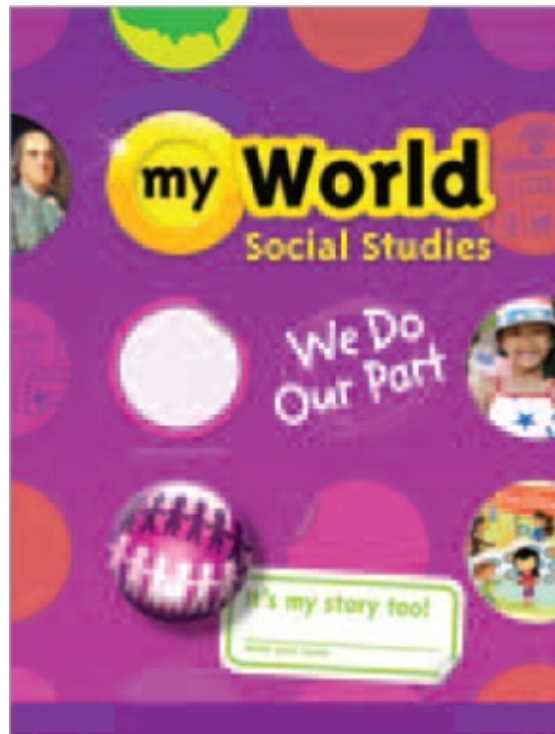


A Correlation of
Savvas
myWorld Social Studies
We Do Our Part
©2013



To the
Colorado Academic Standards
Social Studies
Grade 2

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
Colorado Academic Standards 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, We Do Our Part**, ©2013 meets the Colorado Academic Standards, Social Studies Standards, Grade 2. 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.

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 Edition
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher's Edition
- 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
Colorado Academic Standards for Social Studies**

Table of Contents

Standard: 1. History	4
Standard: 2. Geography	6
Standard: 3. Economics	8
Standard: 4. Civics	9

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
Colorado Academic Standards for Social Studies**

Colorado Academic Standards Social Studies Standards	myWorld Social Studies We Do Our Part Grade 2, ©2013
Content Area: Social Studies	
Standard: 1. History	
Prepared Graduates: Develop an understanding of how people view, construct, and interpret history	
Grade Level Expectations: Second Grade	
Concepts and skills students master:	
1. Identify historical sources and utilize the tools of a historian	
Evidence Outcomes	
Students Can:	
a. Identify community and regional historical artifacts and generate questions about their function and significance (DOK 1-3)	SE: 128, 129, 132, 133, 154, 168 TE Only: 97, 100, 118, 130
b. Explain the past through oral or written firsthand accounts of history (DOK 1-2)	SE: 126, 132, 133, 158, 162, 163, 164, 165 TE Only: 96, 100, 109, 121, 122, 123, 124, 125, 126
c. Explain the information conveyed by historical timelines (DOK 1-2)	SE: 166, 167 TE Only: 128, 149
d. Identify history as the story of the past preserved in various sources (DOK 1)	SE: 165, 168, 169, 170, 171 TE Only: 126, 130, 131
e. Create timelines to understand the development of important community traditions and events (DOK 1-3)	SE: 167 TE Only: 127, 128, 149
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. The ability to identify reliable historical sources is essential to searching for and communicating information. For example, individuals searching on the Internet must find reliable sources for information; reporters must find reliable information for news stories; and historians must use scholarly sources when writing nonfiction pieces.	SE: 168, 169, 170, 171 TE Only: 130, 131
2. The tools of historians are used to share thoughts and ideas about the past such as selecting a historical name for a building, school, park, or playground; recounting a news event in the neighborhood; and using a timeline to gauge progress toward the completion of a project.	SE: 152, 153, 165, 166, 167, 168, 169, 170, 171 TE Only: 116, 126, 127, 128, 130, 131, 149

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
Colorado Academic Standards for Social Studies**

Colorado Academic Standards Social Studies Standards	myWorld Social Studies We Do Our Part Grade 2, ©2013
Prepared Graduates: Analyze key historical periods and patterns of change over time within and across nations and cultures	
Concepts and skills students master: 2. People have influenced the history of neighborhoods and communities	
Evidence Outcomes	
Students Can:	
a. Organize the historical events of neighborhoods and communities chronologically (DOK 1)	For related content, please see: SE: 165, 166, 167 TE Only: 126, 127, 128, 149
b. Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation (DOK 1-2)	SE: 158, 159, 162, 163, 164, 165 TE Only: 122, 123, 124, 125, 126
c. Give examples of people and events, and developments that brought important changes to the community (DOK 1-2)	SE: 140, 141, 142, 143, 155, 164, 165, 174, 175 TE Only: 107, 108, 118, 126, 134
d. Compare how communities and neighborhoods are alike and different (DOK 1-2)	SE: 134, 135, 136, 137, 138, 139, 148, 149, 150, 151, 154 TE Only: 101, 102, 103, 105, 112, 113, 114, 118, 119
e. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities (DOK 1-2)	SE: 134, 135, 136, 137, 148, 149, 150, 151, 164, 165 TE Only: 102, 103, 113, 114, 126
f.	
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding current issues. For example, the history of a city determines how it might advertise for tourism purposes.	SE: 134, 135, 136, 137, 177, 178, 179, 183 TE Only: 102, 103, 136, 137, 138, 140
2. Philosophies and ideas from history continue to inform and impact the present. For example, the independent Western philosophy affects how local government works.	SE: 182, 183, 190, 191, 192, 193, 197 TE Only: 140, 146, 147, 148, 151

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
Colorado Academic Standards for Social Studies**

Colorado Academic Standards Social Studies Standards	myWorld Social Studies We Do Our Part Grade 2, ©2013
<p>3. Technological developments continue to evolve and affect the present. An example of this would be the way communication is now almost instantaneous and thus, speeds up the nature of events.</p> <p>4.</p>	<p>SE: 184, 185, 186, 187, 196 TE Only: 141, 142, 143, 151</p>
Standard: 2. Geography	
Prepared Graduates: Develop spatial understanding, perspectives, and personal connections to the world	
Concepts and skills students master: 1. Geographic terms and tools are used to describe space and place	
Evidence Outcomes	
Students Can:	
a. Use map keys, legends, symbols, intermediate directions, and compass rose to derive information from various maps (DOK 1-2)	SE: 88, 89, 90, 91, 92, 93, 94, 95, 122 TE Only: 65, 67, 68, 70, 92
b. Identify and locate various physical features on a map (DOK 1)	SE: 88, 89, 90, 91, 92, 94, 95, 102, 103, 116, 117, 119 TE Only: 65, 67, 68, 70, 76, 87, 89
c. Identify the hemispheres, equator, and poles on a globe (DOK 1)	SE: 97, 98, 122 TE Only: 72, 73, 92
d. Identify and locate cultural, human, political, and natural features using map keys and legends (DOK 1-2)	SE: 92, 94, 95 TE Only: 68, 70
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Individuals use geographic tools and technology such as observations, maps, globes, photos, satellite images, and geospatial software to describe space and uses of space.	SE: 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 122 TE Only: 64, 65, 67, 68, 70, 71, 72, 73, 92
2. Individuals and businesses use maps to give directions.	SE: 90, 91, 92, 93 TE Only: 60, 66, 67, 68

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
Colorado Academic Standards for Social Studies**

Colorado Academic Standards Social Studies Standards	myWorld Social Studies We Do Our Part Grade 2, ©2013
Prepared Graduates: Examine places and regions and the connections among them	
Concepts and skills students master: 2. People in communities manage, modify and depend on their environment	
Evidence Outcomes	
Students Can:	
a. Identify how communities manage and use nonrenewable and renewable resources (DOK 1-2)	SE: 85, 114, 115, 116, 117, 124 TE Only: 62, 85, 86, 87, 93
b. Identify local boundaries in the community (DOK 1)	For related content, please see: SE: 88, 92, 173 TE Only: 65, 68, 76, 133
c. Explain why people settle in certain areas (DOK 1-2)	For related content, please see: SE: 104, 105, 106, 107, 108, 109, 110, 111, 116 TE Only: 78, 79, 80, 81, 82, 87
d. Identify examples of physical features that affect human activity (DOK 1-2)	SE: 100, 101, 102, 108, 109, 110, 111, 116 TE Only: 75, 76, 80, 81, 82, 87
e. Describe how the size and the character of a community change over time for geographic reasons (DOK 1-2)	SE: 108, 109, 110, 111 TE Only: 81, 82, 150
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Individuals and businesses understand that they must manage resources in the environment such as conserving water, safeguarding clean air, managing electricity needs, and reducing the amount of waste.	SE: 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 125 TE Only: 81, 82, 84, 85, 86, 87, 93
2. Communities collaborate to modify, manage, and depend on the environment. For example, elected officials decide how to manage resources, and communities may limit hunting, water usage, or other activities.	SE: 108, 109, 110, 111, 114, 115, 116, 117 TE Only: 81, 82, 86, 87

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
Colorado Academic Standards for Social Studies**

Colorado Academic Standards Social Studies Standards	myWorld Social Studies We Do Our Part Grade 2, ©2013
3. Geographic technology is used to gather, track, and communicate how resources might be managed or modified. For example, ski areas track snowfall rates, analyze data for avalanche danger and even create snow.	For related content, please see: SE: 114, 115, 116, 117, 118, 119, 120, 121 TE Only: 85, 86, 87, 88, 89, 90
Standard: 3. Economics	
Prepared Graduates: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
Concepts and skills students master:	
1. The scarcity of resources affects the choices of individuals and communities	
Evidence Outcomes	
Students Can:	
a. Explain scarcity (DOK 1)	SE: 52, 53 TE Only: 36
b. Identify goods and services and recognize examples of each (DOK 1)	SE: 48, 49, 58, 59, 64, 65 TE Only: 33, 41, 46
c. Give examples of choices people make when resources are scarce (DOK 1-2)	SE: 51, 52, 53 TE Only: 35, 36
d. Identify possible solutions when there are limited resources and unlimited demands (DOK 1-2)	SE: 51, 52, 53, 71, 73, 73 TE Only: 35, 36, 51, 52
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Comparison of prices of goods and services in relationship to limited income helps to make informed and financially sound decisions.	SE: 51, 52, 53, 54, 55, 56, 57 TE Only: 35, 36, 37, 38, 39
2. Decisions must be made if there is a limited amount of income and the need for a costly good or service. For example, you may borrow, save, or get a new job to make the purchase. (PFL)	SE: 74, 75, 76, 77, 80, 81 TE Only: 53, 54, 55, 58
3. Scarcity of resources affects decisions such as where to buy resources based on cost or where to locate a business.	SE: 50, 51, 52, 53, 71 TE Only: 35, 36, 51

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
Colorado Academic Standards for Social Studies**

Colorado Academic Standards Social Studies Standards	myWorld Social Studies We Do Our Part Grade 2, ©2013
Prepared Graduates: Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)	
Concepts and skills students master: 2. Apply decision-making processes to financial decisions (PFL)	
Evidence Outcomes	
Students Can:	
a. Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision (DOK 1-2)	SE: 74, 75, 76, 77 TE Only: 53, 54, 55
b.	
c. Differentiate between a long-term and a short-term goal (DOK 1-2)	For related content, please see: SE: 74, 75, 76, 77 TE Only: 54, 55
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Personal financial decisions are based on responsible evaluation of the consequences.	SE: 74, 75, 76, 77 TE Only: 54, 55
2. Purchase decisions are based on such things as quality, price, and personal goals. For example, you decide whether to spend money on candy or the movies.	SE: 51, 52, 53, 54, 55, 56, 57 TE Only: 35, 36, 37, 38, 39
Standard: 4. Civics	
Prepared Graduates: Analyze and practice rights, roles, and responsibilities of citizens	
Concepts and skills students master: 1. Responsible community members advocate for their ideas	
Evidence Outcomes	
Students Can:	
a. List ways that people express their ideas respectfully (DOK 1)	SE: 10, 11, 14, 15, 16, 17, 24, 25, 42 TE Only: 3, 4, 5, 6, 7, 14, 28
b. Identify how people monitor and influence decisions in their community (DOK 1-3)	SE: 16, 17, 18, 19 TE Only: 7, 9
c. Describe ways in which you can take an active part in improving your school or community (DOK 1-2)	SE: 14, 15, 16, 17, 18, 19, 45 TE Only: 6, 7, 8, 9, 29

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
Colorado Academic Standards for Social Studies**

Colorado Academic Standards Social Studies Standards	myWorld Social Studies We Do Our Part Grade 2, ©2013
d. Identify and give examples of civic responsibilities that are important to individuals, families, and communities (DOK 1-2)	SE: 15, 16, 17, 18, 19 TE Only: 6, 7, 9
e. Describe important characteristics of a responsible community member (DOK 1-2)	SE: 12, 13, 14, 15, 16, 17, 18, 19, 44 TE Only: 4, 5, 6, 7, 9, 29
f.	
21st Century Skill and Readiness Competencies	
Relevance & Application:	
1. Ideas are promoted through the use of various media such as blogs, websites, flyers, and newsletters.	SE: 18, 19 TE Only: 9
2. Individuals collaborate to responsibly advocate for the ideas they think will improve society. For example, a group lobbies the city council to create a new park or employ more firefighters.	SE: 18, 19, 45 TE Only: 9, 29
Prepared Graduates: Analyze origins, structure, and functions of governments and their impacts on societies and citizens	
Concepts and skills students master:	
2. People use multiple ways to resolve conflicts or differences	
Evidence Outcomes	
Students Can:	
a. Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice, and responsibility (DOK 1-2)	SE: 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37 TE Only: 14, 15, 19, 20, 21, 22, 23
b. Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority (DOK 1-3)	SE: 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37 TE Only: 14, 15, 19, 20, 21, 22, 23
c. Identify and give examples of appropriate and inappropriate uses of power and the consequences (DOK 1-3)	SE: 24, 25, 26, 27 TE Only: 14, 15
d. Demonstrate skills to resolve conflicts or differences (DOK 1-3)	SE: 24, 25, 26, 27, 45 TE Only: 14, 15, 29

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
Colorado Academic Standards for Social Studies**

Colorado Academic Standards Social Studies Standards	myWorld Social Studies We Do Our Part Grade 2, ©2013
21st Century Skill and Readiness Competencies	
Relevance & Application:	
<p>1. Conflict can arise for many reasons, including lack of information, or value or personality differences, and conflict may be resolved through compromise, competition, collaboration or avoidance. For example, parents may compromise about where to live.</p>	<p>For related content, please see: SE: 24, 25, 26, 27 TE Only: 14, 15, 29</p>
<p>2. Various forms of conflict resolution are used to solve conflicts and differences. For example, city councils may call for a public hearing to learn what the community thinks about a new jail or library.</p>	<p>For related content, please see: SE: 24, 25, 26, 27, 30, 31, 32, 33, 45 TE Only: 14, 15, 19, 20, 29</p>