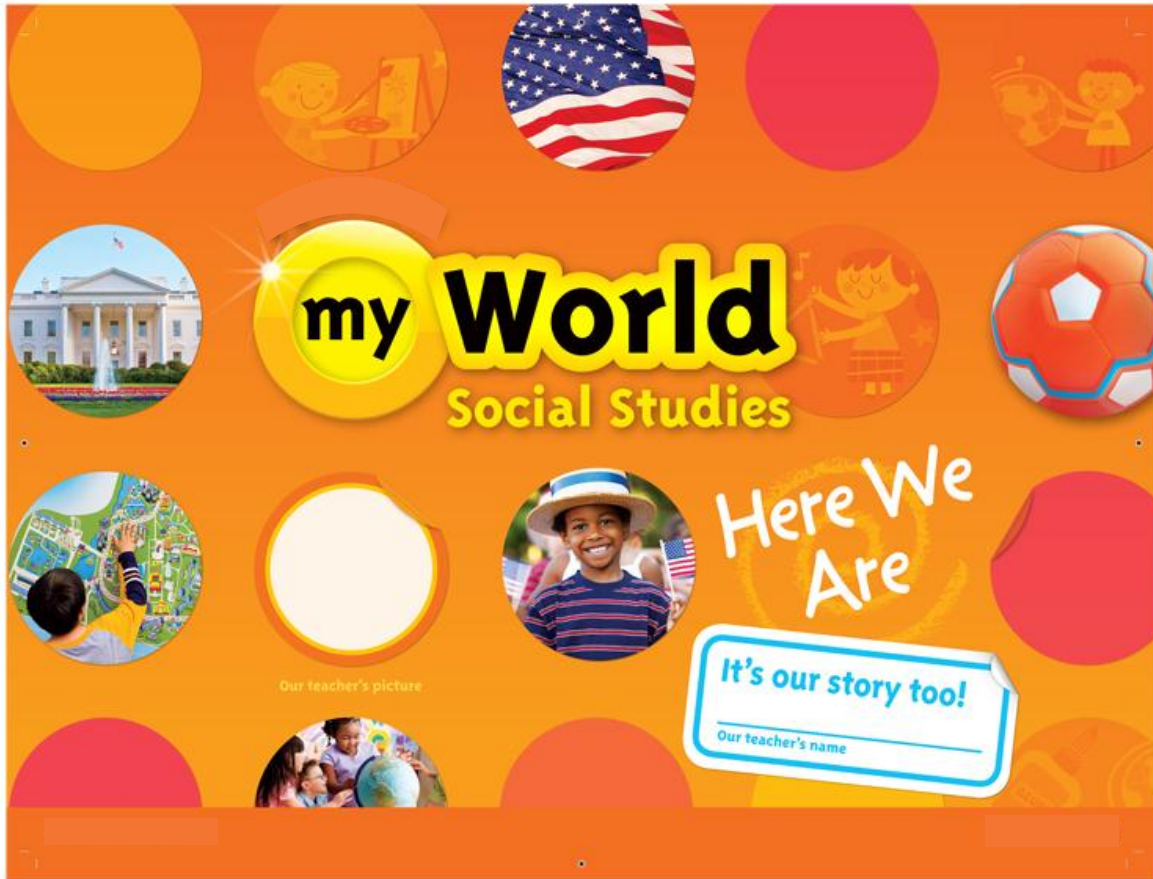


# A Correlation of



To the

# Kansas Standards for History, Government, and Social Studies Kindergarten

# **A Correlation of myWorld Social Studies, Here We Are to the Kansas Standards for History, Government, and Social Studies**

## **Introduction**

This document demonstrates how **myWorld Social Studies** meets the Kansas Standards for History, Government, and Social Studies, Kindergarten. Correlation page references are to the Kindergarten Flip Chart, and Student Worktext, and the Teacher’s Guide. Alignments are cited at the page level.

**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.

### **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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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
<b>Kindergarten</b>	
<b>Standards: Sense of Self</b>	
1. Choices have consequences.	<p><b>FC:</b> How Do We Make Decisions? 20, 21; Why Do We Make Choices? 45, 46</p> <p><b>SW:</b> How Do We Make Decisions? 17-18; Why Do We Make Choices? 45, 46</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 17, 18, 43, 44</p>
2. Individuals have rights and responsibilities.	<p><b>FC:</b> What Are Rights? What Are Responsibilities? 10</p> <p><b>SW:</b> What Are Rights? What Are Responsibilities? 7-8</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 7, 8</p>
3. Societies are shaped by beliefs, idea, and diversity.	<p><b>FC:</b> How Are People Alike and Different? 81, 82; What Is Culture? 87, 88; What Are Other Cultures Like? 95, 96</p> <p><b>SW:</b> How Are People Alike and Different? 81, 82; What Is Culture? 87, 88; What Are Other Cultures Like? 95, 96</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 81, 82, 87, 88, 95, 96</p>
4. Societies experience continuity and change over time.	<p><b>FC:</b> How Can We Learn About History? 114, 115; How Have Families Changed? 120, 121; How Has School Changed? 122, 123; How Have Communities Changed? 124, 125</p> <p><b>SW:</b> How Can We Learn About History? 115, 116; How Have Families Changed? 121, 122; How Has School Changed? 123, 124; How Have Communities Changed? 125, 126</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 115, 116, 121, 122, 123, 124, 125, 126</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
5. Relationships between people, place, idea, and environments are dynamic.	<p><b>FC:</b> How Do People Cooperate? 4; How Do We Get Along With Others? 12, 13; How Do We Make Decisions? 20, 21; Where Do We Live? 54, 55; What Is My Personal History? 104, 105</p> <p><b>SW:</b> How Do People Cooperate? 1; How Do We Get Along With Others? 9-10; How Do We Make Decisions? 17-18; Where Do We Live? 53-54; What Is My Personal History? 105, 106</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 3, 9, 10, 17, 18, 53, 54, 105, 106</p>
<b>History (H)</b>	
In this unit, students will study history through self-awareness and individual experience. They will examine how making choices to meet their daily needs at home and in school affects their lives. Students will recognize and evaluate how they are part of larger social and cultural groups by analyzing their personal history, and where they live, and how this changes over time. They will recognize significant Kansas events, symbols, and family customs.	
<b>Ideas:</b>	
technology	<p><b>FC:</b> How Has Technology Changed? 126, 127</p> <p><b>SW:</b> How Has Technology Changed? 127, 128</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 127, 128</p>
Customs	<p><b>FC:</b> Vocabulary Preview: Custom, 80; What Is Culture? 87, 88; What Are Other Cultures Like? 95, 96</p> <p><b>SW:</b> Vocabulary Preview: Custom, 80; What Is Culture? 87, 88; What Are Other Cultures Like? 95, 96</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 78, 80, 87, 88, 95, 96</p>
symbols (e.g. state bird—Western Meadowlark, state flower—Native Wild Sunflower, state animal—American Buffalo, state insect—Honeybee, state amphibian—Barred Tiger Salamander, state reptile—Ornate Box Turtle, state tree—Cottonwood, state dirt—Harney Silt Loam, state grass—Little Bluestem)	<p><b>FC:</b> What Are Our Country’s Symbols? 24–25; What Are Our Country’s Monuments? 26–27</p> <p><b>SW:</b> What Are Our Country’s Symbols? 21–22; What Are Our Country’s Monuments? 23–24</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: Active Reading &amp; Lesson Summary: 21, 22, 23, 24</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
happiness	For related material, please see: <b>FC:</b> Our Traditions: myStory Spark, 78; Begin With a Song: Holidays Are Special Days, 79; How Do We Celebrate? 89, 90 <b>SW:</b> Our Traditions: myStory Spark, 78; Begin With a Song: Holidays Are Special Days, 79; How Do We Celebrate? 89, 90 <b>TG:</b> Active Reading & Lesson Summary: 78, 79, 80, 89, 90
<b>People/Roles:</b>	
self	<b>FC:</b> What Is My Personal History? 104, 105 <b>SW:</b> What Is My Personal History? 105, 106 <b>TG:</b> Active Reading & Lesson Summary: 105, 106
<b>Places/Institutions:</b>	
my home	<b>FC:</b> Begin With a Song: This Is My Community, 52; Where Do We Live? 54, 55 <b>SW:</b> Begin With a Song: This Is My Community, 51; Where Do We Live? 53, 54 <b>TG:</b> Active Reading & Lesson Summary: 50, 52, 53, 54
my school	<b>FC:</b> My Family, My School, 3; Begin With a Song: We Go to School, 6 <b>SW:</b> My Family, My School, 2; Begin With a Song: We Go to School, 3 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 4
my city	<b>FC:</b> Begin With a Song: This Is My Community, 52; Where Do We Live? 54, 55 <b>SW:</b> Begin With a Song: This Is My Community, 51; Where Do We Live? 53, 54 <b>TG:</b> Active Reading & Lesson Summary: 50, 52, 53, 54
Kansas	<b>FC:</b> What Do Maps Show? 58 <b>SW:</b> What Do Maps Show? 57; Atlas: The United States of America, Political, R1 <b>TG:</b> Active Reading & Lesson Summary: 57, 58

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
United States of America	<p><b>FC:</b> What Do Maps Show? 58  <b>SW:</b> What Do Maps Show? 57; Atlas: The United States of America, Political, R1  <b>TG:</b> Active Reading &amp; Lesson Summary: 57, 58</p>
<b>Events:</b>	
Kansas Day	<p>For opportunities to address this standard please see:  <b>FC:</b> How Do We Celebrate? 89, 90  <b>SW:</b> How Do We Celebrate? 89, 90  <b>TG:</b> Active Reading &amp; Lesson Summary: 89, 90</p>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• Graphic organizers</li> </ul>	<p><b>FC:</b> Reading Kills: Main Idea and Details, 15; What Is a Timeline? 112, 113  <b>SW:</b> Reading Kills: Main Idea and Details, 12; What Is a Timeline? 113, 114  <b>TG:</b> Active Reading &amp; Lesson Summary: 11, 12, 113, 114</p>
<ul style="list-style-type: none"> <li>• Observation</li> </ul>	<p><b>FC:</b> Where We Live: The Big Question, What Is the World Like? 50; Where We Live: myStory Spark: Look Out the Window. Draw What You See. 51; What Is the Weather Like? 70, 71  <b>SW:</b> Where We Live: The Big Question, What Is the World Like? 49; Where We Live: myStory Spark: Look Out the Window. Draw What You See. 50; What Is the Weather Like? 69, 70  <b>TG:</b> Active Reading &amp; Lesson Summary: 50, 51, 69, 70</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
<ul style="list-style-type: none"> <li>Compare and contrast different experiences and traditions</li> </ul>	<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</p> <p><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</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 81, 82, 83, 84, 85, 86</p>
<ul style="list-style-type: none"> <li>Cause and effect</li> </ul>	<p><b>FC:</b> Reading Skills: Cause and Effect, 41, 42</p> <p><b>SW:</b> Reading Skills: Cause and Effect, 41, 42</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 41, 42</p>
<ul style="list-style-type: none"> <li>Story retelling</li> </ul>	<p><b>FC:</b> Who Are American Folk Heroes? 93, 94</p> <p><b>SW:</b> Who Are American Folk Heroes? 93, 94</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 93, 94</p>
<ul style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (KCCRS 3W.3)</li> </ul>	<p>Students meet this objective throughout the text. Refer to the following examples:</p> <p><b>FC:</b> myStory Book: 26, 49, 76, 99, 128; Where We Live: myStory Spark: Look Out the Window. Draw What You See. 51; What Is My Personal History? 104, 105; How Do We Measure Time? Draw Something You Will Do This Month. 111</p> <p><b>SW:</b> myStory Book: 25, 47, 75, 99, 129; Where We Live: myStory Spark: Look Out the Window. Draw What You See. 50; What Is My Personal History? 105, 106; How Do We Measure Time? Draw Something You Will Do This Month. 112</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 30, 48, 50, 51, 76, 100, 105, 106, 111, 112, 130</p>



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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
<ul style="list-style-type: none"> <li>Describe people, places, things, and events and, with prompting and support, provide additional detail. (KCCRS KSL.4)</li> </ul>	<p>Students meet this objective throughout the text. Refer to the following examples:  <b>FC:</b> How Can We Learn About History? 114, 115; How Has Technology Changed? 126, 127; myStory Book: 128  <b>SW:</b> How Can We Learn About History? 115, 116; How Has Technology Changed? 127, 128; myStory Book: 129  <b>TG:</b> Active Reading &amp; Lesson Summary: 115, 116, 127, 129, 130</p>
<ul style="list-style-type: none"> <li>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (KCCRS KSL.3)</li> </ul>	<p>Most of the <i>Flip Chart Active Reading</i> pages include questions that students answer. Refer to the following examples:  <b>FC:</b> Who Are American Folk Heroes? 93, 94; What Is My Personal History? 104, 105; How Has Technology Changed? 126, 127</p> <p>Each page of the <i>Student Workbook</i> includes a Teaching Note that actively involves the student in asking and answering questions. Refer to the following examples:  <b>SW:</b> How Are People Alike and Different? 81, 82; How Do We Celebrate? 89, 90; What Is My Personal History? 105, 106</p> <p>The <i>Teacher Guide</i> provides quick information for how to use all of the program’s resources during instruction.</p>
<ul style="list-style-type: none"> <li>Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. (KCCRS KSL.1)</li> </ul>	<p>Students meet this objective throughout the text. Refer to the following examples:  <b>FC:</b> Chapter Opener: 4, 29, 50, 77, 100; Collaboration and Creativity: Problem Solving: 22, 23; Collaboration and Creativity: Listening and Speaking: 39  <b>SW:</b> Chapter Opener: 1, 27, 49, 77, 101; Collaboration and Creativity: Problem Solving: 19, 20; Collaboration and Creativity: Listening and Speaking: 37, 38  <b>TG:</b> Active Reading &amp; Lesson Summary: 2, 3, 19, 20, 28, 29, 37, 38, 50, 51, 78, 79, 102, 103; Review and Assessment: 25, 47, 75</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
<b>Civics/Government (CG)</b>	
In this unit, students will recognize the existence and importance of rules at home and at school. They will understand the role of authority figures at school and home and why they are needed. Students will recognize appropriate classroom behavior and identify characteristics of a friend, a helpful classmate, and a leader. They will recognize and demonstrate traits of being a good citizen.	
<b>Ideas</b>	
rules	<b>FC:</b> What Rules Do We Follow? 16, 17 <b>SW:</b> What Rules Do We Follow? 13–14 <b>TG:</b> Active Reading & Lesson Summary: 13, 14
leadership	<b>FC:</b> Who Are Our Leaders? 18, 19 <b>SW:</b> Who Are Our Leaders? 15, 16 <b>TG:</b> Active Reading & Lesson Summary: 15, 16
authority	For related material please see: <b>FC:</b> Who Are Our Leaders? 18, 19 <b>SW:</b> Who Are Our Leaders? 15, 16 <b>TG:</b> Active Reading & Lesson Summary: 15, 16
promoting ideals	<b>FC:</b> What Makes a Good Citizen? 8; What Are Rights? What Are Responsibilities? 10, 11; How Do We Get Along With Each Other? 12, 13; Collaboration and Creativity: Problem Solving: 22, 23 <b>SW:</b> What Makes a Good Citizen? 5, 6; What Are Rights? What Are Responsibilities? 7, 8; How Do We Get Along With Each Other? 9, 10; Collaboration and Creativity: Problem Solving: 19, 20; <b>TG:</b> Active Reading & Lesson Summary: 5, 6, 7, 8, 9, 10, 19, 20
prevention	<b>FC:</b> What Rules Do We Follow? 16, 17 <b>SW:</b> What Rules Do We Follow? 13–14 <b>TG:</b> Active Reading & Lesson Summary: 13, 14

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
management of conflict	<b>FC:</b> How Do We Get Along With Each Other? 12, 13; <b>SW:</b> How Do We Get Along With Each Other? 9, 10; <b>TG:</b> Active Reading & Lesson Summary: 9, 10
<b>People/Roles</b>	
parent	<b>FC:</b> Who Are Our Leaders? 18; How Are Families Alike and Different? 85, 86 <b>SW:</b> Who Are Our Leaders? 15; How Are Families Alike and Different? 85, 86 <b>TG:</b> Active Reading & Lesson Summary: 15, 16, 85, 86
guardian	For related material please see: <b>FC:</b> Who Are Our Leaders? 18; How Are Families Alike and Different? 85, 86 <b>SW:</b> Who Are Our Leaders? 15; How Are Families Alike and Different? 85, 86 <b>TG:</b> Active Reading & Lesson Summary: 15, 16, 85, 86
teacher	<b>FC:</b> Who Are Our Leaders? 19; Begin With a Song: Lots of Jobs, 31 <b>SW:</b> Who Are Our Leaders? 16; Begin With a Song: Lots of Jobs, 29 <b>TG:</b> Active Reading & Lesson Summary: 15, 16, 28, 30
principal	For related material please see: <b>FC:</b> Who Are Our Leaders? 18, 19 <b>SW:</b> Who Are Our Leaders? 15, 16 <b>TG:</b> Active Reading & Lesson Summary: 15, 16
citizen	<b>FC:</b> What Makes a Good Citizen? 8; What Are Rights? What Are Responsibilities? 10, 11; How Do We Get Along With Each Other? 12, 13 <b>SW:</b> What Makes a Good Citizen? 5, 6; What Are Rights? What Are Responsibilities? 7, 8; How Do We Get Along With Each Other? 9, 10 <b>TG:</b> Active Reading & Lesson Summary: 5, 6, 7, 8, 9, 10

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
student	<p><b>FC:</b> My Family, My School, myStory Spark, 5; Begin With a Song: We Go To School, 6;  <b>SW:</b> My Family, My School, myStory Spark, 2; Begin With a Song: We Go To School, 3;  <b>TG:</b> Active Reading &amp; Lesson Summary: 2, 3, 4,</p>
friend	<p><b>FC:</b> My Family, My School, myStory Spark, 5; Reading Skills: Main Idea and Details, 14; How Do We Make Decisions? 21; Collaboration and Creativity: Problem Solving: 22, 23;  <b>SW:</b> My Family, My School, myStory Spark, 2; Reading Skills: Main Idea and Details, 11; How Do We Make Decisions? 18; Collaboration and Creativity: Problem Solving: 19, 20;  <b>TG:</b> Active Reading &amp; Lesson Summary: 2, 3, 11, 12, 17, 18, 19, 20</p>
classmate	<p><b>FC:</b> Begin With a Song: We Go To School, 6; Collaboration and Creativity: Problem Solving: 22, 23;  <b>SW:</b> Begin With a Song: We Go To School, 3; Collaboration and Creativity: Problem Solving: 19, 20;  <b>TG:</b> Active Reading &amp; Lesson Summary: 2, 4, 19, 20</p>
<b>Places/Institutions</b>	
my home	<p><b>FC:</b> What Are Rights? What Are Responsibilities? 10, 11; Where Do We Live? 54, 55  <b>SW:</b> What Are Rights? What Are Responsibilities? 7, 8; Where Do We Live? 53, 54  <b>TG:</b> Active Reading &amp; Lesson Summary: 5, 6, 7, 8, 53, 54</p>
my classroom	<p><b>FC:</b> What Are Rights? What Are Responsibilities? 10, 11  <b>SW:</b> What Are Rights? What Are Responsibilities? 7, 8  <b>TG:</b> Active Reading &amp; Lesson Summary: 5, 6, 7, 8</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
my school	<p><b>FC:</b> My Family, My School, 3; Begin With a Song: We Go to School, 6; What Are Rights? What Are Responsibilities? 10, 11</p> <p><b>SW:</b> My Family, My School, 2; Begin With a Song: We Go to School, 3; What Are Rights? What Are Responsibilities? 7, 8;</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 2, 3, 4, 5, 6, 7, 8</p>
<b>Events</b>	
recess	<p><b>FC:</b> How Do We Get Along With Each Other? 12, 13;</p> <p><b>SW:</b> How Do We Get Along With Each Other? 9, 10;</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 9, 10</p>
assemblies	<p>For opportunities to address this standard please see:</p> <p><b>FC:</b> myStory Book, 28</p> <p><b>SW:</b> myStory Book, 25</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 25, 26</p>
classroom celebrations	<p>For related material please see:</p> <p><b>FC:</b> How Do We Celebrate? 89, 90</p> <p><b>SW:</b> How Do We Celebrate? 89, 90</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 89, 90</p>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• Make choices</li> </ul>	<p><b>FC:</b> How Do We Make Decisions? 20, 21; Collaboration and Creativity: Problem Solving: 22, 23</p> <p><b>SW:</b> How Do We Make Decisions? 17, 18; Collaboration and Creativity: Problem Solving: 19, 20</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 17, 18, 19, 20</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
<ul style="list-style-type: none"> <li>Share</li> </ul>	<p><b>FC:</b> How Do We Make Decisions? 20, 21; Collaboration and Creativity: Problem Solving: 22, 23  <b>SW:</b> How Do We Make Decisions? 17, 18; Collaboration and Creativity: Problem Solving: 19, 20  <b>TG:</b> Active Reading &amp; Lesson Summary: 17, 18, 19, 20</p>
<ul style="list-style-type: none"> <li>Self-moderate behavior</li> </ul>	<p>For related material please see:  <b>FC:</b> Collaboration and Creativity: Problem Solving: 22, 23;  <b>SW:</b> Collaboration and Creativity: Problem Solving: 19, 20;  <b>TG:</b> Active Reading &amp; Lesson Summary: 19, 20</p>
<ul style="list-style-type: none"> <li>Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. (KCCRS SL.K.1)</li> </ul>	<p>Students meet this objective throughout the text. Refer to the following examples:  <b>FC:</b> Chapter Opener: 4, 29, 50, 77, 100; Collaboration and Creativity: Problem Solving: 22, 23; Collaboration and Creativity: Listening and Speaking: 39  <b>SW:</b> Chapter Opener: 1, 27, 49, 77, 101; Collaboration and Creativity: Problem Solving: 19, 20; Collaboration and Creativity: Listening and Speaking: 37, 38  <b>TG:</b> Active Reading &amp; Lesson Summary: 2, 3, 19, 20, 28, 29, 37, 38, 50, 51, 78, 79, 102, 103; Review and Assessment: 25, 47, 75</p>
<ul style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and text under discussion.) (KCCRS SL.K.1a)</li> </ul>	<p><b>FC:</b> What Makes a Good Citizen? 8; Collaboration and Creativity: Listening and Speaking: 39  <b>SW:</b> What Makes a Good Citizen? 5; Collaboration and Creativity: Listening and Speaking: 37, 38  <b>TG:</b> Active Reading &amp; Lesson Summary: 5, 6, 37, 38, 82, 120, 122, 128</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
<ul style="list-style-type: none"> <li>Continue a conversation through multiple exchanges. (KCCRS SL.K.1b)</li> </ul>	<p>Students meet this objective throughout the text. Refer to the following examples:  <b>FC:</b> Chapter Opener: 4, 29, 50, 77, 100; Collaboration and Creativity: Problem Solving: 22, 23; Collaboration and Creativity: Listening and Speaking: 39  <b>SW:</b> Chapter Opener: 1, 27, 49, 77, 101; Collaboration and Creativity: Problem Solving: 19, 20; Collaboration and Creativity: Listening and Speaking: 37, 38  <b>TG:</b> Active Reading &amp; Lesson Summary: 2, 3, 19, 20, 28, 29, 37, 38, 50, 51, 78, 79, 102, 103; Review and Assessment: 25, 47, 75</p>
<ul style="list-style-type: none"> <li>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (KCCRS SL.K.2)</li> </ul>	<p>Most of the <i>Flip Chart Active Reading</i> pages include questions that students answer. Refer to the following examples:  <b>FC:</b> What Makes a Good Citizen? 8; What Are Rights? What Are Responsibilities? 10, 11; How Do We Get Along With Each Other? 12, 13</p> <p>Each page of the <i>Student Workbook</i> includes a Teaching Note that actively involves the student in asking and answering questions. Refer to the following examples:  <b>SW:</b> What Makes a Good Citizen? 5, 6; What Are Rights? What Are Responsibilities? 7, 8; How Do We Get Along With Each Other? 9, 10</p> <p>The <i>Teacher Guide</i> provides quick information for how to use all of the program’s resources during instruction.</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
<b>Geography (G)</b>	
In this unit students will be introduced to important geography words and locate several major geographic features. Students will begin to identify human and physical features of their local surroundings including home, school, and neighborhood. They will establish mental maps to help them navigate their school setting or the route from home to school. Students will be able to describe seasons and how seasonal changes affect their daily lives.	
<b>Ideas</b>	
location	<b>FC:</b> Where Are Places Located? 56, 57; Map Skills: Cardinal Directions, 60, 61 <b>SW:</b> Where Are Places Located? 55, 56; Map Skills: Cardinal Directions, 59, 60 <b>TG:</b> Active Reading & Lesson Summary: 55, 56, 59, 60
directionality	<b>FC:</b> Where Are Places Located? 56, 57 <b>SW:</b> Where Are Places Located? 55, 56 <b>TG:</b> Active Reading & Lesson Summary: 55, 56
distances	For related material please see: <b>FC:</b> What Do Maps Show? 58, 59; <b>SW:</b> What Do Maps Show? 57, 58; <b>TG:</b> Active Reading & Lesson Summary: 57, 58
seasons	<b>FC:</b> What Are the Seasons? 72, 73 <b>SW:</b> What Are the Seasons? 71, 72 <b>TG:</b> Active Reading & Lesson Summary: 71, 72
weather	<b>FC:</b> Where We Live, The Big Question: What Is The World Like? 50; What Is Weather Like? 70, 71 <b>SW:</b> Where We Live, The Big Question: What Is The World Like? 49; What Is Weather Like? 69, 70 <b>TG:</b> Active Reading & Lesson Summary: 50, 51, 69, 70



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natural environment	<p><b>FC:</b> Vocabulary Preview, 53; What Do Maps Show? 58, 59; What Are Landforms? 62, 63; What Are Bodies of Water? 64, 65; Reading Skills: Classify and Categorize, 66, 67; What Do Globes Show? 68, 69; How Do We Use Earth’s Resources? 74, 75</p> <p><b>SW:</b> Vocabulary Preview, 52; What Do Maps Show? 57, 58; What Are Landforms? 61, 62; What Are Bodies of Water? 63, 64; Reading Skills: Classify and Categorize, 65, 66; What Do Globes Show? 67, 68; How Do We Use Earth’s Resources? 73, 74</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 50, 52, 57, 58, 61, 62, 63, 64, 65, 66, 67, 68, 73, 74</p>
man-made environment	<p><b>FC:</b> Where Do We Live? 54, 55; Where Are Places Located? 56, 57; What Do Maps Show? 58, 59;</p> <p><b>SW:</b> Where Do We Live? 53, 54; Where Are Places Located? 55, 56; What Do Maps Show? 57, 58;</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 53, 54, 55, 56, 57, 58</p>
<b>People/Roles</b>	
<b>Places/Institutions</b>	
equator	<b>SW:</b> Atlas: The World: R3
north pole	<p>For related material please see:</p> <p><b>FC:</b> What Do Globes Show? 68, 69</p> <p><b>SW:</b> What Do Globes Show? 67, 68; Atlas: The World: R3</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 67, 68</p>
south pole	<p>For related material please see:</p> <p><b>FC:</b> What Do Globes Show? 68, 69</p> <p><b>SW:</b> What Do Globes Show? 67, 68; Atlas: The World: R3</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 67, 68</p>

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Kansas	<b>FC:</b> What Do Maps Show? 58 <b>SW:</b> What Do Maps Show? 57; Atlas: The United States of America, Political, R1 <b>TG:</b> Active Reading & Lesson Summary: 57, 58
United States	<b>FC:</b> What Do Maps Show? 58 <b>SW:</b> What Do Maps Show? 57; Atlas: The United States of America, Political, R1 <b>TG:</b> Active Reading & Lesson Summary: 57, 58
my home	<b>FC:</b> Begin With a Song: This Is My Community, 52; Where Do We Live? 54, 55; Where Are Places Located? 56 <b>SW:</b> Begin With a Song: This Is My Community, 51; Where Do We Live? 53, 54; Where Are Places Located? 55 <b>TG:</b> Active Reading & Lesson Summary: 50, 52, 53, 54, 55, 56
my school	<b>FC:</b> My Family, My School, 3; Begin With a Song: We Go to School, 6; Where Are Places Located? 56 <b>SW:</b> My Family, My School, 2; Begin With a Song: We Go to School, 3; Where Are Places Located? 55 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 4, 55, 56
my neighborhood	<b>FC:</b> Begin With a Song: This Is My Community, 52; Where Do We Live? 54, 55; Where Are Places Located? 57 <b>SW:</b> Begin With a Song: This Is My Community, 51; Where Do We Live, 53, 54; Where Are Places Located? 56 <b>TG:</b> Active Reading & Lesson Summary: 50, 52, 53, 54, 55, 56

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my hometown	<p><b>FC:</b> Begin With a Song: This Is My Community, 52; Where Do We Live? 54, 55; Where Are Places Located? 57</p> <p><b>SW:</b> Begin With a Song: This Is My Community, 51; Where Do We Live, 53, 54; Where Are Places Located? 56</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 50, 52, 53, 54, 55, 56</p>
<b>Events</b>	
seasons	<p><b>FC:</b> What Are the Seasons? 72, 73</p> <p><b>SW:</b> What Are the Seasons? 71, 72</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 71, 72</p>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• Demonstrate mental mapping skills</li> </ul>	<p><b>FC:</b> Where Are Places Located? 56, 57; Map Skills: Cardinal Directions, 60, 61</p> <p><b>SW:</b> Where Are Places Located? 55, 56; Map Skills: Cardinal Directions, 59, 60</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 55, 56, 59, 60</p>
<ul style="list-style-type: none"> <li>• Observe</li> </ul>	<p><b>FC:</b> Where We Live: The Big Question, What Is the World Like? 50; Where We Live: myStory Spark: Look Out the Window. Draw What You See. 51; What Is the Weather Like? 70, 71</p> <p><b>SW:</b> Where We Live: The Big Question, What Is the World Like? 49; Where We Live: myStory Spark: Look Out the Window. Draw What You See. 50; What Is the Weather Like? 69, 70</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 50, 51, 69, 70</p>
<ul style="list-style-type: none"> <li>• Describe</li> </ul>	<p><b>FC:</b> Where We Live: myStory Spark: Look Out the Window. Draw What You See. 51; What Do Maps Show? 59; What Are the Seasons? 73; myStory Book, 76</p> <p><b>SW:</b> Where We Live: myStory Spark: Look Out the Window. Draw What You See. 50; What Do Maps Show? 58; What Are the Seasons? 72; myStory Book, 75</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 50, 51, 57, 58, 71, 72, 75, 76</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
<ul style="list-style-type: none"> <li>Locate</li> </ul>	<p><b>FC:</b> Where Are Places Located? 56, 57; Map Skills: Cardinal Directions, 60, 61</p> <p><b>SW:</b> Where Are Places Located? 55, 56; Map Skills: Cardinal Directions, 59, 60</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 55, 56, 59, 60</p>
<ul style="list-style-type: none"> <li>Directionality: above/below, left/right, near/far, here/there</li> </ul>	<p><b>FC:</b> Where Are Places Located? 56, 57</p> <p><b>SW:</b> Where Are Places Located? 55, 56</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 55, 56</p>
<ul style="list-style-type: none"> <li>Add drawings or other visual displays to descriptions as desired to provide additional detail. (KCCRS SL.K.5)</li> </ul>	<p><b>FC:</b> Where We Live: myStory Spark: Look Out the Window. Draw What You See. 51; What Do Maps Show? 59; What Are the Seasons? 73; myStory Book, 76</p> <p><b>SW:</b> Where We Live: myStory Spark: Look Out the Window. Draw What You See. 50; What Do Maps Show? 58; What Are the Seasons? 72; myStory Book, 75</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 50, 51, 57, 58, 71, 72, 75, 76</p>
<b>Economic (E)</b>	
<p>In this unit, students will understand that people make choices because they cannot have everything they want. People work at jobs to earn money to pay for what they want and need. Students will recognize needs are defined as those things that are a necessity to life. They will understand that money can be used to purchase goods and services. Services are something one person does for someone else. Goods are something one can touch or hold. Students will recognize and evaluate the benefits of saving money.</p>	
<b>Ideas</b>	
goods	<p><b>FC:</b> What Are Goods and Services? 47–48</p> <p><b>SW:</b> What Are Goods and Services? 45–46</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 45, 46</p>
services	<p><b>FC:</b> What Are Goods and Services? 47–48</p> <p><b>SW:</b> What Are Goods and Services? 45–46</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 45, 46</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
wants	<b>FC:</b> What Do We Need? What Do We Want? 33–34; How Do We Get What We Need or Want? 35–36 <b>SW:</b> What Do We Need? What Do We Want? 31–32; How Do We Get What We Need or Want? 33–34 <b>TG:</b> Active Reading & Lesson Summary pages, 31, 32, 33, 34
needs	<b>FC:</b> What Do We Need? What Do We Want? 33–34; How Do We Get What We Need or Want? 35–36 <b>SW:</b> What Do We Need? What Do We Want? 31–32; How Do We Get What We Need or Want? 33–34 <b>TG:</b> Active Reading & Lesson Summary pages, 31, 32, 33, 34
work	<b>FC:</b> What Are Jobs That People Do? 41, 42 <b>SW:</b> What Are Jobs That People Do? 39, 40 <b>TG:</b> Active Reading & Lesson Summary: 39, 40
money	<b>FC:</b> How Do We Use Money? 37, 38; Collaboration and Creativity: Listening and Speaking, Try It! 40 <b>SW:</b> How Do We Use Money? 35, 36; Collaboration and Creativity: Listening and Speaking, Try It! 38 <b>TG:</b> Active Reading & Lesson Summary: 35, 36, 37, 38
<b>People/Roles</b>	
worker	<b>FC:</b> What Are Jobs That People Do? 41, 42 <b>SW:</b> What Are Jobs That People Do? 39, 40 <b>TG:</b> Active Reading & Lesson Summary: 39, 40
saver	For related material please see: <b>FC:</b> How Do We Use Money? 37, 38 <b>SW:</b> How Do We Use Money? 35, 36 <b>TG:</b> Active Reading & Lesson Summary: 35, 36

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
spender	<p><b>FC:</b> How Do We Use Money? 37, 38; Collaboration and Creativity: Listening and Speaking, Try It! 40</p> <p><b>SW:</b> How Do We Use Money? 35, 36; Collaboration and Creativity: Listening and Speaking, Try It! 38</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 35, 36, 37, 38</p>
decision maker	<p><b>FC:</b> How Do We Make Decisions? 20, 21; Why Do We Make Choices? 45, 46</p> <p><b>SW:</b> How Do We Make Decisions? 17, 18; Why Do We Make Choices? 43, 44</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 17, 18, 43, 44</p>
<b>Places/Institutions</b>	
job	<p><b>FC:</b> Begin With a Song: Lots of Jobs, 31; What Are Jobs That People Do? 41, 42</p> <p><b>SW:</b> Begin With a Song: Lots of Jobs, 29; What Are Jobs That People Do? 39, 40</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 28, 30, 39, 40</p>
<b>Events</b>	
lunch	<p>For opportunities to address please see:</p> <p><b>FC:</b> Why Do We Make Choices? 45, 46</p> <p><b>SW:</b> Why Do We Make Choices? 43, 44</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 43, 44</p>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• Classify</li> </ul>	<p><b>FC:</b> Reading Skills: Classify and Categorize, 66, 67</p> <p><b>SW:</b> Reading Skills: Classify and Categorize, 65, 66</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 65, 66</p>
<ul style="list-style-type: none"> <li>• Make choices</li> </ul>	<p><b>FC:</b> Why Do We Make Choices? 45, 46</p> <p><b>SW:</b> Why Do We Make Choices? 43, 44</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 43, 44</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies Here We Are</b>
<ul style="list-style-type: none"> <li>Tell or draw a picture of personal wants and needs</li> </ul>	<p><b>FC:</b> What Do We Need? What Do We Want? 33, 34; How Do We Get What We Need Or Want? 35, 36; Collaboration and Creativity: Listening and Speaking, Try It! 40</p> <p><b>SW:</b> What Do We Need? What Do We Want? 31, 32; How Do We Get What We Need Or Want? 33, 34; Collaboration and Creativity: Listening and Speaking, Try It! 38</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 31, 32, 33, 34, 37, 38</p>
<ul style="list-style-type: none"> <li>Distinguish actions of spending from actions of saving</li> </ul>	<p>For related material please see:</p> <p><b>FC:</b> How Do We Use Money? 37, 38</p> <p><b>SW:</b> How Do We Use Money? 35, 36</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 35, 36</p>
<ul style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (KCCRS W.K.2)</li> </ul>	<p><b>FC:</b> Everybody Works: myStory Spark, 30; Collaboration and Creativity: Listening and Speaking, Try It! 40; myStory Book, 49</p> <p><b>SW:</b> Everybody Works: myStory Spark, 30; Collaboration and Creativity: Listening and Speaking, Try It! 38; myStory Book, 47</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 28, 29, 37, 38, 47, 48</p>