A Correlation of

To the

Georgia Social Studies Standards

Kindergarten
A Correlation of myWorld Social Studies Here We Are to the Georgia Social Studies Standards

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 Georgia Social Studies Standards. 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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## Kindergarten

**SYMBOLS OF AMERICA**

In kindergarten, the students begin to understand the foundations of the social studies strands: history, geography, government, and economics. Students begin their introduction to United States history through the study of important American holidays and symbols. Basic concepts of cultural and physical geography are presented. Civics provides students with an introduction to rules and character traits of good citizens. Basic economic concepts are also introduced.

### Historical Understandings

**SSKH1** The student will identify the purpose of national holidays and describe the people or events celebrated.

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| **a. Labor Day** | **FC**: For related material see: What are National Holidays? 91–92  
**SW**: For related material see: What are National Holidays? 91–92  
**TG**: Active Reading & Lesson Summary pages 91–92 |
| **b. Columbus Day (Christopher Columbus)** | **FC**: For related material see: What are National Holidays? 91–92  
**SW**: For related material see: What are National Holidays? 91–92  
**TG**: Active Reading & Lesson Summary pages 91–92 |
| **c. Veterans Day** | **FC**: For related material see: What are National Holidays? 91–92  
**SW**: For related material see: What are National Holidays? 91–92  
**TG**: Active Reading & Lesson Summary pages 91–92 |
| **d. Thanksgiving Day** | **FC**: Thanksgiving Day, 91–92  
**SW**: Thanksgiving Day, 91–92  
**TG**: Active Reading & Lesson Summary pages 91–92 |
| **e. Martin Luther King, Jr. Day** | **FC**: Martin Luther King, Jr. Day, 91–92  
**SW**: Martin Luther King, Jr. Day, 91–92  
**TG**: Active Reading & Lesson Summary pages 91–92 |
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| f. Presidents Day (George Washington, Abraham Lincoln, and the current President) | FC: Presidents Day, 91–92  
SW: Presidents Day, 91–92  
TG: Active Reading & Lesson Summary pages 91–92 |
| g. Memorial Day | FC: For related material see: What are National Holidays? 91–92  
SW: For related material see: What are National Holidays? 91–92  
TG: Active Reading & Lesson Summary pages 91–92 |
| h. Flag Day | FC: For related material see: What are National Holidays? 91–92  
SW: For related material see: What are National Holidays? 91–92  
TG: Active Reading & Lesson Summary pages 91–92 |
| i. Independence Day | FC: Independence Day, 91–92  
SW: Independence Day, 91–92  
TG: Active Reading & Lesson Summary pages 91–92 |

SSKH2 The student will identify important American symbols and explain their meaning.

| a. The national and state flags (United States and Georgia flags) | FC: Flag, 24, 25  
SW: Flag, 21, 22  
TG: Active Reading & Lesson Summary pages, 21, 22 |
| b. The bald eagle | FC: Bald Eagle, 24, 25  
SW: Bald Eagle, 21, 22  
TG: Active Reading & Lesson Summary pages, 21, 22 |
| c. The Statue of Liberty | FC: The Statue of Liberty, 24, 25  
SW: The Statue of Liberty, 21, 22  
TG: Active Reading & Lesson Summary pages, 21, 22 |
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| d. Lincoln Memorial                         | **FC:** Lincoln Memorial, 26  
  **SW:** Lincoln Memorial, 23  
  **TG:** Active Reading & Lesson Summary pages, 23, 24 |
| e. Washington Monument                       | **FC:** Washington Monument, 26  
  **SW:** Washington Monument, 23  
  **TG:** Active Reading & Lesson Summary pages, 23, 24 |
| f. White House                               | **FC:** White House, 26, 27  
  **SW:** White House, 23, 24  
  **TG:** Active Reading & Lesson Summary pages, 23, 24 |
| g. Pledge of Allegiance                      | **FC:** For related material see: What Are Our Country’s Symbols? 24–25  
  **SW:** For related material see: What Are Our Country’s Symbols? 21–22  
  **TG:** Active Reading & Lesson Summary pages 21–22 |
| h. Star Spangled Banner                      | **FC:** For related material see: What Are Our Country’s Symbols? 24–25  
  **SW:** For related material see: What Are Our Country’s Symbols? 21–22  
  **TG:** Active Reading & Lesson Summary pages 21–22 |

**SSKH3 The student will correctly use words and phrases related to chronology and time to explain how things change.**

| a. Now, long ago                            | **FC:** For related material see: How Have Families Changed? 120–121; How Has School Changed? 122–123; How Have Communities Changed? 124–125; How Has Technology Changed? 126–127  
  **SW:** For related material see: How Have Families Changed? 121–122; How Has School Changed? 123–124; How Have Communities Changed? 125–126; How Has Technology Changed? 127–128  
  **TG:** Active Reading & Lesson Summary pages 121–122, 123–124, 127–128 |
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| b. Before, after                            | **FC**: How Do We Talk About Time? 108–109  
**SW**: How Do We Talk About Time? 109–110  
**TG**: Active Reading & Lesson Summary pages 109–110 |
| c. Morning, afternoon, night                | **FC**: For related material see: Reading Skill: Sequence, 106–107  
**SW**: For related material see: Reading Skill: Sequence, 107–108  
**TG**: Active Reading & Lesson Summary pages 107–108 |
| d. Today, tomorrow, yesterday              | **FC**: For related material see: How Do We Measure Time? 110–111  
**SW**: For related material see: How Do We Measure Time? 111–112  
**TG**: Active Reading & Lesson Summary pages 111–112 |
| e. First, last, next                        | **FC**: Reading Skill: Sequence, 106–107  
**SW**: Reading Skill: Sequence, 107–108  
**TG**: Active Reading & Lesson Summary pages 107–108 |
| f. Day, week, month, year                   | **FC**: How Do We Measure Time? 110–111  
**SW**: How Do We Measure Time? 111–112  
**TG**: Active Reading & Lesson Summary pages 111–112 |
**TG**: Active Reading & Lesson Summary pages 121–122, 123–124, 127–128 |

**Key**: FC = Flip Chart  
**SW** = Student Worktext  
**TG** = Teacher’s Guide
## Geographic Understandings

**SSKG1** The student will describe American culture by explaining diverse community and family celebrations and customs.

- **FC:** How Are Families Alike and Different? 85–86; What Is Culture? 87–88; How Do We Celebrate? 89–90; What are National Holidays? 91–92
- **SW:** How Are Families Alike and Different? 85–86; What Is Culture? 87–88; How Do We Celebrate? 89–90; What are National Holidays? 91–92
- **TG:** Active Reading & Lesson Summary pages 85–86, 87–88, 89–90, 91–92

**SSKG2** The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

1. **a.** Differentiate land and water features on simple maps and globes.
   - **FC:** What Do Maps Show? 58–59; 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, 61–62, 63–64, 67–68

2. **b.** Explain that maps and globes show a view from above.
   - **FC:** What Do Maps Show? 58–59; What Do Globes Show? 68–69
   - **SW:** What Do Maps Show? 57–58; What Do Globes Show? 67–68
   - **TG:** Active Reading & Lesson Summary pages 57–58, 67–68

3. **c.** Explain that maps and globes show features in a smaller size.
   - **FC:** What Do Maps Show? 58–59; What Do Globes Show? 68–69
   - **SW:** What Do Maps Show? 57–58; What Do Globes Show? 67–68
   - **TG:** Active Reading & Lesson Summary pages 57–58, 67–68

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**Key:** FC = Flip Chart      SW = Student Worktext      TG = Teacher’s Guide
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| SSKG3 The student will state the street address, city, county, state, nation, and continent in which he or she lives. | FC: For related material see: Where Do We Live? 54–55; Where Are Places Located? 56–57; United States Map, 58  
SW: For related material see: Where Do We Live? 53–54; Where Are Places Located? 55–56; United States Map, 57  
TG: Active Reading & Lesson Summary pages 53–54, 55–56 |

Government/Civic Understandings

SSKCG1 The student will demonstrate an understanding of good citizenship.

a. Explain how rules are made and why. | FC: What Rules Do We Follow? 16–17  
SW: What Rules Do We Follow? 13–14  
TG: Active Reading & Lesson Summary pages 13–14 |

b. Explain why rules should be followed. | FC: What Rules Do We Follow? 16–17  
SW: What Rules Do We Follow? 13–14  
TG: Active Reading & Lesson Summary pages 13–14 |

SSKCG2 The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment. | FC: What Makes a Good Citizen? 8–9; How Do We Get Along with Others? 12–13; Collaboration and Creativity: Problem Solving, 22–23; Who Are American Folk Heroes?, 93–94; Who Are American Heroes From the Past? 118–119  
TG: Active Reading & Lesson Summary pages 5–6, 9–10, 19–20, 93–94, 119–120 |

Economic Understandings

SSKE1 The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher). | FC: Who Are Our Leaders? 18–19; What Are Jobs That People Do? 41–42  
TG: Active Reading & Lesson Summary pages 15–16, 39–40 |
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**SSKE2** The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries.

| FC: For related material see: What Are Jobs That People Do? 41–42; What Are Goods and Services? 47–48 |
| SW: For related material see: What Are Jobs That People Do? 39–40; What Are Goods and Services? 45–46 |
| TG: Active Reading & Lesson Summary pages 39–40, 45–46 |

**SSKE3** The student will explain how money is used to purchase goods and services.

- a. Distinguish goods from services.
  | FC: What Are Goods and Services? 47–48 |
  | SW: What Are Goods and Services? 45–46 |
  | TG: Active Reading & Lesson Summary pages 45–46 |

- b. Identify various forms of U.S. money (coins, currency).
  | FC: How Do We Use Money? 37–38 |
  | SW: How Do We Use Money? 35–36 |
  | TG: Active Reading & Lesson Summary pages 35–36 |

**SSKE4** The student will explain that people must make choices because they cannot have everything they want.

| FC: Why Do We Make Choices? 45–46 |
| SW: Why Do We Make Choices? 43–44 |
| TG: Active Reading & Lesson Summary pages 43–44 |