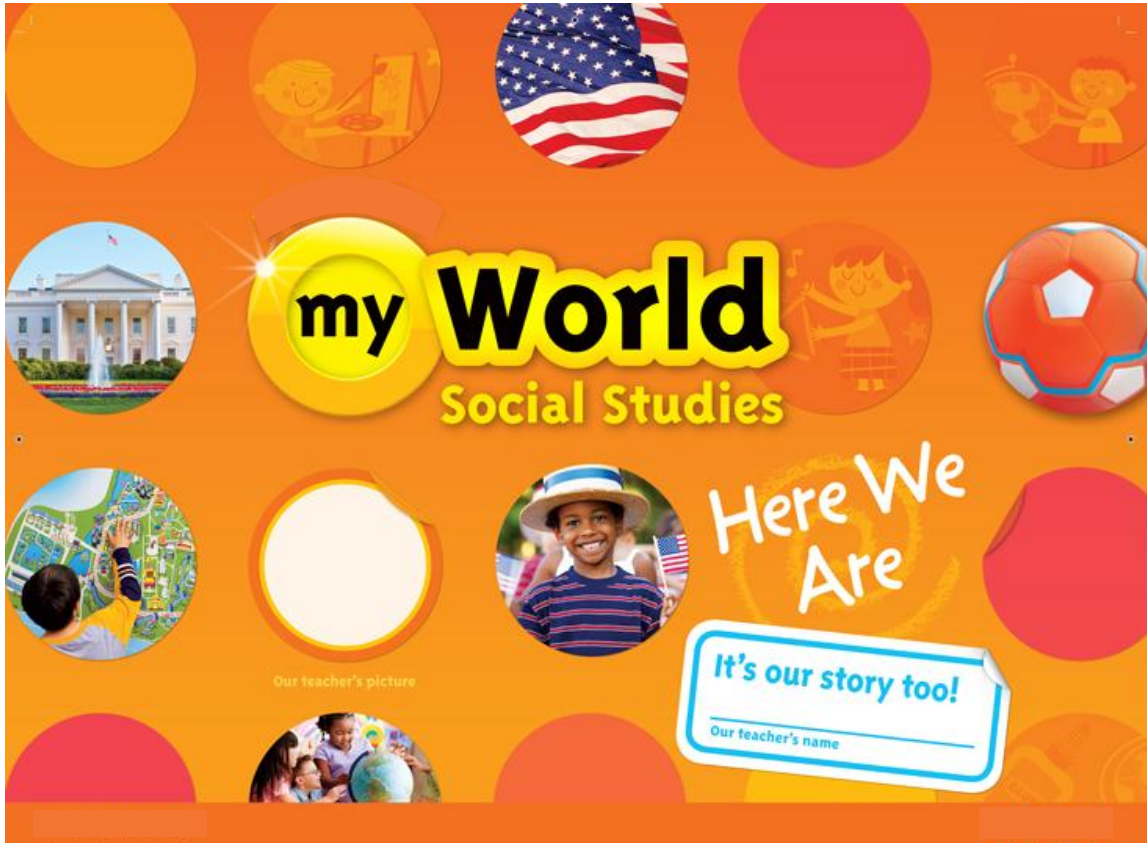


A Correlation of



To the

**Missouri Social Studies
Grade Level Expectations
Kindergarten**

A Correlation of Savvas myWorld Social Studies, Here We Are, Kindergarten to the Missouri Social Studies Grade Level Expectations for Kindergarten

Introduction

This document demonstrates how **myWorld Social Studies** meets the Missouri Social Studies Grade Level Expectations for Kindergarten. Correlation page references are to the Student Edition and Teacher’s Edition. 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.

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

- Flip Chart
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Guide
- 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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Missouri Social Studies Grade Level Expectations Kindergarten	Savvas myWorld Social Studies Here We Are Kindergarten
1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
Purposes and principles of the Constitution	
B. Identify reasons for making rules within the school.	FC: What Rules Do We Follow? 16–17 SE: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages, 13, 14
Purposes and principles of the Bill of Rights	
C. Discuss the concept of individual rights.	FC: What are Rights? What are Responsibilities? 10–11 TG: Active Reading & Lesson Summary, 7, 8
Character traits and civic attitudes of significant individuals	
E. Describe the character traits of role models within your family or school.	FC: What Makes a Good Citizen? 8–9; How Do We Get Along with Others? 12–13; Collaboration and Creativity: Problem Solving, 22–23; Who Are American Folk Heroes?, 93–94; Who Are American Heroes From the Past? 118–119 SE: What Makes a Good Citizen? 5–6; How Do We Get Along with Others? 9–10; Collaboration and Creativity: Problem Solving, 19–20; Who Are American Folk Heroes?, 93–94; Who Are American Heroes From the Past? 119–120 TG: Active Reading & Lesson Summary pages 5–6, 9–10, 19–20, 93–94, 119–120
Knowledge of the symbols of our state and nation	
F. Identify the flag as a symbol of our nation. Recite the Pledge of Allegiance.	FC: For related material see: What Are Our Country’s Symbols? 24–25 SE: For related material see: What Are Our Country’s Symbols? 21–22 TG: Active Reading & Lesson Summary pages 21–22

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Missouri Social Studies Grade Level Expectations Kindergarten	Savvas myWorld Social Studies Here We Are Kindergarten
2. Knowledge of principles and processes of governance systems	
Processes of governmental systems in decision making	
C. Describe why groups need to make decisions and how those decisions are made in families and classrooms.	<p>FC: For related material see: How Do We Make Decisions? 20–21</p> <p>SE: For related material see: How Do We Make Decisions? 17–18</p> <p>TG: Active Reading & Lesson Summary pages 17–18</p>
Functions of governmental systems	
D. Describe roles and responsibilities of people in authority in families and in groups.	<p>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</p> <p>SE: 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</p> <p>TG: Active Reading & Lesson Summary pages, 5, 6, 7, 8, 9, 10, 19, 20</p>
3a. Knowledge of continuity and change in the history of Missouri and the United States	
Historical perspective / Thinking / Passage of time	
B. Create a personal history. Compare your family's life in the past and present.	<p>FC: How Have Families Changed? 120–121; How Has School Changed? 122–123; How Have Communities Changed? 124–125; How Has Technology Changed? 126–127</p> <p>SE: How Have Families Changed? 121–122; How Has School Changed? 123–124; How Have Communities Changed? 125–126; How Has Technology Changed? 127–128</p> <p>TG: Active Reading & Lesson Summary pages 121–122, 123–124, 127–128</p>

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Knowledge of the contributions of significant persons in U.S. history.	
C. Describe the contributions of people typically studied in K-5 programs associated with national holidays.	FC: For related material see: What are National Holidays? 91–92 SE: For related material see: What are National Holidays? 91–92 TG: Active Reading & Lesson Summary pages 91–92
4. Knowledge of economic concepts and principles	
Knowledge of basic economic concepts	
A. Describe examples of scarcity within your family and school. Describe examples of opportunity cost within your family and school. Describe examples of needs and wants within your family and school.	FC: How Do We Get What We Need or Want? 35–36; Why Do We Make Choices? 45–46 SE: How Do We Get What We Need or Want? 33–34; Why Do We Make Choices? 43–44 TG: Active Reading & Lesson Summary pages 33–34, 43–44
5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
Reading and constructing maps	
Identify maps as representations of real places. With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc. Match legend symbols to map features.	FC: What Do Maps Show? 58–59; What Are Landforms? 62–63; What Are Bodies of Water? 64–65; What Do Globes Show? 68–69 SE: What Do Maps Show? 57–58; What Are Landforms? 61–62; What Are Bodies of Water? 63–64; What Do Globes Show? 67–68 TG: Active Reading & Lesson Summary pages 57–58, 61–62, 63–64, 67–68
Understanding the concept of location to make predictions and solve problems.	
B. Apply positional words to locations within the classroom	FC: Cardinal Directions, 60, 61 SE: Cardinal Directions, 59, 60 TG: Active Reading & Lesson Summary pages, 59, 60

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6. Knowledge of relationships of the individual and groups to institutions and cultural traditions	
Cultural characteristics of all people	
A. Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.	FC: How Do We Celebrate?, 89–90; What Are Other Cultures Like?, 95–96 SE: How Do We Celebrate?, 89–90; What Are Other Cultures Like?, 95–96 TG: Active Reading & Lesson Summary pages, 89, 95
Methods of resolving conflicts	
B. Explain how to resolve disputes peacefully in the classroom and on the playground.	FC: How Do We Get Along With Others? 12–13; Collaboration and Creativity: Problem Solving, 22–23 SE: 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, 8, 9, 10, 19, 20
Ideas and beliefs of different cultures	
C. Share stories related to your family cultural traditions and family lore.	FC: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90 SE: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90 TG: Active Reading & Lesson Summary pages 85–86, 89–90
Cultural heritage and preservation	
D. Describe how you and your family remember and commemorate your cultural heritage.	FC: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90 SE: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90 TG: Active Reading & Lesson Summary pages 85–86, 89–90

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7. Knowledge of the use of tools of social science inquiry	
Identify, select, analyze, and evaluate resources to create a product of social science inquiry	
A. Label and analyze different social studies' sources with guidance and support from an adult. Use artifacts to share information on social studies' topics.	FC: myStory Book, 26, 49, 76, 99, 128; How Can We Learn About History? 114–115; Use Illustrations, 116–117 SE: myStory Book, 25, 47, 75, 99, 128; How Can We Learn About History? 114–115, Use Illustrations, 116–117 TG: Active Reading & Lesson Summary pages 25–26, 47–48, 74–75, 99–100, 115, 116, 117, 118, 129–130
Use visual tools to communicate information and ideas	
B. Use visual tools to communicate information	FC: What Is a Timeline? 112–113; How Can We Learn About History? 114–115; Use Illustrations, 116–117 SE: What Is a Timeline? 112–113; How Can We Learn About History? 114–115, Use Illustrations, 116–117 TG: Active Reading & Lesson Summary, 113, 114, 115, 116, 117, 118
Conducting and presenting research with appropriate resources.	
D. Share findings about a social studies' topic.	FC: myStory Spark, 5, 30, 51, 78, 101; myStory Book, 26, 49, 76, 99, 128; How Can We Learn About History? 114–115; Use Illustrations, 116–117 SE: myStory Spark, 2, 28, 50, 78, 101; myStory Book, 25, 47, 75, 99, 128; How Can We Learn About History? 114–115, Use Illustrations, 116–117 TG: Active Reading & Lesson Summary pages 2–3, 25–26, 28–29, 47–48, 50–51, 72, 74–75, 78–79, 99–100, 102–103, 115–118, 129–130

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<p align="center">Missouri Social Studies Grade Level Expectations Kindergarten</p>	<p align="center">Savvas myWorld Social Studies Here We Are Kindergarten</p>
<p>Developing a research plan and identifying resources</p>	
<p>E. Ask questions and find answers, with assistance.</p>	<p>FC: myStory Book, 26, 49, 76, 99, 128; How Can We Learn About History? 114-115; Use Illustrations, 116-117 SE: myStory Book, 25, 47, 75, 99, 128; How Can We Learn About History? 114-115, Use Illustrations, 116-117 TG: Active Reading & Lesson Summary pages 25-26, 47-48, 74-75, 99-100, 115, 116, 117, 118, 129-130</p>