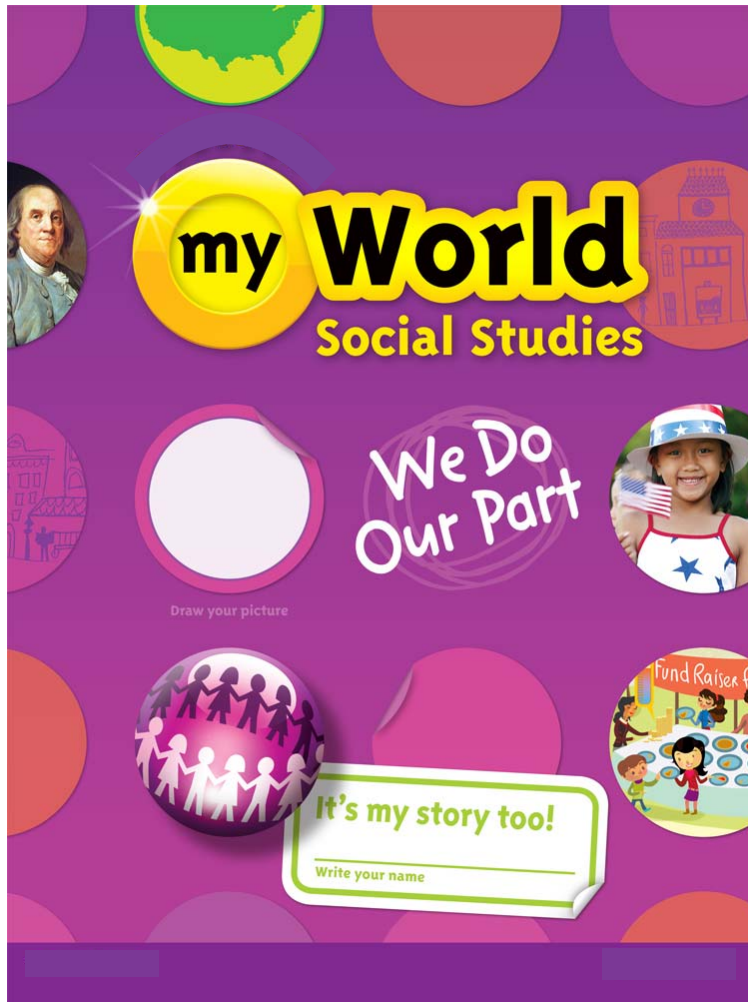


A Correlation of



To the

**Montana Standards  
for Social Studies  
Grade 2**

# A Correlation of myWorld Social Studies, We Do Our Part, Grade 2 to the Montana Standards for Social Studies

## Introduction

This document demonstrates how **myWorld Social Studies** meets the Montana Standards for Social Studies, Grade 2. Correlation page references are to the Student Edition and Teacher's Edition. Alignments are cited at the page level.

### **Everyone has a story. What's yours?**

*myWorld Social Studies*<sup>™</sup> 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.

### **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
- 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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Montana Standards for Social Studies	myWorld Social Studies We Do Our Part, Grade 2
<b>End of Grade 4</b>	
<b>Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</b>	
1. identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).	<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>SE:</b> Graph Skills: Using Graphic Sources, 152-153; Learning About the Past, 168-171</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, myWorld and Me: 3, 10, 13, 18, 21, 24, 32, 34, 37, 40, 45, 50, 53, 63, 66, 71, 74, 77, 80, 85, 88, 98, 106, 109, 112, 124, 129, 132, 135, 138, 141, 146, 151; Review and Assessment, myWorld Activity: 27, 56, 91, 117, 149; Active Reading &amp; Lesson Summary: 115, 116, 129, 130; Research, 123, 131, 137, 148</p>
2. evaluate information quality (e.g., accuracy, relevance, fact or fiction).	<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>SE:</b> Graph Skills: Using Graphic Sources, 152-153; Learning About the Past, 168-171</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, myWorld and Me: 3, 10, 13, 18, 21, 24, 32, 34, 37, 40, 45, 50, 53, 63, 66, 71, 74, 77, 80, 85, 88, 98, 106, 109, 112, 124, 129, 132, 135, 138, 141, 146, 151; Review and Assessment, myWorld Activity: 27, 56, 91, 117, 149; Active Reading &amp; Lesson Summary: 115, 116, 129, 130; Research, 123, 131, 137, 148</p>

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<b>Montana Standards for Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
3. use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores).	<b>SW:</b> myStory Spark: How Do People Best Cooperate? 10; School Rules, 24; Collaboration and Creativity: Taking Action, 18-19; Our Basic Rights, 21; myStory Book: How Do People Best Cooperate? 45; Our Leaders 34-37; We Conserve Resources, 117 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 8, 9, 10, 11, 13, 14, 21, 22, 23, 29, 85, 87
<b>Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.</b>	
1. explain the purpose and various levels of government.	<b>SW:</b> Our Government, 30-33; Our Leaders, 34-38; Review and Assessment, 44 <b>TG:</b> Active Reading & Lesson Summary: 10, 11, 18, 19, 20, 21, 22, 23, 29
2. recognize local, state, tribal and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president).	<b>SW:</b> Our Government, 30-33; Our Leaders, 34-38; Review and Assessment, 44; Cherokee History, 174-175 <b>TG:</b> Active Reading & Lesson Summary: 10, 11, 18, 19, 20, 21, 22, 23, 29, 132, 134
3. identify the major responsibilities of local, state, tribal and federal government.	<b>SW:</b> Our Government, 30-33; Our Leaders, 34-38; Review and Assessment, 44; Cherokee History, 174-175 <b>TG:</b> Active Reading & Lesson Summary: 10, 11, 18, 19, 20, 21, 22, 23, 29, 132, 134
4. explain how governments provide for needs and wants of people by establishing order and security and managing conflict.	<b>SW:</b> Our Government, 30-33; Review and Assessment 43; Government Workers, 66-67 <b>TG:</b> Active Reading & Lesson Summary: 18, 19, 20, 28, 45, 47

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<b>Montana Standards for Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
5. identify and explain the individual's responsibilities to family, peers and the community, including the need for civility, respect for diversity and the rights of others.	<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; We Follow Rules and Laws, 24-27; Review and Assessment, 42, 43; myStory Book: How Do People Best Cooperate? 45 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 5, 6, 7
6. describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns).	<b>SW:</b> myStory Spark: How Do People Best Cooperate? 10; School Rules, 24; Collaboration and Creativity: Taking Action, 18-19; Our Basic Rights, 21; myStory Book: How Do People Best Cooperate? 45; Our Leaders 34-37; We Conserve Resources, 117 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 8, 9, 10, 11, 13, 14, 21, 22, 23, 29, 85, 87
7. explore the role of technology in communications, transportation, information processing or other areas as it contributes to or helps resolve problems.	<b>SW:</b> Vocabulary Preview, 84-85; People Change the Water, 110; Making Life Easier, 110-111; Moving Ideas, People and Things, 118-121; Review and Assessment, 124 <b>TG:</b> Active Reading & Lesson Summary: 60, 62, 80, 82, 88, 89, 90, 93
<b>Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</b>	
1. identify and use various representations of the Earth (e.g., maps, globes, photographs, latitude and longitude, scale).	<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

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<b>Montana Standards for Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
2. locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders).	<b>SW:</b> Maps Show Location, 88; All About Maps, 90-93; Our Earth, 96-99; Landforms and Bodies of Water, 100-103; Our Environment, 108-111; Review and Assessment, 123; myStory Book: What Is the World Like? 125; Main Idea and Details, 173 <b>TG:</b> Active Reading & Lesson Summary: 63, 65, 66, 67, 68, 71, 72, 73, 74, 75, 76, 80, 81, 82, 92, 93, 133
3. describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters).	<b>SW:</b> Citizens In The Community, 16-17; Our Environment, 108-111; Review and Assessment, 123; The First Americans, 172-175; America's Early Settlers, 176-179 <b>TG:</b> Active Reading & Lesson Summary: 5, 7, 80, 81, 82, 92, 132, 133, 134, 135, 136, 137
4. describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.	<b>SW:</b> The First Americans, 172-175; America's Early Settlers, 176-179; A Growing Nation, 180-183 <b>TG:</b> Active Reading & Lesson Summary: 132, 133, 134, 135, 136, 137, 138, 139, 140
5. use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world.	<b>SW:</b> Begin With a Song: Places Where We Live, 83; Talking About Location, 86-89; All About Maps, 90-93; Our Earth, 96-99; Landforms and Bodies of Water, 100-103 <b>TG:</b> Active Reading & Lesson Summary: 60, 61, 63, 64, 65, 66, 67, 68, 71, 72, 73, 74, 75, 76
6. identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes.	<b>SW:</b> Weather and Climate, 104-107; Our Environment, 108-111; Reading Skills: Cause and Effect, 112-113; The First Americans, 172 <b>TG:</b> Active Reading & Lesson Summary: 77, 78, 79, 80, 81, 82, 83, 84, 132, 133
7. describe and compare the ways in which people in different regions of the world interact with their physical environments.	<b>SW:</b> Our Environment, 108-111; Review and Assessment, 123; Reading Skills: Compare and Contrast, 138-139 <b>TG:</b> Active Reading & Lesson Summary: 80, 81, 82, 92, 104, 105

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Montana Standards for Social Studies	myWorld Social Studies We Do Our Part, Grade 2
<b>Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</b>	
1. identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.	<b>SW:</b> Life Then and Now, 162-165; Envision It! 168-169; Learning About the Past, 168-171; Thirteen Colonies, One Country, 178-179; Envision It! 180-181; Not All Free, 182; Communication Then and Now, 186; More Technology, 186-187; Reading Skills: Fact and Opinion, 188-189; American Heroes, 190-193 <b>TG:</b> Active Reading & Lesson Summary: 124, 125, 126, 129, 130, 131, 135, 137, 138, 139, 140, 141, 143, 144, 145, 146, 147, 148
2. use a timeline to select, organize, and sequence information describing eras in history.	<b>SW:</b> Graph Skills: Reading a Timeline, 166-167 <b>TG:</b> Active Reading & Lesson Summary: 127, 128
3. examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.	<b>SW:</b> American Stories, 144-147; Secondary Sources, 169; Cherokee History, 174-175; Thirteen Colonies, One Country, 178-179; Not All Free, 182; Communication Then and Now, 186; More Technology, 186-187; Reading Skills: Fact and Opinion, 188-189; American Heroes, 190-193 <b>TG:</b> Active Reading & Lesson Summary: 109, 110, 111, 129, 130, 132, 134, 135, 137, 138, 140, 141, 143, 144, 145, 146, 147, 148
4. identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays, in the history of Montana, American Indian tribes, and the United States.	<b>SW:</b> Our Country's Symbols, 38-41; Review and Assessment, 44; What We Celebrate, 140-143; Review and Assessment, 155; Communities Change, 164-165; Secondary Sources, 169; Cherokee History, 172-175; Thirteen Colonies, One Country, 178-179; Not All Free, 182; A Nation of Immigrants, 182-183; Communication Then and Now, 186; More Technology, 186-187; Reading Skills: Fact and Opinion, 188-189; American Heroes, 190-193 <b>TG:</b> Active Reading & Lesson Summary: 24, 25, 26, 29, 106, 107, 108, 118, 124, 126, 129, 130, 132, 133, 134, 135, 137, 138, 140, 141, 143, 144, 145, 146, 147, 148



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<b>Montana Standards for Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
5. identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications).	<b>SW:</b> Vocabulary Preview, 84-85; People Change the Water, 110; Making Life Easier, 110-111; Moving Ideas, People and Things, 118-121; Review and Assessment, 124 <b>TG:</b> Active Reading & Lesson Summary: 60, 62, 80, 82, 88, 89, 90, 93
6. recognize that people view and report historical events differently.	<b>SW:</b> Reading Skills: Compare and Contrast, 138-139; Learning About the Past, 168-171 <b>TG:</b> Active Reading & Lesson Summary: 104, 105, 129, 130, 131
7. explain the history, culture, and current status of the American Indian tribes in Montana and the United States.	<b>SW:</b> The First Americans, 172-175 <b>TG:</b> Active Reading & Lesson Summary: 132, 133, 134
<b>Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</b>	
1. give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards).	<b>SW:</b> Needs and Wants, 50-53; Making Good Choices, 54-57; Why Do People Save? 74; Review and Assessment, 78; myStory Book: How Do People Get What They Need? 81 <b>TG:</b> Active Reading & Lesson Summary: 34, 35, 36, 37, 38, 39, 53, 54, 56, 57
2. identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community.	<b>SW:</b> Begin With a Song: What We Buy, 47; Vocabulary Preview, 48-49; Producing and Consuming Goods, 58-61; Reading a Flow Chart, 62-63; Trading for Goods and Services, 70-73 <b>TG:</b> Active Reading & Lesson Summary: 31, 32, 33, 40, 41, 42, 43, 44, 50, 51, 52
3. distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., interstate highway system or U.S. Postal Service).	<b>SW:</b> Our Government, 30-33; Review and Assessment 43; Producing and Consuming Goods, 58-61; Service Workers and Their Jobs, 64-67 <b>TG:</b> Active Reading & Lesson Summary: 18, 19, 20, 28, 45, 46, 47

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<b>Montana Standards for Social Studies</b>	<b>myWorld Social Studies We Do Our Part, Grade 2</b>
4. describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States, and the world.	<b>SW:</b> Needs and Wants, 50-53; Making Good Choices, 54-57; Trading for Goods and Services, 70-73; Review and Assessment, 78, 80 <b>TG:</b> Active Reading & Lesson Summary: 34, 35, 36, 37, 38, 39, 50, 51, 52, 56, 57, 58
5. explain the roles of money, banking, and savings in everyday life.	<b>SW:</b> Getting What We Need and Want, 50; Making Choices About Money, 74-77; Review and Assessment, 80 <b>TG:</b> Active Reading & Lesson Summary: 34, 35, 53, 54, 55, 58
6. identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising).	<b>SW:</b> Moving Ideas, People, and Things, 118-121; Technology Then and Now, 184-187 <b>TG:</b> Active Reading & Lesson Summary: 88, 89, 90, 141, 142, 143
<b>Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</b>	
1. identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity.	<b>SW:</b> Community, 14; Good Citizens at School, 15; Citizens in the Community, 16-17; Culture Is Our Way of Life, 130-133; Cultures in Our Country, 134-137 <b>TG:</b> Active Reading & Lesson Summary: 5, 6, 7, 98, 99, 100, 101, 102, 103
2. describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance).	<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 <b>TG:</b> Active Reading & Lesson Summary: 98, 99, 100, 101, 102, 103, 106, 107, 108
3. identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.	<b>SW:</b> Our Music, 131; Passing Down Traditions, 132-133 <b>TG:</b> Active Reading & Lesson Summary: 98, 99, 100
4. identify characteristics of American Indian tribes and other cultural groups in Montana.	<b>SW:</b> Culture Is Our Way of Life, 130-133; Cultures in Our Country, 134-137 <b>TG:</b> Active Reading & Lesson Summary: 98, 99, 100, 101, 102, 103

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<p align="center"><b>Montana Standards for Social Studies</b></p>	<p align="center"><b>myWorld Social Studies We Do Our Part, Grade 2</b></p>
<p>5. identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks).</p>	<p><b>SW:</b> Cherokee History, 174, 175; Reading Skills: Fact and Opinion, 188, 189; American Heroes, 190-193 <b>TG:</b> Active Reading &amp; Lesson Summary: 132, 134, 144, 145, 146, 147, 148</p>
<p>6. identify roles in group situations (e.g., student, family member, peer member).</p>	<p><b>SW:</b> myStory Spark: How Do People Best Cooperate? 10; School Rules, 24; Collaboration and Creativity: Taking Action, 18-19; Our Basic Rights, 21; myStory Book: How Do People Best Cooperate? 45; Our Leaders 34-37; We Conserve Resources, 117 <b>TG:</b> Active Reading &amp; Lesson Summary: 2, 3, 8, 9, 10, 11, 13, 14, 21, 22, 23, 29, 85, 87</p>