

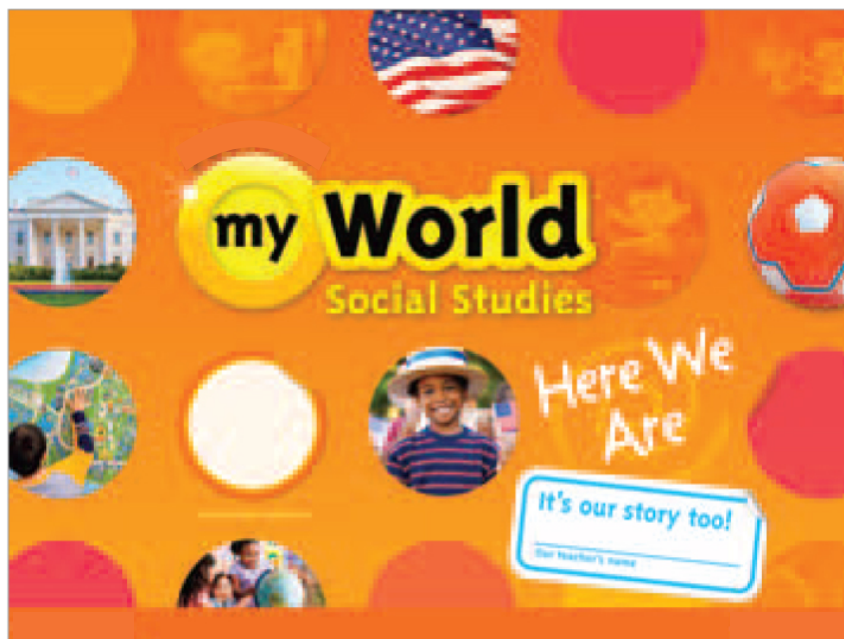
A Correlation of

Savvas

myWorld Social Studies

Here We Are

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to the

2010 Alabama Course of Study

Social Studies

Kindergarten

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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 2010 Alabama Course of Study: Social Studies. Correlation page references are to the Kindergarten Flip Chart 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.

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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<p style="text-align: center;">2010 Alabama Course of Study Social Studies: Living and Working Together in Family and Community</p>	<p style="text-align: center;">Scott Foresman myWorld Social Studies Here We Are, Kindergarten, ©2013</p>
<p>1. Sequence events using schedules, calendars, and timelines. Examples: daily classroom activities, significant events in students' lives</p>	<p>FC: Reading Skill: Sequence, 106–107; How Do We Talk About Time? 108–109; How Do We Measure Time? 110–111; What Is a Timeline? 112–113 TG: Active Reading & Lesson Summary pages 107–108, 109–110, 111–112, 113–114</p>
<p>1.a Differentiating among broad categories of historical time Examples: long ago, yesterday, today, tomorrow</p>	<p>FC: Reading Skill: Sequence, 106–107; How Do We Talk About Time? 108–109; How Do We Measure Time? 110–111; What Is a Timeline? 112–113 TG: Active Reading & Lesson Summary pages 107–108, 109–110, 111–112, 113–114</p>
<p>2. Identify rights and responsibilities of citizens within the family, classroom, school, and community. Examples: taking care of personal belongings and respecting the property of others, following rules and recognizing consequences of breaking rules, taking responsibility for assigned duties</p>	<p>FC: What are rights? What are responsibilities? 10–11; What rules do we follow? 16–17 TG: Active Reading & Lesson Summary pages 7–8; 13–14</p>
<p>3. Describe how rules provide order, security, and safety in the home, school, and community.</p>	<p>FC: What Rules Do We Follow? 16–17 TG: Active Reading & Lesson Summary pages 13–14</p>
<p>3.a Constructing classroom rules and procedures</p>	<p>FC: What Rules Do We Follow? 16–17 TG: Active Reading & Lesson Summary pages 13–14</p>
<p>3.b Determining consequences for not following classroom rules and procedure</p>	<p>FC: What Rules Do We Follow? 16–17 TG: Active Reading & Lesson Summary pages 13–14</p>
<p>4. Differentiate between needs and wants of family, school, and community.</p>	<p>FC: What Do We Need? What Do We Want?, 33–34; How Do We Get What We Need or Want?, 35–36 TG: Active Reading & Lesson Summary pages 31–32, 33–34</p>

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<p>4.a Comparing wants among different families, schools, and communities</p>	<p>FC: What Do We Need? What Do We Want?, 33–34; How Do We Get What We Need or Want?, 35–36 TG: Active Reading & Lesson Summary pages 31–32, 33–34</p>
<p>5. Differentiate between goods and services. Examples: goods—food, toys, clothing services—medical care, fire protection, law enforcement, library resources</p>	<p>FC: What Are Goods and Services? 47–48 TG: Active Reading & Lesson Summary pages 45–46</p>
<p>6. Compare cultural similarities and differences in individuals, families, and communities. Examples: celebrations, food, traditions</p>	<p>FC: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; How Do We Celebrate?, 89–90; What are National Holidays, 91–92; Who Are American Folk Heroes?, 93–94; What Are Other Cultures Like?, 95–96 TG: Active Reading & Lesson Summary pages 81–82, 85–86, 89–90, 91–92, 93–94, 95–96</p>
<p>7. Describe roles of helpers and leaders, including school principal, school custodian, volunteers, police officers, and fire and rescue workers.</p>	<p>FC: Who Are Our Leaders? 18–19 TG: Active Reading & Lesson Summary pages 15–16</p>
<p>8. Recognize maps, globes, and satellite images.</p>	<p>FC: What Do Maps Show? 58–59; What Do Globes Show? 68–69 TG: Active Reading & Lesson Summary pages 57–58, 67–68</p>
<p>9. Differentiate between land forms and bodies of water on maps and globes.</p>	<p>FC: What Are Landforms? 62–63; What Are Bodies of Water? 64–65 TG: Active Reading & Lesson Summary pages 61–62, 63–64</p>
<p>10. Apply vocabulary related to giving and following directions. Example: locating objects and places to the right or left, up or down, in or out, above or below</p>	<p>FC: What Do Maps Show? 58–59; Cardinal Directions, 60–61; What Are Landforms? 62–63; What Are Bodies of Water? 64–65; What Do Globes Show? 68–69 TG: Active Reading & Lesson Summary pages 57–58, 59–60, 61–62, 63–64, 67–68</p>

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<p>11. Identify symbols, customs, famous individuals, and celebrations representative of our state and nation. Examples: symbols—United States flag, Alabama flag, bald eagle customs—pledging allegiance to the United States flag, singing “The Star – Spangled Banner” individuals—George Washington; Abraham Lincoln; Squanto; Martin Luther King, Jr. celebrations—Fourth of July, Memorial Day, Veterans Day</p>	<p>FC: What are our country’s symbols? 24–25; What are our country’s monuments? 26–27; What Are National Holidays? 91–92 TG: Active Reading & Lesson Summary pages, 21–22, 23–24, 91-92</p>
<p>12. Describe families and communities of the past, including jobs, education, transportation, communication, and recreation.</p>	<p>FC: How Have Families Changed? 120–121; How Has School Changed? 122–123; How Have Communities Changed? 124–125; How Has Technology Changed? 126–127 TG: Active Reading & Lesson Summary pages 121–122, 123–124, 125–126, 127–128</p>
<p>12.a Identifying ways everyday life has both changed and remained the same.</p>	<p>FC: How Have Families Changed? 120–121; How Has School Changed? 122–123; How Have Communities Changed? 124–125; How Has Technology Changed? 126–127 TG: Active Reading & Lesson Summary pages 121–122, 123–124, 125–126, 127–128</p>