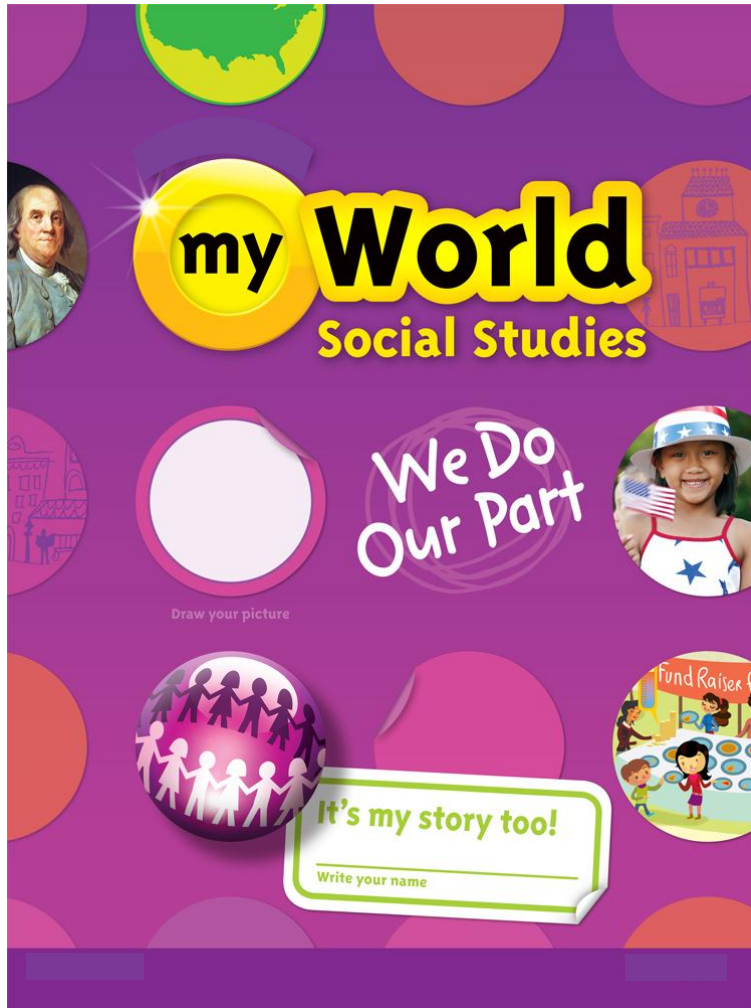


## A Correlation of



To the

# Kansas Standards for History, Government, and Social Studies Grade 2

# A Correlation of myWorld Social Studies We Do Our Part, Grade 2 to the Kansas Standards for History, Government and Social Studies

## Introduction

This document demonstrates how **myWorld Social Studies** ©2013 meets the Kansas Standards for History, Government and Social Studies, Grade 2. Correlation page references are to the Student Worktext and the Teacher's Guide. Alignments are cited at the page level.

**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.

### **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
- 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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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
<b>2<sup>nd</sup> Grade</b>	
<b>Standards</b>	
1. Choices have consequences.	<b>SW:</b> We Follow Rules and Laws, 24-27; Reading Skills: Draw Conclusions, 29 <b>TG:</b> Active Reading & Lesson Summary: 13, 14, 15, 16, 17
2. Individuals have rights and responsibilities.	<b>SW:</b> myStory Spark: How Do People Best Cooperate? 10; Begin With a Song: Our Country Today, 11; We Are Good Citizens, 14-17; Collaboration and Creativity: Taking Action, 18-19; Our Rights as Citizens, 20-23; Review and Assessment, 42; myStory Book: How Do People Best Cooperate? 45 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 28, 29
3. Societies are shaped by beliefs, idea, and diversity.	<b>SW:</b> Culture Is Our Way of Life, 130-133; Cultures In Our Country, 134-137; Two Cultures, 148-151; The First Americans, 172-175; America’s Early Settlers, 176-179; A Nation of Immigrants, 182-183 <b>TG:</b> Active Reading & Lesson Summary: 98, 99, 100, 101, 102, 103, 112, 113, 114, 132, 133, 134, 135, 136, 137, 138, 140
4. Societies experience continuity and change over time.	<b>SW:</b> myStory Spark: How Does Life Change Throughout History? 158; Life Then and Now, 162-165; A Growing Nation, 180-183; Got It? 183; Technology Then and Now, 184-187; myStory Book: How Does Life Change Throughout History? 197 <b>TG:</b> Active Reading & Lesson Summary: 121, 122, 124, 125, 126, 138, 139, 140, 141, 142, 143, 151
5. Relationships between people, place, idea, and environments are dynamic.	<b>SW:</b> Our Environment, 108-111; Earth’s Resources, 114-117; Envision It! 118-119; Moving Ideas, People and Things, 118-121; Cultures in Our Country, 134-137; A Nation of Immigrants, 182-183 <b>TG:</b> Active Reading & Lesson Summary: 80, 81, 82, 85, 86, 87, 88, 89, 90, 101, 102, 103, 138, 140

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
<b>History (H)</b>	
<p>In this unit, students will recognize and evaluate continuity and change over time through the study of daily life of a Plains Indian family, a pioneer family, and a modern family. They will study how and why modes of transportation and communication have changed over time. Students will analyze why people immigrate and what immigrants contribute to Kansas. They will recognize and evaluate how inventors and important inventions from the past influence their daily life today using examples from the United States and the world. Students will investigate the significance of the Declaration of Independence that set forth America as a separate country. They will recognize and draw conclusions about why major United States landmarks, historic sites, and The Star Spangled Banner are important.</p>	
<b>Ideas</b>	
<i>then and now</i> (past and present)	<p><b>SW:</b> Life Then and Now, 162-165; Technology Then and Now, 184-187  <b>TG:</b> Active Reading &amp; Lesson Summary: 124, 125, 126, 141, 142, 143</p>
symbols	<p><b>SW:</b> Our Country’s Symbols, 38-41; Review and Assessment, 44; A Nation of Immigrants, 182-183  <b>TG:</b> Active Reading &amp; Lesson Summary: 24, 25, 26, 29, 140</p>
transportation	<p><b>SW:</b> Moving People, 119; Moving Things, 120; Got It? 121; Envision It! 184-185; Transportation Then and Now, 185; Got It? 187  <b>TG:</b> Active Reading &amp; Lesson Summary: 88, 89, 90, 141, 142, 143</p>
communication	<p><b>SW:</b> Envision It! 118-119; Moving Ideas, 118; Our Language, 130; Communication Then and Now, 186; More Technology, 186-187; Got It? 187  <b>TG:</b> Active Reading &amp; Lesson Summary: 88, 89, 98, 99, 141, 142, 143</p>
motivation	<p><b>SW:</b> America’s Early Settlers, 176-179; Moving West, 180-181; Not All Free, 182; A Nation of Immigrants, 182-183; Technology Then and Now, 184-187  <b>TG:</b> Active Reading &amp; Lesson Summary: 135, 137, 138, 139, 140</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
inventions	<b>SW:</b> Transportation Then and Now, 185; Communication Then and Now, 186; More Technology, 186-187; Got It? 187; Review and Assessment, 196 <b>TG:</b> Active Reading & Lesson Summary: 141, 142, 143, 149, 151
immigration	<b>SW:</b> Immigrant, 180; A Nation of Immigrants, 182-183; Review and Assessment, 195 <b>TG:</b> Active Reading & Lesson Summary: 138, 139, 140, 149, 150
<b>People/Roles</b>	
pioneers	<b>SW:</b> Moving West, 180-181 <b>TG:</b> Active Reading & Lesson Summary: 138, 139
Plains Indians	<b>SW:</b> The First Americans, 172-173 <b>TG:</b> Active Reading & Lesson Summary: 132, 133
U.S. inventors	<b>SW:</b> Transportation Then and Now, 185; Communication Then and Now, 186; More Technology, 186-187; Got It? 187; Review and Assessment, 196 <b>TG:</b> Active Reading & Lesson Summary: 141, 142, 143, 149, 151
<b>Places/Institutions</b>	
daily life	<b>SW:</b> Families Then and Now, 163; Home Life Then and Now, 184 <b>TG:</b> Active Reading & Lesson Summary: 124, 125, 141, 142
landmarks	<b>SW:</b> Landmark: 151 <b>TG:</b> Active Reading & Lesson Summary: 112, 114
Plymouth Rock	For related material please see: <b>SW:</b> Plymouth: 177 <b>TG:</b> Active Reading & Lesson Summary: 135, 136
United States Capitol	<b>SW:</b> The United States President, 36; United States Capitals Map, 36; 88 <b>TG:</b> Active Reading & Lesson Summary: 21, 23

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Kansas Standards for History, Government and Social Studies**

<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
Statue of Liberty	<b>SW:</b> A Nation of Immigrants, 182-183 <b>TG:</b> Active Reading & Lesson Summary: 138, 140
Kitty Hawk	<b>SW:</b> Transportation Then and Now, 185 <b>TG:</b> Active Reading & Lesson Summary: 141, 142
Kansas State Capitol	<b>SW:</b> United States Capitals Map, 36 <b>TG:</b> Active Reading & Lesson Summary: 21, 23
Mt. Rushmore	<b>SW:</b> Picture, 40; Symbols of our country..., 41 <b>TG:</b> Active Reading & Lesson Summary: 24, 26
Mesa Verde	For related material please see: <b>SW:</b> The First Americans, 172-173 <b>TG:</b> Active Reading & Lesson Summary: 132, 133
the Alamo	For opportunities to address this standard please see: <b>SW:</b> Moving West, 180-181 <b>TG:</b> Active Reading & Lesson Summary: 138, 139
Sutter's Mill	For opportunities to address this standard please see: <b>SW:</b> Moving West, 180-181; Going West Map, 181 <b>TG:</b> Active Reading & Lesson Summary: 138, 139
<b>Events</b>	
airplane	<b>SW:</b> Moving Things, 120; Transportation Then and Now, 185 <b>TG:</b> Active Reading & Lesson Summary: 88, 90, 141, 142
automobile	<b>SW:</b> Moving People, 119; Transportation Then and Now, 185 <b>TG:</b> Active Reading & Lesson Summary: 88, 89, 141, 142

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
paper (Ancient Chinese)	For related material please see: <b>SW:</b> San Francisco, California, 1 36, 137 <b>TG:</b> Active Reading & Lesson Summary: 112, 113
highways to connect cities (Incas)	For opportunities to address this standard please see: <b>SW:</b> Culture in Mexico City, 148-149 <b>TG:</b> Active Reading & Lesson Summary: 112, 113
telephone	<b>SW:</b> Communication Then and Now, 186 <b>TG:</b> Active Reading & Lesson Summary: 141, 143
Internet	<b>SW:</b> Using Sources, 170 <b>TG:</b> Active Reading & Lesson Summary: 129, 131
Declaration of Independence	<b>SW:</b> Remembering Government Leaders, 142; Thirteen Colonies, One Country, 178; Benjamin Franklin, 190 <b>TG:</b> Active Reading & Lesson Summary: 106, 108, 135, 137, 146, 147
The Star Spangled Banner	<b>SW:</b> Our Country's Songs, 39 <b>TG:</b> Active Reading & Lesson Summary: 24, 25
<b>Skills</b>	
<ul style="list-style-type: none"> <li>Use historical information, artifacts and documents acquired from a variety of sources to investigate the past.</li> </ul>	<b>SW:</b> Passing Down Traditions, 132; Learning About the Past, 168-171; Review and Assessment, 194 <b>TG:</b> Active Reading & Lesson Summary: 98, 100, 129, 130, 131, 149, 150
<ul style="list-style-type: none"> <li>Use information to understand cause and effect</li> </ul>	<b>SW:</b> Reading Skills: Cause and Effect, 4, 112-113; Cause and Effect, 140 <b>TG:</b> Active Reading & Lesson Summary: 83, 84; Recognize Cause and Effect, 136, 139, 140
<ul style="list-style-type: none"> <li>Analyze information to draw conclusions</li> </ul>	<b>SW:</b> Reading Skills: Draw Conclusions, 2, 28-29 <b>TG:</b> Active Reading & Lesson Summary: 16, 17; Draw Conclusions, 139



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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
<ul style="list-style-type: none"> <li>Use research skills (discuss ideas; formulate broad and specific questions; find and select information with help; record, organize and share information)</li> </ul>	<p><b>SW:</b> Passing Down Traditions, 132; Learning About the Past, 168-171; Review and Assessment, 194  <b>TG:</b> Active Reading &amp; Lesson Summary: 98, 100, 129, 130, 131, 149, 150</p>
<ul style="list-style-type: none"> <li>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (KCCRS RI.2.1)</li> </ul>	<p><b>SW:</b> The Big Question, 158, 163, 169, 173, 177, 181, 185, 191; Got It? 165, 171, 175, 179, 183, 187, 193; Try It! 167, 189; Review and Assessment, 194-196  <b>TG:</b> Active Reading &amp; Lesson Summary: 121, 122, 124, 125, 126, 128, 129, 130, 131, 134, 137, 140, 143, 145, 148, 149, 150, 151; Ask Questions, 126; Comprehensible Input, 139, 142</p>
<ul style="list-style-type: none"> <li>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (KCCRS RI.2.2)</li> </ul>	<p><b>SW:</b> Reading Skills: Main Idea and Details, 3, 68-69  <b>TG:</b> Active Reading &amp; Lesson Summary: 48, 49</p>
<ul style="list-style-type: none"> <li>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (KCCRS RI.2.3)</li> </ul>	<p><b>SW:</b> Graph Skills: Reading a Flow Chart, 62-63; A Growing Nation, 180-183  <b>TG:</b> Active Reading &amp; Lesson Summary: 43, 44, 138, 139, 140; Make Connections, 136, 140, 147</p>
<ul style="list-style-type: none"> <li>Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area. (KCCRS RI.2.4)</li> </ul>	<p><b>SW:</b> Vocabulary Preview: 160-161; Vocabulary, 163, 169, 173, 177, 181, 185, 191  <b>TG:</b> Active Reading &amp; Lesson Summary: 121, 123, 124, 125, 129, 130, 132, 133, 135, 136, 138, 139, 141, 142, 16, 17,</p>
<ul style="list-style-type: none"> <li>Compare and contrast the most important points presented by two texts on the same topic. (KCCRS RI.2.9)</li> </ul>	<p>For related material please see:  <b>SW:</b> Reading Skills: Compare and Contrast, 5, 138-139  <b>TG:</b> Active Reading &amp; Lesson Summary: 104, 105; Compare and Contrast, 133, 140, 142</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
<ul style="list-style-type: none"> <li>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (KCCRS W.2.7)</li> </ul>	<p>During the myWorld Activity, students work in small groups to demonstrate their understanding of chapter content. The activities demonstrate students' ability to transfer and apply their learning to new situations.</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 120, 149; L4 Challenge, 123, 131, 137, 148</p>
<b>Civics/Government (CG)</b>	
<p>This unit introduces basic concepts of rules and laws as they apply to today and in the past. Students will recognize the citizens have responsibilities. They will identify and demonstrate key attributes of good citizens and analyze what makes a good leader for their classroom or school. Students will recognize that many rules in America today and in the past are from the U.S. Constitution. They will use their knowledge about rules and citizenship to create rules for their classroom.</p>	
<b>Ideas</b>	
rules	<p><b>SW:</b> We Follow Rules and Laws, 24-27; Reading Skills: Draw Conclusions, 29</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 13, 14, 15, 16, 17</p>
responsibilities	<p><b>SW:</b> We Are Good Citizens, 14, 17; Got It? 17; Community Laws, 25</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 5, 6, 7, 13, 14</p>
privilege	<p><b>SW:</b> Our Basic Rights, 21</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 10, 11</p>
honesty	<p><b>SW:</b> We Are Good Citizens, 14-17</p> <p><b>TG:</b> Differentiated Instruction, L2 Extra Support: 4; Active Reading &amp; Lesson Summary: 5, 6, 7</p>
courage	<p><b>SW:</b> Not All Free, 182; American Heroes, 190-193</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 138, 140, 146, 147, 148, 149</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
patriotism	<b>SW:</b> Envision It! 38-39; Our Country’s Symbols, 38-41; What We Celebrate, 140-143 <b>TG:</b> Active Reading & Lesson Summary: 24, 25, 26, 106, 107, 108
tolerance	<b>SW:</b> Good Citizens at School, 15; Remembering Community Leaders, 142-143; Heroes Make a Difference, 191; Got It? 193 <b>TG:</b> Active Reading & Lesson Summary: 106, 108, 146, 147, 149
respect	<b>SW:</b> Vocabulary Preview, 12-13; Ways to Be a Good Citizen, 14; Good Citizens at School, 15; School Rules, 24 <b>TG:</b> Active Reading & Lesson Summary: 2, 4, 5, 6, 13, 14
integrity	<b>SW:</b> Ways to Be a Good Citizen, 14; Collaboration and Creativity: Taking Action, 18-19 <b>TG:</b> Active Reading & Lesson Summary: 8, 9
<b>People/Roles</b>	
good citizen	<b>SW:</b> Begin With a Song: Our Country Today; Vocabulary Preview, 12-13; We Are Good Citizens, 14, 17; Got It? 17 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 4, 5, 6, 7
leader	<b>SW:</b> United States Government, 32; Our Leaders, 34-37; Remembering Government Leaders, 142; Remembering Community Leaders, 142-143 <b>TG:</b> Differentiated Instruction: 4; Active Reading & Lesson Summary: 18, 20, 21, 22, 23, 106, 108
<b>Places/Institutions</b>	
your class or your school	<b>SW:</b> Ways to Be a Good Citizen, 14; Good Citizens at School, 15; Collaboration and Creativity: Taking Action, 18-19; 1. Draw a simple map of your classroom, 90 <b>TG:</b> Active Reading & Lesson Summary: 5, 6, 8, 9, 66, 67

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
<b>Events</b>	
meetings	<b>SW:</b> Collaboration and Creativity: Taking Action, 18-19 <b>TG:</b> Active Reading & Lesson Summary: 8, 9
discussions/ debates	<b>SW:</b> Collaboration and Creativity: Taking Action, 18-19 <b>TG:</b> Active Reading & Lesson Summary: 8, 9
U.S. Constitution Day	For related material please see: <b>SW:</b> Our Government, 20; The Bill of Rights, 22; Our Government, 30 <b>TG:</b> Active Reading & Lesson Summary: 10, 11, 12, 18, 19
<b>Skills</b>	
<ul style="list-style-type: none"> <li>Interact and communicate with others in a respectful manner</li> </ul>	<b>SW:</b> myStory Spark: How Do People Best Cooperate? 10; Ways to Be a Good Citizen 14; School Rules, 24; myStory Book: How Do People Best Cooperate? 45 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 5, 6, 13, 14, 28, 29
<ul style="list-style-type: none"> <li>Create and follow rules</li> </ul>	<b>SW:</b> Envision It!, 24-25; School Rules, 24 <b>TG:</b> Active Reading & Lesson Summary: 13, 14
<ul style="list-style-type: none"> <li>Demonstrate characteristics of a leader such as being trustworthy, fair-minded, and forward-looking.</li> </ul>	<b>SW:</b> United States Government, 32; Our Leaders, 34-37; Remembering Government Leaders, 142; Remembering Community Leaders, 142-143 <b>TG:</b> Differentiated Instruction: 4; Active Reading & Lesson Summary: 18, 20, 21, 22, 23, 106, 108
<ul style="list-style-type: none"> <li>Participate in collaborative conversations with diverse partners about grade two topics and texts with peers and adults in small and larger groups (KCCRS SL.2.1)</li> </ul>	<b>SW:</b> Begin With a Song: Our Country Today, 11; The Big Question, 10, 15, 17, 21, 25, 31, 35, 39, 45 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 5, 6, 8, 10, 13, 16, 18, 21, 24; Performance Assessment, 27

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
<b>Geography (G)</b>	
In this unit, students will make and use maps. Students will investigate how people and weather may cause change to a place.	
<b>Ideas</b>	
concept of mapping	<p><b>SW:</b> Maps Show Locations, 88; All About Maps, 90-93; Map Skills: Using a Map Scale, 94-95; Latitude and Longitude, 98; The World, 99; Physical Maps, 102; Political Maps, 103; Climate Regions, 106; Moving People, 119; Review and Assessment, 122; Three Native American Groups, 173; Going West, 181</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 63, 65, 66, 67, 68, 69, 70, 71, 73, 74, 76, 77, 79, 88, 89, 91, 92, 133, 139</p>
human geography	<p><b>SW:</b> myStory Spark: What Is the World Like? 82; Begin With a Song: Places Where We Live, 83; Vocabulary Preview, 84-85; Got It? Question 6, 93; Envision It! 100-101; Our Environment, 108-111; Earth's Resources, 114-117</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 60, 61, 62, 68, 74, 75, 80, 81, 82, 85, 86, 87</p>
physical geography	<p><b>SW:</b> Begin With a Song: Places Where We Live, 83; Vocabulary Preview, 84-85; Envision It! 90-91, Landforms and Bodies of Water, 100-103; Weather and Climate, 104-107; Earth's Resources, 114-117</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 60, 61, 62, 66, 67, 74, 75, 76, 77, 78, 79, 85, 86, 87</p>
cardinal directions	<p><b>SW:</b> Vocabulary, 91; Cardinal Directions, 92</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 90, 91, 92</p>
<b>People/Roles</b>	
cartographers	<p>For related material, see:</p> <p><b>SW:</b> All About Maps, 90-93; Physical Maps, 102; Political Maps, 103</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 66, 67, 68, 74, 76</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
<b>Places/Institutions</b>	
school, hometown	<p><b>SW:</b> School Rules, 24; myStory Spark: What Is the World Like? Draw a picture of the place where you live, 82; Try It! Question 2, 95</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 13, 14, 60, 61, 69, 70; Comprehensible Input, 67</p>
cities, Kansas City	<p><b>SW:</b> For related material please see: Begin With a Song: Places Where We Live, 83; People Change the Land, 108-109</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 60, 61, 80, 81</p>
Wichita, Topeka	<p>For related material please see:</p> <p><b>SW:</b> Begin With a Song: Places Where We Live, 83; People Change the Land, 108-109</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 60, 61, 80, 81</p>
Kansas, Rocky Mountains	<p><b>SW:</b> Envision It! 90; Map: United States Physical, 102; Climate Regions, 106;</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 66, 67, 77, 79; Differentiated Instruction: L4 Challenge, 68, 76, 87; Worktext, Teach the Skill: Using a Map Scale, 69</p>
Missouri River	<p><b>SW:</b> Bodies of Water, 101; Map: Going West, 181</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 74, 75, 138, 139</p>
Gulf of Mexico	<p><b>SW:</b> Map: Florida, Political, 94; Political Maps, 103; Map: United States Climate Regions, 106;</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 69, 70, 74, 76, 77, 79,</p>
inland sea	<p>For related material please see:</p> <p><b>SW:</b> Bodies of Water, 101</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 74, 75</p>

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
<b>Events</b>	
seasons	For related material, see: <b>SW:</b> Weather and Climate, 104-107 <b>TG:</b> Active Reading & Lesson Summary: 77, 78, 79
weather	<b>SW:</b> Envision It! 104-105; Weather and Climate, 104-107 <b>TG:</b> Active Reading & Lesson Summary: 77, 78, 79
<b>Skills</b>	
<ul style="list-style-type: none"> <li>Recognize and interpret features of a map: title, symbols, legend, compass rose, cardinal directions, grid system, measurement/scale</li> </ul>	<b>SW:</b> Maps Show Locations, 88; All About Maps, 90-93; Map Skills: Using a Map Scale, 94-95; Latitude and Longitude, 98; The World, 99; Physical Maps, 102; Political Maps, 103; Climate Regions, 106; Moving People, 119; Review and Assessment, 122; Three Native American Groups, 173; Going West, 181 <b>TG:</b> Active Reading & Lesson Summary: 63, 65, 66, 67, 68, 69, 70, 71, 73, 74, 76, 77, 79, 88, 89, 91, 92, 133, 139
<ul style="list-style-type: none"> <li>Observe and record the weather</li> </ul>	For related material, see: <b>SW:</b> Envision It! 104-105; Weather and Climate, 104-107 <b>TG:</b> Active Reading & Lesson Summary: 77, 78, 79
<ul style="list-style-type: none"> <li>Measure the length of an object by selecting the appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (KCCRS MD.2.1)</li> </ul>	For related material, see: <b>SW:</b> Map Skills: Using a Map Scale, 94-95; <b>TG:</b> Active Reading & Lesson Summary: 69, 70
<ul style="list-style-type: none"> <li>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (KCCRS MD.2.10)</li> </ul>	For opportunities to address this standard: <b>SW:</b> Nonrenewable Resources, 115 <b>TG:</b> Active Reading & Lesson Summary: 85, 86

**A Correlation of myWorld Social Studies We Do Our Part, Grade 2 to the  
Kansas Standards for History, Government and Social Studies**

<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
<ul style="list-style-type: none"> <li>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (KCCRS W.2.7)</li> </ul>	<p>During the myWorld Activity, students work in small groups to demonstrate their understanding of chapter content. The activities demonstrate students' ability to transfer and apply their learning to new situations.</p> <p><b>SW:</b> myStory Current Events, 125  <b>TG:</b> Differentiated Instruction: L4 Challenge, 79; Performance Assessment: myStory Book, 91; Performance Assessment: myWorld Activity, 91; Active Reading &amp; Lesson Summary: 93</p>
<b>Economic (E)</b>	
<p>In this unit, students will recognize and evaluate that people make choices about resources and that those choices have consequences. They will investigate how to make effective decisions as a consumer, producer, saver, investor, and citizen. Students will draw conclusions about how people meet their wants and needs in the past and today.</p>	
<b>Ideas</b>	
goods and services	<p><b>SW:</b> Vocabulary Preview, 48-49; Producing and Consuming Goods, 58-61; Service Workers and Their Jobs, 64-67; Trading for Goods and Services, 70-73  <b>TG:</b> Active Reading &amp; Lesson Summary: 31, 33, 40, 41, 42, 45, 46, 47, 50, 51, 52</p>
wants and needs	<p><b>SW:</b> mStory Spark: How Do People Get What They Need? 46; Begin With a Song: What We Buy, 47; Vocabulary Preview, 48-49; Needs and Wants, 50-53; myStory Book, 81  <b>TG:</b> Active Reading &amp; Lesson Summary: 31, 32, 33, 34, 35, 36, 56, 58</p>
saving	<p><b>SW:</b> Why Do People Save? 74; A Savings Plan, 75; Saving at a Bank, 76; Review and Assessment, 80  <b>TG:</b> Active Reading &amp; Lesson Summary: 53, 54, 55, 58</p>
spending	<p><b>SW:</b> Begin With a Song: What We Buy, 47; Borrowing Money, 76-77  <b>TG:</b> Active Reading &amp; Lesson Summary: 31, 32, 53, 55</p>



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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
earning	<b>SW:</b> Service Workers and Their Jobs, 64-67; Review and Assessment, 79; myStory Book: How Do People Get What They Need? 81 <b>TG:</b> Active Reading & Lesson Summary: 40, 41, 45, 46, 47, 56, 57, 58
income	<b>SW:</b> Producing Goods, 58; Service Workers and Their Jobs, 64-67; myStory Book: How Do People Get What They Need? 81 <b>TG:</b> Active Reading & Lesson Summary: 45, 46, 47, 56, 58
trade and barter	<b>SW:</b> Trading Goods, 70; Trade in the United States, 72; Trade With Other Countries, 73; Review and Assessment, 80 <b>TG:</b> Active Reading & Lesson Summary: 50, 51, 52, 56, 58
money	<b>SW:</b> Getting What We Need and Want, 50; Making Choices About Money, 74-77 <b>TG:</b> Active Reading & Lesson Summary: 34, 35, 53, 54, 55
<b>People/Roles</b>	
producers	<b>SW:</b> Begin With a Song: What We Buy, 47; Producing and Consuming Goods, 58; Producing Goods, 58; Deciding What to Produce, 59; Other Kinds of Resources, 61; Trade in the United States, 72; Review and Assessment, 79 <b>TG:</b> Active Reading & Lesson Summary: 31, 32, 40, 41, 50, 52, 56, 57
consumers	<b>SW:</b> Begin With a Song: What We Buy, 47; Producing and Consuming Goods, 58; Trade in the United States, 72; Review and Assessment, 79 <b>TG:</b> Active Reading & Lesson Summary: 31, 32, 40, 41, 50, 52, 56, 57
<b>Places/Institutions</b>	
banks, stores	<b>SW:</b> Saving at a Bank, 76; Borrowing Money, 76-77; Got It? Question 66. Where does your family buy things you need and want? 73 <b>TG:</b> Active Reading & Lesson Summary: 50, 52, 53, 55

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<b>Kansas Standards for History, Government and Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
<b>Events</b>	
making	<p><b>SW:</b> Begin With a Song: What We Buy, 47; Producing and Consuming Goods, 58; Producing Goods, 58; Deciding What to Produce, 59; Other Kinds of Resources, 61; Trade in the United States, 72</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 31, 32, 40, 41, 50, 52</p>
buying	<p><b>SW:</b> Begin With a Song: What We Buy, 47; Producing and Consuming Goods, 58; Trade in the United States, 72</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 31, 32, 40, 41, 50, 52</p>
banking	<p><b>SW:</b> Saving at a Bank, 76; Borrowing Money, 76-77</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 50, 52, 53</p>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• Responsible decision making</li> </ul>	<p><b>SW:</b> Benefits and Costs, 56; Deciding What to Produce, 59</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 37, 39, 40, 41</p>
<ul style="list-style-type: none"> <li>• Analysis of costs and benefits (plus and minus)</li> </ul>	<p><b>SW:</b> Making Good Choices, 54-57; Review and Assessment, 78</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 37, 38, 39, 57</p>
<ul style="list-style-type: none"> <li>• Determine opportunity cost</li> </ul>	<p><b>SW:</b> Opportunity Cost, 57</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 37, 39</p>
<ul style="list-style-type: none"> <li>• Recognize supply and demand</li> </ul>	<p><b>SW:</b> Supply and Demand, 71</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 50, 51</p>
<ul style="list-style-type: none"> <li>• Distinguish between barter/trade and money</li> </ul>	<p><b>SW:</b> Getting What We Need and Want, 50; Trading Goods, 70; Trade in the United States, 72; Trade With Other Countries, 73; Review and Assessment, 80</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 34, 35, 50, 51, 52, 56, 58</p>