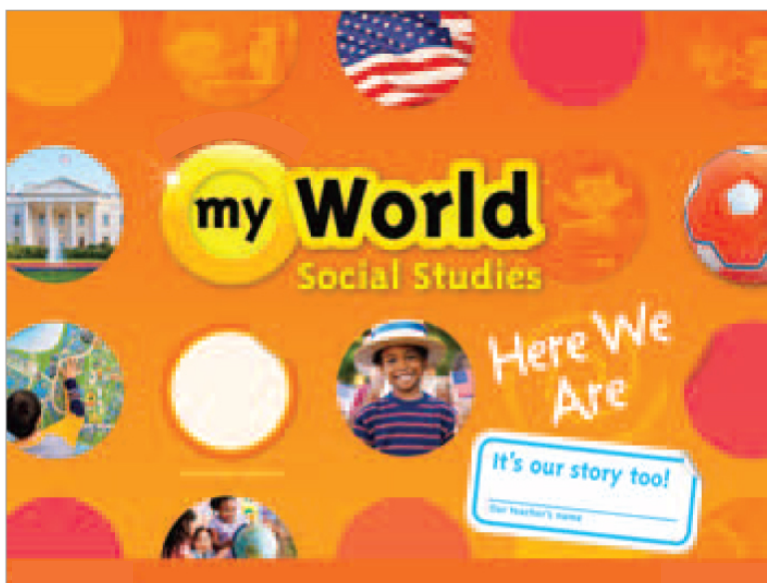


A Correlation of
Savvas
myWorld Social Studies
Here We Are
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To the
Colorado Academic Standards
Social Studies
Kindergarten

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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 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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Colorado Academic Standards Social Studies Standards	myWorld Social Studies Here We Are Kindergarten, ©2013
Content Area: Social Studies	
Standard: 1. History	
Prepared Graduates: Develop an understanding of how people view, construct, and interpret history	
Grade Level Expectation: Kindergarten	
Concepts and skills students master:	
1. Ask questions, share information and discuss ideas about the past	
Evidence Outcomes	
Students Can:	
a. Ask questions about the past using question starters. Questions to include but not limited to: What did? Where? When did? Which did? Who did? Why did? How did? (DOK 1-2)	FC: 91, 93, 117 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 TG: 14, 38, 102, 106, 108, 113, 114, 116, 119
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

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Colorado Academic Standards Social Studies Standards	myWorld Social Studies Here We Are Kindergarten, ©2013
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 SW: 99, 101, 104, 106, 107, 108, 109, 110, 111, 112, 113 TG: 103, 105, 106, 108, 109, 110, 112, 113, 114
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 SW: 99, 101, 106, 107, 108, 109, 112, 113 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 TG: 106, 108, 110, 111, 112, 114, 128, 129

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Colorado Academic Standards Social Studies Standards	myWorld Social Studies Here We Are Kindergarten, ©2013
Standard: 2. Geography	
Prepared Graduates: Examine places and regions and the connections among them.	
Concepts and skills students master: 1. People belong to different groups and live in different places around the world that can be found on a map or globe.	
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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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)	FC: 12, 15, 16, 17 SW: 9, 12, 13, 14 TG: 6, 9, 10
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 bar codes 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

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Colorado Academic Standards Social Studies Standards	myWorld Social Studies Here We Are Kindergarten, ©2013
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:	
a. Explain why rules are needed (DOK 1-2)	FC: 17 SW: 14 TG: 13, 14
b. Create and follow classroom rules (DOK 1-3)	FC: 19, 20 SW: 16, 17 TG: 14 See also: FC: 22, 23 SW: 19, 20
c. Explain how a class rule promotes fairness and resolves conflict (DOK 1-2)	FC: 15, 16 SW: 12, 13 TG: 9, 10
d. Contribute to making and maintaining class community decisions (DOK 1-3)	FC: 19, 20 SW: 16, 17, 20, 21 TG: 14, 17, 18
e. 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)	For related content, please see: FC: 20, 21, 22, 23 SW: 17, 18, 19, 20 TG: 15, 16, 17, 18
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

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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