

A Correlation of myView Literacy, Grade 2, ©2020 to the Massachusetts Curriculum Framework - History and Social Science Framework

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **Massachusetts Curriculum Framework – History and Social Science Framework**. Correlation page references are to the Teacher’s Edition and are cited by grade, unit page references and digital references.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

**A Correlation of myView Literacy, Grade 2, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Table of Contents

Topic 1. Reading and making maps.....	4
Topic 2. Geography and its effects on people	5
Topic 3. History: migrations and cultures	7
Topic 4. Civics in the context of geography: countries and governments.....	8
Topic 5. Economics: resources and choices (shared with grade 1).....	9

**A Correlation of myView Literacy, Grade 2, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 2, ©2020
Grade 2 Content Standards	
Building on knowledge from previous years, students should be able to:	
Topic 1. Reading and making maps [2.T1]	
<i>Supporting Question: What do maps show?</i>	
1. Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (e.g., travel, roads, natural resources, agriculture, mining).	<p>For supporting content please see:</p> <p>Unit 2: Interact with Sources: Explore the Infographic, Grassy Places, T98-T99 Map: Fall Migration of Monarch Butterflies, T358 Map: Spring Migration of Monarch Butterflies, T359 Map: Migration of Mexican Free-tailed Bat, T362 Possible Teaching Point: Read Like a Writer, Print and Graphic Features, (Map Key) T362</p> <p>Unit 3: Interact with Sources: Explore the Infographic, The World of the Storyteller (map), T92-T93 Maps: Who are the Abenaki people?, T276-T277 Interact with Sources: Explore the Infographic, Traditional Food, T328-T329</p> <p>Digital Resources: Unit 1 > Leveled Readers > Continents and Oceans</p>
2. Compare different kinds of map projections (e.g., Mercator, Peters) and explain how they represent the world differently.	<p>For opportunities to address this standard please see:</p> <p>Unit 2: Interact with Sources: Explore the Infographic, Grassy Places, T98-T99 Map: Fall Migration of Monarch Butterflies, T358 Map: Spring Migration of Monarch Butterflies, T359 Map: Migration of Mexican Free-tailed Bat, T362</p> <p>Unit 3: Interact with Sources: Explore the Infographic, The World of the Storyteller (map), T92-T93 Maps: Who are the Abenaki people?, T276-T277 Interact with Sources: Explore the Infographic, Traditional Food, T328-T329</p>
3. Construct a map of a familiar location (e.g., the school, the neighborhood, a park).	<p>For opportunities to address this standard please see:</p> <p>Unit 1: Listening Comprehension: Informational Text:</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 2, ©2020
	<p>Helping the Community, T182-T183</p> <p>Unit 3: Interact with Sources: Explore the Infographic, The World of the Storyteller (map), T92-T93 Maps: Who are the Abenaki people?, T276-T277</p>
Topic 2. Geography and its effects on people [2.T2]	
<i>Supporting Question: How do people adapt to or change their environment?</i>	
<p>1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</p>	<p>Unit 1: Matching Texts to Learning: <i>Adventure on Mt. Everest</i>, T110 Matching Texts to Learning: <i>Continents and Oceans</i>, T186</p> <p>Unit 2: Matching Texts to Learning: <i>Earth's Waters</i>, T113 Map: Fall Migration of Monarch Butterflies, T358 Map: Spring Migration of Monarch Butterflies, T359 Map: Migration of Mexican Free-tailed Bat, T362</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, Map of Europe (landforms/bodies of water), T120</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Earth's Features, T20-T21 Listening Comprehension: Informational Text, The Grand Canyon, T30-T31 Matching Texts to Learning: <i>Continents on the Move</i>, T35 <i>Introducing Landforms</i>, T38-T57</p> <p>Digital Resources: Unit 1 > Leveled Readers > Continents and Oceans Unit 5: Leveled Readers > Continents on the Move</p>
<p>2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable.</p>	<p>For supporting content please see:</p> <p>Unit 2: Cross-Curricular Perspectives: Science, T54 Map: Fall Migration of Monarch Butterflies, T358 Map: Spring Migration of Monarch Butterflies, T359</p> <p>Digital Resources: Unit 1 > Leveled Readers > Continents and Oceans</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

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<p>3. Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.</p>	<p>Unit 2>Leveled Readers>Earth’s Waters</p> <p>For supporting content please see: Unit 2: Cross-Curricular Perspectives: Science, T54 Map: Fall Migration of Monarch Butterflies, T358 Map: Spring Migration of Monarch Butterflies, T359</p> <p>Digital Resources: Unit 1>Leveled Readers>Continents and Oceans Unit 2>Leveled Readers>Earth’s Waters</p>
<p>4. Explain and describe human interaction with the physical world (the environment).</p>	<p>Unit 1: Decodable Reader: Homes, T135</p> <p>Unit 2: Informational Text: Patterns on the Prairie, T30-T31</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, Ice Fishing, T115 Cross-Curricular Perspectives: Social Studies, Ojibwe, T117 Cross-Curricular Perspectives: Social Studies, Wigwams, T119 Cross-Curricular Perspectives: Social Studies, Deer, T121</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 2, ©2020
	<p><i>The Abenaki</i>, T274-T287 Cross-Curricular Perspectives: Social Studies, Connect, T278 Cross-Curricular Perspectives: Social Studies, Natural Resources, T279 Unit 5: Matching Texts to Learning: <i>Logging Our Forests</i>, T34 Cross-Curricular Perspectives: Science, Fresh Water, T44 Good for farming, T51 Soil, T365-T366</p>
<p>Clarification statement: <i>Students should learn how humans either adapt to or change the environment to meet their needs for survival and living (e.g., by finding or raising plants and animals for food, clothing, and shelter) and why humans prefer to settle by rivers, bodies of water, and in or near certain landforms.</i></p>	
<p>Topic 3. History: migrations and cultures [2.T3]</p>	
<p><i>Supporting Question: What are the different reasons people choose to settle in a community?</i></p>	
<p>1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced (e.g., refugees, people driven from their homelands, enslaved people).</p>	<p>For supporting content please see: Unit 3: Who are the Abenaki people?, T276 Digital Resources: <i>Leveled Readers</i> > Guided Reading Level M> Independence Day</p>
<p>Clarification statement: <i>Students might explore newspaper articles, stories, or informational texts in which people migrate or move in order to solve a problem, such as moving to be closer to relatives and friends, to be safe, to find a less expensive, healthier, or better place to live, to find work or education, to be free to practice a religion. Identifying the types of problems people face that might be addressed by migration supports the understanding of problem-solving skills. As they study history in the later elementary grades, students will learn about many instances of voluntary and forced migrations.</i></p>	
<p>2. Give examples of why the United States is called "a nation of immigrants".</p>	<p>For supporting content please see: Digital Resources: <i>Leveled Readers</i> > Guided Reading Level I> Celebrating EID <i>Leveled Readers</i> > Guided Reading Level L> Happy Diwali! <i>Leveled Readers</i> > Guided Reading Level M> Independence Day</p>
<p>Clarification Statement: <i>This topic continues the theme of diversity from grade 1. It lends itself to many connections with language arts and an exploration of books about diversity and immigration. Students will learn more about the diversity of the United States in grades 3 through 5, 8, and high school.</i></p>	
<p>3. Conduct interviews with family members,</p>	<p>For opportunities to address this standard please</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 2, ©2020
<p>neighbors, friends, or school staff to discover where their families came from, how and why they moved to where they now live, and when and why their families came to Massachusetts.</p>	<p>see: Unit 3; Student Interactive: Traditional Foods, T329 Student Interactive: My Food, Your Food, T347-T367</p> <p>Digital Resources: <i>Leveled Readers</i> > Guided Reading Level I> Celebrating EID <i>Leveled Readers</i> > Guided Reading Level L> Happy Diwali! <i>Leveled Readers</i> > Guided Reading Level M> Independence Day</p>
<p>Clarification Statement: <i>Students should be able to explain why people move to a new location or stay in a particular location. They learn about what, in some cases, attracts people to a certain location (i.e., “pull factors”) and what, in other cases, forces people to move to a new location (i.e., “push factors”).</i></p>	
<p>4. Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today.</p>	<p>Unit 3; Student Interactive: Traditional Foods, T329 Student Interactive: My Food, Your Food, T347-T367</p> <p>Digital Resources: <i>Leveled Readers</i> > Guided Reading Level I> Celebrating EID <i>Leveled Readers</i> > Guided Reading Level L> Happy Diwali! <i>Leveled Readers</i> > Guided Reading Level M> Independence Day</p>
<p>Clarification Statement: <i>Students should be able to give examples of traditions or customs from other countries practiced in the United States today, with a focus on the cultures represented in the class and what those cultures have contributed to U.S. society; describe traditional foods, customs, games, and music of the place they, their family, or their ancestors came.</i></p>	
<p>Topic 4. Civics in the context of geography: countries and governments [2.T4]</p>	
<p><i>Supporting Question: Why are continents divided into countries?</i></p>	

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Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 2, ©2020
1. Recognize the difference between physical geography and political geography. <i>For example, students learn that Africa is a continent (physical geography) that includes a number of independent countries (e.g., Egypt, Somalia, Nigeria).</i>	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
2. Explain the characteristics of a country.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Clarification Statement: <i>Students should identify characteristics that make up a country (e.g., government, leaders, citizens), some purposes of government (e.g., to provide security and education) and how one country distinguishes itself from others (e.g., by its history, culture, language, type of government).</i>	
3. Locate and analyze information and present a short research report on the physical features, resources, and people of a country outside the United States.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Clarification Statement: <i>Students should choose a country of interest, for example,</i> <ul style="list-style-type: none"> • <i>a country where they, their families, or their ancestors lived,</i> • <i>a country where they have friends or relatives,</i> • <i>a country that they have visited or would like to visit,</i> • <i>a country that is the setting for one of their favorite stories, or</i> • <i>a country that has an interesting animal population, environment, or terrain.</i> 	
Topic 5. Economics: resources and choices (shared with grade 1) [2.T5]	
<i>Supporting Question: How do the resources of an area affect its industries and jobs?</i>	
Resources	
1. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Clarification Statement: <i>Students should learn that there are connections between geography and economics, and that natural resources can be specific to the geography of a place and can influence its economic activities.</i>	

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Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 2, ©2020
2. Distinguish a renewable resource from a non-renewable resource.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
3. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.	For opportunities to address this standard please see: Digital Resources: Unit 3>Leveled Readers>Technology: Then and Now
Earning Income	
4. Explain what it means to be employed and define the terms <i>income</i> , <i>wages</i> , and <i>salary</i> .	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Buying Goods and Services	
5. Give examples of products (goods) that people buy and use.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
6. Give examples of services people do for each other.	Unit 1: Student Interactive: Fighting Fires, T173; Informational Text: Helping the Community, T182-T183 Student Interactive: A Kids' Guide to Community Buildings, T1191- T207
7. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
8. Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment).	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Saving	
9. Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

**A Correlation of myView Literacy, Grade 2, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 2, ©2020
charitable donation or for an emergency).	