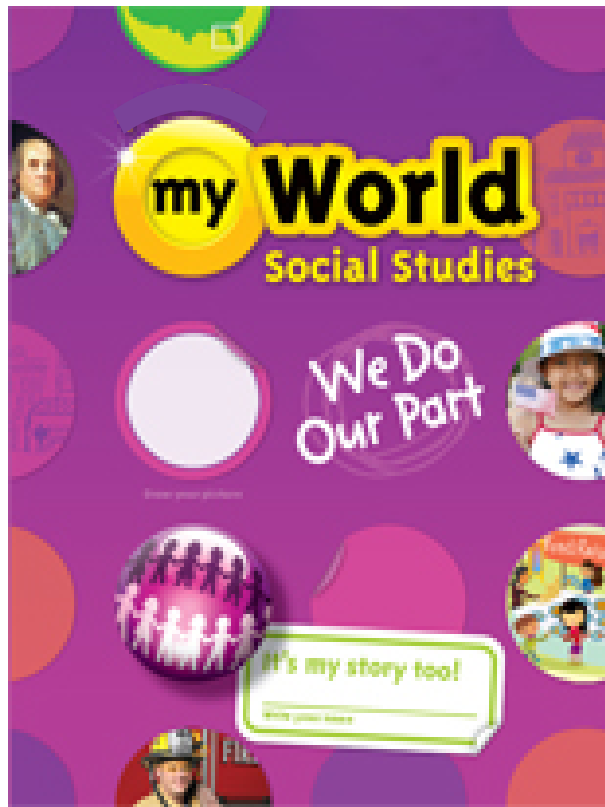


A Correlation of
Savvas
myWorld Social Studies
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To the
Indiana Academic Standards
Social Studies 2014
Grade 2

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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 Indiana Academic Standards - Social Studies 2014 for Grade 2. Correlation page references are to the Student Worktext, and Teacher's Guide.

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
- 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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Indiana Academic Standards Social Studies 2014**

Indiana Academic Standards Social Studies 2014 The Local and Regional Community	Savvas myWorld Social Studies We Do Our Part, Grade 2, ©2013
Standard 1 History	
Historical Knowledge	
2.1.1 Identify when the local community was established and identify its founders and early settlers.	SE: For related material see: Communities Then and Now, 164; Communities Change, 164–165; Learning About the Past, 168–171 TG: Active Reading & Lesson Summary pages 126, 129–131
2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images. Example: Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time	SE: Communities Then and Now, 164; Communities Change, 164–165; Learning About the Past, 168–171; Technology Then and Now, 184–187 TG: Active Reading & Lesson Summary pages 126, 129–131, 141–143
2.1.3 Identify individuals who had a positive impact on the local community.	SE: Our Leaders, 34–37; American Heroes, 190–193 TG: Active Reading & Lesson Summary pages 21–23, 146–148
2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important. Example: Local and regional festivals, city flags and seals, and community mottos	SE: Cultures in Our Country, 134–137; What We Celebrate, 140–143; Review and Assessment, 155 TG: Active Reading & Lesson Summary pages 101–103, 106–108, 118
Chronological Thinking, Historical Comprehension, Research	
2.1.5 Develop a simple timeline of important events in the history of the school and/or school community.	SE: Reading a Timeline, 166–167 TG: Active Reading & Lesson Summary pages 127–128
2.1.6 Create and maintain a calendar of important school days, holidays and community events.	SE: For related material see: Envision It! 140 TG: Active Reading & Lesson Summary page 107; Differentiated Instruction: L3 On Level, 108

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<p>2.1.7 Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media and community resources).</p> <p>Example: Write or draw illustrations about the history of the school using photographs, archives, museums and oral histories of people in the community.</p>	<p>SE: Learning About the Past (using sources), 168–171; also see: Life Then and Now, 162–165</p> <p>TG: Active Reading & Lesson Summary pages 124–126, 129–131</p>
Standard 2 Civics and Government	
Foundations of Government	
<p>2.2.1 Explain that the United States government is founded on the belief of equal rights for its citizens*.</p> <p>*citizen: someone with rights and responsibilities in a particular community, city, state or country</p>	<p>SE: United States Government, 32–33; The United States President, 36–37</p> <p>TG: Active Reading & Lesson Summary pages 18, 20, 23</p>
Functions of Government	
<p>2.2.2 Understand and explain why it is important for a community to have responsible government.</p> <p>Example: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe.</p>	<p>SE: Our Government, 30–33</p> <p>TG: Active Reading & Lesson Summary pages 18–20</p>
<p>2.2.3 Identify community leaders, such as the mayor and city council.</p>	<p>SE: Community Government, 30; Community Leaders, 34</p> <p>TG: Active Reading & Lesson Summary pages 19, 22</p>
Roles of Citizens	
<p>2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.</p>	<p>SE: We Are Good Citizens, 14–17; Collaboration and Creativity: Taking Action, 18–19; Cultures in Our Country, 134–137</p> <p>TG: Active Reading & Lesson Summary pages 5–7, 8–9, 101–103</p>
<p>2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.</p> <p>*citizen: someone with rights and responsibilities in a particular community, city, state of country</p>	<p>SE: We Are Good Citizens, 14–17; Collaboration and Creativity: Taking Action, 18–19</p> <p>TG: Active Reading & Lesson Summary pages 5–7, 8–9</p>

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<p>2.2.6 Discuss and explain the meaning of the Pledge of Allegiance and understand the role played by Benjamin Harrison (Indiana’s only President) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship. Example: Other ways citizens can affirm their citizenship including voting, serving in the military and volunteering to help solve community problems.</p>	<p>SE: We Are Good Citizens, 14–17; Our Country’s Flag and Pledge of Allegiance, 38 TG: Active Reading & Lesson Summary pages 5–7, 25</p>
<p>2.2.7 Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.</p>	<p>SE: We Follow Rules and Laws, 24–27 TG: Active Reading & Lesson Summary pages 13–15</p>
Standard 3 Geography	
The World in Spatial Terms	
<p>2.3.1 Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community. Cardinal directions: north, south, east and west Intermediate directions: northeast, southeast, northwest, and southwest</p>	<p>SE: All About Maps, 90–93 TG: Active Reading & Lesson Summary pages 66–68</p>
<p>2.3.2 Locate the equator and the poles on a globe and identify the local community, state and the United States on maps.</p>	<p>SE: Our Earth, 96–99 TG: Active Reading & Lesson Summary pages 71–73</p>
Places and Regions	
<p>2.3.3 Compare neighborhoods in your community and explain how physical features of the community affect people living there. Example: Lakes and rivers may affect the types of work and transportation done in a community. People in small communities may have to travel to larger communities to grocery shop, for school or for recreational activities.</p>	<p>SE: Cultures in Our Country, 134–137 TG: Active Reading & Lesson Summary pages 101–103</p>
<p>2.3.4 Compare neighborhoods in your community with those in other parts of the world.</p>	<p>SE: Two Cultures, 148–151 TG: Active Reading & Lesson Summary pages 112–114</p>

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Indiana Academic Standards Social Studies 2014 The Local and Regional Community	Savvas myWorld Social Studies We Do Our Part, Grade 2, ©2013
Physical Systems	
<p>2.3.5 On a map, identify physical features of the local community. Example: Use maps and atlases to identify local bodies of water, crops and green spaces.</p>	<p>SE: All About Maps, 90–93; Our Earth, 96–99; Landforms and Bodies of Water, 100–103 TG: Active Reading & Lesson Summary pages 66–68, 71–73, 74–76</p>
Human Systems	
<p>2.3.6 Identify and describe cultural or human features on a map using map symbols. Example: Local roads, highways, building, towns and parks</p>	<p>SE: Maps Show Locations, 88–89; All About Maps, 90–93; Using a Map Scale, 94–95; Physical Maps, 102; Political Maps, 103 TG: Active Reading & Lesson Summary pages 63, 65, 66, 67, 68, 69, 76</p>
<p>2.3.7 Describe simple demographics of the school. Example: Number of boy and girls, number of students in each grade, and number of cultural and ethnic groups.</p>	<p>SE: For related material see: Cultures in Our Country, 134–137 TG: Active Reading & Lesson Summary pages 101–103</p>
Environment and Society	
<p>2.3.8 Identify ways that recreational opportunities influence human activity in the community. Example: Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes</p>	<p>SE: For related material see: Our Environment, 108–111; Earth’s Resources, 114–117 TG: Active Reading & Lesson Summary pages 80–82, 85–87</p>
Standard 4 Economics	
<p>2.4.1 Define the three types of productive resources (human resources, natural resources and capital resources) Human resources (labor) describe the human work effort, both physical and mental, expended in production Natural resources (often called land resources) refer to resources such as coal, water, trees, and land itself Capital resources are the man-made physical resources (such as buildings, tools, machines, and equipment) used in production</p>	<p>SE: Producing and Consuming Goods, 58–61 TG: Active Reading & Lesson Summary pages 40–42</p>

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Indiana Academic Standards Social Studies 2014 The Local and Regional Community	Savvas myWorld Social Studies We Do Our Part, Grade 2, ©2013
<p>2.4.2 Identify productive resources used to produce goods and services in the community. Productive Resources: human resources, natural resources, and capital resources used to produce goods and services</p>	<p>SE: Producing and Consuming Goods, 58–61 TG: Active Reading & Lesson Summary pages 40–42</p>
<p>2.4.3 Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.</p>	<p>SE: Service Workers and Their Jobs, 64–67 TG: Active Reading & Lesson Summary pages 45–47</p>
<p>2.4.4 Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.</p>	<p>SE: Steps for Making Choices, 55 TG: Active Reading & Lesson Summary page 38</p>
<p>2.4.5 Research goods and services produced in the local community and describe how people can be both producers and consumers.</p>	<p>SE: Producing and Consuming Goods, 58–61 TG: Active Reading & Lesson Summary pages 40–42</p>
<p>2.4.6 Define opportunity cost and explain that because resources are limited in relation to people’s wants (scarcity), people must make choices as to how to use resources. Opportunity costs: term used in economics, to mean <i>the value of the best alternative that would have been chosen instead</i>. For example, a city is deciding between building a hospital or a parking garage on some vacant land. If they choose the hospital, the opportunity cost is the next best option (a parking garage) that might have been done with that same land instead.</p>	<p>SE: Making Good Choices, 54–57 TG: Active Reading & Lesson Summary pages 37–39</p>
<p>2.4.7 Define specialization and identify specialized jobs in the school and community. Example: Teachers, school nurses and firefighters specialize in particular kinds of jobs Specialization: the performance of specific tasks or jobs</p>	<p>SE: Special Skills, 65 TG: Active Reading & Lesson Summary page 46</p>

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<p>2.4.8 Explain why people trade for goods* and services* and explain how money makes trade easier. goods: tangible objects, such as food or toys, that can satisfy people's wants services: actions that someone does for someone else, such as dental care or trash removal</p>	<p>SE: Trading for Goods and Services, 70–73 TG: Active Reading & Lesson Summary pages 50–52</p>
<p>2.4.9 Explain the concept of saving and why this is important for individuals and for our economy.</p>	<p>SE: Making Choices About Money, 74–77; Review and Assessment, 80 TG: Active Reading & Lesson Summary pages 53– 55, 58</p>