A Correlation of
Savvas
myWorld Social Studies
Here We Are
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To the
Colorado Academic Standards
Social Studies
Kindergarten
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 Colorado Academic Standards, Social Studies Standards, Kindergarten. Correlation page references are to the Kindergarten Flip Chart, Student Worktext, 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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Key: FC = Flip Chart; SW = Student Worktext; TG = Teacher’s Guide
## Table of Contents

Standard: 1. History .......................................................................................................... 4

Standard: 2. Geography .................................................................................................. 6

Standard: 3. Economics .................................................................................................. 6

Standard: 4. Civics ......................................................................................................... 8

Key: FC = Flip Chart; SW = Student Worktext; TG = Teacher’s Guide
### Colorado Academic Standards

<table>
<thead>
<tr>
<th>Social Studies Standards</th>
<th>myWorld Social Studies Here We Are Kindergarten, ©2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Area: Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standard: 1. History</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Prepared Graduates:</strong> Develop an understanding of how people view, construct, and interpret history</td>
<td></td>
</tr>
<tr>
<td><strong>Grade Level Expectation: Kindergarten</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Concepts and skills students master:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1. Ask questions, share information and discuss ideas about the past</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Evidence Outcomes

**Students Can:**

SW: 91, 93, 118  
TG: 92, 94, 120  
*The KWL chart in these lessons requires students to generate their own questions about the topic before the lesson.* |
| b. Identify information from narrative stories that answer questions about the past and add to our collective memory and history (DOK 1-2) | FC: 91, 92, 93, 94, 97, 98  
SW: 91, 92, 93, 94, 97, 98  
TG: 92, 93, 94, 98 |
| c. Use correctly the word "because" in the context of personal experience or stories of the past using words. Words to include but not limited to past, present, future, change, first, next, last (DOK 1) | FC: 19, 20, 41, 42, 105, 106, 111, 112, 113, 114  
SW: 16, 17, 39, 40, 106, 107, 112, 113, 114, 115  

#### 21st Century Skill and Readiness Competencies

**Relevance & Application:**

| 1. Individuals identify historical information in stories, photographs, buildings, and documents in their immediate surroundings such as movies, books, poems, paintings and other forms of art. | FC: 99, 100, 101, 102, 113, 114, 117, 118  
SW: 99, 101, 102, 103, 114, 115, 118, 119  
TG: 103, 104, 115, 116, 120 |
| 2. The asking of questions about the past helps to understand the present and plan for the future. For example, newspaper reporters investigate the history of a topic in order to write a well-rounded piece. | FC: 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127  
SW: 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128  
TG: 119, 120, 121, 122, 123, 124, 125, 126, 128, 130 |

**Key:** FC = Flip Chart; SW = Student Worktext; TG = Teacher’s Guide
## Colorado Academic Standards

### Social Studies Standards

**Prepared Graduates:** Analyze key historical periods and patterns of change over time within and across nations and cultures

### Concepts and skills students master:

2. The first component in the concept of chronology is to place information in sequential order

### Evidence Outcomes

**Students Can:**

| a. Order sequence information using words. Words to include but not limited to past, present future, days, weeks, months, years, first, next, last, before, and after (DOK 1) | FC: 99, 100, 103, 105, 106, 107, 108, 109, 110, 111, 112  
|---|---|
| b. Explore differences and similarities in the lives of children and families of long ago and today (DOK 1-2) | FC: 99, 119, 120, 121, 122, 123, 124, 125, 126  
SW: 99, 120, 121, 122, 123, 124, 125, 126, 127  
TG: 103, 121, 122, 123, 124, 125, 126, 127, 128 |
| c. Explain why knowing the order of events is important (DOK 1-2) | FC: 99, 100, 105, 106, 107, 108, 111, 112  
TG: 103, 105, 108, 109, 110, 113, 114 |

### 21st Century Skill and Readiness Competencies

**Relevance & Application:**

1. The recording of events in sequential order helps to create understanding and see relationships, understand cause and effect, and organize information. For example, scientists record information about experiments in sequential order so they can replicate them, and law enforcement re-creates timelines to find missing people.

   | FC: 45, 46, 103, 104, 111, 112, 125, 126  
SW: 43, 44, 104, 105, 112, 113, 126, 127  
TG: 42, 106, 113, 114, 128, 129 |

2. Groups of individuals use similar tools for the organization of sequential information in order to communicate in a clear manner. For example, timelines use standard information such as date, time, month, and year for ease of communication.

   | FC: 103, 104, 105, 106, 107, 108, 109, 110  
SW: 104, 105, 106, 107, 108, 109, 110, 111  

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# Colorado Academic Standards

## Social Studies Standards

### myWorld Social Studies

<table>
<thead>
<tr>
<th>Standard: 2. Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prepared Graduates:</strong> Examine places and regions and the connections among them.</td>
</tr>
<tr>
<td><strong>Concepts and skills students master:</strong></td>
</tr>
<tr>
<td>1. People belong to different groups and live in different places around the world that can be found on a map or globe.</td>
</tr>
</tbody>
</table>

### Evidence Outcomes

**Students Can:**

- a. Compare and contrast how people live in different settings around the world (DOK 1-2)
  - **FC:** 87, 88
  - **SW:** 87, 88
  - **TG:** 87, 88

- b. Give examples of food, clothing, and shelter and how they change in different environments (DOK 1-2)
  - **FC:** 35, 87, 88
  - **SW:** 33, 87, 88
  - **TG:** 31, 72, 74, 87, 88

- c. Distinguish between a map and a globe as ways to show places people live (DOK 1)
  - **FC:** 59, 60, 61, 62, 69, 70
  - **SW:** 58, 59, 60, 61, 68, 69
  - **TG:** 57, 58, 59, 67, 68

### 21st Century Skill and Readiness Competencies

#### Relevance & Application:

1. People live in different settings and interact with their environment based on location. For example, people living in colder climates wear more clothes, and people in areas where there are floods live on higher ground or in houses on stilts.
   - **FC:** 51, 52, 54, 71, 72
   - **SW:** 50, 51, 53, 70, 71
   - **TG:** 51, 52, 69, 70, 71, 72

2. People belong to different groups throughout their lives including sports teams, hobby clubs, political, or religious groups.
   - **FC:** 33, 34, 43, 44, 53
   - **SW:** 31, 32, 41, 42, 52
   - **TG:** 30, 31, 37, 39, 40, 52, 78, 79

### Standard: 3. Economics

**Prepared Graduates:** Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

**Concepts and skills students master:**

1. Ownership as a component of economics

### Evidence Outcomes

**Students Can:**

- a. Give examples of ownership of different items (DOK 1)
  - **FC:** 12, 15, 16, 17, 18, 35, 36, 37, 38, 39, 40
  - **SW:** 9, 12, 13, 14, 15, 33, 34, 35, 36, 37, 38
  - **TG:** 6, 9, 10, 12, 32, 33, 34, 35, 36

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**Key:** FC = Flip Chart; SW = Student Worktext; TG = Teacher's Guide
### Colorado Academic Standards

**Social Studies Standards**

<table>
<thead>
<tr>
<th><strong>b. Recognize and give examples one person may want to use another’s object and that this requires asking permission and sharing (DOK 1-2)</strong></th>
<th><strong>myWorld Social Studies Here We Are Kindergarten, ©2013</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>FC: 12, 15, 16, 17</td>
<td>SW: 9, 12, 13, 14</td>
</tr>
<tr>
<td>SW: 9, 12, 13, 14</td>
<td>TG: 6, 9, 10</td>
</tr>
</tbody>
</table>

### 21st Century Skill and Readiness Competencies

**Relevance & Application:**

1. **Individuals interact with each other and the concept of ownership on a daily basis. For example, people purchase items for their use, donate items for others to use, and ask for permission to use someone else’s item.**

   - **FC:** 12, 15, 16, 17, 37, 38, 39, 40
   - **SW:** 9, 12, 13, 14, 35, 36, 37, 38
   - **TG:** 6, 9, 10, 34, 35, 36, 47

2. **Technology is used to indicate and keep track of ownership. For example, pets may have microchips implanted and libraries use barcodes to keep track of their books.**

   - For related content, please see:
     - **FC:** 35, 37, 38, 39, 125, 126, 127
     - **SW:** 33, 35, 36, 37, 126, 127, 128
     - **TG:** 33, 34, 35, 36, 127, 128

### Prepared Graduates:

Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

**Concepts and skills students master:**

2. Discuss how purchases can be made to meet wants and needs (PFL)

**Evidence Outcomes**

**Students Can:**

- **a. Identify the difference between personal wants and needs (DOK 1-2)**

  - **FC:** 35, 36, 47, 48
  - **SW:** 33, 34, 45, 46
  - **TG:** 31, 32, 44

- **b. Give examples of the difference between spending income on something you want versus something you need (DOK 1-2)**

  - **FC:** 37, 38, 47, 48
  - **SW:** 35, 36, 45, 46
  - **TG:** 33, 34, 44, 48

### 21st Century Skill and Readiness Competencies

**Relevance & Application:**

1. **Individuals make choices about purchasing to serve wants and needs. For example, parents pay bills prior to purchasing movie tickets or toys.**

   - **FC:** 47, 48
   - **SW:** 45, 46
   - **TG:** 43, 44, 47
### Standard: 4. Civics

**Prepared Graduates:** Analyze origins, structure, and functions of governments and their impacts on societies and citizens

**Concepts and skills students master:**
1. Participate in making decisions using democratic traditions

**Evidence Outcomes**

**Students Can:**

<table>
<thead>
<tr>
<th></th>
<th>myWorld Social Studies Here We Are Kindergarten, ©2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Explain why rules are needed (DOK 1-2)</td>
</tr>
<tr>
<td></td>
<td>FC: 17</td>
</tr>
<tr>
<td></td>
<td>SW: 14</td>
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<tr>
<td></td>
<td>TG: 13, 14</td>
</tr>
<tr>
<td>b.</td>
<td>Create and follow classroom rules (DOK 1-3)</td>
</tr>
<tr>
<td></td>
<td>FC: 19, 20</td>
</tr>
<tr>
<td></td>
<td>SW: 16, 17</td>
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<tr>
<td></td>
<td>TG: 14</td>
</tr>
<tr>
<td></td>
<td>See also:</td>
</tr>
<tr>
<td></td>
<td>FC: 22, 23</td>
</tr>
<tr>
<td></td>
<td>SW: 19, 20</td>
</tr>
<tr>
<td>c.</td>
<td>Explain how a class rule promotes fairness and resolves conflict (DOK 1-2)</td>
</tr>
<tr>
<td></td>
<td>FC: 15, 16</td>
</tr>
<tr>
<td></td>
<td>SW: 12, 13</td>
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<tr>
<td></td>
<td>TG: 9, 10</td>
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<tr>
<td>d.</td>
<td>Contribute to making and maintaining class community decisions (DOK 1-3)</td>
</tr>
<tr>
<td></td>
<td>FC: 19, 20</td>
</tr>
<tr>
<td></td>
<td>SW: 16, 17, 20, 21</td>
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<tr>
<td></td>
<td>TG: 14, 17, 18</td>
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<tr>
<td>e.</td>
<td>Give examples of the difference between democratic voting and decisions made by authorities including but not limited to the parent, teacher, or principal (DOK 1-2)</td>
</tr>
<tr>
<td></td>
<td>For related content, please see:</td>
</tr>
<tr>
<td></td>
<td>FC: 20, 21, 22, 23</td>
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<tr>
<td></td>
<td>SW: 17, 18, 19, 20</td>
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<tr>
<td></td>
<td>TG: 15, 16, 17, 18</td>
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</table>

**21st Century Skill and Readiness Competencies**

**Relevance & Application:**

1. Rules help to ensure a safe society. For example, everyone wears seat belts in the car and games have rules to create fairness.
   - FC: 19, 20,
   - SW: 16, 17
   - TG: 13, 14

2. Decisions are made cooperatively. For example, families vote on which movie to see and classes vote to see what project they will do.
   - FC: 23, 24, 25, 26
   - SW: 20, 21, 22, 23
   - TG: 17, 18, 19, 20
## Prepared Graduates
Analyze origins, structure, and functions of governments and their impacts on societies and citizens.

## Concepts and skills students master:
2. Civic participation takes place in multiple groups.

### Evidence Outcomes

#### Students Can:

| a. Categorize examples of people and events that relate to civic participation (DOK 1-2) | FC: 14, 18, 19  
| SW: 11, 15, 16  
| TG: 8 |
| b. Give examples of qualities of a good citizen (DOK 1) | FC: 8, 10, 11, 12, 14, 16  
| SW: 5, 7, 8, 9, 11, 13  
| TG: 4, 5, 6 |
| c. Practice citizenship skills including courtesy, honesty, and fairness in working with others (DOK 1-2) | FC: 7, 8, 30, 32  
| SW: 4, 5, 28, 30  
| TG: 3, 26, 29 |

### 21st Century Skill and Readiness Competencies

#### Relevance & Application:

| 1. The ability for civic participation differs with age and place. For example, children can volunteer and adults can run for elected office. | FC: 11, 12, 13, 14  
| SW: 8, 9, 10, 11  
| TG: 6, 7, 8 |
| 2. Individual actions can make the community better. For example, people clean up the highways or volunteer in shelters. | FC: 9, 10, 11, 12  
| SW: 6, 7, 8, 9  
| TG: 1, 2, 4, 5, 6 |

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