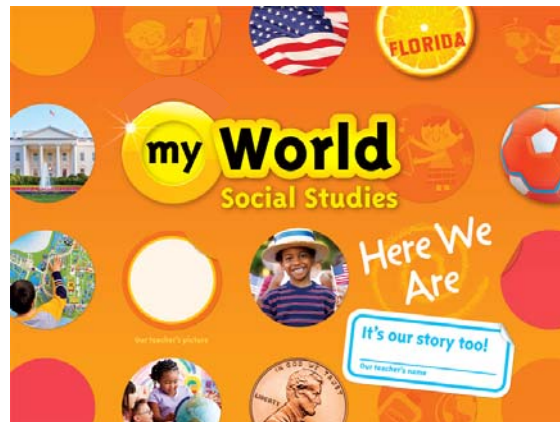


A Correlation of

Savvas

myWorld Social Studies

Florida Edition, Grade K: Here We Are – Work Text



To the

**Florida Course Standards and Access Points
for Social Studies – Kindergarten – 5021020**

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS**

SUBJECT: Social Studies
GRADE LEVEL: Kindergarten
COURSE TITLE: Social Studies - Kindergarten
COURSE CODE: 5021020
SUBMISSION TITLE: myWorld Social Studies
TITLE ID: 1876
PUBLISHER: Savvas Learning Company
PUBLISHER ID: 22-1603684-02

				Committee Member Evaluation (Committee Member Use Only)				
BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE (Cognitive Complexity as identified by the state)	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup for committee member.)	Thoroughly	Highly	Adequately	Minimally	Not At All
SS.K.A.1.1	Develop an understanding of how to use and create a timeline.	N/A	What is a timeline? 113–114, Chapter 5 Lesson 4 Online Lesson Plan: Active Reading					
SS.K.A.1.2	Develop an awareness of a primary source.	N/A	How can we learn about history? 115–116, Chapter 5 Lesson 5 Online Lesson Plan: Active Reading, Use Illustrations, 117–118, Chapter 5 Skill Lesson Online Lesson Plan: Active Reading					
SS.K.A.2.1	Compare children and families of today with those in the past.	N/A	How are people alike and different? 81–82, Chapter 4 Lesson 1 Online Lesson Plan: Active Reading, How are families alike and different? 85–86, Chapter 4 Lesson 2 Online Lesson Plan: Active Reading, How have families changed? 121–122, Chapter 5 Lesson 7 Online Lesson Plan: Active Reading, How has school changed? 123–124, Chapter 5 Lesson 8 Online Lesson Plan: Active Reading					
SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.	N/A	How do we celebrate? 89–90, Chapter 4 Lesson 4 Online Lesson Plan: Active Reading, What are national holidays? 91–92, Chapter 4 Lesson 4 Online Lesson Plan: Active Reading, myStory Book, 99					

SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.	N/A	Begin with a Song, 79, What is culture? 87–88, Chapter 4 Lesson 3 Online Lesson Plan: Active Reading, What are national holidays? 91–92, Chapter 4 Lesson 5 Online Lesson Plan: Active Reading, What are other cultures like? 95–96, Chapter 4 Lesson 7 Online Lesson Plan: Active Reading					
SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.	N/A	Who are American folk heroes? 93–94, Chapter 4 Lesson 6 Online Lesson Plan: Active Reading, Distinguish Fact From Fiction, 97–98, Chapter 4 Reading Skill Lesson Online Lesson Plan: Active Reading, Who are American heroes from the past? 119–120, Chapter 5 Lesson 6 Online Lesson Plan: Active Reading					
SS.K.A.2.5	Recognize the importance of U.S. symbols.	N/A	What are our country's symbols? 21–22, Chapter 1 Lesson 7 Online Lesson Plan: Active Reading, What are our country's monuments? 23–24, Chapter 1 Lesson 8 Online Lesson Plan: Active Reading					
SS.K.A.3.1	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.	N/A	What is my personal history? 105–106, Chapter 5 Lesson 1 Online Lesson Plan: Active Reading, Sequence, 107–108, Chapter 5 Skill Lesson Online Lesson Plan: Active Reading, How do we talk about time? 109–110, Chapter 5 Lesson 2 Online Lesson Plan: Active Reading, How do we measure time? 111–112, Chapter 5 Lesson 3 Online Lesson Plan: Active Reading, What is a Timeline? 113–114, Chapter 5 Lesson 4 Online Lesson Plan: Active Reading, How has school changed? 123–124, Chapter 5 Lesson 8 Online Lesson Plan: Active Reading, How have communities changed? 125–126, Chapter 5 Lesson 9 Online Lesson Plan: Active Reading, How has technology changed? 127–128, Chapter 5 Lesson 10 Online Lesson Plan: Active Reading, My Story Book, 129					
SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.	N/A	How do we measure time? 111–112, Chapter 5 Lesson 3 Online Lesson Plan: Active Reading					
SS.K.C.1.1	Define and give examples of rules and laws, and why they are important.	N/A	What rules do we follow? 13–14, Chapter 1 Lesson 4 Online Lesson Plan: Active Reading, Who are our leaders? 15–16, Chapter 1 Lesson 5 Online Lesson Plan: Active Reading, Problem Solving, 19–20, Chapter 1 Skill Lesson Online Lesson Plan: Active Reading					
SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school, and community.	N/A	What rules do we follow? 13–14, Chapter 1 Lesson 4 Online Lesson Plan: Active Reading					
SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.	N/A	My Story Book, 2, 25, What makes a good citizen? 5–6, Chapter 1 Lesson 1 Online Lesson Plan: Active Reading, What are rights? What are responsibilities? 7–8, Chapter 1 Lesson 2 Online Lesson Plan: Active Reading, Reading Skills, 11–12, Chapter 1 Reading Skills Lesson Online Lesson Plan: Active Reading					

SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.	N/A	How do we get along with others? 9–10, Chapter 1 Lesson 3 Online Lesson Plan: Active Reading, Problem Solving, 19–20, Chapter 1 Skill Lesson Online Lesson Plan: Active Reading					
SS.K.C.2.3	Describe fair ways for groups to make decisions.	N/A	How do we make decisions? 17–18, Chapter 1 Lesson 6 Online Lesson Plan: Active Reading, Problem Solving, 19–20–23, Chapter 1 Skill Lesson Online Lesson Plan: Active Reading					
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.	N/A	My Story Book, 28, 47, Begin With a Song, 29, Listening and Speaking, 37–38, Chapter 2 Skill Lesson Online Lesson Plan: Active Reading, What are jobs that people do? 39–40, Chapter 2 Lesson 4 Online Lesson Plan: Active Reading, What are goods and services? 45–46, Chapter 2 Lesson 6 Online Lesson Plan: Active Reading					
SS.K.E.1.2	Recognize that United States currency comes in different forms.	N/A	How do we use money? 35–36, Chapter 2 Lesson 3 Online Lesson Plan: Active Reading					
SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.	N/A	How do we get what we need or want? 33–34, Chapter 2 Lesson 2 Online Lesson Plan: Active Reading, How do we use money? 35–36, Chapter 2 Lesson 3 Online Lesson Plan: Active Reading, What are jobs that people do? 39–40, Chapter 2 Lesson 4 Online Lesson Plan: Active Reading, Why do we make Choices? 43–44, Chapter 2 Lesson 5 Online Lesson Plan: Active Reading, What are goods and services? 45–46, Chapter 2 Lesson 6 Online Lesson Plan: Active Reading					
SS.K.E.1.4	Identify the difference between basic needs and wants.	N/A	What do we need? What do we want? 31–32, Chapter 2 Lesson 1 Online Lesson Plan: Active Reading, How do we get what we need or want? 33–34, Chapter 2 Lesson 2 Online Lesson Plan: Active Reading, Listening and Speaking, 37–38, Chapter 2 Skill Lesson Online Lesson Plan: Active Reading, Why do we make Choices? 43–44, Chapter 2 Lesson 5 Online Lesson Plan: Active Reading, How do we use Earth's resources? 73–74, Chapter 3 Lesson 9 Online Lesson Plan: Active Reading					
SS.K.G.1.1	Describe the relative location of people, places, and things by using positional words.	N/A	Where are places located? 55–56, Chapter 3 Lesson 2 Online Lesson Plan: Active Reading					
SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth.	N/A	What do maps show? 57–58, Chapter 3 Lesson 3 Online Lesson Plan: Active Reading, Map Skills: Cardinal Directions, 59–60, Chapter 3 Skill Lesson Online Lesson Plan: Active Reading, What do globes show? 67–68, Chapter 3 Lesson 6 Online Lesson Plan: Active Reading					
SS.K.G.1.3	Identify cardinal directions (north, south, east, west).	N/A	Map Skills: Cardinal Directions, 59–60, Chapter 3 Skill Lesson Online Lesson Plan: Active Reading					

SS.K.G.1.4	Differentiate land and water features on simple maps and globes.	N/A	What do maps show? 57–58, Chapter 3 Lesson 3 Online Lesson Plan: Active Reading, What do globes show? 67–68, Chapter 3 Lesson 6 Online Lesson Plan: Active Reading					
SS.K.G.2.1	Locate and describe places in the school and community.	N/A	Where do we live? 53–54, Chapter 3 Lesson 1 Online Lesson Plan: Active Reading, Where are places located? 55–56, Chapter 3 Lesson 2 Online Lesson Plan: Active Reading, Map Skills: Cardinal Directions, 59–60, Chapter 3 Skill Lesson Online Lesson Plan: Active Reading					
SS.K.G.2.2	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.	N/A	Where do we live? 53–54, Chapter 3 Lesson 1 Online Lesson Plan: Active Reading					
SS.K.G.3.1	Identify basic landforms.	N/A	What are landforms? 61–62, Chapter 3 Lesson 4 Online Lesson Plan: Active Reading, Classify and Categorize, 65–66, Chapter 3 Reading Skill Lesson Online Lesson Plan: Active Reading					
SS.K.G.3.2	Identify basic bodies of water.	N/A	What are bodies of water? 63–64, Chapter 3 Lesson 5 Online Lesson Plan: Active Reading, Classify and Categorize, 65–66, Chapter 3 Skill Lesson Online Lesson Plan: Active Reading					
SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.	N/A	What is weather like? 69–70, Chapter 3 Lesson 7 Online Lesson Plan: Active Reading, What are the seasons? 71–72, Chapter 3 Lesson 8 Online Lesson Plan: Active Reading					

Committee Member Evaluation
(Committee Member Use Only)

OVERALL INSTRUCTIONAL QUALITY	IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.	Strongly Agree	Agree	Disagree	Strongly Disagree
	The Examples can be from Student or Teacher Instructional Material.				
<p>The major tool introduces and builds social studies concepts as a coherent whole. It provides opportunities to students to explore why an idea is important and in which contexts that idea can be useful. In other words, the major tool helps students learn the social studies concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.</p> <p>Description: <i>myWorld Social Studies incorporates the Understanding by Design model, co-created by program author Grant Wiggins. This instruction encourages students to Connect to the content, and build knowledge and skills through Experience, which lead to Understanding. Chapter-level Big Questions provide a larger framework to guide students and help them see the big idea of each chapter. Woven throughout each lesson, activity, and assessment, the Big Questions help students to connect to content by activating prior knowledge and engaging them in each lesson. Through myWorld Social Studies, students will be able to explore concepts, build knowledge, and transfer what they've learned beyond the classroom. "Understanding by Design" is registered as a trademark with the Patent and Trademark Office by the Association for Supervision of Curriculum Development (ASCD). ASCD has not authorized, approved or sponsored this work and is in no way affiliated with Savvas or its products.</i></p>	<p>Chapter 3 The Big Question: What is the world like? 49 myStory Spark: Look out the window. Draw what you see, 50 myStory Video: What is the world like? 50 Song: "This Is My Community" 51 Got it? Lesson 1: Draw a line from each place to something you see there. 54; Lesson 2: Draw two places in your neighborhood. Label each place. 56; Lesson 3: Circle the teacher's desk. Draw a place where children can read book,. 58; Lesson 4: Circle the mountains and hills. Draw an X on the plains and islands. 62; Lesson 5: Write W on the water. 64; Lesson 6: Color the water blue. Color the land green. 68; Lesson 7: Look at each kind of weather. Draw a line to what you would wear. 70; Lesson 8: Choose a season. Draw things on and around the tree that show your season. 72; Lesson 9: Circle in green Earth's resources. Circle in red things people use or make, 74 21st Century Skills: Map Skills 59–60 myStory Book: Think of a place you would like to visit. Draw a picture of what the place looks like, 75</p>				
<p>Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.</p> <p>Description: <i>At the beginning of each chapter, students are introduced to the Big Question and explore it through discussion, drawing, and writing activities in the myStory Spark. The myStory Video extends this exploration through interviews with children, who share their ideas on aspects of the Big Question. These activities help students establish personal meaning and connect to the content in the chapter. In addition, each chapter presents a song—in print and digitally—that ties into chapter content. Finally, the Vocabulary Preview offers an I Spy-like game to engage students' interest and expose them to some of the chapter vocabulary. As children work through the chapter, the first activity in each lesson is an Envision It! activity that taps into children's prior knowledge and sets the stage for the lesson.</i></p>	<p>Chapter 1 myStory Spark: Draw a picture of yourself working with a friend. 2 myStory Video: How do people best cooperate? 2 Song: "We Go to School" 3 Vocabulary Preview: 4 Lessons: What makes a good citizen? 5–6, Lesson 2: What are rights? What are responsibilities? 7–8, Lesson 3: How do we get along with others? 9–10, Lesson 4: What rules do we follow? 13–14, Lesson 5 Who are our leaders? 15–16, Lesson 6: How do we make decisions? 17–18 21st Century Skills: Collaboration and Creativity: Problem Solving 19–20</p>				

<p>Evaluating differing points of view is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.</p> <p>Description: <i>The worktext enables students to practice important 21st Century Skills, including Target Reading Skills, Collaboration and Creativity Skills, Graph Skills, Map Skills, Critical Thinking Skills, and Media and Technology Skills. These lifelong learning skills help students develop their ability to make decisions, determine strategies, and justify solutions.</i></p>	<p>Target Reading Skills: Main Idea and Details 11–12; Cause and Effect 41–42; Classify and Categorize 65–66; Compare and Contrast 83–84; Sequence 107–108</p> <p>21st Century Skills: Collaboration and Creativity: Problem Solving 19–20; Collaboration and Creativity: Listening and Speaking 37–38; Map Skills: Cardinal Directions 59–60; Critical Thinking: Distinguish Fact From Fiction 97–98; Critical Thinking: Use Illustrations 117–118</p>				
<p>Tasks engage students in communicating social studies by writing, explaining, drawing, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.</p> <p>Description: <i>Active learning activities in myWorld Social Studies inspire students to obtain an enduring understanding of the content they’re studying and to develop confidence and self-direction as they move through both team-based and independent work. Hands-on activities are embedded in the student materials and extended through the Teacher’s Guide, Activity Cards, Interactive Whiteboard, and Online Lesson Plan.</i></p>	<p>myStory Spark, 2, 28, 50, 78, 102</p> <p>Draw, 2, 8, 10, 18, 25, 28, 34, 38, 47, 50, 56, 58, 72, 75, 78, 86, 88, 99, 102, 110, 112, 129</p> <p>myStory Book, 25, 47, 75, 99, 129</p> <p>Collaboration and Creativity, 19–20, 37–38</p> <p>Critical Thinking, 97–98, 116–117</p>				
<p>Students are given opportunities to create and use representations to organize, record, and communicate their thinking.</p> <p>Tasks promote the use of multiple representations. Students use a variety of tools, including both primary and secondary sources, to understand a single concept.</p> <p>Description: <i>Throughout the myWorld Social Studies program, students actively engage in acquiring new knowledge and skills. This new knowledge helps them develop a deeper understanding of the Big Question, which they revisit at each lesson through writing, drawing, circling, and underlining content in their own worktext. The worktext format encourages greater interaction with text and more active reading, including a focus on primary and secondary sources.</i></p>	<p>Chapter 5</p> <p>myStory Spark: Draw a picture of yourself when you were little. Then draw a picture of yourself now. 102</p> <p>myStory Video How does life change throughout history? 102</p> <p>Lessons: What is my personal history? 105, How do we talk about time? 109, How do we measure time? 111, What is a timeline? 113, How can we learn about history? 115, Who are American heroes from the past? 119, How have families changed? 121, How have communities changed? 125, How has technology changed? 127</p> <p>Primary and Secondary Sources: 103, 104, 105, 115, 116, 119, 120, 121, 123, 124, 126</p> <p>Graphic Organizers: 104, 111, 113–114</p> <p>Target Reading Skill: Sequence 107–108</p>				
<p>The social studies connects to other disciplines such as reading, art, mathematics, and science. Tasks represent ideas as interconnected and building upon each other.</p> <p>Description: <i>The worktext enables students to practice important Target Reading Skills--essential skills they'll need when reading informational texts throughout their lives. Students may also use their mathematical, scientific, and artistic knowledge in different activities, such as measuring scale on maps, explaining the development and impact of technology on society, or creating a visual representation of a place.</i></p>	<p>Draw, 2, 8, 10, 18, 25, 28, 34, 38, 47, 50, 56, 58, 72, 75, 78, 86, 88, 99, 102, 110, 112, 129</p> <p>Science: What is weather like? 69–70, What are the seasons? 71–72, How do we use Earth’s resources? 73–74, How has technology changed, 127–128</p> <p>Arts (Music): 3, 29, 51, 79, 103</p>				

Content provided that is NOT directly associated with NGSSS benchmarks for the course/grade level is less than approximately ten percent (10%). (Publishers must list ALL content here, not just examples.)

Description: *myWorld Social Studies provides less than 10% extraneous content for this course. Any additional content is included to help create an engaging narrative and provide greater context for students.*

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**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS**

SUBJECT: Social Studies
GRADE LEVEL: Kindergarten
COURSE TITLE: Social Studies - Kindergarten
COURSE CODE: 5021020
SUBMISSION TITLE: myWorld Social Studies
TITLE ID: 1876
PUBLISHER: Savvas Learning Company
PUBLISHER ID: 22-1603684-02

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	LESSONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup for committee member.)	Committee Member Evaluation (Committee Member use Only)				
			Thoroughly	Highly	Adequately	Minimally	Not At All
SS.K.A.1.In.a	Sequence three events using a simple timeline, such as events in the school day and at home.	What is a timeline? 113–114					
SS.K.A.1.In.b	Examine primary sources, such as photographs or paintings of a famous person.	How can we learn about history? 115–116, Use Illustrations, 117–118, Photographs, 123, 127					
SS.K.A.1.Pa.a	Recognize the next step in a sequenced activity.	Sequence, 107–108, What is a timeline? 113–114					
SS.K.A.1.Pa.b	Associate a photograph or object with a person or event.	How can we learn about history? 115–116, Use Illustrations, 117–118, Photographs, 123, 127					
SS.K.A.1.Su.a	Sequence two events in the school day to show which comes first.	Sequence, 107–108, What is a timeline? 113–114					
SS.K.A.1.Su.b	Examine a primary source, such as a photograph.	How can we learn about history? 115–116, Photographs, 123, 127					
SS.K.A.2.In.a	Recognize items from the present and the past, such as clothing and transportation.	How has school changed? 123–124, How have communities changed? 125–126, How has technology changed? 127–128					
SS.K.A.2.In.b	Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays.	Begin with a Song, 79, What are national holidays? 91–92					
SS.K.A.2.In.c	Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays.	Begin with a Song, 79, What are national holidays? 91–92					
SS.K.A.2.In.d	Identify an act of bravery or honesty in stories about someone from the past, such as George Washington.	Who are American folk heroes? 93–94, Distinguish Fact From Fiction, 97–98, Who are American heroes from the past? 119–120					
SS.K.A.2.In.e	Recognize United States symbols, such as the American flag and bald eagle.	What are our country's symbols? 21–22, What are our country's monuments? 23–24					
SS.K.A.2.Pa.a	Recognize a family member.	How are families alike and different? 85–86, How have families changed? 121–122					

SS.K.A.2.Pa.b	Associate a celebration with an event, such as a birthday or holiday.	Begin with a Song, 79, What is culture? 87–88, What are national holidays? 91–92, What are other cultures like? 95–96					
SS.K.A.2.Pa.c	Associate a celebration with an event, such as a birthday or holiday.	Begin with a Song, 79, What is culture? 87–88, What are national holidays? 91–92, What are other cultures like? 95–96					
SS.K.A.2.Pa.d	Recognize a person in a story.	Who are American folk heroes? 93–94, Distinguish Fact From Fiction, 97–98, Who are American heroes from the past? 119–120					
SS.K.A.2.Pa.e	Recognize a patriotic song.	What are national holidays? 91–92					
SS.K.A.2.Su.a	Recognize clothing from the present and the past.	How have families changed? 120–121, How has school changed? 122					
SS.K.A.2.Su.b	Recognize a national holiday or celebration, such as Thanksgiving or birthdays.	Begin with a Song, 79, What are national holidays? 91–92					
SS.K.A.2.Su.c	Recognize a national holiday or celebration, such as Thanksgiving or birthdays.	Begin with a Song, 79, What are national holidays? 91–92					
SS.K.A.2.Su.d	Recognize a person who showed bravery in stories about the past.	Distinguish Fact From Fiction, 97–98, Who are American heroes from the past? 119–120					
SS.K.A.2.Su.e	Recognize a United States symbol, such as the American flag or bald eagle.	What are our country's symbols? 21–22, What are our country's monuments? 23–24					
SS.K.A.3.In.a	Identify concepts of time using words, such as before, after, morning, afternoon, day, and night.	How do we talk about time? 109–110					
SS.K.A.3.In.b	Identify that the numbers on a calendar represent the date of the month.	Vocabulary Preview, 104, How do we measure time? 111–112					
SS.K.A.3.Pa.a	Associate daytime with a common activity, such as getting dressed.	How do we talk about time? 109–110					
SS.K.A.3.Pa.b	Associate an object or picture with a daily event, such as story time.	How do we talk about time? 109–110					
SS.K.A.3.Su.a	Recognize events that occur in the day and the night, such as going to school in the day or sleeping at night.	How do we talk about time? 109–110					
SS.K.A.3.Su.b	Recognize a calendar.	Vocabulary Preview, 104, How do we measure time? 111–112					
SS.K.C.1.In.a	Identify a classroom rule.	What rules do we follow? 13–14					
SS.K.C.1.In.b	Identify reasons for having rules at home and in the classroom.	What rules do we follow? 13–14					
SS.K.C.1.Pa.a	Associate a simple rule with a behavior in the classroom.	What rules do we follow? 13–14					
SS.K.C.1.Pa.b	Associate a simple rule with a behavior in the classroom.	What rules do we follow? 13–14					
SS.K.C.1.Su.a	Recognize a classroom rule.	What rules do we follow? 13–14					
SS.K.C.1.Su.b	Recognize reasons for having rules at home and in the classroom.	What rules do we follow? 13–14					
SS.K.C.2.In.a	Demonstrate characteristics of being a good citizen in the classroom, such as taking turns, sharing, and following rules.	myStory Book, 2, 25, What makes a good citizen? 5–6, What are rights? What are responsibilities? 7–8, Reading Skills, 11–12					
SS.K.C.2.In.b	Identify ways that friends avoid conflicts by being good citizens, such as by sharing and taking turns.	How do we get along with others? 9–10, Problem Solving, 19–20					
SS.K.C.2.In.c	Identify fair ways to make a decision, such as listening to other opinions or voting.	How do we make decisions? 17–18, Problem Solving, 19–20					

SS.K.C.2.Pa.a	Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.	myStory Book, 2, 25, What makes a good citizen? 5–6, What are rights? What are responsibilities? 7–8, Reading Skills, 11–12					
SS.K.C.2.Pa.b	Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.	myStory Book, 2, 25, What makes a good citizen? 5–6, What are rights? What are responsibilities? 7–8, Reading Skills, 11–12					
SS.K.C.2.Pa.c	Associate making decisions with choices.	How do we Make Decisions? 17–18, Problem Solving, 19–20					
SS.K.C.2.Su.a	Demonstrate selected characteristics of being a good citizen in the classroom, such as taking turns and sharing.	myStory Book, 2, 25, What makes a good citizen? 5–6, What are rights? What are responsibilities? 7–8, Reading Skills, 11–12					
SS.K.C.2.Su.b	Recognize a way to avoid conflicts with friends, such as by sharing.	How do we get along with others? 9–10, Problem Solving, 19–20					
SS.K.C.2.Su.c	Recognize a fair way to make a decision, such as raising hands or taking turns.	How do we make decisions? 17–18, Problem Solving, 19–20					
SS.K.E.1.In.a	Identify school and community workers, such as teachers, police, and firefighters.	myStory Book, 28, 47, Begin With a Song, 29, Listening and Speaking, 37–38, What are jobs that people do? 39–40, What are goods and services? 45–46					
SS.K.E.1.In.b	Recognize forms of money, such as coins and bills.	How do we use money? 35–36					
SS.K.E.1.In.c	Recognize that people use money to buy things they need in stores.	How do we get what we need or want? 33–34, How do we use money? 35–36					
SS.K.E.1.In.d	Identify basic needs, such as food and clothing.	What do we need? What do we want? 31–32					
SS.K.E.1.Pa.a	Recognize a school worker, such as a teacher or bus driver.	Begin With a Song, 29, What are goods and services? 45–46					
SS.K.E.1.Pa.b	Recognize differences in the appearance of coins.	How do we use money? 35–36					
SS.K.E.1.Pa.c	Recognize a desired item or activity.	What do we need? What do we want? 31–32					
SS.K.E.1.Pa.d	Recognize a basic need, such as food or clothing.	What do we need? What do we want? 31–32					
SS.K.E.1.Su.a	Recognize a community worker, such as a police officer or firefighter.	myStory Book, 28, 47, Begin With a Song, 29, Listening and Speaking, 37–38, What are jobs that people do? 39–40, What are goods and services? 45–46					
SS.K.E.1.Su.b	Recognize an example of money, such as a coin or bill.	How do we use money? 35–36					
SS.K.E.1.Su.c	Recognize an example of a place to buy food, such as a grocery store or restaurant.	How do we get what we need or want? 33–34, How do we use money? 35–36					
SS.K.E.1.Su.d	Recognize basic needs, such as food and clothing.	What do we need? What do we want? 31–32					
SS.K.G.1.In.a	Identify the relative location of an object by using positional words, such as up/down and top/bottom.	Where are places located? 55–56					
SS.K.G.1.In.b	Recognize a map as a drawing of a place.	What do maps show? 57–58					
SS.K.G.1.In.c	Recognize selected cardinal directions on a map.	Map Skills: Cardinal Directions, 59–60					
SS.K.G.1.In.d	Recognize a water feature on a map or globe.	What do maps show? 57, What are bodies of water? 63–64, What do globes show? 67–68					
SS.K.G.1.Pa.a	Recognize the location of an object or person.	Where are places located? 55–56					
SS.K.G.1.Pa.b	Associate a picture with a place.	Where do we live? 53–54					
SS.K.G.1.Pa.c	Track movement in different directions.	Map Skills: Cardinal Directions, 59–60					
SS.K.G.1.Pa.d	Associate a picture with a place.	Where do we live? 53–54, What do maps show? 58					

SS.K.G.1.Su.a	Identify the relative location of an object as up or down.	Where are places located? 55–56					
SS.K.G.1.Su.b	Recognize a picture of a location.	Where do we live? 53–54, What do maps show? 58					
SS.K.G.1.Su.c	Recognize directions in which objects and people move.	Map Skills: Cardinal Directions, 59–60					
SS.K.G.1.Su.d	Recognize a water feature in a picture of a location.	Neighborhood Map, 59, What are bodies of water? 63–64, Classify and Categorize, 65–66					
SS.K.G.2.In.a	Identify a place in the classroom or school.	What do maps show? 58					
SS.K.G.2.In.b	Identify features of own home, such as home is where I live and it is on a street.	Where do we live? 52–53					
SS.K.G.2.Pa.a	Associate a place with a person or activity in the classroom or school.	Where do we live? 53–54, What do maps show? 58					
SS.K.G.2.Pa.b	Associate own home with a person or object.	Where do we live? 53–54					
SS.K.G.2.Su.a	Recognize a place in the classroom or school.	What do maps show? 58					
SS.K.G.2.Su.b	Recognize a feature of own home, such as home is where I live.	Where do we live? 53–54					
SS.K.G.3.In.a	Recognize basic landforms, such as hills and forests.	Neighborhood Map, 59, What are landforms? 61–62, Classify and Categorize, 65–66					
SS.K.G.3.In.b	Recognize basic bodies of water in the local environment, such as a river and lake.	Neighborhood Map, 59, What are bodies of water? 63–64, Classify and Categorize, 65–66					
SS.K.G.3.In.c	Recognize types of weather and a way weather affects people.	What is weather like? 69–70, What are the seasons? 71–72					
SS.K.G.3.Pa.a	Associate land with grass, dirt, or trees.	What are landforms? 61–62, Classify and Categorize, 65–66					
SS.K.G.3.Pa.b	Recognize water in the environment.	Neighborhood Map, 59, What are bodies of water? 63–64, Classify and Categorize, 65–66					
SS.K.G.3.Pa.c	Associate a type of weather with its effect on people.	What is weather like? 69–70, What are the seasons? 71–72					
SS.K.G.3.Su.a	Recognize a basic landform, such as hills or forests.	Neighborhood Map, 59, What are landforms? 61–62, Classify and Categorize, 65–66					
SS.K.G.3.Su.b	Recognize a basic body of water in the local environment.	Neighborhood Map, 59, What are bodies of water? 63–64, Classify and Categorize, 65–66					
SS.K.G.3.Su.c	Recognize a type of weather and a way weather affects people.	What is weather like? 69–70, What are the seasons? 71–72					