

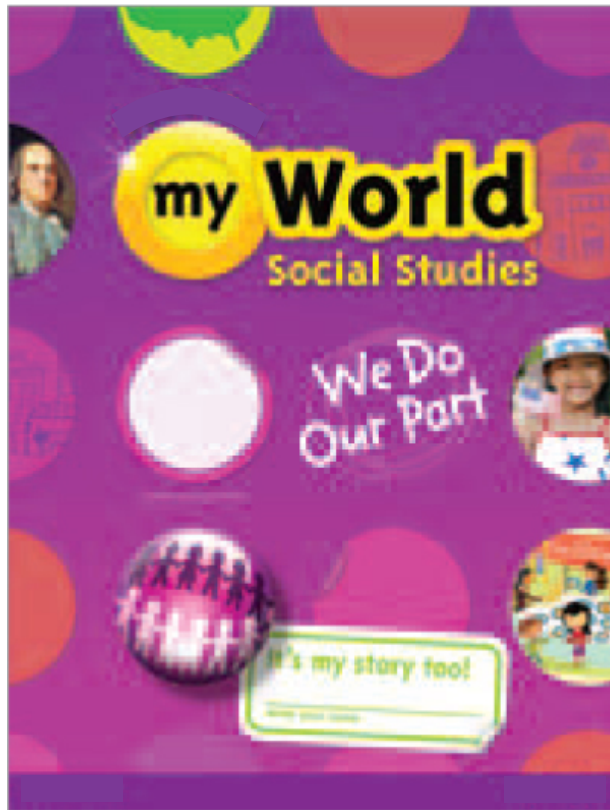
A Correlation of

Savvas

myWorld Social Studies

We Do Our Part

©2013



to the

2010 Alabama Course of Study

Social Studies

Grade 2

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
2010 Alabama Course of Study for 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 2010 Alabama Course of Study: Social Studies. Correlation page references are to the Student Edition 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

- 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

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
2010 Alabama Course of Study for Social Studies**

2010 Alabama Course of Study Social Studies: Living and Working Together in State and Nation	Scott Foresman myWorld Social Studies We Do Our Part, Grade 2, ©2013
1. Relate principles of American democracy to the founding of the nation.	SE: Thirteen Colonies, One Country, 178–179 TG: Active Reading & Lesson Summary page, 137
1.a Identifying reasons for the settlement of the thirteen colonies	SE: Europeans in America, 176–177 TG: Active Reading & Lesson Summary page, 136
1.b Recognizing basic principles of the Declaration of Independence, the Constitution of the United States, the establishment of the three branches of government, and the Emancipation Proclamation	SE: Our Rights as Citizens, 20–23; United States Government, 32, 33; Review and Assessment, 44; Declaration of Independence, 142, 178, 190 TG: Active Reading & Lesson Summary, 10, 11, 12, 20
1.c Demonstrating the voting process, including roles of major political parties	SE: Voting, 21, 30, 34, 35, 36 TG: Active Reading & Lesson Summary pages, 19, 22
1.d Utilizing school and classroom rules to reinforce democratic values	SE: We Follow Rules and Laws, 24–27 TG: Active Reading & Lesson Summary pages, 13–15
2. Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.	SE: What We Celebrate, 140–143; Review and Assessment, 155 TG: Active Reading & Lesson Summary pages, 106–108, 118
2.a Recognizing our country's founding fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison	SE: George Washington, 145, 179; Thomas Jefferson, 142, 178; Benjamin Franklin, 190; John Adams, 178, 190; John Hancock, 178 TG: Active Reading & Lesson Summary, 108, 110, 137, 147
2.b Recognizing historical female figures, including Abigail Adams, Dolley Madison, Harriet Tubman, and Harriet Beecher Stowe	SE: Abigail Adams, 178; Sacagawea, 180; Dolley Madison, 190; Harriet Tubman, 192; Harriet Beecher Stowe, 191; Sojourner Truth, 191; Henrietta King, 192; Amelia Earhart, 192 TG: Active Reading & Lesson Summary, 137, 139, 147

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
2010 Alabama Course of Study for Social Studies**

2010 Alabama Course of Study Social Studies: Living and Working Together in State and Nation	Scott Foresman myWorld Social Studies We Do Our Part, Grade 2, ©2013
2.c Describing the significance of national holidays, including the birthday of Martin Luther King, Jr.; Presidents' Day; Memorial Day; the Fourth of July; Veterans Day; and Thanksgiving Day	SE: Thanksgiving, 134, 177; What We Celebrate, 140–143; Review and Assessment, 155 TG: Active Reading & Lesson Summary pages, 106–108, 118
2.d Describing the history of American symbols and monuments. Examples: Liberty Bell, Statue of Liberty, bald eagle, United States flag, Washington Monument, Lincoln Memorial	SE: Our Country's Symbols, 38–41; Review and Assessment, 44; What We Celebrate, 140–143; American Stories, 144–147; Declaration of Independence, 178; Statue of Liberty, 182, 183 TG: Active Reading & Lesson Summary pages, 24, 25, 26, 106, 107, 108, 109, 110, 111, 137, 140
3. Use various primary sources, including calendars and timelines, for reconstruction the past. Examples: historical letters, stories, interviews with elders, photographs, maps, artifacts	SE: Reading a Timeline, 166–167; Learning About the Past (using sources), 168–171 TG: Active Reading & Lesson Summary, 127–128, 129–131
4. Use vocabulary to describe segments of time, including <i>year</i> , <i>decade</i> , <i>score</i> , and <i>century</i> .	SE: Century, 164; Reading a Timeline, 166–167 TG: Active Reading & Lesson Summary pages, 127–128
5. Differentiate between a physical map and a political map. Examples: physical-illustrating rivers and mountains political-illustrating symbols for states and capitals	SE: Physical Maps, 102; Political Maps, 103 TG: Active Reading & Lesson Summary page, 76
5.a Using vocabulary associated with geographical features, including <i>latitude</i> , <i>longitude</i> , and <i>border</i>	SE: Latitude and Longitude, 98–99; Landforms and Bodies of Water, 100–103 TG: Active Reading & Lesson Summary pages, 73, 74–76
6. Identify states, continents, oceans, and the equator using maps, globes, and technology.	SE: Our Earth, 96–99; Landforms and Bodies of Water, 100–103; Maps, 106, 116; Review and Assessment, 122 TG: Active Reading & Lesson Summary pages, 71–73, 74–76, 92

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
2010 Alabama Course of Study for Social Studies**

2010 Alabama Course of Study Social Studies: Living and Working Together in State and Nation	Scott Foresman myWorld Social Studies We Do Our Part, Grade 2, ©2013
6.a Identifying map elements, including title, legend, compass rose, and scale	SE: Maps Show Locations, 88–89; All About Maps, 90–93; Using a Map Scale, 94–95; Physical Maps, 102; Political Maps, 103; Review and Assessment, 122 TG: Active Reading & Lesson Summary pages, 63, 65, 66, 67, 68, 69, 70, 76, 92
6.b Identifying the intermediate directions of northeast, southeast, northwest, and southwest	SE: Intermediated Directions, 93 TG: Active Reading & Lesson Summary page, 68
6.c Recognizing technological resources such as a virtual globe, satellite images, and radar	SE: Photograph, 96 TG: Compare and Contrast, 72; Make Connections, 72
6.d Locating points on a grid	SE: Maps Show Locations (grid map), 88–89 TG: Active Reading & Lesson Summary pages, 65
7. Explain production and distribution processes. Example: tracing milk supply from dairy to consumer	SE: Producing and Consuming Goods, 58–61; Reading a Flow Chart, 62–63 TG: Active Reading & Lesson Summary pages, 40–42, 43–44
7.a Identifying examples of imported and exported goods	SE: For related material see: Trading for Goods and Services, 70–73 TG: Active Reading & Lesson Summary pages, 50–52
7.b Describing the impact of consumer choices and decisions on supply and demand	SE: Needs and Wants, 50–53; Making Good Choices, 54–57; Review and Assessment, 78 TG: Active Reading & Lesson Summary pages, 34–36, 37–39
8. Describe how scarcity affects supply and demand of natural resources and human-made products. Examples: cost of gasoline during oil shortages, price and expiration date of perishable foods	SE: Needs and Wants, 50–53; also see: Trading for Goods and Services, 70–73 TG: Active Reading & Lesson Summary pages, 34–36, 50–52

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
2010 Alabama Course of Study for Social Studies**

2010 Alabama Course of Study Social Studies: Living and Working Together in State and Nation	Scott Foresman myWorld Social Studies We Do Our Part, Grade 2, ©2013
<p>9. Describe how and why people from various cultures immigrate to the United States. Examples: how—ships, planes, automobiles why—improved quality of life, family connections, disasters</p>	<p>SE: Immigrants, 180, 182–183 TG: Active Reading & Lesson Summary pages, 138–140</p>
<p>9.a Describing the importance of cultural unity and diversity within and across groups</p>	<p>SE: Culture Is Our Way of Life, 130–133, Cultures in Our Country, 134–137; What We Celebrate, 140–143; American Stories, 144–147; Two Cultures, 148–151 TG: Active Reading & Lesson Summary, 98–100, 101–103, 106–108, 109–111, 112–114</p>
<p>10. Identify ways people throughout the country are affected by their human and physical environments. Examples: land use, housing, occupation</p>	<p>SE: Producing and Consuming Goods, 58–61; Weather and Climate, 104–107; Cultures in Our Country, 134–137 TG: Active Reading & Lesson Summary pages, 40–42, 77–79, 101–103</p>
<p>10.a Comparing physical features of regions throughout the United States Example: differences in a desert environment, a tropical rain forest, and a polar region</p>	<p>SE: Landforms and Bodies of Water, 100–103; Weather and Climate, 104–107 TG: Active Reading & Lesson Summary pages, 74–76, 78–79</p>
<p>10.b Identifying positive and negative ways people affect the environment Examples: positive—restocking fish in lakes, reforestation cleared land negative—polluting water, littering roadways, eroding soil</p>	<p>SE: Producing and Consuming Goods, 58–61; Our Environment, 108–111; Reading Skills: Cause and Effect, 112–113; Earth’s Resources, 114–117; Review and Assessment, 124 TG: Active Reading & Lesson Summary pages, 40–42, 80–82, 83–84, 85–87, 93</p>
<p>10.c Recognizing benefits of recreation and tourism at state and national parks</p>	<p>SE: For related material see: States and Resources, 116; Cultures in Our Country, 134–137</p>
<p>11. Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States. Examples: American Indian legends, African-American stories, tall tales, stories of folk heroes</p>	<p>SE: American Stories, 144–147 TG: Active Reading & Lesson Summary pages, 109–111</p>