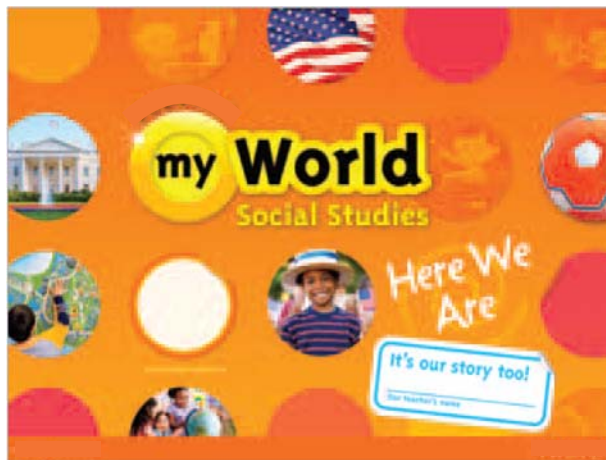


A Correlation of

Savvas
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To the

Nebraska
Social Studies Standards
Kindergarten

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Nebraska Social Studies Standards: Kindergarten**

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 Nebraska Social Studies Standards 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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Civics	
K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.	
Forms and Functions of Government	
SS 0.1.1 Students will recognize the purpose of rules and the roles of authority figures.	
SS 0.1.1.a Explain why rules are needed in family, school, and community (e.g., safety, to make learning possible, to protect freedoms)	FC: What Rules Do We Follow? 16–17 TG: Active Reading & Lesson Summary pages, 13–14
SS 0.1.1.b Identify the roles of authority figures in family and school	FC: Who Are Our Leaders? 18–19 TG: Active Reading & Lesson Summary pages, 15–16
Civic Participation	
SS 0.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.	
SS 0.1.2a Model citizenship skills (e.g., respect, courtesy, honesty, voting)	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 TG: Active Reading & Lesson Summary pages, 5–6, 7–8, 9–10
SS 0.1.2 b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)	FC: What are our country's symbols? 24– 25; What are our country's monuments? 26–27; What Are National Holidays? 91–92 TG: Active Reading & Lesson Summary pages, 21-22, 23-24, 91–92

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Economics	
K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.	
Markets	
SS 0.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).	
SS 0.2.1.a Identify choices students have made and explain why they had to make a choice	FC: Why Do We Make Choices? 45–46 TG: Active Reading & Lesson Summary, 43–44
SS 0.2.6 Students will recognize money is used to purchase goods and services to satisfy economic wants.	
SS 0.2.6.a Classify and identify U.S. coins and currency	FC: For related material see: How Do We Use Money? 37–38 TG: Active Reading & Lesson Summary pages, 35–36
Geography	
K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.	
The World in Spatial Terms	
SS 0.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	
SS 0.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location	FC: Where Are Places Located? 56–57 TG: Active Reading & Lesson Summary pages, 55-56
SS 0.3.1.b Identify locations in the classroom (e.g., dress up center, reading table, carpet area)	FC: What Do Maps Show? 59 TG: Active Reading & Lesson Summary pages, 57-58
SS 0.3.1.c Identify tools such as maps and globes as representations of local and distant places	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, 67-68
SS 0.3.1.d Explain why things are located where they are (e.g., "Why is the playground outside?")	FC: Where Do We Live? 54–55; Where Are Places Located? 56–57 TG: Active Reading & Lesson Summary pages, 53-54, 55-56

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SS 0.3.1.e Identify land and water on a globe	FC: What Are Landforms? 62–63; What Are Bodies of Water? 64–65; What Is Weather Like? 70–71 TG: Active Reading & Lesson Summary, 61–62, 63–64, 69–70
Places and Regions	
SS 0.3.2 Students will explore places and regions.	
SS 0.3.2.a Identify physical characteristics of place (e.g., landforms, water bodies and weather)	FC: What Are Landforms? 62–63; What Are Bodies of Water? 64–65 TG: Active Reading & Lesson Summary, 61–62, 63–64
SS 0.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)	FC: Where Do We Live? 54–55; Where Are Places Located? 56–57; How Have Communities Changed? 124–125 TG: Active Reading & Lesson Summary pages, 53-54, 55-56, 125–126
Physical Systems	
SS 0.3.3 Students will identify natural processes in their physical world	
SS 0.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog)	FC: What Is Weather Like? 70–71 TG: Active Reading & Lesson Summary pages, 69–70
SS 0.3.3.b Identify the four seasons	FC: What Are the Seasons? 72–73 TG: Active Reading & Lesson Summary pages, 71–72
Human Systems	
SS 0.3.4 Students will recognize that people belong to different groups and live in different settings.	
SS 0.3.4.a Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music and sports)	FC: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is Culture? 87–88; How Do We Celebrate? 89–90; What Are National Holidays? 91–92; What Are Other Cultures Like? 95–96 TG: Active Reading & Lesson Summary pages, 81-82, 85–86, 87–88, 89–90, 91–92, 95–96
SS 0.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)	FC: Where Do We Live? 54–55; Where Are Places Located? 56–57 TG: Active Reading & Lesson Summary pages, 53, 54, 55, 56

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Human/Environment Interaction	
SS 0.3.5 Students will explore the relationship between humans and their physical environment.	
SS 0.3.5.a Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess)	FC: What Is Weather Like? 70–71 TG: Active Reading & Lesson Summary pages, 69, 70
SS 0.3.5.c Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)	FC: How Do We Use Earth's Resources? 74–75 TG: Active Reading & Lesson Summary pages, 73, 74
Application of Geography to Issues and Events	
SS 0.3.6 Students will use geographic skills to make connections to their lives.	
SS 0.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other, make a fire evacuation plan)	FC: Where Do We Live? 54–55; Where Are Places Located? 56–57; How Do We Use Earth's Resources? 74–75 TG: Active Reading & Lesson Summary pages, 53, 54, 55, 56, 73, 74
History	
K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.	
Chronological Thinking	
SS 0.4.1 Students will identify chronological relationships and patterns.	
SS 0.4.1.a Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)	FC: Reading Skills: Sequence, 106–107; How Do We Talk About Time? 108–109 TG: Active Reading & Lesson Summary pages, 107–108, 109–110
SS. 0.4.1.b Read dates on a calendar.	FC: How Do We Measure Time? 110–111 TG: Active Reading & Lesson Summary pages, 111–112
SS 0.4.1.c List personal events over time; (e.g., daily schedule, timelines)	FC: What Is My Personal History? 104–105 TG: Active Reading & Lesson Summary pages, 105–106
SS 0.4.1.d Identify the chronology of personal events and their impact.	FC: What Is My Personal History? 104–105 TG: Active Reading & Lesson Summary pages, 105–106

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Historical Comprehension	
SS 0.4.2 Students will identify historical people, events, ideas, and symbols.	
SS 0.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president)	FC: What Are Our Country's Symbols? 24–25; What Are Our Country's Monuments? 26–27; What Are National Holidays? 91–92; Who Are American Heroes from the Past? 118–119 TG: Active Reading & Lesson Summary pages, 21–22, 23–24, 91–92, 119–120
SS 0.4.2.b Differentiate between stories from the present and the past.	FC: How Have Families Changed? 120–121, How Has School Changed? 122–123; How Have Communities Changed? 124–125 TG: Active Reading & Lesson Summary pages, 121–122, 123–124, 125–126
Multiple Perspectives	
SS 0.4.3 Students will recognize different perspectives of events.	
SS 0.4.3.a Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)	FC: For related material see: What Is My Personal History? 104–105; How Can We Learn About History? 114–115 TG: Active Reading & Lesson Summary pages, 105–106, 115–116
Historical Analysis and Interpretation	
SS 0.4.4 Students will recognize past and current events, issues, and problems.	
SS 0.4.4.a Describe how people's actions affect others (e.g., <i>Why must we take turns?</i>)	FC: How Do We Get Along With Others? 12–13; How Do We Make Decisions? 20–21; Collaboration and Creativity: Problem Solving, 22–23 TG: Active Reading & Lesson Summary pages, 9–10, 17–18, 19–20
Historical Research Skills	
SS 0.4.5 Students will develop historical research skills.	
SS.0.4.5.a Develop questions about their personal history	FC: For related material see: What Is My Personal History? 104–105 TG: Active Reading & Lesson Summary pages, 105–106
SS 0.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., <i>"My grandma gave me this picture."</i>)	FC: What Is My Personal History? 104–105; also see: How Can We Learn About History? 114–115; Use Illustrations, 116–117 TG: Active Reading & Lesson Summary pages, 105–106, 115, 116, 117, 118

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SS 0.4.5.c Gather historical information about their lives (e.g., have a conversation with a family member)	FC: What Is My Personal History? 104–105; also see: How Can We Learn About History? 114–115; Use Illustrations, 116–117 TG: Active Reading & Lesson Summary pages, 105–106, 115, 116, 117, 118
SS 0.4.5.d Present historical information about their lives (e.g., pictures, posters, and oral narratives)	FC: What Is My Personal History? 104–105 TG: Active Reading & Lesson Summary pages, 105–106