A Correlation of

Savvas
myWorld Social Studies
Here We Are
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To the

Indiana Academic Standards
Social Studies 2014
Kindergarten
A Correlation of myWorld Social Studies, Here We Are, ©2013 to the Indiana Academic Standards Social Studies 2014

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™ 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
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<tr>
<th>Indiana Academic Standards Social Studies 2014 Living and Learning Together</th>
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<tr>
<td><strong>Standard 1 — History</strong></td>
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<tr>
<td><strong>Historical Knowledge</strong></td>
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<tr>
<td>K.1.2 Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events. <strong>Example:</strong> George Washington; Chief Little Turtle; Abraham Lincoln; Harriet Tubman; and Martin Luther King Jr.; Thanksgiving; Columbus Day; and birthdays.</td>
<td><strong>FC:</strong> How Do We Celebrate? 89–90; What are National Holidays? 91–92; Who Are Our American Heroes from the Past? 118–119 <strong>SW:</strong> How Do We Celebrate? 89–90; What are National Holidays? 91–92; Who Are Our American Heroes from the Past? 119–120 <strong>TG:</strong> Active Reading &amp; Lesson Summary pages 89–90, 91–92, 119–120</td>
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<tr>
<td>Chronological Thinking</td>
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<td>K.1.3 Identify and order events that takes place in a sequence. <strong>Example:</strong> Identify events in the school day as first, next, last, yesterday, today and tomorrow; place school events in order.</td>
<td><strong>FC:</strong> Reading Skill: Sequence, 106–107; How Do We Talk About Time? 108–109 <strong>SW:</strong> Reading Skill: Sequence, 107–108; How Do We Talk About Time? 109–110 <strong>TG:</strong> Active Reading &amp; Lesson Summary pages 107–108, 109–110</td>
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<td>K.1.4 Explain that calendars are used to represent the days of the week and months of the year. <strong>Example:</strong> Use a calendar to identify days of the week and school activities and birthdays.</td>
<td><strong>FC:</strong> How Do We Measure Time? 110–111 <strong>SW:</strong> How Do We Measure Time? 111–112 <strong>TG:</strong> Active Reading &amp; Lesson Summary pages 111–112</td>
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<td><strong>Standard 2 Civics and Government</strong></td>
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<td><strong>Foundations of Government</strong></td>
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<td>K.2.1 Give examples of people who are community helpers and leaders and describe how they help us. <strong>Example:</strong> Parents, teachers, school principal, bus drivers and policemen</td>
<td><strong>FC:</strong> Who Are Our Leaders? 18–19 <strong>SW:</strong> Who Are Our Leaders? 15–16 <strong>TG:</strong> Active Reading &amp; Lesson Summary pages 15–16</td>
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### Indiana Academic Standards Social Studies 2014 Living and Learning Together

| 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. | FC: What Are Our Country’s Symbols? 24–25; also see: Who Are Our Leaders? 18–19  
SW: What Are Our Country’s Symbols? 21–22; also see: Who Are Our Leaders? 15–16  
TG: Active Reading & Lesson Summary pages 15–16, 21–22 |
| --- | --- |

### Functions of Government

| K.2.3 Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety. | FC: What Rules Do We Follow? 16–17  
SW: What Rules Do We Follow? 13–14  
TG: Active Reading & Lesson Summary pages 13–14 |
| --- | --- |

### Roles of Citizens

| K.2.4 Give examples of how to be a responsible family member and member of a group.  
**Example:** Respecting the property and rights others, being honest and truthful, and respecting authority*  
*authority*: power that people have the right to use because of custom or law | FC: What Makes a Good Citizen? 8–9; How Do We Get Along with Others? 12–13; Collaboration and Creativity: Problem Solving, 22–23  
SW: What Makes a Good Citizen? 5–6; How Do We Get Along with Others? 9–10; Collaboration and Creativity: Problem Solving, 19–20  
TG: Active Reading & Lesson Summary pages 5–6, 9–10, 19–20 |
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### Standard 3 Geography

### The World in Spatial Terms

| K.3.1 Use words related to location, direction and distance, including here/there, over/under, left/right, above/below, forward/backward and between.  
**Example:** Give and follow simple navigational directions such as walk forward ten steps, turn right and walk between the desks. | FC: Where Are Places Located? 56–57  
SW: Where Are Places Located? 55–56  
TG: Active Reading & Lesson Summary pages 55–56 |
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| K.3.2 Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe. | FC: What Do Maps Show? 58–59; Map Skills: Cardinal Directions, 60–61; What Do Globes Show? 68–69  
TG: Active Reading & Lesson Summary pages 57–58, 59–60, 61–62 |
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| K.3.3 Locate and describe places in the school and community.  
**Example:** Cafeteria, library, office, restrooms, gym and the fire station. | **FC:** Where Do We Live? 54–55; Where Are Places Located? 56–57  
**SW:** Where Do We Live? 53–54; Where Are Places Located? 55–56  
**TG:** Active Reading & Lesson Summary pages 53–54, 55–56 |
| K.3.4 Identify and describe the address and location of school; understand the importance of an address. | **FC:** For related material see: Where Do We Live? 54–55; Where Are Places Located? 56–57  
**SW:** For related material see: Where Do We Live? 53–54; Where Are Places Located? 55–56  
**TG:** Active Reading & Lesson Summary pages 53–54, 55–56 |
| **Physical Systems** |  |
| K.3.5 Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.  
**Example:** In different seasons, people wear different kinds of clothing. | **FC:** What Is Weather Like? 70–71, What Are the Seasons? 72–73  
**SW:** What Is Weather Like? 69–70, What Are the Seasons? 71–72  
**TG:** Active Reading & Lesson Summary pages 69–70, 71–72 |
| **Human Systems** |  |
| K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.  
**Example:** 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. | **FC:** 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  
**SW:** 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  
**TG:** Active Reading & Lesson Summary pages 81–82, 83–84, 85–86, 95–96, 115–116, 117–118 |

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| K.3.7 Recommend ways that people can improve their environment at home, in school, and in the neighborhood. | **FC:** What Makes a Good Citizen? 8–9; Collaboration and Creativity: Problem Solving, 22–23; How Do We Use Earth’s Resources? 74–75  
**SW:** What Makes a Good Citizen? 5–6; Collaboration and Creativity: Problem Solving, 19–20; How Do We Use Earth’s Resources? 73–74  
**TG:** Active Reading & Lesson Summary pages 5–6, 19–20, 73–74 |
| **Standard 4 Economics** | |
| K.4.1 Explain that people work to earn money to buy the things they want and need. | **FC:** 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  
**SW:** 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  
**TG:** 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. **Example:** 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. | **FC:** What Are Jobs That People Do? 41–42  
**SW:** What Are Jobs That People Do? 39–40  
**TG:** Active Reading & Lesson Summary pages 39–40 |
| K.4.3 Explain why people in a community choose different jobs. **Example:** 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. | **FC:** Collaboration and Creativity: Listening and Speaking, 39–40; What Are Jobs That People Do? 41–42  
**SW:** Collaboration and Creativity: Listening and Speaking, 37–38; What Are Jobs That People Do? 39–40  
**TG:** Active Reading & Lesson Summary pages 37–38, 39–40 |
| K.4.4 Give examples of work activities that people do at home. | **FC:** Everybody Works, 29–30  
**SW:** Everybody Works, 27–28  
**TG:** Active Reading & Lesson Summary pages, 28–29, 39 |

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