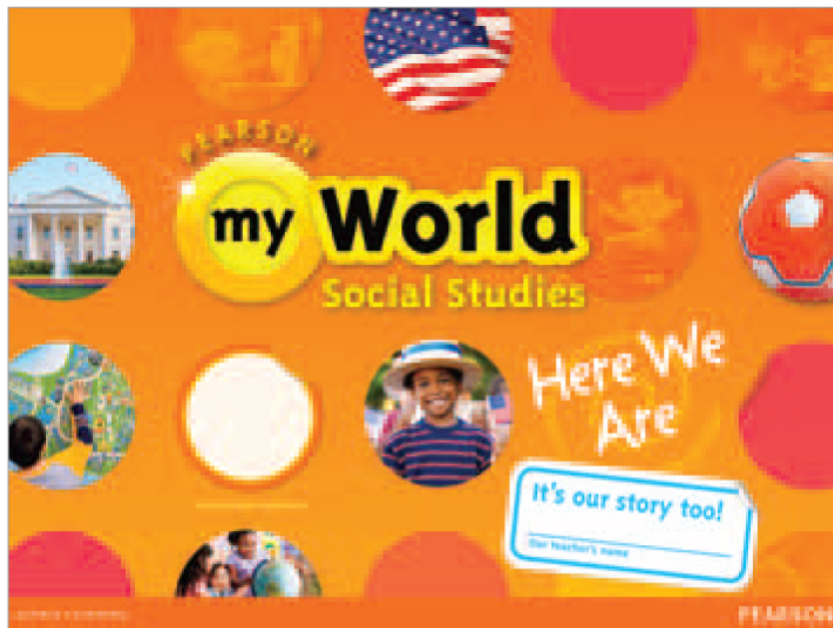


A Correlation of

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To the

**New York State
Social Studies Framework
Kindergarten**

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Introduction

Pearson 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 **Pearson myWorld Social Studies** ©2013 meets the New York State Social Studies Framework for Kindergarten. Correlation page references are to the Kindergarten Flip Chart, Student Edition, and Teacher's Guide.

Everyone has a story. What's yours?

Pearson 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 *Pearson's* 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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Common Core Learning Standards for English Language Arts and Literacy	Pearson myWorld Social Studies, Here We Are, ©2013
Reading Standards for Informational Text	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	<p>FC: Critical Thinking, 97–98, 116–117, Reading Skill, 14–15, 43–44, 66–67, 83–84, 107–108; Lesson Response, 9, 11, 13, 17, 19, 21, 23, 25, 27, 28, 30, 34, 36, 38, 40, 42, 44, 46, 48, 49, 51, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 76, 78, 82, 84, 86, 88, 90, 92, 94, 96, 98, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 128</p> <p>SW: Critical Thinking, 97–98, 117–118, Reading Skill, 11–12, 41–42, 65–66, 83–84, 107–108; Lesson Response, 6, 8, 10, 14, 16, 18, 20, 22, 24, 25, 28, 32, 34, 36, 38, 40, 42, 44, 46, 47, 50, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 75, 78, 82, 84, 86, 88, 90, 92, 94, 96, 98, 99, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 129</p> <p>TG: Main Ideas and Details, 4, 6, 8, 10, 11, 14, 16, 18, 22, 24; Summarize, 6, 29, 52, 79, 94, 107; Ask Questions, 18, 106</p>
2. With prompting and support, identify the main topic and retell key details of a text.	<p>FC: Reading Skills: Main Idea and Details, 14-15</p> <p>SW: Reading Skills: Main Idea and Details, 11–12</p> <p>TG: Main Ideas and Details, 4, 6, 8, 10, 11, 14, 16, 18, 22, 24; Summarize, 6, 29, 52, 79, 94, 107</p>
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>FC: Reading Skills: Cause and Effect, 43-44; Classify and Categorize, 66–67; Sequence, 106-107</p> <p>SW: Reading Skills: Cause and Effect, 41–42; Classify and Categorize, 65–66; Sequence, 107–108</p> <p>TG: Make Connections, 3, 8, 14, 16, 24, 30, 51, 54, 72, 74, 79, 88, 103, 120, 126; Sequence, 103, 106, 110, 112, 114, 116, 120, 122, 124, 126, 128; Cause and Effect, 30, 32, 34, 36, 40, 41, 42, 44, 46, 70; Classify and Categorize, 54, 56, 58, 62, 64, 65, 68, 70, 72, 74</p>

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Common Core Learning Standards for English Language Arts and Literacy	Pearson myWorld Social Studies, Here We Are, ©2013
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	FC: Vocabulary Preview, 7, 32, 53, 80, 103 SW: Vocabulary Preview, 4, 30, 52, 80, 104 TG: Academic Vocabulary, 3, 114; Support English Language Learners: Content and Language, 4, 6, 8, 10, 14, 16, 18, 22, 24, 30, 32, 34, 36, 40, 44, 46, 52, 54, 56, 58, 62, 64, 68, 70, 72, 74, 80, 82, 86, 88, 90, 92, 94, 96, 104, 106, 110, 112, 114, 116, 120, 122, 124, 126, 128
5. Identify the front cover, back cover, and title page of a book.	Opportunities to address this standard may be found on pages: FC: Chapter Openers, 4, 29, 50, 77, 100; Critical Thinking: Use Illustrations, 116-117 SW: Chapter Openers, 1, 27, 49, 77, 101; Critical Thinking: Use Illustrations, 117-118 TG: Leveled Reader, 7, 28, 50, 78, 102
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Opportunities to address this standard may be found on pages: FC: Critical Thinking: Use Illustrations, 116-117 SW: Critical Thinking: Use Illustrations, 117-118 TG: Leveled Reader, 7, 28, 50, 78, 102
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	FC: Critical Thinking: Use Illustrations, 116-117 SW: Critical Thinking: Use Illustrations, 117-118 TG: Analyze Visuals, 3, 4, 10, 14, 16, 18, 22, 30, 32, 36, 51, 52, 62, 79, 80, 82, 90, 92, 96, 103, 104, 112, 122, 124, 128; Analyze Maps, 58, 64

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8. With prompting and support, identify the reasons an author gives to support points in a text.	<p>Opportunities to address this standard may be found on pages:</p> <p>FC: Critical Thinking, 97–98, 116–117, Reading Skill, 14–15, 43–44, 66–67, 83–84, 106–107</p> <p>SW: Critical Thinking, 97–98, 117–118, Reading Skill, 11–12, 41–42, 65–66, 83–84, 107–108</p> <p>TG: Review and Assessment, 26–27, 48–49, 75–76, 100–101, 130–131; Big Question, 3, 26, 29, 48, 51, 75, 79, 100, 103, 130; Analyze Primary Sources, 116; Summarize, 6, 29, 52, 79, 94, 107</p>
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>FC: Reading Skills: Classify and Categorize, 66–67; Compare and Contrast, 83–84</p> <p>SW: Reading Skills: Classify and Categorize, 65–66; Compare and Contrast, 83–84</p> <p>TG: Compare and Contrast, 82, 83, 86, 88, 90, 92, 94, 96; Classify and Categorize, 54, 56, 58, 62, 64, 65, 68, 70, 72, 74; Fact from Fiction, 97; Critical Thinking: Distinguish Fact from Fiction, 97–98</p>

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Common Core Learning Standards for English Language Arts and Literacy	Pearson myWorld Social Studies, Here We Are, ©2013
Range of Reading and Level of Text Complexity	
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>FC: Lesson Response, 9, 11, 13, 17, 19, 21, 23, 25, 27, 28, 30, 34, 36, 38, 40, 42, 44, 46, 48, 49, 51, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 76, 78, 82, 84, 86, 88, 90, 92, 94, 96, 98, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 128</p> <p>SW: Lesson Response, 6, 8, 10, 14, 16, 18, 20, 22, 24, 25, 28, 32, 34, 36, 38, 40, 42, 44, 46, 47, 50, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 75, 78, 82, 84, 86, 88, 90, 92, 94, 96, 98, 99, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 129</p> <p>TG: Leveled Reader, 7, 28, 50, 78, 102; Differentiated Instruction activities allow students to build social studies knowledge and skills on their level. See Key below for L1-L4 activities throughout the program.</p> <p>L1: Special Needs L2: Extra Support L3: On Level L4: Challenge</p> <p>Differentiated Instruction, 3: L2-L4; 6: L2-L4; 8: L2-L4; 10: L2-L4; 12: L1-L4; 14: L2-L4; 16: L2-L4; 18: L2-L4; 20: L1-L4; 22: L2-L4; 24: L2-L4; 29: L2-L4; 32: L2-L4; 34: L2-L4; 38: L1-L4; 40: L2-L4; 42: L2-L4; 44: L2-L4; 46: L2-L4; 51: L2-L4; 54: L2-L4; 56: L2-L4; 58: L2-L4; 60: L1-L4; 62: L2-L4; 64: L2-L4; 66: L2-L4; 68: L2-L4; 70: L2-L4; 72: L2-L4; 74: L2-L4; 79: L1-L4; 82: L2-L4; 84: L2-L4; 86: L2-L4; 88: L2-L4; 90: L2-L4; 92: L2-L4; 94: L2-L4; 96: L2-L4; 98: L2-L4; 103: L2-L4; 106: L2-L4; 108: L1-L4; 110: L2-L4; 112: L2-L4; 114: L2-L4; 116: L2-L4; 118: L1-L4; 120: L2-L4; 122: L2-L4; 124: L2-L4; 126: L2-L4; 128: L1-L4</p>
Writing Standards	

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Common Core Learning Standards for English Language Arts and Literacy	Pearson myWorld Social Studies, Here We Are, ©2013
Text Types and Purposes	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	<p>FC: Teacher’s Note: Best Solution to a Problem, 22–23; Favorite Symbol, 25; Favorite Occupation, 39; Making Choices, 45–46; Favorite Folk Hero, 94</p> <p>SW: Teacher’s Note: Best Solution to a Problem, 19–20; Favorite Symbol, 22; Favorite Occupation, 37; Making Choices, 43–44; Favorite Folk Hero, 94</p> <p>TG: Differentiated Instruction: Giving Reasons, 38: L1-L4; 44: L2-L4</p>
2. 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.	<p>FC: Draw, 5, 11, 13, 21, 28, 30, 36, 40, 49, 51, 57, 59, 73, 76, 78, 86, 88, 99, 101, 109, 111, 128</p> <p>SW: Draw, 2, 8, 10, 18, 25, 28, 34, 38, 47, 50, 56, 58, 72, 75, 78, 86, 88, 99, 102, 110, 112, 129</p> <p>TG: Differentiated Instruction: Label, 3: L2-L4; 6 L2-L4, 8: L2-L4; 22: L2-L4; 29: L2-L4; 42: L1-L4; 46: L2-L4; 60: L1-L4; 64: L2-L4; 66: L2-L4; 74: L2-L4; 79: L1-L4; 86: L2-L4; 103: L2-L4; 106: L2-L4; 108: L1-L4; Caption, 3: L2-L4; 10: L2-L4; 29: L2-L4; 32: L2-L4; 38: L1-L4; 79: L1-L4; 90: L2-L4; 103: L2-L4; Sentence, 51: L2-L4; 60: L1-L4; 70: L2-L4; 72: L2-L4; 79: L1-L4; 92: L2-L4; 96: L2-L4; 103: L2-L4; 108: L1-L4; 116: L2-L4; 118: L1-L4; 124: L1-L4; 126: L2-L4</p>
3. 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.	<p>FC: Reading Skills: Sequence, 106–107; myStory Book, 28, 49, 76, 99, 128; myStory Spark, 5, 30, 51, 78, 101</p> <p>SW: Reading Skills: Sequence, 107–108; myStory Book, 25, 47, 75, 99, 129; myStory Spark, 2, 28, 50, 78, 102</p> <p>TG: Sequence, 103, 106, 110, 112, 114, 116, 120, 122, 124, 126, 128; Differentiated Instruction: Picture Book, 70: L2-L4; 88: L2-L4; 90: L2-L4</p>

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Production and Distribution of Writing	
<p>4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>FC: Draw, 5, 11, 13, 21, 28, 30, 36, 40, 49, 51, 57, 59, 73, 76, 78, 86, 88, 99, 101, 109, 111, 128 SW: Draw, 2, 8, 10, 18, 25, 28, 34, 38, 47, 50, 56, 58, 72, 75, 78, 86, 88, 99, 102, 110, 112, 129 TG: Review and Assessment: Writing Activity, 25, 47, 75, 99, 129; Differentiated Instruction: Writing - Sentences, 51: L2-L4; 60: L1-L4; 70, 72: L2-L4; 79: L1-L4; 92: L2-L4; 96: L2-L4; 103: L2-L4; 108: L1-L4; 116: L2-L4; 118: L1-L4; 124: L1-L4; 126: L2-L4; Labels, 3: L2-L4; 6: L2-L4; 8: L2-L4; 22: L2-L4; 29: L2-L4; 42: L1-L4; 46: L2-L4; 60: L1-L4; 64: L2-L4; 66: L2-L4; 74: L2-L4; 79: L1-L4; 86: L2-L4; 103: L2-L4; 106: L2-L4; 108: L1-L4 Sentences, 51: L2-L4; 60: L2-L4; 70: L2-L4; 72: L2-L4; 79: L2-L4; 92: L2-L4; 96: L2-L4; 103: L2-L4; 108: L1-L4; 116: L2-L4; 118: L2-L4; 124: L2-L4; 126: L2-L4</p>
<p>5. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Opportunities to address this standard may be found on pages: FC: Draw, 5, 11, 13, 21, 28, 30, 36, 40, 49, 51, 57, 59, 73, 76, 78, 86, 88, 99, 101, 109, 111, 128 SW: Draw, 2, 8, 10, 18, 25, 28, 34, 38, 47, 50, 56, 58, 72, 75, 78, 86, 88, 99, 102, 110, 112, 129 TG: Differentiated Instruction: Draw, 3: L2-L4; 6: L2-L4; 8: L2-L4; 10: L2-L4; 14: L2-L4; 18: L2-L4; 20: L1-L4; 24: L2-L4; 29: L2-L4; 36: L2-L4; 38: : L1-L4; 44: L2-L4; 46: L2-L4; 51: L2-L4; 54: L2-L4; 56: L2-L4; 58: L2-L4; L2-L4; 74: L2-L4; 79: L1-L4; 84: L2-L4; 86: L2-L4; 88: L2-L4; 96: L2-L4; 103: L2-L4; 106: L2-L4; 108: L1-L4; 112: L2-L4; 116: L2-L4; 118: L1-L4; 128: L1-L4</p>

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Research to Build and Present Knowledge	
6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<p>FC: Draw, 5, 11, 13, 21, 28, 30, 36, 40, 49, 51, 57, 59, 73, 76, 78, 86, 88, 99, 101, 109, 111, 128</p> <p>SW: Draw, 2, 8, 10, 18, 25, 28, 34, 38, 47, 50, 56, 58, 72, 75, 78, 86, 88, 99, 102, 110, 112, 129</p> <p>TG: Review and Assessment: Writing Activity, 25, 47, 75, 99, 129; Differentiated Instruction: Writing - Sentences, 51: L2-L4; 60: L1-L4; 70: L2-L4; 72: L2-L4; 79: L1-L4; 92: L2-L4; 96: L2-L4; 103: L2-L4; 108: L1-L4; 116: L2-L4; 118: L1-L4; 124: L1-L4; 126: L2-L4; Labels, 3: L2-L4; 6: L2-L4; 8: L2-L4; 22: L2-L4; 29: L2-L4; 42: L1-L4; 46: L2-L4; 60: L1-L4; 64: L2-L4; 66: L2-L4; 74: L2-L4; 79: L1-L4; 86: L2-L4; 103: L2-L4; 106: L2-L4; 108: L2-L4; Sentences, 51: L2-L4; 60: L1-L4; 70: L2-L4; 72: L2-L4; 79: L1-L4; 92: L2-L4; 96: L2-L4; 103: L2-L4; 108: L1-L4; 116: L2-L4; 118: L1-L4; 124: L1-L4; 126: L2-L4</p>
7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>FC: Draw, 5, 11, 13, 21, 28, 30, 36, 40, 49, 51, 57, 59, 73, 76, 78, 86, 88, 99, 101, 109, 111, 128</p> <p>SW: Draw, 2, 8, 10, 18, 25, 28, 34, 38, 47, 50, 56, 58, 72, 75, 78, 86, 88, 99, 102, 110, 112, 129</p> <p>TG: Review and Assessment: Writing Activity, 25, 47, 75, 99, 129; Differentiated Instruction: Writing - Sentences, 51: L2-L4; 60: L1-L4; 70: L2-L4; 72: L2-L4; 79: L1-L4; 92: L2-L4; 96: L2-L4; 103: L2-L4; 108: L1-L4; 116: L2-L4; 118: L1-L4; 124: L1-L4; 126: L2-L4; Labels, 3: L2-L4; 6: L2-L4; 8: L2-L4; 22: L2-L4; 29: L2-L4; 42: L1-L4; 46: L2-L4; 60: L1-L4; 64: L2-L4; 66: L2-L4; 74: L2-L4; 79: L1-L4; 86: L2-L4; 103: L2-L4; 106: L2-L4; 108: L2-L4; Sentences, 51: L2-L4; 60: L1-L4; 70: L2-L4; 72: L2-L4; 79: L1-L4; 92: L2-L4; 96: L2-L4; 103: L2-L4; 108: L1-L4; 116: L2-L4; 118: L1-L4; 124: L1-L4; 126: L2-L4</p>

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Common Core Learning Standards for English Language Arts and Literacy	Pearson myWorld Social Studies, Here We Are, ©2013
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. c. Seek to understand and communicate with individuals from different cultural backgrounds. 	<p>FC: Teaching Notes at the bottom of each page include collaborative speaking activities. For examples see pages 8, 12, 16, 19, 24, 29, 35, 43, 50, 59, 74, 83, 89, 93, 97, 107, 108, 110, 114, 124; Collaboration and Creativity: Problem Solving, 22–23; Listening and Speaking, 39–40</p> <p>SW: Teaching Notes at the bottom of each page include collaborative speaking activities. For examples see pages 5, 9, 13, 16, 21, 27, 33, 41, 49, 58, 73, 83, 89, 93, 97, 108, 109, 111, 115, 125; Collaboration and Creativity: Problem Solving, 19–20; Listening and Speaking, 37–38</p> <p>TG: Big Question, 3, 26, 29, 48, 51, 75, 79, 100, 103, 130; Differentiated Instruction: Discuss, 8: L2-L4; 12: L1-L4; 14: L2-L4; 16: L2-L4; 18: L2-L4; 20: L1-L4; 22: L2-L4; 24: L2-L4; 29: L2-L4; 32: L2-L4; 36: L2-L4; 40: L2-L4; 42: L1-L4; 44: L2-L4; 51: L2-L4; 54: L2-L4; 60: L1-L4; 66: L2-L4; 72: L2-L4; 74: L2-L4; 79: L1-L4; 82: L2-L4; 84: L2-L4; 88: L2-L4; 96: L2-L4; 103: L2-L4; 110: L2-L4; 114: L2-L4; 116: L2-L4; 126: L2-L4</p>

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<p>2. 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.</p>	<p>FC: Lesson Response, 9, 11, 13, 17, 19, 21, 23, 25, 27, 28, 30, 34, 36, 38, 40, 42, 44, 46, 48, 49, 51, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 76, 78, 82, 84, 86, 88, 90, 92, 94, 96, 98, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 128</p> <p>SW: Lesson Response, 6, 8, 10, 14, 16, 18, 20, 22, 24, 25, 28, 32, 34, 36, 38, 40, 42, 44, 46, 47, 50, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 75, 78, 82, 84, 86, 88, 90, 92, 94, 96, 98, 99, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 129</p> <p>TG: Main Ideas and Details, 4, 6, 8, 10, 11, 14, 16, 18, 22, 24; Summarize, 6, 29, 52, 79, 94, 107; Ask Questions, 18, 106;</p> <p>Differentiated Instruction: Discuss, 8: L2-L4; 12: L1-L4; 14: L2-L4; 16: L2-L4; 18: L2-L4; 20: L1-L4; 22: L2-L4; 24: L2-L4; 29: L2-L4; 32: L2-L4; 36: L2-L4; 40: L2-L4; 42: L2-L4; 44: L2-L4; 51: L2-L4; 54: L2-L4; 60: L1-L4; 66: L2-L4; 72: L2-L4; 74: L2-L4; 79: L1-L4; 82: L2-L4; 84: L2-L4; 88: L2-L4; 96: L2-L4; 103: L2-L4; 110: L2-L4; 114: L2-L4; 116: L2-L4; 126: L2-L4</p>

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<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>FC: Lesson Response, 9, 11, 13, 17, 19, 21, 23, 25, 27, 28, 30, 34, 36, 38, 40, 42, 44, 46, 48, 49, 51, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 76, 78, 82, 84, 86, 88, 90, 92, 94, 96, 98, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 128; Collaboration and Creativity: Listening and Speaking, 39–40 SW: Lesson Response, 6, 8, 10, 14, 16, 18, 20, 22, 24, 25, 28, 32, 34, 36, 38, 40, 42, 44, 46, 47, 50, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 75, 78, 82, 84, 86, 88, 90, 92, 94, 96, 98, 99, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 129; Collaboration and Creativity: Listening and Speaking, 37–38 TG: Ask Questions, 18, 106; Big Question, 3, 26, 29, 48, 51, 75, 79, 100, 103, 130; Differentiated Instruction: Discuss, 8: L2-L4; 12: L1-L4; 14: L2-L4; 16: L2-L4; 18: L2-L4; 20: L1-L4; 22: L2-L4; 24: L2-L4; 29: L2-L4; 32: L2-L4; 36: L2-L4; 40: L2-L4; 42: L1-L4; 44: L2-L4; 51: L2-L4; 54: L2-L4; 60: L1-L4; 66: L2-L4; 72: L2-L4; 74: L2-L4; 79: L1-L4; 82: L2-L4; 84: L2-L4; 88: L2-L4; 96: L2-L4; 103: L2-L4; 110: L2-L4; 114: L2-L4; 116: L2-L4; 126: L2-L4</p>
Presentation of Knowledge and Ideas	
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>FC: Teacher Note: Describing (examples), 10, 13, 16, 23, 25, 27, 39, 47, 71, 72, 77, 79, 80, 85, 89, 122 SW: Teacher Note: Describing (examples), 7, 10, 13, 20, 22, 24, 37, 45, 70, 71, 77, 79, 80, 85, 89, 123 TG: Differentiated Instruction: Describe, 51: L2-L4; 54: L2-L4; 56: L2-L4; 88: L2-L4; 90: L2-L4; 96: L2-L4; 103: L2-L4; 110: L2-L4; 114: L2-L4; 116: L2-L4</p>

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<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>FC: Draw, 5, 11, 13, 21, 28, 30, 36, 40, 49, 51, 57, 59, 73, 76, 78, 86, 88, 99, 101, 109, 111, 128; Critical Thinking: Use Illustrations, 116–117 SW: Draw, 2, 8, 10, 18, 25, 28, 34, 38, 47, 50, 56, 58, 72, 75, 78, 86, 88, 99, 102, 110, 112, 129; Critical Thinking: Use Illustrations, 117–118 TG: Differentiated Instruction: Draw, 3: L2-L4; 6: L2-L4; 8: L2-L4; 10: L2-L4; 14: L2-L4; 18: L2-L4; 20: L1-L4; 24: L2-L4; 29: L2-L4; 36: L2-L4; 38: L1-L4; 44: L2-L4; 46: L2-L4; 51: L2-L4; 54: L2-L4; 56: L2-L4; 58: L2-L4; 74: L2-L4; 79: L1-L4; L2-L4; 86: L2-L4; 88: L2-L4; 96: L2-L4; 103: L2-L4; 106: L2-L4; 108: L1-L4; 112: L2-L4; 116: L2-L4; 118: L2-L4; 128: L1-L4; Collage, 66: L2-L4; 122: L2-L4; Make a Chart, 94: L2-L4; Make a Map, 56: L2-L4; 58: L2-L4; 60: L1-L4; 64: L2-L4</p>
<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>FC: Teaching Notes at the bottom of each page include speaking activities. For examples see pages 8, 12, 16, 19, 24, 29, 35, 43, 50, 59, 74, 83, 89, 93, 97, 107, 108, 110, 114, 124; Collaboration and Creativity: Listening and Speaking, 39–40 SW: Teaching Notes at the bottom of each page include speaking activities. For examples see pages 5, 9, 13, 16, 21, 27, 33, 41, 49, 58, 73, 83, 89, 93, 97, 108, 109, 111, 115, 125; Collaboration and Creativity: Listening and Speaking, 37–38 TG: Differentiated Instruction: Discuss, 8: L2-L4; 12: L1-L4; 14: L2-L4; 16: L2-L4; 18: L2-L4; 20: L1-L4; 22: L2-L4; 24: L2-L4; 29: L2-L4; 32: L2-L4; 36: L2-L4; 40: L2-L4; 42: L1-L4; 44: L2-L4; 51: L2-L4; 54: L2-L4; 60: L1-L4; 66: L2-L4; 72: L2-L4; 74: L2-L4; 79: L1-L4; 82: L2-L4; 84: L2-L4; 88: L2-L4; 96: L2-L4; 103: L2-L4; 110: L2-L4; 114: L2-L4; 116: L2-L4; 126: L2-L4</p>

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A. Gathering, Using, and Interpreting Evidence	
1. Ask questions.	<p>FC: Critical Thinking, 97–98, 117–118, Reading Skill, 14–15, 43–44, 66–67, 83–84, 106–107; Lesson Response, 9, 11, 13, 17, 19, 21, 23, 25, 27, 30, 34, 36, 38, 40, 42, 44, 46, 48, 49, 51, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 76, 78, 82, 84, 86, 90, 92, 94, 96, 98, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 128</p> <p>SW: Critical Thinking, 97–98, 117–118, Reading Skill, 11–12, 41–42, 65–66, 83–84, 107–108; Lesson Response, 6, 8, 10, 14, 16, 18, 20, 22, 24, 25, 28, 32, 34, 36, 38, 40, 42, 44, 46, 47, 50, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 75, 78, 82, 84, 86, 88, 90, 92, 94, 96, 98, 99, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 129</p> <p>TG: Main Ideas and Details, 4, 6, 8, 10, 11, 14, 16, 18, 22, 24; Summarize, 6, 29, 52, 79, 94, 107; Ask Questions, 18, 106</p>
2. Recognize forms of evidence used to make meaning in social studies.	<p>FC: What Do Maps Show? 58–59; What Do Globes Show? 68–69; Reading Skill: Sequence, 106–107; How Can We Learn About History? 114–115; Use Illustrations, 116–117</p> <p>SW: What Do Maps Show? 57–58; What Do Globes Show? 67–68; Reading Skill: Sequence, 107–108; How Can We Learn About History? 115–116; Use Illustrations, 117–118</p> <p>TG: Active Reading & Lesson Summary pages 57–58, 61–62, 107–108, 115–116, 117–118</p>
3. Identify the author or creator of a book or map.	<p>FC: How Can We Learn About History? 114–115</p> <p>SW: How Can We Learn About History? 115–116</p> <p>TG: Active Reading & Lesson Summary pages 115–116</p>

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<p>4. Identify opinions expressed by others.</p>	<p>FC: Teaching Notes at the bottom of each page include collaborative speaking activities. For examples see pages, 5, 9, 16, 19, 24, 29, 35, 43, 50, 59, 74, 83, 89, 93, 97, 107, 108, 110, 114, 124; Collaboration and Creativity: Problem Solving, 22–23; Listening and Speaking, 39–40</p> <p>SW: Teaching Notes at the bottom of each page include collaborative speaking activities. For examples see pages, 5, 9, 13, 16, 21, 27, 33, 41, 49, 58, 73, 83, 89, 93, 97, 108, 109, 111, 115, 125; Collaboration and Creativity: Problem Solving, 19–20; Listening and Speaking, 37–38</p> <p>TG: Big Question, 3, 26, 29, 48, 51, 75, 79, 100, 103, 130; Differentiated Instruction: Discuss, 8: L2-L4; 12: L1-L4; 14: L2-L4; 16: L2-L4; 18: L2-L4; 20: L1-L4; 22: L2-L4; 24: L2-L4; 29: L2-L4; 32: L2-L4; 36: L2-L4; 40: L2-L4; 42: L1-L4; 44: L2-L4; 51: L2-L4; 54: L2-L4; 60: L1-L4; 66: L2-L4; 72: L2-L4; 74: L2-L4; 79: L1-L4; 82: L2-L4; 84: L2-L4; 88: L2-L4; 96: L2-L4; 103: L2-L4; 110: L2-L4; 114: L2-L4; 116: L2-L4; 126: L2-L4</p>

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5. Create understanding of the past.	<p>FC: What Is My Personal History? 104–105; Sequence, 106–107; How Do We Talk About Time? 108–109; How Do We Measure Time? 110–111; What Is a Timeline? 112–113; How Can We Learn About History? 114–115; Who Are American Heroes From the Past? 118–119; 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>SW: What Is My Personal History? 105–106; Sequence, 107–108; How Do We Talk About Time? 109–110; How Do We Measure Time? 111–112; What Is a Timeline? 113–114; How Can We Learn About History? 115–116; Who Are American Heroes From the Past? 119–120; 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 105–106, 107–108, 109–110, 111–112, 113–114, 115–116, 119–120, 121–122, 123–124, 127–128</p>
B. Chronological Reasoning and Causation	
1. Retell an important life event in sequential order.	<p>FC: What Is My Personal History? 104–105; Sequence, 106–107</p> <p>SW: What Is My Personal History? 105–106; Sequence, 107–108</p> <p>TG: Active Reading & Lesson Summary pages 105–106, 107–108</p>
2. Understand the concept of time measurements including days and weeks.	<p>FC: How Do We Measure Time? 110–111</p> <p>SW: How Do We Measure Time? 111–112</p> <p>TG: Active Reading & Lesson Summary pages 109–110</p>
3. Identify causes and effects using an example from his/her family life.	<p>FC: Reading Skills: Cause and Effect, 43–44; What Is My Personal History? 104–105</p> <p>SW: Reading Skills: Cause and Effect, 41–42; What Is My Personal History? 105–106</p> <p>TG: Active Reading & Lesson Summary: Cause and Effect, 30, 32, 34, 36, 40, 41, 42, 44, 46, 70</p>

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4. Identify change over time in his/her life.	FC: What Is My Personal History? 104–105 SW: What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary pages 105–106
5. Identify events of the past, present, and future in his/her life.	FC: What Is My Personal History? 104–105 SW: What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary pages 105–106
6. Identify routines and common occurrences in his/her life.	FC: How Do We Celebrate? 89–90; What are National Holidays? 91–92; What Is My Personal History? 104–105 SW: How Do We Celebrate? 89–90; What are National Holidays? 91–92; What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary pages 89–90, 91–92, 105–106
C. Comparison and Contextualization	
1. Identify similarities and differences between home and school.	FC: What Are Rights? What Are Responsibilities? 10–11; Reading Skills: Compare and Contrast, 83–84; SW: What Are Rights? What Are Responsibilities? 7–8; Reading Skills: Compare and Contrast, 83–84; TG: Active Reading & Lesson Summary pages 7–8, 83–84
2. Identify similarities and differences between him/her and others.	FC: How Are People Alike and Different? 81–82; Reading Skills: Compare and Contrast, 83–84; How Are Families Alike and Different? 85–86 SW: How Are People Alike and Different? 81–82; Reading Skills: Compare and Contrast, 83–84; How Are Families Alike and Different? 85–86 TG: Active Reading & Lesson Summary pages 81–82, 83–84, 85–86
3. Describe an event in his/her life.	FC: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90; What Is My Personal History? 104–105 SW: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90; What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary pages 85–86, 89–90, 105–106

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D. Geographic Reasoning	
1. Ask geographic questions about where places are located and why they are located there using location terms and geographic representations such as maps, photographs, satellite images, and models.	FC: Where Are Places Located? 56–57; What Do Maps Show? 58–59; What Do Globes Show? 68–69 SW: Where Are Places Located? 55–56; What Do Maps Show? 57–58; What Do Globes Show? 67–68 TG: Active Reading & Lesson Summary pages 55–56, 57–58, 61–62
2. Identify natural events or physical features such as land, water, air, and wind.	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
3. Describe how environment affects his/her activities.	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
4. Identify a pattern.	FC: For related material see: What Is the Weather Like? 70–71; What Are the Seasons? 72–73 SW: For related material see: What Is the Weather Like? 69–70; What Are the Seasons? 71–72 TG: Active Reading & Lesson Summary pages 69–70, 71–72
5. Identify a human activity that changed a place.	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

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E. Economics and Economic Systems	
1. Identify examples of scarcity and choices made due to scarcity.	FC: Why Do We Make Choices? 45–46 SW: Why Do We Make Choices? 43–44 TG: Active Reading & Lesson Summary pages 43–44
2. Identify examples of goods and services.	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. Identify what money is and how it is used in society.	FC: How Do We Use Money? 37–38; SW: How Do We Use Money? 35–36 TG: Active Reading & Lesson Summary pages 35–36
F. Civic Participation	
1. Demonstrate respect for the rights of others.	FC: What Are Rights? What Are Responsibilities? 10–11 SW: What Are Rights? What Are Responsibilities? 7–8 TG: Active Reading & Lesson Summary pages 7–8
2. Participate in activities that focus on a classroom or school issue or problem.	FC: How Do We Make Decisions? 20–21; Collaboration and Creativity: Problem Solving, 22–23 SW: How Do We Make Decisions? 17–18; Collaboration and Creativity: Problem Solving, 19–20 TG: Active Reading & Lesson Summary pages 17–18, 19–20
3. Identify the role of the individual in classroom participation.	FC: What Makes a Good Citizen? 8–9; What Are Rights? What Are Responsibilities? 10–11; What Rules Do We Follow? 16–17 SW: What Makes a Good Citizen? 5–6; What Are Rights? What Are Responsibilities? 7–8; What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages 5–6, 7–8, 13–14

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<p>4. Show respect in issues involving difference and conflict.</p>	<p>FC: How Do We Get Along with Others? 12–13; How Do We Make Decisions? 20–21; Collaboration and Creativity: Problem Solving, 22–23 SW: How Do We Get Along with Others? 9–10; How Do We Make Decisions? 17–18; Collaboration and Creativity: Problem Solving, 19–20 TG: Active Reading & Lesson Summary pages 9–10, 17–18, 19–20</p>
<p>5. Identify situations in which social actions are required.</p>	<p>FC: What Makes a Good Citizen? 8–9; How Do We Get Along with Others? 12–13; How Do We Make Decisions? 20–21; Collaboration and Creativity: Problem Solving, 22–23 SW: What Makes a Good Citizen? 5–6; How Do We Get Along with Others? 9–10; How Do We Make Decisions? 17–18; Collaboration and Creativity: Problem Solving, 19–20 TG: Active Reading & Lesson Summary pages 5–6, 9–10, 17–18, 19–20</p>
<p>6. Identify the school principal and his/her role within the school.</p>	<p>FC: Who Are Our Leaders? 18–19 SW: Who Are Our Leaders? 15–16 TG: Active Reading & Lesson Summary pages 15–16</p>
<p>7. Identify and follow rules in the classroom and school.</p>	<p>FC: What Rules Do We Follow? 16–17 SW: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages 13–14</p>

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Grade K: Self and Others	
In kindergarten, students study “Self and Others”. The course is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies and may be presented in any order. Each unit helps students study themselves in the context of their immediate surroundings. Students will learn about similarities and differences between children, families and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.	
<i>Individual Development and Cultural Identity</i>	
K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.	
K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.	FC: 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 SW: 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 TG: Active Reading & Lesson Summary pages 81–82, 83–84, 85–86, 95–96
K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.	FC: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 104–105 SW: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary pages 81–82, 85–86, 105–106
➤ Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.	FC: For related material see: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 104–105 SW: For related material see: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary pages 81–82, 85–86, 105–106

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K.2 Children, families, and communities exhibit cultural similarities and differences.	
K.2a Each person is unique but also shares common characteristics with other family, school, and community members.	FC: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 104–105 SW: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary pages 81–82, 85–86, 105–106
➤ Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language.	FC: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 104–105 SW: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary pages 81–82, 85–86, 105–106
K.2b Unique family activities and traditions are important parts of an individual's culture and sense of self.	FC: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90 SW: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90 TG: Active Reading & Lesson Summary pages 85–86, 89–90
➤ Students will explain how their family celebrates birthdays or other special days.	FC: How Do We Celebrate? 89–90 SW: How Do We Celebrate? 89–90 TG: Active Reading & Lesson Summary pages 89–90
K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.	FC: How Are Families Alike and Different? 85–86 SW: How Are Families Alike and Different? 85–86 TG: Active Reading & Lesson Summary pages 85–86

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<ul style="list-style-type: none"> ➤ Students will learn about and respect individual differences. 	<p>FC: 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>SW: 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>TG: Active Reading & Lesson Summary pages 81–82, 83–84, 85–86, 95–96</p>
K.3 Symbols and traditions help develop a shared culture and identity within the United States.	
K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.	<p>FC: What Is Culture? 87–88; How Do We Celebrate? 89–90; What are National Holidays? 91–92</p> <p>SW: What Is Culture? 87–88; How Do We Celebrate? 89–90; What are National Holidays? 91–92</p> <p>TG: Active Reading & Lesson Summary pages 87–88, 89–90, 91–92</p>
<ul style="list-style-type: none"> ➤ Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays. 	<p>FC: What Is Culture? 87–88; How Do We Celebrate? 89–90; What are National Holidays? 91–92</p> <p>SW: What Is Culture? 87–88; How Do We Celebrate? 89–90; What are National Holidays? 91–92</p> <p>TG: Active Reading & Lesson Summary pages 87–88, 89–90, 91–92</p>
K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.	<p>FC: What Are Our Country's Symbols? 24–25; What Are National Holidays? 91–92</p> <p>SW: What Are Our Country's Symbols? 21–22; What Are National Holidays? 91–92</p> <p>TG: Active Reading & Lesson Summary pages 21–22, 91–92</p>
<ul style="list-style-type: none"> ➤ Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated. 	<p>FC: What are National Holidays? 91–92</p> <p>SW: What are National Holidays? 91–92</p> <p>TG: Active Reading & Lesson Summary pages 91–92</p>

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<ul style="list-style-type: none"> ➤ Students will identify American symbols such as the Liberty Bell and the bald eagle. 	<p>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, 23–24</p>
<ul style="list-style-type: none"> ➤ Students will learn the Pledge of Allegiance. 	<p>FC: For related material see: What Are Our Country's Symbols? 24–25 SW: For related material see: What Are Our Country's Symbols? 21–22 TG: Active Reading & Lesson Summary pages 21–22</p>
<ul style="list-style-type: none"> ➤ Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag. 	<p>FC: For related material see: What Are Our Country's Symbols? 24–25 SW: For related material see: What Are Our Country's Symbols? 21–22 TG: Active Reading & Lesson Summary pages 21–22</p>
<ul style="list-style-type: none"> ➤ Students will learn patriotic songs including the national anthem, "America the Beautiful," and "America." 	<p>FC: For related material see: What Are Our Country's Symbols? 24–25; What Are National Holidays? 91–92 SW: For related material see: What Are Our Country's Symbols? 21–22; What Are National Holidays? 91–92 TG: Active Reading & Lesson Summary pages 21–22, 91–92</p>
<i>Civic Ideals and Practices</i>	
K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.	
<p>K.4a Children have basic universal rights or protections as members of a family, school, community, nation, and the world.</p>	<p>FC: What Are Rights? What Are Responsibilities? 10–11 SW: What Are Rights? What Are Responsibilities? 7–8 TG: Active Reading & Lesson Summary pages 7–8</p>

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<p style="text-align: center;">New York State Social Studies Framework Kindergarten: Self and Others</p>	<p style="text-align: center;">Pearson myWorld Social Studies Here We Are, ©2013</p>
<p>➤ Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination).</p>	<p>FC: What Are Rights? What Are Responsibilities? 10–11; How Do We Get Along with Others? 12–13 SW: What Are Rights? What Are Responsibilities? 7–8 How Do We Get Along with Others? 9–10 TG: Active Reading & Lesson Summary pages 7–8, 9–10</p>
<p>K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p>	<p>FC: What Makes a Good Citizen? 8–9; How Do We Get Along with Others? 12–13; Collaboration and Creativity: Problem Solving, 22–23 SW: What Makes a Good Citizen? 5–6; How Do We Get Along with Others? 9–10; Collaboration and Creativity: Problem Solving, 19–20 TG: Active Reading & Lesson Summary pages 5–6, 9–10, 19–20</p>
<p>➤ Students will be given the opportunity to perform duties in the classroom (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as messenger).</p>	<p>FC: What Makes a Good Citizen? 8–9; How Do We Get Along with Others? 12–13; Collaboration and Creativity: Problem Solving, 22–23 SW: What Makes a Good Citizen? 5–6; How Do We Get Along with Others? 9–10; Collaboration and Creativity: Problem Solving, 19–20 TG: Active Reading & Lesson Summary pages 5–6, 9–10, 19–20</p>
<p>K.5 Rules affect children and adults, and people make and change rules for many reasons.</p>	
<p>K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.</p>	<p>FC: What Rules Do We Follow? 16–17 SW: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages 13–14</p>
<p>➤ Students will discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed.</p>	<p>FC: What Rules Do We Follow? 16–17 SW: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages 13–14</p>
<p>K.5b People in authority make rules and laws that provide for the health and safety of all.</p>	<p>FC: What Rules Do We Follow? 16–17 SW: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages 13–14</p>

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<ul style="list-style-type: none"> ➤ Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials). 	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.5c Children and adults have opportunities to contribute to the development of rules and/or laws.	FC: What Rules Do We Follow? 16–17 SW: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages 13–14
<ul style="list-style-type: none"> ➤ Students will be given an opportunity to create new rules as needed for class activities. 	FC: For related material see: What Rules Do We Follow? 16–17; How Do We Make Decisions? 20–21 SW: For related material see: What Rules Do We Follow? 13–14; How Do We Make Decisions? 17–18 TG: Active Reading & Lesson Summary pages 13–14, 17–18
<i>Geography, Humans, and the Environment</i>	
K.6 Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions.	
K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.	FC: What Do Maps Show? 58–59; Map Skills: Cardinal Directions, 60–61; What Do Globes Show? 68–69 SW: What Do Maps Show? 57–58; Map Skills: Cardinal Directions, 59–60; What Do Globes Show? 67–68 TG: Active Reading & Lesson Summary pages 57–58, 59–60, 61–62
<ul style="list-style-type: none"> ➤ Students will identify the differences and similarities between a globe and a map. 	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.6b Places and regions can be located on a map or globe using geographic vocabulary.	FC: Where Are Places Located? 56–57; What Do Maps Show? 58–59; What Do Globes Show? 68–69 SW: Where Are Places Located? 55–56; What Do Maps Show? 57–58; What Do Globes Show? 67–68 TG: Active Reading & Lesson Summary pages 55–56, 57–58, 61–62

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<p>➤ Students will locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital).</p>	<p>FC: Where Are Places Located? 56–57; What Do Maps Show? 58–59 SW: Where Are Places Located? 55–56; What Do Maps Show? 57–58 TG: Active Reading & Lesson Summary pages 55–56, 57–58</p>
<p>K.6c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.</p>	<p>FC: Where Are Places Located? 56–57; What Do Maps Show? 58–59; What Do Globes Show? 68–69 SW: Where Are Places Located? 55–56; What Do Maps Show? 57–58; What Do Globes Show? 67–68 TG: Active Reading & Lesson Summary pages 55–56, 57–58, 61–62</p>
<p>➤ Students will correctly use words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between).</p>	<p>FC: Where Are Places Located? 56–57 SW: Where Are Places Located? 55–56 TG: Active Reading & Lesson Summary pages 55–56</p>
<p>K.7 People and communities are affected by and adapt to their physical environment.</p>	
<p>K.7a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.</p>	<p>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</p>
<p>➤ Students will describe and give examples of seasonal weather changes and illustrate how weather affects people and communities.</p>	<p>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</p>

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<i>Time, Continuity, and Change</i>	
K.8 The past, present and future describe points in time and help us examine and understand events.	
K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.	<p>FC: What Is My Personal History? 104–105; Sequence, 106–107; How Do We Talk About Time? 108–109; How Do We Measure Time? 110–111; What Is a Timeline? 112–113</p> <p>SW: What Is My Personal History? 105–106; Sequence, 107–108; How Do We Talk About Time? 109–110; How Do We Measure Time? 111–112; What Is a Timeline? 113–114</p> <p>TG: Active Reading & Lesson Summary pages 105–106, 107–108, 109–110, 111–112, 113–114</p>
<ul style="list-style-type: none"> ➤ Students will correctly use words related to chronology and time when recounting events and experiences (e.g., first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs). 	<p>FC: What Is My Personal History? 104–105; Sequence, 106–107; How Do We Talk About Time? 108–109; How Do We Measure Time? 110–111; What Is a Timeline? 112–113</p> <p>SW: What Is My Personal History? 105–106; Sequence, 107–108; How Do We Talk About Time? 109–110; How Do We Measure Time? 111–112; What Is a Timeline? 113–114</p> <p>TG: Active Reading & Lesson Summary pages 105–106, 107–108, 109–110, 111–112, 113–114</p>
K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.	<p>FC: Who Are American Folk Heroes?, 93–94; How Can We Learn About History? 114–115; Who Are American Heroes From the Past? 118–119</p> <p>SW: Who Are American Folk Heroes?, 93–94; How Can We Learn About History? 115–116; Who Are American Heroes From the Past? 119–120</p> <p>TG: Active Reading & Lesson Summary pages 93–94, 115–116, 119–120</p>
<ul style="list-style-type: none"> ➤ Students will retell a story and explain the value, idea, tradition, or important event that it expressed. 	<p>FC: Who Are American Folk Heroes?, 93–94</p> <p>SW: Who Are American Folk Heroes?, 93–94</p> <p>TG: Active Reading & Lesson Summary: Differentiated Instruction 94</p>

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<i>Economic Systems</i>	
K.9 People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.	
K.9a A need is something that a person must have for health and survival, while a want is something a person would like to have.	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
➤ Students will identify basic needs (food, clothing, and shelter).	FC: What Do We Need? What Do We Want? 33 SW: What Do We Need? What Do We Want? 31 TG: Active Reading & Lesson Summary pages 31–32
➤ Students will distinguish between a need and a want.	FC: What Do We Need? What Do We Want? 33–34 SW: What Do We Need? What Do We Want? 31–32 TG: Active Reading & Lesson Summary pages 31–32
K.9b Goods are objects that can satisfy people’s needs and wants; services are activities that can satisfy people’s needs and wants.	FC: What Are Goods and Services? 47–48 SW: What Are Goods and Services? 45–46 TG: Active Reading & Lesson Summary pages 45–46
➤ Students will identify examples of goods and services.	FC: What Are Goods and Services? 47–48 SW: What Are Goods and Services? 45–46 TG: Active Reading & Lesson Summary pages 45–46
K.9.c Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.	FC: Why Do We Make Choices? 45–46 SW: Why Do We Make Choices? 43–44 TG: Active Reading & Lesson Summary pages 43–44
➤ Students will identify examples of scarcity.	FC: Why Do We Make Choices? 45–46 SW: Why Do We Make Choices? 43–44 TG: Active Reading & Lesson Summary pages 43–44