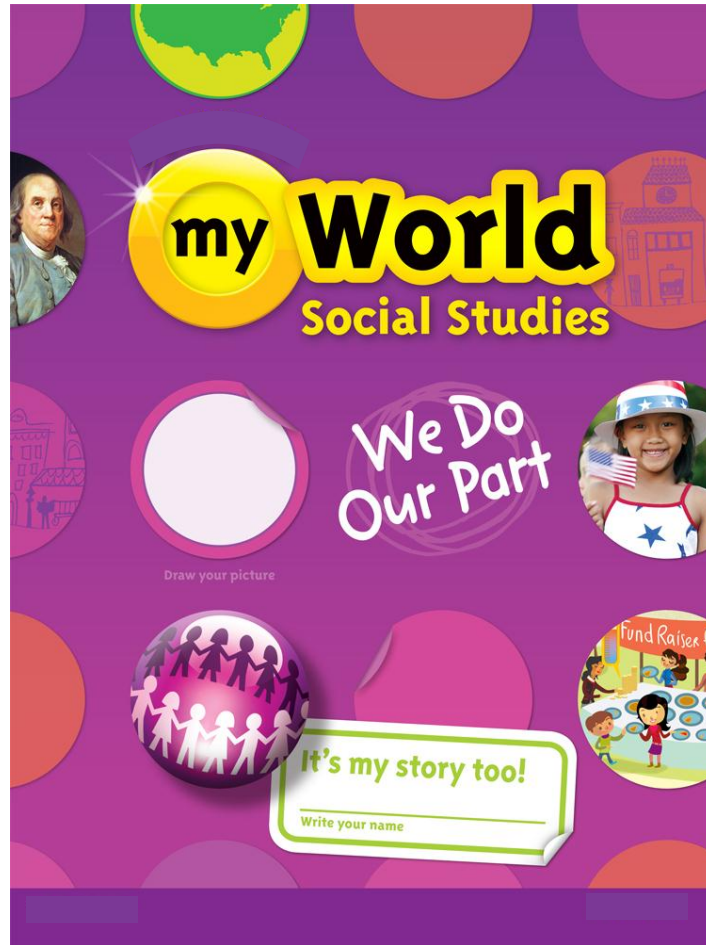


A Correlation of



To the

Georgia Social Studies Standards Grade 2

A Correlation of Savvas myWorld Social Studies We Do Our Part to the Georgia Social Studies Standards

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 Georgia Social Studies Standards. Correlation page references are to the Grade 2 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

- 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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Georgia Social Studies Standards Grade 2	Savvas myWorld Social Studies We Do Our Part
Grade 2	
GEORGIA, MY STATE In second grade, the various social studies strands become more woven around the historical strand. The history strand focuses on important historical figures in Georgia and the Creek and Cherokee cultures in Georgia. The geography strand emphasizes the geography of Georgia and relates that to the historical study. In addition to the positive character traits of the individuals and groups in the historical strand, the basic concept of government is also introduced. Basic economics concepts continue to be introduced and are related to the historical strand.	
Historical Understandings	
SS2H1 The student will read about and describe the lives of historical figures in Georgia history.	
a. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).	SE: Martin Luther King, Jr., 142–143; America's Early Settlers, 176–179; A Growing Nation, 180–183 TG: Active Reading & Lesson Summary pages 108, 135–137, 138–140
b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).	SE: Life Then and Now, 162–165; Technology Then and Now, 184–187 TG: Active Reading & Lesson Summary pages 124–126, 141–143
SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.	
a. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.	SE: For related material see: The First Americans, 172–175 TG: Active Reading & Lesson Summary pages 132–134
b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.	SE: For related material see: Life Then and Now, 162–165; The First Americans, 172–175; Technology Then and Now, 184–187 TG: Active Reading & Lesson Summary pages 124–126, 132–134, 141–143

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Geographic Understandings	
SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia’s surface.	
a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.	SE: For related material see: Talking About Location, 86–89; All About Maps, 90–93; Landforms and Bodies of Water, 100–103 TG: Active Reading & Lesson Summary pages 63–65, 66–68, 74–76
b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary’s, Chattahoochee, and Flint.	SE: For related material see: Talking About Location, 86–89; Map, 106 TG: Active Reading & Lesson Summary pages 63–65
SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creeks and Cherokees.	
a. Identify specific locations significant to the life and times of each historic figure on a political map.	SE: For related material see: Talking About Location, 86–89 TG: Active Reading & Lesson Summary pages 63–65
b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.	SE: For related material see: Our Environment, 108–111; Culture Is Our Way of Life, 130–133; Cultures in Our Country, 134–137; America's Early Settlers, 176–179; A Growing Nation, 180–183 TG: Active Reading & Lesson Summary pages 80–82, 98–100, 101–103, 135–137, 138–140
c. Describe how each historic figure adapted to and was influenced by his/her environment.	SE: For related material see: Culture Is Our Way of Life, 130–133; America's Early Settlers, 176–179; A Growing Nation, 180–183 TG: Active Reading & Lesson Summary pages 98–100, 135–137, 138–140
d. Trace examples of travel and movement of these historic figures and their ideas across time.	SE: For related material see: America's Early Settlers, 176–179; A Growing Nation, 180–183; Transportation Then and Now, 185 TG: Active Reading & Lesson Summary pages 135–137, 138–140, 142

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e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.	SE: For related material see: Our Environment, 108–111; Culture Is Our Way of Life, 130–133; Cultures in Our Country, 134–137; America's Early Settlers, 176–179; A Growing Nation, 180–183 TG: Active Reading & Lesson Summary pages 80–82, 98–100, 101–103, 135–137, 138–140
Government/Civic Understandings	
SS2CG1 The student will define the concept of government and the need for rules and laws.	SE: We Follow Rules and Laws, 24–27; Our Government, 30–33 TG: Active Reading & Lesson Summary pages 13–15, 18–20
SS2CG2 The student will identify the roles of the following elected officials:	
a. President (leader of our nation)	SE: The United States President, 36–37 TG: Active Reading & Lesson Summary page 23
b. Governor (leader of our state)	SE: State Leaders, 35 TG: Active Reading & Lesson Summary page 22
c. Mayor (leader of a city)	SE: Community Government, 30; Community Leaders, 34 TG: Active Reading & Lesson Summary pages 19, 22
SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.	SE: For related material see: We Are Good Citizens, 14–17; Taking Action, 18–19; Remembering Government Leaders, 142; Remembering Community Leaders, 142–143; America's Early Settlers, 176–179; A Growing Nation, 180–183 TG: Active Reading & Lesson Summary pages 5–7, 8–9, 108, 135–137, 138–140
SS2CG4 The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.	SE: State Capitol of Pennsylvania, 31; United States Capitals, 36; Map of Washington D.C., 88 TG: Active Reading & Lesson Summary pages 19, 23, 65

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Economic Understandings	
SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.	SE: Making Choices, 51; Families Make Choices (scarce resources), 52; Communities Make Choices, 53; ; also see: Trading for Goods and Services, 70–73 TG: Active Reading & Lesson Summary pages 36, 50, 51, 52
SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics; and others).	SE: Producing Goods and Consuming Goods, 58–61; Trading for Goods and Services, 70–73 TG: Active Reading & Lesson Summary pages 51, 52
SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.	SE: Trading Goods, 70; Making Choices About Money, 74–77 TG: Active Reading & Lesson Summary pages 51, 54–55
SS2E4 The student will describe the costs and benefits of personal spending and saving choices.	SE: Making Choices About Money, 74–77 TG: Active Reading & Lesson Summary pages 54–55