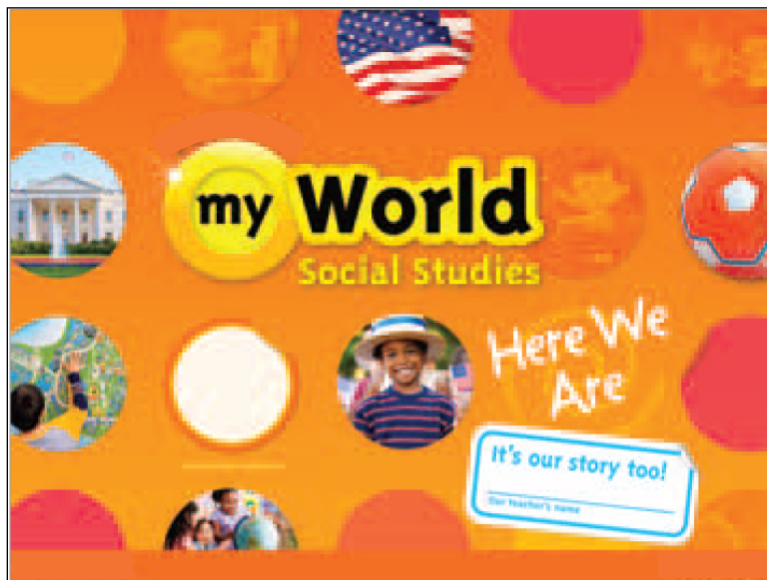


A Correlation of  
**Savvas**  
**myWorld Social Studies**  
**Here We Are**  
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To the  
**Indiana Academic Standards**  
**Social Studies 2014**  
**Kindergarten**

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to the  
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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 Indiana Academic Standards - Social Studies 2014 for Kindergarten. 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*<sup>™</sup> 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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|---|---|
| <b>Standard 1 — History</b>   |   |
| Historical Knowledge  |   |
| <p>K.1.1 Compare children and families of today with those from the past.<br/><b>Example:</b> Compare clothing, houses, and other objects.</p>  | <p><b>FC:</b> How Have Families Changed? 120–121; How Has School Changed? 122–123; How Have Communities Changed? 124–125; How Has Technology Changed? 126–127<br/><b>SW:</b> How Have Families Changed? 121–122; How Has School Changed? 123–124; How Have Communities Changed? 125–126; How Has Technology Changed? 127–128<br/><b>TG:</b> Active Reading &amp; Lesson Summary pages 121–122, 123–124, 127–128</p> |
| <p>K.1.2 Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events.<br/><b>Example:</b> George Washington; Chief Little Turtle; Abraham Lincoln; Harriet Tubman; and Martin Luther King Jr.; Thanksgiving; Columbus Day; and birthdays.</p> | <p><b>FC:</b> How Do We Celebrate? 89–90; What are National Holidays? 91–92; Who Are Our American Heroes from the Past? 118–119<br/><b>SW:</b> How Do We Celebrate? 89–90; What are National Holidays? 91–92; Who Are Our American Heroes from the Past? 119–120<br/><b>TG:</b> Active Reading &amp; Lesson Summary pages 89–90, 91–92, 119–120</p>   |
| Chronological Thinking  |   |
| <p>K.1.3 Identify and order events that takes place in a sequence.<br/><b>Example:</b> Identify events in the school day as first, next, last, yesterday, today and tomorrow; place school events in order.</p>   | <p><b>FC:</b> Reading Skill: Sequence, 106–107; How Do We Talk About Time? 108–109<br/><b>SW:</b> Reading Skill: Sequence, 107–108; How Do We Talk About Time? 109–110<br/><b>TG:</b> Active Reading &amp; Lesson Summary pages 107–108, 109–110</p>  |
| <p>K.1.4 Explain that calendars are used to represent the days of the week and months of the year.<br/><b>Example:</b> Use a calendar to identify days of the week and school activities and birthdays.</p>   | <p><b>FC:</b> How Do We Measure Time? 110–111<br/><b>SW:</b> How Do We Measure Time? 111–112<br/><b>TG:</b> Active Reading &amp; Lesson Summary pages 111–112</p>   |
| <b>Standard 2 Civics and Government</b>   |   |
| Foundations of Government   |   |
| <p>K.2.1 Give examples of people who are community helpers and leaders and describe how they help us.<br/><b>Example:</b> Parents, teachers, school principal, bus drivers and policemen</p>  | <p><b>FC:</b> Who Are Our Leaders? 18–19<br/><b>SW:</b> Who Are Our Leaders? 15–16<br/><b>TG:</b> Active Reading &amp; Lesson Summary pages 15–16</p>   |

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|--|--|
| K.2.2 Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.   | <b>FC:</b> What Are Our Country's Symbols? 24–25; also see: Who Are Our Leaders? 18–19<br><b>SW:</b> What Are Our Country's Symbols? 21–22; also see: Who Are Our Leaders? 15–16<br><b>TG:</b> Active Reading & Lesson Summary pages 15–16, 21–22  |
| <b>Functions of Government</b>   |  |
| K.2.3 Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety.  | <b>FC:</b> What Rules Do We Follow? 16–17<br><b>SW:</b> What Rules Do We Follow? 13–14<br><b>TG:</b> Active Reading & Lesson Summary pages 13–14   |
| <b>Roles of Citizens</b>   |  |
| K.2.4 Give examples of how to be a responsible family member and member of a group.<br><b>Example:</b> Respecting the property and rights others, being honest and truthful, and respecting authority*<br><b>*authority:</b> power that people have the right to use because of custom or law  | <b>FC:</b> What Makes a Good Citizen? 8–9; How Do We Get Along with Others? 12–13; Collaboration and Creativity: Problem Solving, 22–23<br><b>SW:</b> What Makes a Good Citizen? 5–6; How Do We Get Along with Others? 9–10; Collaboration and Creativity: Problem Solving, 19–20<br><b>TG:</b> Active Reading & Lesson Summary pages 5–6, 9–10, 19–20 |
| <b>Standard 3 Geography</b>  |  |
| <b>The World in Spatial Terms</b>  |  |
| K.3.1 Use words related to location, direction and distance, including here/there, over/under, left/right, above/below, forward/backward and between.<br><b>Example:</b> Give and follow simple navigational directions such as walk forward ten steps, turn right and walk between the desks. | <b>FC:</b> Where Are Places Located? 56–57<br><b>SW:</b> Where Are Places Located? 55–56<br><b>TG:</b> Active Reading & Lesson Summary pages 55–56   |
| K.3.2 Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe.  | <b>FC:</b> What Do Maps Show? 58–59; Map Skills: Cardinal Directions, 60–61; What Do Globes Show? 68–69<br><b>SW:</b> What Do Maps Show? 57–58; Map Skills: Cardinal Directions, 59–60; What Do Globes Show? 67–68<br><b>TG:</b> Active Reading & Lesson Summary pages 57–58, 59–60, 61–62   |

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|--|--|
| <b>Places and Regions</b>  |  |
| <p>K.3.3 Locate and describe places in the school and community.<br/><b>Example:</b> Cafeteria, library, office, restrooms, gym and the fire station.</p>  | <p><b>FC:</b> Where Do We Live? 54–55; Where Are Places Located? 56–57<br/><b>SW:</b> Where Do We Live? 53–54; Where Are Places Located? 55–56<br/><b>TG:</b> Active Reading &amp; Lesson Summary pages 53–54, 55–56</p>   |
| <p>K.3.4 Identify and describe the address and location of school; understand the importance of an address.</p>  | <p><b>FC:</b> For related material see: Where Do We Live? 54–55; Where Are Places Located? 56–57<br/><b>SW:</b> For related material see: Where Do We Live? 53–54; Where Are Places Located? 55–56<br/><b>TG:</b> Active Reading &amp; Lesson Summary pages 53–54, 55–56</p>   |
| <b>Physical Systems</b>  |  |
| <p>K.3.5 Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.<br/><b>Example:</b> In different seasons, people wear different kinds of clothing.</p>  | <p><b>FC:</b> What Is Weather Like? 70–71, What Are the Seasons? 72–73<br/><b>SW:</b> What Is Weather Like? 69–70, What Are the Seasons? 71–72<br/><b>TG:</b> Active Reading &amp; Lesson Summary pages 69–70, 71–72</p>   |
| <b>Human Systems</b>   |  |
| <p>K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.<br/><b>Example:</b> Use newspapers, yearbooks, local Web sites and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, and cultural and ethnic heritage.</p> | <p><b>FC:</b> How Are People Alike and Different? 81–82; Reading Skills: Compare and Contrast, 83–84, How Are Families Alike and Different? 85–86; What Are Other Cultures Like? 95–96; How Can We Learn About History? 114–115; Use Illustrations, 116–117<br/><b>SW:</b> How Are People Alike and Different? 81–82; Reading Skills: Compare and Contrast, 83–84, How Are Families Alike and Different? 85–86; What Are Other Cultures Like? 95–96; How Can We Learn About History? 115–116; Use Illustrations, 117–118<br/><b>TG:</b> Active Reading &amp; Lesson Summary pages 81–82, 83–84, 85–86, 95–96, 115–116, 117–118</p> |

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|--|--|
| <b>Environment and Society</b>   |  |
| K.3.7 Recommend ways that people can improve their environment at home, in school, and in the neighborhood.  | <b>FC:</b> What Makes a Good Citizen? 8–9; Collaboration and Creativity: Problem Solving, 22–23; How Do We Use Earth's Resources? 74–75<br><b>SW:</b> What Makes a Good Citizen? 5–6; Collaboration and Creativity: Problem Solving, 19–20; How Do We Use Earth's Resources? 73–74<br><b>TG:</b> Active Reading & Lesson Summary pages 5–6, 19–20, 73–74   |
| <b>Standard 4 Economics</b>  |  |
| K.4.1 Explain that people work to earn money to buy the things they want and need.   | <b>FC:</b> Everybody Works, 29–30; Begin with a Song, 31; How Do We Use Money? 37–38; Collaboration and Creativity, 39–40; What Are Jobs That People Do? 41–42<br><b>SW:</b> Everybody Works, 27–28; Begin with a Song, 29; How Do We Use Money? 35–36; Collaboration and Creativity, 37–38; What Are Jobs That People Do? 39–40<br><b>TG:</b> Active Reading & Lesson Summary pages 29, 30, 35–36, 37–38, 39–40 |
| K.4.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.<br><b>Example:</b> Use picture books, stories and software programs/games to illustrate and identify different types of jobs, as well as tools and materials used in different jobs. | <b>FC:</b> What Are Jobs That People Do? 41–42<br><b>SW:</b> What Are Jobs That People Do? 39–40<br><b>TG:</b> Active Reading & Lesson Summary pages 39–40   |
| K.4.3 Explain why people in a community choose different jobs.<br><b>Example:</b> People may have different types of jobs because they like doing different things or because they are better at doing one particular type of job.   | <b>FC:</b> Collaboration and Creativity: Listening and Speaking, 39–40; What Are Jobs That People Do? 41–42<br><b>SW:</b> Collaboration and Creativity: Listening and Speaking, 37–38; What Are Jobs That People Do? 39–40<br><b>TG:</b> Active Reading & Lesson Summary pages 37–38, 39–40  |
| K.4.4 Give examples of work activities that people do at home.   | <b>FC:</b> Everybody Works, 29–30<br><b>SW:</b> Everybody Works, 27–28<br><b>TG:</b> Active Reading & Lesson Summary pages, 28–29, 39  |