A Correlation of

To the

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

### myWorld Social Studies We Do Our Part

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<th>Louisiana 2011 Social Studies Grade-Level Expectations</th>
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<tr>
<td><strong>Grade 2</strong></td>
<td><strong>Standard 1 – Historical Thinking Skills</strong></td>
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<tr>
<td><strong>History</strong></td>
<td>Students use historical thinking skills to explore continuity and change in their community and the United States.</td>
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</table>
| 2.1.1 Create simple timelines to describe important events in the history of the school or local community | **SE:** Reading a Timeline, 166–167  
**TG:** 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 | **SE:** Life Then and Now, 162–165; Reading a Timeline, 166–167; Learning About the Past, 168–171  
**TG:** 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 | **SE:** Our Country’s Symbols, 38–41; Review and Assessment, 44; What We Celebrate, 140–143  
**TG:** 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 | **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 |
| 2.1.5 Describe how the achievements of famous Americans, of the past and present, changed society | **SE:** Technology Then and Now, 184–187; Reading Skills, 188–189; American Heroes, 190–193  
**TG:** 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 | **SE:** America’s Early Settlers, 176–179; A Growing Nation, 180–183  
**TG:** 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 | **SE:** The First Americans, 172–175; America’s Early Settlers, 176–179; A Growing Nation, 180–183  
**TG:** Active Reading & Lesson Summary pages 132–134, 135–137, 138–140 |

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<tr>
<td><strong>Geography</strong></td>
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<tr>
<td><strong>Standard 2 – Maps, Globes, and Environment</strong></td>
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<tr>
<td>Students develop an understanding of the relationship between people and their physical environment using geographic tools, technology, and map skills.</td>
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<td>2.2.1 Locate and identify the poles, equator, continents, oceans, the United States, Louisiana, and the local community</td>
<td>SE: Maps Show Locations, 88–89; All About Maps, 90–93; Our Earth, 96–99; Landforms and Bodies of Water, 100–103</td>
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<td>TG: Active Reading &amp; Lesson Summary pages 63–65, 66–68, 71–73, 74–76</td>
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<td>2.2.2 Interpret physical maps using title, key, symbols, compass rose (cardinal and intermediate directions), and alpha numeric grids</td>
<td>SE: Talking About Location, 86–89; All About Maps, 90–93; Using a Map Scale, 94–95</td>
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<td>TG: Active Reading &amp; Lesson Summary pages 63–65, 66–68, 69–70</td>
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<tr>
<td>2.2.3 Construct maps of familiar places that include a title, key/legend, symbols, and compass rose</td>
<td>SE: For related material see: Maps Show Locations, 88–89; All About Maps, 90–93; Using a Map Scale, 94–95; Our Earth, 96–99</td>
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<td>TG: Active Reading &amp; Lesson Summary pages 63–65, 66–68, 69–70, 71–73</td>
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<tr>
<td>2.2.4 Identify major geographical features in the local region, state, and country</td>
<td>SE: Landforms and Bodies of Water, 100–103; Weather and Climate, 104–107</td>
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<td>TG: Active Reading &amp; Lesson Summary pages 74–76, 77–79</td>
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<td>2.2.5 Describe how location, weather, and physical features affect where people live and work</td>
<td>SE: Weather and Climate, 104–107; Our Environment, 108–111; Earth’s Resources, 114–117</td>
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<td>TG: Active Reading &amp; Lesson Summary pages 78–79, 80–82, 85–87</td>
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<td>2.2.6 Describe changes in the characteristics of the local community over time</td>
<td>SE: 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</td>
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<td>TG: Active Reading &amp; Lesson Summary pages 80–82, 126, 127–128</td>
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<tr>
<td>2.2.7 Compare and contrast basic land use and economic activities in urban, suburban, and rural environments</td>
<td>SE: Urban and Suburban Environments, 108–109</td>
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<td>TG: Active Reading &amp; Lesson Summary page 81; Differentiated Instruction, 82</td>
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### Louisiana 2011 Social Studies Grade-Level Expectations

#### Civics

**Standard 3 – Government and the American Political System**

*Students develop an understanding of the structure and purposes of government in the United States.*

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| 2.3.1 Describe ways a responsible government meets the basic needs of the local community | **SE**: Community Government, 30; State Government, 31; Community Leaders, 34; State Leaders, 35; Service Workers and Their Jobs, 64–67  
**TG**: 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 | **SE**: Our Government, 30–33  
**TG**: 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 | **SE**: Our Leaders, 34–37  
**TG**: Active Reading & Lesson Summary pages 21–23 |

**Standard 4 – Citizenship**

*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.*

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| 2.4.1 Define the character traits of good citizens and discuss examples of responsible citizens | **SE**: We Are Good Citizens, 14–17; Collaboration and Creativity: Taking Action, 18–19  
**TG**: Active Reading & Lesson Summary pages 5–7, 8–9 |
| 2.4.2 Describe the responsibilities of citizens in the United States | **SE**: Our Rights as Citizens, 20–23; We Follow Rules and Laws, 24–27; Vote, 30  
**TG**: 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 | **SE:** We Are Good Citizens, 14–17; Collaboration and Creativity: Taking Action, 18–19; Our Leaders, 34–37; myStory Book, 45  
**TG:** Active Reading & Lesson Summary pages 5–7, 8–9, 21–23 |

**Economics**

**Standard 5 – Economic Decision-Making**  
*Students develop an understanding of basic economic concepts necessary to make informed individual and family decisions.*

| 2.5.1 Describe a variety of services provided by local economic institutions | **SE:** Service Workers and Their Jobs, 64–67  
**TG:** Active Reading & Lesson Summary pages 45–47 |

| 2.5.2 Explain the benefits of personal savings | **SE:** Making Choices About Money, 74–77; Review and Assessment, 80  
**TG:** 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 | **SE:** Making Good Choices, 54–57  
**TG:** Active Reading & Lesson Summary pages 37–39 |

**Standard 6 – Producers and Consumers**  
*Students use basic economic principles to explain how businesses supply goods and services to consumers.*

| 2.6.1 Describe how people can be both producers and consumers of local goods and services | **SE:** Producing and Consuming Goods, 58–61  
**TG:** Active Reading & Lesson Summary pages 40–42 |

| 2.6.2 Identify the specialized work necessary to manufacture, transport, and market goods and services | **SE:** Service Workers and Their Jobs, 64–67; Moving Ideas, People, and Things, 118–121  
**TG:** 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) | **SE:** Trading for Goods and Services, 70–73  
**TG:** Active Reading & Lesson Summary pages 50–52 |

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