b> Explain why the compelling question is important to the student.  <b>D1.2.K-2.</b> Identify disciplinary ideas associated with a compelling question.  <b>D2.His.1.K-2.</b> Create a chronological sequence of multiple events.  <b>D2.His.2.K-2.</b> Compare life in the past to life today.  <b>D2.His.3.K-2.</b> Generate questions about individuals and groups who have shaped a significant historical change.  <b>D2.His.9.K-2.</b> Identify different kinds of historical sources.  <b>D2.His.10.K-2.</b> Explain how historical sources can be used to study the past.</p>



**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

**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 ...

**D1.3.K-2.** Identify facts and concepts associated with a supporting question.

**D1.4.K-2.** Make connections between supporting questions and compelling questions.

**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.1.K-2.** Describe roles and responsibilities of people in authority.

**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.

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

**Dimension 2, Participation and Deliberation**

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

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

**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.10.K-2.** Compare their own point of view with others' perspectives.

**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.

**D2.Civ.12.K-2.** Identify and explain how rules function in public (classroom and school) settings.

**D2.Civ.14.K-2.** Describe how people have tried to improve their communities over time.

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

**ECONOMICS**

**Dimension 2, Economic Decision Making**

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

**D2.Eco.1.K-2.** Explain how scarcity necessitates decision making.

**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.6.K-2.** Explain how people earn income.

**D2.Eco.7.K-2.** Describe examples of costs of production.

**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.10.K-2.** Explain why people save.

**D2.Eco.12.K-2.** Describe examples of the goods and services that governments provide.

**D2.Eco.13.K-2.** Describe examples of capital goods and human capital.

**Dimension 2, The Global Economy**

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

**D2.Eco.14.K-2.** Describe why people in one country trade goods and services with people in other countries.

**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.1.K-2.** Construct maps, graphs, and other representations of familiar places.

**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.

**D2.Geo.6.K-2.** Identify some cultural and environmental characteristics of specific places.

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

**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.1.K-2.** Create a chronological sequence of multiple events.

**D2.His.2.K-2.** Compare life in the past to life today.

**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...

**D2.His.4.K-2.** Compare perspectives of people in the past to those of people in the present.

**D2.His.6.K-2.** Compare different accounts of the same historical event.

**Dimension 2, Historical Sources and Evidence**

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

**D2.His.9.K-2.** Identify different kinds of historical sources.

**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.14.K-2.** Generate possible reasons for an event or development in the past.

**D2.His.16.K-2.** Select which reasons might be more likely than others to explain a historical event or development.

**A Correlation of Savvas myWorld Social Studies,  
Making Our Way, Grade 1, ©2013  
to the C3 Framework for Social Studies State Standards**

**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...

**D4.1.K-2.** Construct an argument with reasons.

**D4.2.K-2.** Construct explanations using correct sequence and relevant information.

**D4.3.K-2.** Present a summary of an argument using print, oral, and digital technologies.

**Dimension 4, Critiquing Conclusions**

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

**D4.4.K-2.** Ask and answer questions about arguments.

**D4.5.K-2.** Ask and answer questions about explanations.

**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.