

A Correlation of



To the

Louisiana 2011 Social Studies Grade-Level Expectations Kindergarten

A Correlation of myWorld Social Studies ©2013, Kindergarten to the Louisiana 2011 Social Studies Grade-Level Expectations

Introduction

This document demonstrates how *myWorld Social Studies*, ©2013 meets the Louisiana 2011 Social Studies Grade-Level Expectations for 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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Louisiana 2011 Social Studies Grade-Level Expectations	myWorld Social Studies Here We Are
Kindergarten	
History	
Standard 1 – Chronological Thinking Skills	
<i>Students apply a sense of time in daily routines within their community.</i>	
K.1.1 Order events that take place in a sequence using appropriate vocabulary	FC: What Is My Personal History? 104–105; Sequence, 106–107 SW: What Is My Personal History? 105–106; Sequence, 107–108–112; What Is a Timeline? 113–114 TG: Active Reading & Lesson Summary pages 105–106, 107–108
K.1.2 Describe the function of tools used for representing time	FC: How Do We Talk About Time? 108–109; How Do We Measure Time? 110–111; What Is a Timeline? 112–113 SW: How Do We Talk About Time? 109–110; How Do We Measure Time? 111–112; What Is a Timeline? 113–114 TG: Active Reading & Lesson Summary pages 109–110, 111–112, 113–114
Standard 2 – Historical Thinking Skills	
<i>Students distinguish between events, people, and symbols in the past and present.</i>	
K.2.1 Compare and contrast children and families of today with those in the past using various sources	FC: Life Then and Now, 100–101; 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: Life Then and Now, 101–102; 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 103, 121–122, 123–124, 127–128
K.2.2 Identify symbols of local, state, and national importance using various sources	FC: What Are National Holidays? 91–92 SW: What Are National Holidays? 91–92 TG: Active Reading & Lesson Summary pages 91–92
K.2.3 Identify local, state, and national celebrations, holidays, and events using various sources	FC: What Are National Holidays? 91–92 SW: What Are National Holidays? 91–92 TG: Active Reading & Lesson Summary pages 91–92

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K.2.4 Recall facts about people of the past and present	FC: Who Are Our American Heroes from the Past? 118–119 SW: Who Are Our American Heroes from the Past? 119–120 TG: Active Reading & Lesson Summary pages 119–120
Geography	
Standard 3 – Maps, Globes, and Environment	
<i>Students demonstrate an understanding of the connections between their physical and cultural environments through the use of globes, maps, and other visual representations.</i>	
K.3.1 Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary	FC: Where Are Places Located? 56–57 SW: Where Are Places Located? 55–56 TG: Active Reading & Lesson Summary pages 55–56
K.3.2 Identify maps and globes as a representation of the earth and recognize the difference between land and water	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, 61–62
K.3.3 Demonstrate geographic knowledge of places within the school and community	FC: What Do Maps Show? 58–59; Cardinal Directions, 60–61 SW: What Do Maps Show? 57–58; Cardinal Directions, 60–61 TG: Active Reading & Lesson Summary pages 57–58, 59–60
K.3.4 Illustrate basic landforms	FC: What Are Landforms? 62–63; What Are Bodies of Water? 64–65 SW: What Are Landforms? 61–62; What Are Bodies of Water? 63–64 TG: Active Reading & Lesson Summary pages 61–62, 63–64
K.3.5 Construct maps of familiar locations	FC: What Do Maps Show? 58–59 TG: Active Reading & Lesson Summary pages 57–58
K.3.6 Describe how weather affects daily choices	FC: What Is the Weather Like? 70–71; What Are the Seasons? 72–73 SW: What Is the Weather Like? 69–70; What Are the Seasons? 71–72 TG: Active Reading & Lesson Summary pages 69–70, 71–72

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K.3.7 Describe how people live differently in other places using various sources	FC: What Are Other Cultures Like? 95–96 SW: What Are Other Cultures Like? 95–96 TG: Active Reading & Lesson Summary pages 95–96
K.3.8 Identify natural resources as being renewable/non-renewable or recyclable	FC: How Do We Use Earth's Resources? 74–75 SW: How Do We Use Earth's Resources? 73–74 TG: Active Reading & Lesson Summary pages 73–74
K.3.9 Demonstrate spatial understanding that students are a part of (i.e., classroom, school, town/city, and state)	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
Civics	
Standard 4 – Government and Citizenship	
<i>Students understand how to participate and use effective citizenship skills at home, in school, and in the community.</i>	
K.4.1 Identify individuals in a position of authority within a family, school, or community and their responsibilities	FC: Who Are Our Leaders? 18–19 SW: Who Are Our Leaders? 15–16 TG: Active Reading & Lesson Summary pages 15–16
K.4.2 Explain the importance of rules at home, class, and school	FC: What Rules Do We Follow? 16–17 SW: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages 13–14
K.4.3 Discuss the roles, rights, and responsibilities of being a good citizen in a family, class, and school	FC: What Makes a Good Citizen? 8–9; What Are Rights? What Are Responsibilities? 10–11; How Do We Get Along with Others? 12–13; Collaboration and Creativity: Problem Solving, 22–23 SW: What Makes a Good Citizen? 5–6; What Are Rights? What Are Responsibilities? 7–8; How Do We Get Along with Others? 9–10; Collaboration and Creativity: Problem Solving, 19–20 TG: Active Reading & Lesson Summary pages 5–6, 7–8, 9–10, 19–20

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Economics	
Standard 5 – Basic Economic Concepts	
<i>Students develop an understanding of economic concepts and develop decision-making skills.</i>	
K.5.1 Identify wants and basic needs	<p>FC: What Do We Need? What Do We Want? 33–34; How Do We Get What We Need or Want? 35–36</p> <p>SW: What Do We Need? What Do We Want? 31–32; How Do We Get What We Need or Want? 33–34</p> <p>TG: Active Reading & Lesson Summary pages 31–32, 33–34</p>
K.5.2 Explore the concept of saving	<p>FC: Why Do We Make Choices? 45–46</p> <p>SW: Why Do We Make Choices? 43–44</p> <p>TG: Active Reading & Lesson Summary pages 43–44</p>
K.5.3 Discuss the concept of scarcity within classroom situations	<p>FC: How Do We Get What We Need or Want? 35–36; Why Do We Make Choices? 45–46</p> <p>SW: How Do We Get What We Need or Want? 33–34; Why Do We Make Choices? 43–44</p> <p>TG: Active Reading & Lesson Summary pages 33–34, 43–44</p>
K.5.4 Explore concepts of goods/services	<p>FC: What Are Goods and Services? 47–48</p> <p>SW: What Are Goods and Services? 45–46</p> <p>TG: Active Reading & Lesson Summary pages 45–46</p>
K.5.5 Describe jobs that people do to earn money	<p>FC: Everybody Works, 30; What Are Jobs That People Do? 41–42</p> <p>SW: Everybody Works, 28; What Are Jobs That People Do? 39–40</p> <p>TG: Active Reading & Lesson Summary pages 39–40</p>
K.5.6 Explain how products get from a point of origin to consumers	<p>FC: For related material see: What Are Goods and Services? 47–48</p> <p>SW: For related material see: What Are Goods and Services? 45–46</p> <p>TG: Active Reading & Lesson Summary pages 45–46</p>

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K.5.7 Describe a voluntary exchange/trade	FC: How Do We Get What We Need or Want? 35–36 SW: How Do We Get What We Need or Want? 33–34 TG: Active Reading & Lesson Summary pages 33–34