

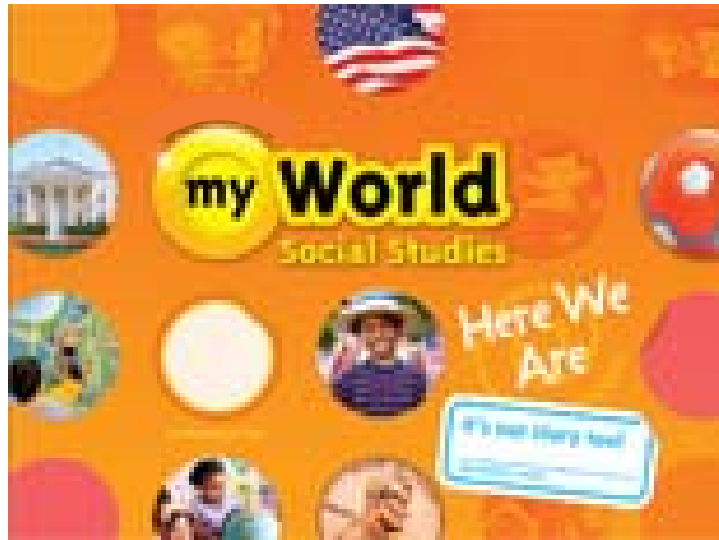
A Correlation of

Savvas

myWorld Social Studies

Here We Are

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To the

Minnesota

Kindergarten Academic Standards

in Social Studies

A Correlation of Savvas myWorld Social Studies: Here We Are to the Minnesota Kindergarten Academic Standards in Social Studies

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 Minnesota Kindergarten Academic Standards in Social Studies. 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: Foundations of Social Studies	
In kindergarten, students are introduced to the four social studies disciplines of citizenship and government, economics, geography and history. They learn the importance of rules and demonstrate basic skills that reflect civic values. Students begin to identify things that define America’s civic identity, while also learning how cultures differ from one another. They use simple geographical tools and historical stories to explore various places and times. Students also develop an understanding of basic economic concepts related to scarcity—a key concept in the decision making process.	
1. Citizenship and Government	
1. Civic Skills	
1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.	
0.1.1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values. <i>For example:</i> Civic skills—listening to others, participating in class discussions, taking turns, sharing with others, cooperating in class activities, wise or judicious exercise of authority. Civic values—fairness, individual dignity, self-control, justice, responsibility, courage, honesty, common good, respect, friendship.	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; What Rules Do We Follow? 16–17; How Do We Make Decisions? 20–21; 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; What Rules Do We Follow? 13–14; How Do We Make Decisions? 17–18; Problem-Solving, 19–20 TG: Active Reading & Lesson Summary, 5, 6, 7, 8, 9, 10, 13, 14, 17, 18, 19, 20
2. Civic Values and Principles of Democracy	
2. The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.	
0.1.2.2.1 Describe symbols, songs and traditions that identify our nation and state. <i>For example:</i> American Flag, bald eagle, White House, Statue of Liberty, Pledge of Allegiance, Minnesota state flag.	FC: What Are Our Country’s Symbols? 24–25; What Are Our Country’s Monuments? 26–27 SW: What Are Our Country’s Symbols? 21–22; What Are Our Country’s Monuments? 23–24 TG: Active Reading & Lesson Summary pages, 21, 22

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Kindergarten: Foundations of Social Studies	
4. Governmental Institutions and Political Processes	
8. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order	
0.1.4.8.1 Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules.	FC: What Rules Do We Follow? 16–17 SW: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary, 13, 14, 23, 24
2. Economics	
1. Economic Reasoning Skills	
1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	
0.2.1.1.1 Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy). <i>For example:</i> Needs—to be fed, to be free from thirst, to be sheltered. Wants—to be entertained, to be educated, to be famous, to be strong, to be helpful to others.	FC: What Do We Need? What Do We Want? 33–34; How Do We Get What We Need or Want? 35–36 SW: What Do We Need? What Do We Want? 31–32; How Do We Get What We Need or Want? 33–34 TG: Active Reading & Lesson Summary pages, 31, 32, 33, 34
0.2.1.1.2 Identify goods and services that could satisfy a specific need or want. <i>For example:</i> The need to be free from thirst could be satisfied by water, milk or orange juice. The desire (want) to be entertained could be satisfied by a toy, an amusement park ride or watching a movie.	FC: What Are Goods and Services? 47–48 SW: What Are Goods and Services? 45–46 TG: Active Reading & Lesson Summary pages, 45, 46

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Kindergarten: Foundations of Social Studies	
3. Fundamental Concepts	
5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	
0.2.3.5.1 Distinguish between goods (objects that can be seen or touched) and services (actions or activities). <i>For example:</i> Goods—apple, shirt, toy. Services—haircut, bus ride, bicycle repair.	FC: What Are Goods and Services? 47–48 SW: What Are Goods and Services? 45–46 TG: Active Reading & Lesson Summary pages, 45, 46
3. Geography	
1. Geospatial Skills	
1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	
0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures. <i>For example:</i> While looking at a picture, the student says, "The boy is in front of the house. The house is at the edge of the woods." Other words describing spatial information in a picture include up, down, left, right, near, far, back, in front of.	FC: Where Do We Live? 54–55; Where Are Places Located? 56–57; What Do Maps Show? 58–59; Map Skills: Cardinal Directions, 60–61; What Do Globes Show? 68–69 SW: Where Do We Live? 53–54; Where Are Places Located? 55–56; What Do Maps Show? 57–58; Map Skills: Cardinal Directions, 59–60; What Do Globes Show? 67–68 TG: Active Reading & Lesson Summary, 53, 54, 55, 56, 57, 58, 59, 60, 67, 68

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Kindergarten: Foundations of Social Studies	
0.3.1.1.2 Describe a map and a globe as a representation of a space.	<p>FC: What Do Maps Show? 58–59; Map Skills: Cardinal Directions, 60–61; What Do Globes Show? 68–69</p> <p>SW: What Do Maps Show? 57–58; Map Skills: Cardinal Directions, 59–60; What Do Globes Show? 67–68</p> <p>TG: Active Reading & Lesson Summary, 57, 58, 59, 60, 67, 68</p>
2. Places and Regions	
3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).	
<p>0.3.2.3.1 Identify the physical and human characteristics of places, including real and imagined places.</p> <p><i>For example:</i> Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</p>	<p>FC: Where Do We Live? 54–55; Where Are Places Located? 56–57; What Do Maps Show? 58–59; What Are Landforms? 62–63; What Are Bodies of Water? 64–65</p> <p>SW: Where Do We Live? 53–54; Where Are Places Located? 55–56; What Do Maps Show? 57–58; What Are Landforms? 61–62; What Are Bodies of Water? 63–64</p> <p>TG: Active Reading & Lesson Summary, 53, 54, 55, 56, 57, 58, 61, 62, 63, 64</p>

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Kindergarten: Foundations of Social Studies	
4. History	
1. Historical Thinking Skills	
1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time.	
0.4.1.1.1 Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of historical stories. <i>For example:</i> Words referencing time—yesterday, today, tomorrow, now, long ago, before, after, morning, afternoon, night, days, weeks, months, years.	FC: What Is My Personal History? 104–105; Reading Skill: Sequence, 106–107; How Do We Talk About Time? 108–109; How Do We Measure Time? 110–111; What Is a Timeline? 112–113 SW: What Is My Personal History? 105–106; Reading Skill: Sequence, 107–108; 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, 105–106, 107–108, 109–110, 111–112, 113–114
2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	
0.4.1.2.1 Describe ways people learn about the past. <i>For example:</i> Learning from elders, photos, artifacts, buildings, diaries, stories, videos.	FC: How Can We Learn About History? 114–115; Use Illustrations, 116–117 SW: How Can We Learn About History? 115–116; Use Illustrations, 117–118 TG: Active Reading & Lesson Summary, 115, 116, 117, 118

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2. Peoples, Cultures and Change Over Time	
4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	
0.4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. <i>For example:</i> How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.	FC: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90; What Are National Holidays, 91–92; Who Are American Folk Heroes?, 93–94; What Are Other Cultures Like?, 95–96 SW: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90; What Are National Holidays, 91–92; Who Are American Folk Heroes?, 93–94; What Are Other Cultures Like?, 95–96 TG: Active Reading & Lesson Summary pages, 85, 86, 89, 91, 93, 95