

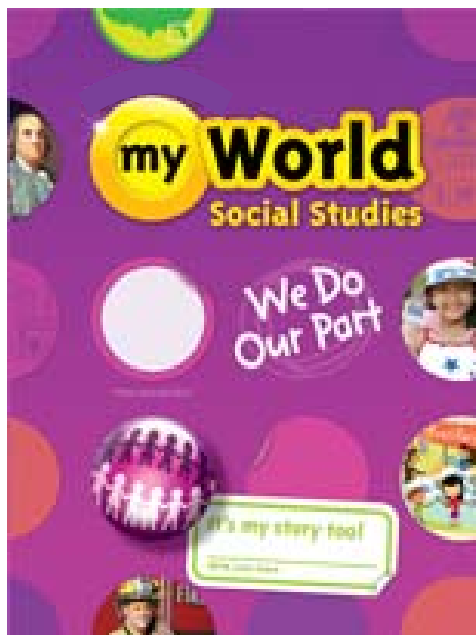
A Correlation of

**Savvas**

**myWorld Social Studies**

**We Do Our Part**

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To the

**Minnesota**

**Grade 2 Academic Standards**

**in Social Studies**

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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 Minnesota Grade Two Academic Standards in Social Studies. Correlation page references are to the Student Worktext, and Teacher's Guide. Alignments are cited at the page level.

**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**

- Kindergarten Flip Book
- 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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<b>Grade 2: Foundations of Social Studies</b>	
Students in grade two continue to build their foundational understanding in the social studies disciplines of citizenship and government, economics, geography and history. They learn the purpose and services provided by government, the principle of shared and separated powers, the importance of constitutions and the need for fair voting processes. They study indigenous people and the influence of a variety of cultures on our society, gaining an understanding of the United States' common heritage and diverse roots. They use calendars and timelines to track the passage of time and chronicle events. By describing the trade-offs of a decision, students learn the concept of opportunity cost and its connection to scarcity of resources. They begin to understand how resources and physical features influence the distribution of people around the world, and use maps and other geographic tools to explain the characteristics of places.	
<b>1. Citizenship and Government</b>	
<b>1. Civic Skills</b>	
1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.	
2.1.1.1.1 Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.	<b>SW:</b> Vote, 21, 30, 34, 35, 36 <b>TG:</b> Active Reading & Lesson Summary pages, 22
<b>2. Civic Values and Principles of Democracy</b>	
2. The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.	
2.1.2.2.1 Explain the importance of constitutions.  <i>For example:</i> Examples of constitutions— a classroom constitution, club charter, the United States Constitution.	<b>SW:</b> Constitution, 20, 30 <b>TG:</b> Active Reading & Lesson Summary, 11, 19

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8. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.	
2.1.4.8.1 Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.  <i>For example:</i> Rules at school—follow the leader, put jackets in one's cubby. Rights at school—be treated with respect by teacher and other students, speak when called on, participate in activities. Responsibilities at school—follow school rules, listen to teachers and adults, treat other students with respect. Rights at home—be safe, fed, clothed, warm. Responsibilities at home—listen to parents or guardians, treat family members with respect, help when asked.	<b>SW:</b> Our Rights as Citizens, 20–23; We Follow Rules and Laws, 24–27; Try It! 29; Review and Assessment, 43, 44 <b>TG:</b> Active Reading & Lesson Summary pages, 10, 11, 13, 14, 15, 28
<b>2. Economics</b>	
<b>1. Economic Reasoning Skills</b>	
1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	
2.2.1.1.1 Given a goal and several alternative choices to reach that goal, select the best choice and explain why.	<b>SW:</b> Making Good Choices, 54–57; Making Choices About Money, 74–77; Review and Assessment, 80 <b>TG:</b> Active Reading & Lesson Summary pages, 37–39, 53, 54, 55, 58

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<b>Grade 2: Foundations of Social Studies</b>	
<b>3. Fundamental Concepts</b>	
3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.	
2.2.3.3.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.  <i>For example:</i> Joe can visit his grandparents, go to a park, or see a movie. He only has enough time do one activity, so he must choose. His opportunity cost will be whichever activity he would have selected second.	<b>SW:</b> Making Good Choices, 54–57; Making Choices About Money, 74–77; Review and Assessment, 80 <b>TG:</b> Active Reading & Lesson Summary pages, 37–39, 53, 54, 55, 58
5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	
2.2.3.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.  <i>For example:</i> Natural resources— trees, iron ore, coal, pigs. Capital resources—hammer, computer, assembly line, power plant. Human resources—teacher, carpenter, mechanic, nurse.	<b>SW:</b> Producing and Consuming Goods, 58–61; Earth’s Resources, 114–117 <b>TG:</b> Active Reading & Lesson Summary pages, 40–42, 85–87
2.2.3.5.2 Identify money as any generally accepted item used in making exchanges.  <i>For example:</i> United States currency and coins today; beaver pelts and other furs used in Minnesota territory in the early 1800s; salt used in the Roman Empire; cowry shells used in ancient China, metal coins used in Anatolia (Turkey) in 500 BCE.	<b>SW:</b> Making Choices About Money, 74–77; Review and Assessment, 80 <b>TG:</b> Active Reading & Lesson Summary pages, 53, 54, 55, 58

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<b>3. Geography</b>	
<b>1. Geospatial Skills—The World in Spatial Terms</b>	
1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	
2.3.1.1.1 Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.  <i>For example:</i> Spatial information— cities, roads, boundaries, bodies of water, regions.	<b>SW:</b> Map Skills: Draw a Map, 95 <b>TG:</b> Active Reading & Lesson Summary pages, 70; Frontload the Lesson, 72; Challenge, 73
2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.  <i>For example:</i> Key features—city, state, country, continents, the equator, poles, prime meridian, hemisphere, oceans, major rivers, major mountain ranges, other types of landforms in the world.	<b>SW:</b> Maps Show Locations, 88–89; All About Maps, 90–93; Using a Map Scale, 94–95; Physical Maps, 102; Political Maps, 103; Review and Assessment, 122 <b>TG:</b> Active Reading & Lesson Summary pages, 63, 65, 66, 67, 68, 69, 70, 76, 92
2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States  <i>For example:</i> Physical features—the Atlantic Coast, Rocky Mountains, Mississippi River, Lake Superior. Landmarks—Statue of Liberty, Angel Island, Gateway Arch in St. Louis, Mount Rushmore, Crazy Horse Memorial.	<b>SW:</b> United States Capitals, 36; Talking About Location, 86–89; All About Maps, 90–93; Using a Map Scale, 94–95; Landforms and Bodies of Water, 100–103; United States Climate Regions, 106; Three Texas Resources, 116; Tennessee Road Map, 119; Going West, 181; Photos, 88, 90, 91, 104, 105, 107, 110, 111, 114; Satellite Image, 96; Graph, 115 <b>TG:</b> Active Reading & Lesson Summary pages, 23, 65, 66, 67, 68, 69, 70, 76, 79, 87, 89, 139; Analyze Maps, 52, 65, 73, 113, 133; Map work, 73

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<p>2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.</p> <p><i>For example:</i> Basic questions— Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places?</p>	<p><b>SW:</b> Talking About Location, 86–89; Showing Earth on a Globe, 97; Latitude and Longitude, 99; also see: Political Maps, 103; United States Capitals, 36; The United States (Physical), 102; United States Climate Regions, 106; Three Texas Resources, 116; Tennessee Road Map, 119; Going West, 181 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 63–65; Analyze Maps, 52, 65, 73, 113, 133; Map work, 73</p>
<b>4. Human Environment Interaction</b>	
9. The environment influences human actions; and humans both adapt to, and change, the environment.	
2.3.4.9.1 Identify causes and consequences of human impact on the environment and ways that the environment influences people.	<p><b>SW:</b> Our Environment, 110–111; Earth’s Resources, 114–117 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 80, 81, 82, 85, 86, 87</p>
<b>4. History</b>	
<b>1. Historical Thinking Skills</b>	
1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time.	
2.4.1.1.1 Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events.	<p><b>SW:</b> Reading a Timeline, 166–167; also see: Envision It! (calendar and identifying specials), 140–141; Memorial Day and Presidents’ Day, 143; Review and Assessment, 155 <b>TG:</b> Make a Timeline, 107, 108, 118, 128</p>

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2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	
2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.  <i>For example:</i> Historical records— photos, oral histories, diaries/journals, textbooks, library books. Artifacts— art, pottery, baskets, jewelry, tools.	<b>SW:</b> Learning About the Past, 168–171 <b>TG:</b> Active Reading & Lesson Summary pages, 129–131
<b>2. Peoples, Cultures and Change Over Time</b>	
4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	
2.4.2.4.1 Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.	<b>SW:</b> The First Americans, 172–175 <b>TG:</b> Active Reading & Lesson Summary pages, 132–134
2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.  <i>For example:</i> Elements of culture— foods, folk stories, legends, art, music, dance, holidays, ceremonies, celebrations, homes, clothing.	<b>SW:</b> Culture Is Our Way of Life, 130–133, Cultures in Our Country, 134–137; What We Celebrate, 140–143; American Stories, 144–147; Two Cultures, 148–151; America's Early Settlers, 176–179; American Heroes, 190–193 <b>TG:</b> Active Reading & Lesson Summary, 98–100, 101–103, 106–108, 109–111, 112–114