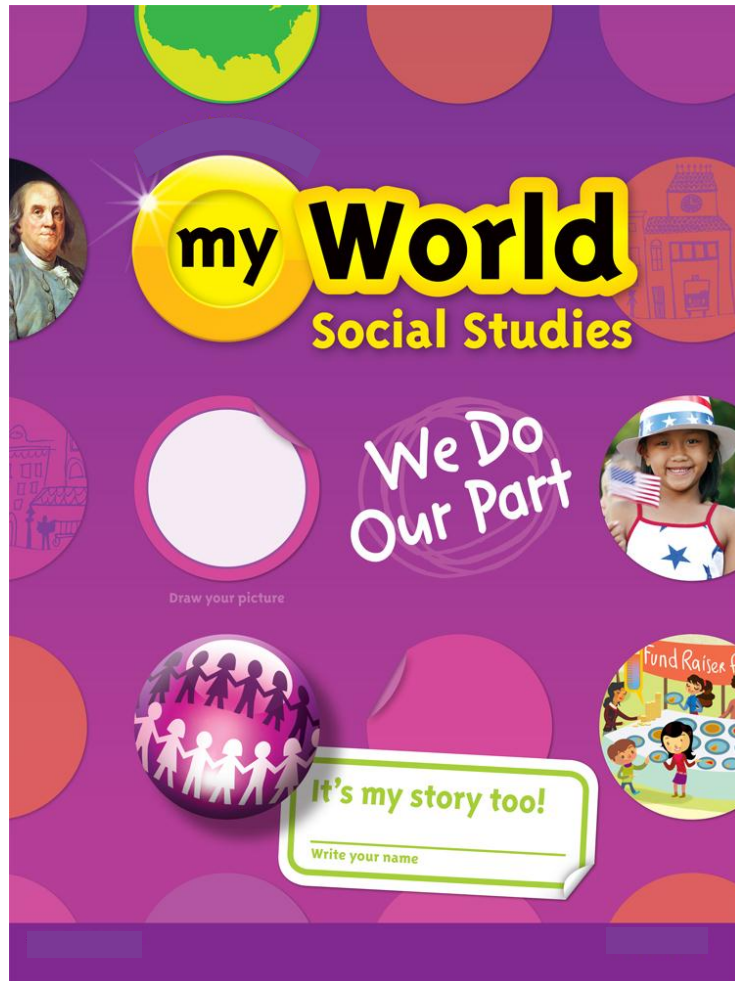


A Correlation of



©2013

To the

**North Carolina Essential Standards
Social Studies
Grade 2**

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
North Carolina Essential Standards, Social Studies**

Introduction

This document demonstrates how **myWorld Social Studies** ©2013 meets the North Carolina Essential Standards, Social Studies, 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

- Kindergarten Flip Book
- 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

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

Savvas™ and **Savvas Learning Company**™ are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
North Carolina Essential Standards, Social Studies**

| North Carolina Essential Standards Social Studies, Grade 2 | myWorld Social Studies We Do Our Part, ©2013 |
|---|---|
| History | |
| Essential Standard - 2.H.1 Understand how various sources provide information about the past. | |
| Clarifying Objectives | |
| 2.H.1.1 Use timelines to show sequencing of events. | SE: Reading a Timeline, 166–167 TG: Active Reading & Lesson Summary pages 127–128 |
| 2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres. | SE: American Heroes, 190–193; also see Fact and Opinion, 188–189 TG: Active Reading & Lesson Summary pages 146–148 |
| 2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews. | SE: Learning About the Past (using sources), 168–171 TG: Active Reading & Lesson Summary pages 124–126 |
| Geography and Environmental Literacy | |
| Essential Standard - 2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective. | |
| Clarifying Objectives | |
| 2.G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions. | SE: Maps Show Locations, 88–89; All About Maps, 90–93; Using a Map Scale, 94–95; Physical Maps, 102; Political Maps, 103 Maps, 106, 116; Review and Assessment, 122 TG: Active Reading & Lesson Summary pages 63, 65, 66, 67, 68, 69, 70, 76, 92 |
| 2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.). | SE: Maps Show Locations, 88–89; All About Maps, 90–93; Using a Map Scale, 94–95 TG: Active Reading & Lesson Summary pages 65, 66–68, 69–70 |
| Essential Standard - 2.G.2 Understand the effects of humans interacting with their environment. | |
| Clarifying Objectives | |
| 2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs. | SE: Our Environment, 108–111; Earth’s Resources, 114–117 TG: Active Reading & Lesson Summary pages 80–82, 85–87 |

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
North Carolina Essential Standards, Social Studies**

| North Carolina Essential Standards Social Studies, Grade 2 | myWorld Social Studies We Do Our Part, ©2013 |
|---|--|
| 2.G.2.2 Explain how people positively and negatively affect the environment. | SE: Our Environment, 108–111; Reading Skills: Cause and Effect, 112–113; Earth’s Resources, 114–117; Review and Assessment, 123 TG: Active Reading & Lesson Summary pages 80–82, 83–84, 85–87, 92 |
| Economics and Financial Literacy | |
| Essential Standard - 2.E.1 Understand basic economic concepts. | |
| Clarifying Objectives | |
| 2.E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers. | SE: Needs and Wants, 50–53; also see: Trading for Goods and Services, 70–73 TG: Active Reading & Lesson Summary pages 34–36, 50– 52 |
| 2.E.1.2 Explain the roles and impact producers and consumers have on the economy. | SE: Producing and Consuming Goods, 58–61; Reading a Flow Chart, 62–63 TG: Active Reading & Lesson Summary pages 40, 41, 42, 43, 44 |
| 2.E.1.3 Summarize the concept of supply and demand. | SE: Supply and Demand, 71 TG: Active Reading & Lesson Summary pages 51 |
| 2.E.1.4 Explain why people and countries around the world trade for goods and services. | SE: Trading for Goods and Services, 70–73 TG: Active Reading & Lesson Summary pages 50–52 |
| 2.E.1.5 Explain how money is used for saving, spending, borrowing and giving. | SE: Making Choices About Money, 74–77; Review and Assessment, 80 TG: Active Reading & Lesson Summary pages 53– 55, 58 |
| 2.E.1.6 Summarize the role of financial institutions relative to savings. | SE: Making Choices About Money, 74–77 TG: Active Reading & Lesson Summary pages 53– 55 |
| Civics and Government | |
| Essential Standard – 2. C&G.1 Understand the purpose of governments | |
| Clarifying Objectives | |
| 2.C&G 1.1 Explain government services and their value to the community (libraries, schools, parks, etc.). | SE: Community Government, 30; State Government, 31 TG: Active Reading & Lesson Summary page 19 |
| 2.C&G.1.2 Explain how governments establish order, provide security and create laws to manage conflict. | SE: We Follow Rules and Laws, 24–27; Our Government, 30–33 TG: Active Reading & Lesson Summary pages 13–15, 18–20 |

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013
to the
North Carolina Essential Standards, Social Studies**

| North Carolina Essential Standards Social Studies, Grade 2 | myWorld Social Studies We Do Our Part, ©2013 |
|---|---|
| Essential Standard - 2.C&G.2 Understand the roles and responsibilities of citizens. | |
| Clarifying Objectives | |
| 2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday 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.C&G.2.2 Explain why it is important for citizens to participate in their community. | SE: We Are Good Citizens, 14–17 TG: Active Reading & Lesson Summary pages 5–7 |
| Culture | |
| Essential Standard - 2.C.1 Understand how various cultures influence communities. | |
| Clarifying Objectives | |
| 2.C.2.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.). | SE: 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; Review and Assessment, 154–157 TG: Active Reading & Lesson Summary pages 98–100. 101–103, 106–108, 109–111, 112–114, 118 |
| 2.C.2.2 Recognize the key historical figures and events that are associated with various cultural traditions. | SE: We Celebrate, 140–143; American Stories, 144–147 TG: Active Reading & Lesson Summary pages 106–108, 109–111 |
| 2.C.2.3 Exemplify respect and appropriate social skills needed for working with diverse groups. | SE: Culture Is Our Way of Life, 130–133; Cultures in Our Country, 134–137; What We Celebrate, 140–143 TG: Active Reading & Lesson Summary pages 98–100. 101–103, 106–108 |