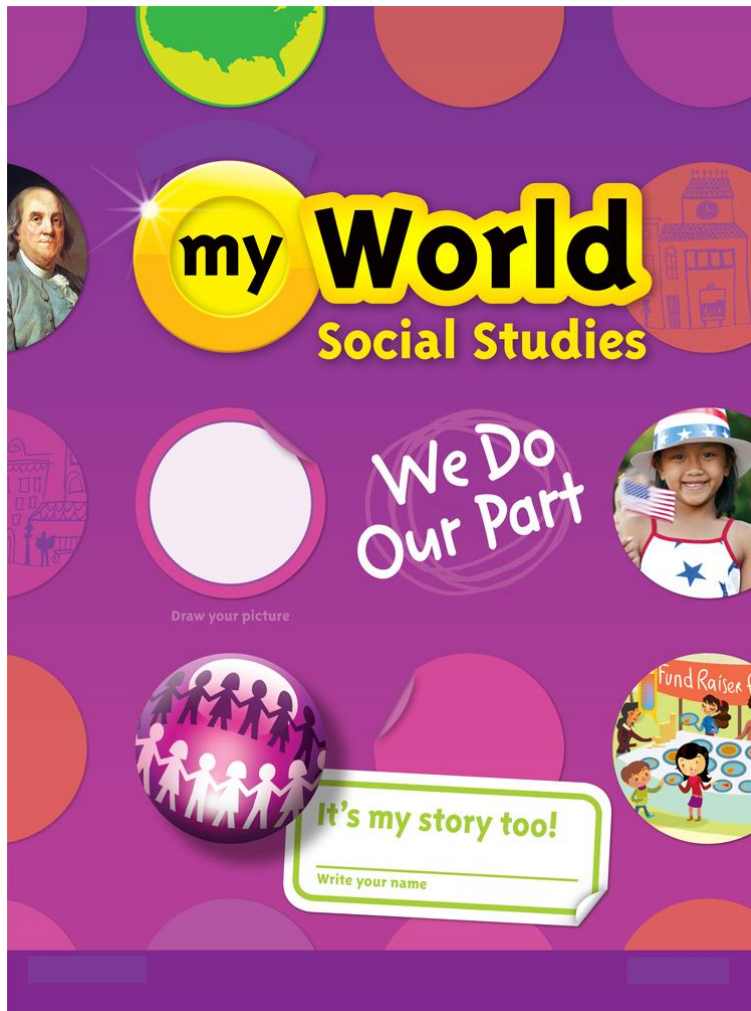


**A Correlation of**



**To the**

**Louisiana  
2011 Social Studies  
Grade-Level Expectations  
Grade 2**

# **A Correlation of myWorld Social Studies ©2013, Grade 2 to the Louisiana 2011 Social Studies Grade-Level Expectations**

## **Introduction**

This document demonstrates how *myWorld Social Studies* ©2013 meets the Louisiana 2011 Social Studies Grade-Level Expectations for 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>Louisiana 2011 Social Studies Grade-Level Expectations</b>	<b>myWorld Social Studies We Do Our Part</b>
<b>Grade 2</b>	
<b>History</b>	
<b>Standard 1 – Historical Thinking Skills</b>	
<i>Students use historical thinking skills to explore continuity and change in their community and the United States.</i>	
2.1.1 Create simple timelines to describe important events in the history of the school or local community	<b>SE:</b> Reading a Timeline, 166–167 <b>TG:</b> Active Reading & Lesson Summary pages 127–128
2.1.2 Compare and contrast the present day community to that of the past using primary sources	<b>SE:</b> Life Then and Now, 162–165; Reading a Timeline, 166–167; Learning About the Past, 168–171 <b>TG:</b> Active Reading & Lesson Summary pages 124–126, 127–128, 129–131
2.1.3 Describe people and events associated with national symbols, landmarks, and essential documents	<b>SE:</b> Our Country's Symbols, 38–41; Review and Assessment, 44; What We Celebrate, 140–143 <b>TG:</b> Active Reading & Lesson Summary pages 24–26, 29, 106–108
2.1.4 Explain reasons for local, state, and national celebrations, cultural events, and traditions and their significance	<b>SE:</b> Cultures in Our Country, 134–137; What We Celebrate, 140–143; Review and Assessment, 155 <b>TG:</b> Active Reading & Lesson Summary pages, 101–103, 106–108, 118
2.1.5 Describe how the achievements of famous Americans, of the past and present, changed society	<b>SE:</b> Technology Then and Now, 184–187; Reading Skills, 188–189; American Heroes, 190–193 <b>TG:</b> Active Reading & Lesson Summary pages 141–143, 144–145, 146–148
2.1.6 Identify historical turning points and describe their impact on students' lives using maps, documents, visuals, and technology	<b>SE:</b> America's Early Settlers, 176–179; A Growing Nation, 180–183 <b>TG:</b> Active Reading & Lesson Summary pages 132–134, 135–137, 141–143
2.1.7 Describe how early explorers and settlers, American Indian nations, and western migration influenced the development of the United States	<b>SE:</b> The First Americans, 172–175; America's Early Settlers, 176–179; A Growing Nation, 180–183 <b>TG:</b> Active Reading & Lesson Summary pages 132–134, 135–137, 138–140

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<b>Geography</b>	
<b>Standard 2 – Maps, Globes, and Environment</b>	
<i>Students develop an understanding of the relationship between people and their physical environment using geographic tools, technology, and map skills.</i>	
2.2.1 Locate and identify the poles, equator, continents, oceans, the United States, Louisiana, and the local community	<b>SE:</b> Maps Show Locations, 88–89; All About Maps, 90–93; Our Earth, 96–99; Landforms and Bodies of Water, 100–103 <b>TG:</b> Active Reading & Lesson Summary pages 63–65, 66–68, 71–73, 74–76
2.2.2 Interpret physical maps using title, key, symbols, compass rose (cardinal and intermediate directions), and alpha numeric grids	<b>SE:</b> Talking About Location, 86–89; All About Maps, 90–93; Using a Map Scale, 94–95 <b>TG:</b> Active Reading & Lesson Summary pages 63–65, 66–68, 69–70
2.2.3 Construct maps of familiar places that include a title, key/legend, symbols, and compass rose	<b>SE:</b> For related material see: Maps Show Locations, 88–89; All About Maps, 90–93; Using a Map Scale, 94–95; Our Earth, 96–99 <b>TG:</b> Active Reading & Lesson Summary pages 63–65, 66–68, 69–70, 71–73
2.2.4 Identify major geographical features in the local region, state, and country	<b>SE:</b> Landforms and Bodies of Water, 100–103; Weather and Climate, 104–107 <b>TG:</b> Active Reading & Lesson Summary pages 74–76, 77–79
2.2.5 Describe how location, weather, and physical features affect where people live and work	<b>SE:</b> Weather and Climate, 104–107; Our Environment, 108–111; Earth’s Resources, 114–117 <b>TG:</b> Active Reading & Lesson Summary pages 78–79, 80–82, 85–87
2.2.6 Describe changes in the characteristics of the local community over time	<b>SE:</b> People Change the Land, 108–109; People Change the Water, 110; Making Life Easier, 110–111; Communities Then and Now, 164; Communities Change, 164–165; Graph Skills: Reading a Timeline, 166–167 <b>TG:</b> Active Reading & Lesson Summary pages 80–82, 126, 127–128
2.2.7 Compare and contrast basic land use and economic activities in urban, suburban, and rural environments	<b>SE:</b> Urban and Suburban Environments, 108–109 <b>TG:</b> Active Reading & Lesson Summary page 81; Differentiated Instruction, 82

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2.2.8 Describe the vegetation, the animal life, and the cultural characteristics of the people specific to local regions and how they are interdependent	<b>SE:</b> Weather and Climate, 104–107; Our Environment, 108–111; Cultures in Our Country, 134–137 <b>TG:</b> Active Reading & Lesson Summary pages 77–79, 80–82, 101–103
2.2.9 Identify natural resources and cite ways people conserve, protect, and replenish them	<b>SE:</b> Our Environment, 108–111; Earth’s Resources, 114–117 <b>TG:</b> Active Reading & Lesson Summary pages 80–82, 85–87
2.2.10 Identify natural disasters, predict where they may occur, and explain their effects on people and the environment	<b>SE:</b> Weather Changes, 107 <b>TG:</b> Active Reading & Lesson Summary page 79
<b>Civics</b>	
<b>Standard 3 – Government and the American Political System</b>	
<i>Students develop an understanding of the structure and purposes of government in the United States.</i>	
2.3.1 Describe ways a responsible government meets the basic needs of the local community	<b>SE:</b> Community Government, 30; State Government, 31; Community Leaders, 34; State Leaders, 35; Service Workers and Their Jobs, 64–67 <b>TG:</b> Active Reading & Lesson Summary pages 19, 22, 45–47
2.3.2 Identify the three branches of national government as represented by the President, Congress, and the Supreme Court	<b>SE:</b> Our Government, 30–33 <b>TG:</b> Active Reading & Lesson Summary pages 18–20
2.3.3 Recognize current political leaders of the community, state, and nation and describe how they are elected	<b>SE:</b> Our Leaders, 34–37 <b>TG:</b> Active Reading & Lesson Summary pages 21–23
<b>Standard 4 – Citizenship</b>	
<i>Students learn about the rights and responsibilities of citizenship, explain how people must work together to resolve conflict, and understand the importance of respecting differences.</i>	
2.4.1 Define the character traits of good citizens and discuss examples of responsible citizens	<b>SE:</b> We Are Good Citizens, 14–17; Collaboration and Creativity: Taking Action, 18–19 <b>TG:</b> Active Reading & Lesson Summary pages 5–7, 8–9
2.4.2 Describe the responsibilities of citizens in the United States	<b>SE:</b> Our Rights as Citizens, 20–23; We Follow Rules and Laws, 24–27; Vote, 30 <b>TG:</b> Active Reading & Lesson Summary pages 10–12, 13–15, 19

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2.4.3 Describe ways in which responsible citizens can work together to help leaders resolve conflicts within the community	<b>SE:</b> We Are Good Citizens, 14–17; Collaboration and Creativity: Taking Action, 18–19; Our Leaders, 34–37; myStory Book, 45 <b>TG:</b> Active Reading & Lesson Summary pages 5–7, 8–9, 21–23
<b>Economics</b>	
<b>Standard 5 – Economic Decision-Making</b>	
<i>Students develop an understanding of basic economic concepts necessary to make informed individual and family decisions.</i>	
2.5.1 Describe a variety of services provided by local economic institutions	<b>SE:</b> Service Workers and Their Jobs, 64–67 <b>TG:</b> Active Reading & Lesson Summary pages 45–47
2.5.2 Explain the benefits of personal savings	<b>SE:</b> Making Choices About Money, 74–77; Review and Assessment, 80 <b>TG:</b> Active Reading & Lesson Summary pages 53–55, 58
2.5.3 Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs	<b>SE:</b> Making Good Choices, 54–57 <b>TG:</b> Active Reading & Lesson Summary pages 37–39
<b>Standard 6 – Producers and Consumers</b>	
<i>Students use basic economic principles to explain how businesses supply goods and services to consumers.</i>	
2.6.1 Describe how people can be both producers and consumers of local goods and services	<b>SE:</b> Producing and Consuming Goods, 58–61 <b>TG:</b> Active Reading & Lesson Summary pages 40–42
2.6.2 Identify the specialized work necessary to manufacture, transport, and market goods and services	<b>SE:</b> Service Workers and Their Jobs, 64–67; Moving Ideas, People, and Things, 118–121 <b>TG:</b> Active Reading & Lesson Summary pages 45–47, 88–90
2.6.3 Provide examples of how money and barter are used to obtain resources (goods and services)	<b>SE:</b> Trading for Goods and Services, 70–73 <b>TG:</b> Active Reading & Lesson Summary pages 50–52

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<b>Standard 7 – Careers</b>	
<i>Students explain how community members are part of a global workforce.</i>	
2.7.1 Describe different types of domestic and international jobs/careers in which people work to earn income	<b>SE:</b> Service Workers and Their Jobs, 64–67 <b>TG:</b> Active Reading & Lesson Summary pages 45–47
2.7.2 Describe skills and education needed for specific jobs	<b>SE:</b> For related material see: Service Workers and Their Jobs, 64–67 <b>TG:</b> Active Reading & Lesson Summary pages 45–47