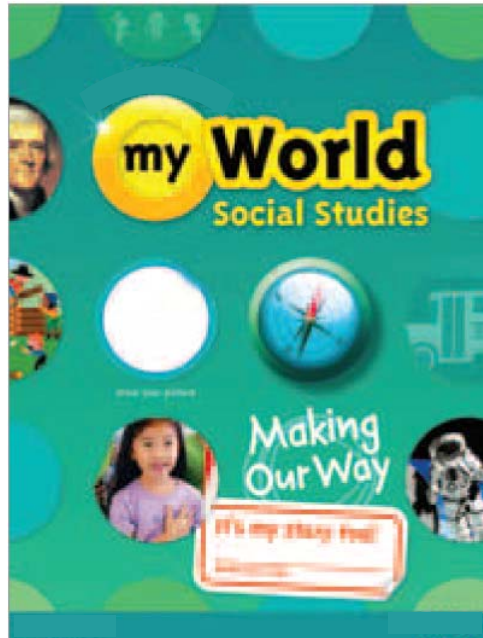


A Correlation of
myWorld Social Studies
Making Our Way
©2013



to the

**West Virginia Next Generation
Content Standards and Objectives
for Social Studies
Grade 1**

**A Correlation of myWorld Social Studies, Making Our Way ©2013
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Introduction

myWorld Social Studies is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today's classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use. This document demonstrates how **myWorld Social Studies** ©2013 meets the West Virginia Next Generation Content Standards and Objectives for Social Studies – Grade 1. Correlation page references are to the Student Edition and Teacher Guide. Alignments are cited at the page level.

Everyone has a story. What's yours?

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

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

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

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

Prepare students for the next level Embedded interactive skills instruction prepares students for lifelong learning.

Interactive Student Text

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

Student Materials

- Kindergarten Flip Book
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

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

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Civics	
SS.1.C.1 model patriotism, cooperation, tolerance and respect for others within school and community.	SE: I Am a Good Citizen, 14; Citizens at School, 15; Citizens in the Community, 16; Got It?, 17; My Rights, 19; Cooperate, 21; Collaboration and Creativity: Conflict and Cooperation, 22–23; Rules at Home and School, 25; myStory Book: How people best cooperate?, 45
SS.1.C.2 create scenarios and role play reflecting the use of rules and laws, their consequences and their value within school and community.	SE: My Responsibilities, 20–21; I Follow Rules, 24–27
SS.1.C.3 investigate the symbols, icons and traditions of the United States that provide a sense of community across time (e.g., Labor Day, Veterans Day, Memorial Day, Pledge of Allegiance, patriotic songs, landmarks, art and literature that demonstrates community traditions, etc.).	SE: You're a Grand Old Flag, 11; Capitol Building, 34; White House, 36; Symbols of My Country, 38–41; Review and Assessment, 44; Statue of Liberty, 138, 151; Coins, 174; What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139; Review and Assessment, 151 TG: Active Reading & Lesson Summary pages, 3, 21, 23, 24, 25, 26, 29, 98, 99, 100, 103, 104, 105, 115, 135
SS.1.C.4 apply the process of how leaders are selected and analyze how they influence decisions made in the school and community.	SE: Vote, 25; My Leaders, 28–31, My Government, 32–35
SS.1.C.5 collaborate to identify a community need, propose a variety of solutions and investigate how individuals could participate to solve the problem.	SE: I Am a Good Citizen, 14; Citizens at School, 15; Citizens in the Community, 16; Collaboration and Creativity: Conflict and Cooperation, 22–23
Economics	
SS.1.E.1 compare and contrast occupations within the community.	SE: Jobs People Do, 74–77; Review and Assessment, 79, 80; myStory Book, 81

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SS.1.E.2 distinguish between personal needs and wants and the consequences of personal choices.	SE: What We Need, What We Want, 50–53; Why We Make Choices, 54–57
SS.1.E.3 demonstrate the exchange of goods and services.	SE: Goods and Services, 58–61; Buying and Selling, 64–67
SS.1.E.4 explain how individuals and families earn, spend and save money.	SE: Spending and Saving, 68–71
Geography	
SS.1.G.1 reflect an understanding of cardinal directions, map symbols in a legend, geographic landforms (e.g., mountains, lakes, rivers), and location by interpreting simple maps.	SE: Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114; Maps, 171
SS.1.G.2 describe how climate and location affect the way people live, work and play.	SE: For related material see: Where Things Are Located, 86–89; Land and Water, 96–99; Our Environment, 104–107
SS.1.G.3 give examples of natural resources and their uses.	SE: Natural Resources, 104; Caring for Earth, 106; Got it? 107
SS.1.G.4 sequence the seasons of the year, months and days of the week.	SE: Measuring Time, 158–161; Sequence, 162–163
SS.1.G.5 utilize appropriate global information systems including maps, globes and geographic technology.	SE: Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114; Maps, 171
SS.1.G.6 locate and identify the following using a globe and world map: <ul style="list-style-type: none"> • West Virginia • United States • geographic features (e.g., mountains, bodies of water, etc.) 	SE: Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Land and Water, 96–99; Review and Assessment, 114; Maps, 171

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History	
SS.1.H.CL1.1 utilizing primary source documents and oral accounts investigate ways communities change throughout history.	SE: Primary Sources, 171; Using Sources, 172; Compare and Contrast, 173; Review and Assessment, 187-188; also see: Media and Technology: Using Graphic Sources, 148-149
SS.1.H.CL1.2 examine cultural contributions of families through the use of literature, primary source documents and oral accounts.	SE: Traditions We Share, 118; What Is Culture? 122–125; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Sharing Our Cultures, 144–147; myStory Book: How is Culture Shared?, 153
SS.1.H.CL1.3 explore the history of the community and give examples of locally significant sites and people.	SE: Schools Then and Now, 165; Communities Then and Now, 166; Life Then and Now, 178–181; Technology Then and Now, 182–185; Review and Assessment, 188; My Story Book, 189
SS.1.H.CL1.4 illustrate personal history by creating a timeline.	SE: Graph Skills: Timelines, 168–169; also see: Measuring Time, 158–161; Sequence, 162–163; Talking About Time, 164–167
West Virginia History	
SS.1.WV.1 recognize and recite the state motto and sing the state song.	SE: Opportunities to address this objective may be found with the following: Symbols of My Country, 38–41
SS.1.WV.2 investigate the common occupations of people in West Virginia.	SE: For related material see: Jobs People Do, 74–77
SS.1.WV.3 locate West Virginia on a United States map.	SE: Map: The United States of America, 92
SS.1.WV.4 locate student's hometown and county on a West Virginia map.	SE: Opportunities to address this objective may be found with the following: Finding Places on a Map, 92–93
SS.1.WV.5 describe the cultural life of West Virginia as reflected in games, toys and various art forms.	SE: Opportunities to address this objective may be found with the following: What Is Culture? 122–125; What Are Our Celebrations? 130–133; Sharing Our Cultures, 144–147; myStory Book: How is Culture Shared?, 153

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