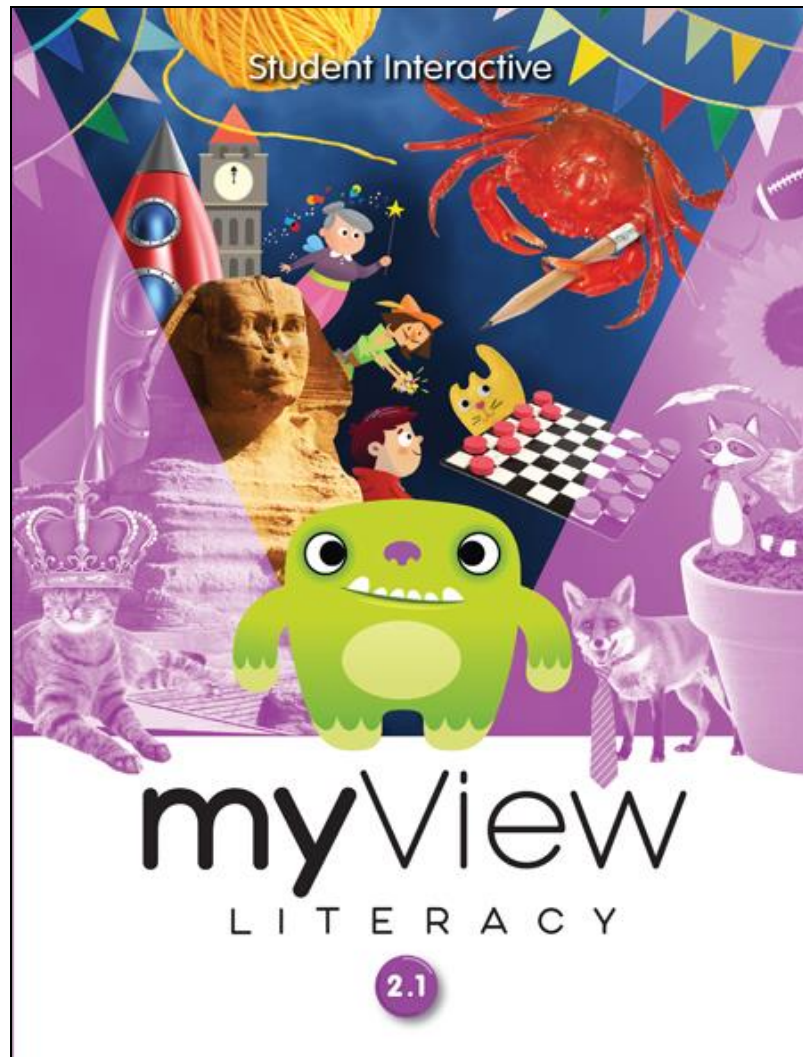


A Correlation of



Grade 2 ©2020

To the

**Nebraska Social Studies Standards 2019
Grade 2**

**A Correlation of myView Literacy 2020, Grade 2 to the
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Introduction

This document demonstrates how *myView Literacy, Grade 2* ©2020 meets the Nebraska Social Studies Standards 2019. Page references are to the Teacher’s Edition and are cited by grade, unit, and page numbers.

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.

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SS 2.1 Civics	
Forms and Functions of Government	
SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.	
SS 2.1.1.a Contribute to developing rules by considering multiple points of view.	<p>For supporting content please see:</p> <p>Unit 1: Listening Comprehension: Realistic Fiction, T22 Reflect and Share: Talk About It, T74 Listening Comprehension: Realistic Fiction, T270</p> <p>Unit 2: Reflect and Share: Talk About It, T76 Listening Comprehension: Informational Text, T88</p> <p>Unit 3: Listening Comprehension: Traditional Tales: Fables, T22 Listening Comprehension: Procedural Text, T282</p> <p>Unit 4: Listening Comprehension: Narrative Nonfiction: Biography, T22 Listening Comprehension: Informational Text, T90</p> <p>Unit 5: Listening Comprehension: Informational Text, T22 Listening Comprehension: Informational Text, T88 Reflect and Share: Talk About It, T338</p>
SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups, and communities.	<p>For supporting content please see:</p> <p>Unit 1: Spotlight on Genre: Realistic Fiction, T272</p> <p>Unit 2: Understand Setting and Plot, T192 Make Inferences, T270</p>
Civic Participation	
SS 2.1.2 Contribute to making decisions using democratic traditions based on established rules.	
SS 2.1.2.a Identify and apply civic responsibilities that are important to individuals and their communities.	<p>Unit 1: Interact with Sources: Explore the Infographic, T84 Cross-Curricular Perspectives: Social Studies, T106 Listening Comprehension: Informational Text, T150-T151</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, T177 Reading Workshop: Shared Read (Kids Can Be Big Helpers), T311-T325 Cross-Curricular Perspectives: Social Studies, T315</p>

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SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.	For supporting content please see: Unit 1: Academic Vocabulary: Word Parts, T218 Unit 2: Cross-Curricular Perspectives: Science, T104 Unit 3: Reflect and Share: Write to Sources, T270 Compare Across Texts: Our Traditions, T472 Conduct Research: Search Online, T488 Unit 5: Listening Comprehension: Informational Text, T22-T23
SS 2.1.2.c Communicate historical background and significance of national holidays.	For supporting content please see: Unit 3: Conduct Research: Search Online, T488 Book Club: Week 1, T502 Book Club: Week 2, T508
SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.	Unit 1: Cross-Curricular Perspectives: Social Studies, T104 Listening Comprehension: Informational Text, T150-T151 Informational Text, T152 Unit 4: Interact with Sources: Explore the Infographic, T156 Listening Comprehension: Realistic Fiction, T158-T159 Reflect and Share: Talk About It, T216 Interact with Sources: Explore the Infographic, T296 Listening Comprehension: Persuasive Text, T298-T299 Cross-Curricular Perspectives: Social Studies, T315 Possible Teaching Point: Academic Vocabulary, T316 Possible Teaching Point: Academic Vocabulary, T321 Respond and Analyze: My View, T326
SS 2.1.2.e Model and communicate characteristics of good citizenship.	Unit 1: Interact with Sources: Explore the Infographic, T84 Unit 4: Cross-Curricular Perspectives: Social Studies, T315

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SS 2.2 Economics	
Economic Decision Making	
SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.	
SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Financial Literacy	
SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.	
SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.	For supporting content please see: Unit 1: Cross-Curricular Perspectives: Social Studies, T175 So Many Places, T179
Exchange and Markets	
SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.	
SS 2.2.3.a Explain the role of goods and services and supply and demand in a community.	Unit 1: First Read: Talk, T165 Cross-Curricular Perspectives: Social Studies, T165 Cross-Curricular Perspectives: Social Studies, T175 First Read: Look, T180
SS 2.2.3.b Describe how people in their communities earn income/wages through work.	For supporting content please see: Unit 1: Introduce the Text: Preview Vocabulary, T162 Cross-Curricular Perspectives: Social Studies, T175 First Read: Talk, T176 So Many Places, T179
National Economy	
SS 2.2.4 Identify the goods and services governments provide.	
SS 2.2.4.a Identify goods and services that local governments provide.	Unit 1: Cross-Curricular Perspectives: Social Studies, T165
SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.	For supporting content please see: Unit 1: Cross-Curricular Perspectives: Social Studies, T165
Global Economy	
SS 2.2.5 Not addressed at this level	

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SS 2.3 Geography	
Location and Place	
SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.	
SS 2.3.1.a Compare and contrast maps and globes.	<p>For supporting content please see:</p> <p>Unit 2: First Read: Talk, T312 Close Read: Determine Key Ideas, T312</p> <p>Unit 3: Possible Teaching Point: Read Like a Writer, T237 Interact with Sources: Explore the Infographic, T280 Possible Teaching Point: Read Like a Writer, T304</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, T104</p> <p>Unit 5: First Read: Look, T36 Read Like a Writer, Write for a Reader: How Graphic Features Support Purpose, T64</p>
SS 2.3.1.b Identify and describe locations in neighborhoods.	<p>Unit 1: Interact with Sources: Explore the Infographic, T84 Introduce the Text: Preview Vocabulary, T162 Reading Workshop: Shared Read (Places We Go), T163-T179 Respond and Analyze: My View, T180 Identify Main Idea, T188 Read Like a Writer, Write for a Reader: Relevant Details, T190 Use Text Evidence, T196 Reflect and Share: Talk About It, T202</p>

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SS 2.3.1.c Identify and apply map elements.	<p>Unit 2: First Read: Look, T307 Close Read: Determine Key Ideas, T307 First Read: Look, T310 Close Read: Use Text Features, T310 Possible Teaching Point: Read Like a Writer, T310 Close Read: Determine Key Ideas, T312</p> <p>Unit 3: Possible Teaching Point: Read Like a Writer, T237 Interact with Sources: Explore the Infographic, T280 Possible Teaching Point: Read Like a Writer, T304</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, T104</p> <p>Unit 5: First Read: Look, T36</p>
SS 2.3.1.d Locate communities, Nebraska, and the United States on maps and globes.	<p>For supporting content please see:</p> <p>Unit 3: Possible Teaching Point: Read Like a Writer, T304</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, T104</p>
SS 2.3.1.e Explain why things are located where they are in neighborhoods.	<p>For supporting content please see:</p> <p>Unit 1: Interact with Sources: Explore the Infographic, T84 Introduce the Text: Preview Vocabulary, T162 Reading Workshop: Shared Read (Places We Go), T163-T179 Respond and Analyze: My View, T180 Identify Main Idea, T188 Read Like a Writer, Write for a Reader: Relevant Details, T190 Use Text Evidence, T196 Reflect and Share: Talk About It, T202</p>

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Regions	
SS 2.3.2 Compare places and regions.	
SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.	For supporting content please see: Unit 1: Cross-Curricular Perspectives: Social Studies, T36 Cross-Curricular Perspectives: Social Studies, T47 Reading Workshop: Shared Read (Places We Go), T163-T179 Reflect and Share: Academic Vocabulary, T202 Cross-Curricular Perspectives: Social Studies, T233
SS 2.3.2.b Describe local places and regions.	Unit 1: Cross-Curricular Perspectives: Social Studies, T106 Reflect and Share: Academic Vocabulary, T202 Interact with Sources: Academic Vocabulary, T212 Interact with Sources: Explore the Infographic, T268
SS 2.3.2.c Explain how places and regions change over time.	Unit 1: Cross-Curricular Perspectives: Social Studies, T106 First Read: Look, T111 First Read: Look, T112 Unit 5: First Read: Read, T104 Close Read: Create New Understandings, T104

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Human-Environment Interaction	
SS 2.3.3 Describe relationships between humans and the physical environment.	
SS 2.3.3.a Identify examples of Earth's physical processes.	<p>Unit 2: Cross-Curricular Perspectives: Science, T50</p> <p>Unit 5: Interact with Sources: Explore the Infographic, T20 Listening Comprehension: Informational Text, T88-T89 Interact with Sources: Explore the Infographic, T218 Listening Comprehension: Read Aloud, T220-T221 Cross-Curricular Perspectives: Science, T235 First Read: Look, T241 Cross-Curricular Perspectives: Science, T247 First Read: Look, T305 Close Read: Make Inferences, T305 First Read: Look, T306 Make Inferences, T332</p>
SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.	<p>Unit 2: Interact with Sources: Explore the Poem, T146 Listening Comprehension: Realistic Fiction, T148-T149 First Read: Ask, T179 First Read: Talk, T181 First Read: Read, T183 Respond and Analyze: My View, T184</p> <p>Unit 3: Interact with Sources: Explore the Infographic, T80 Cross-Curricular Perspectives: Social Studies, T96 Cross-Curricular Perspectives: Social Studies, T106</p> <p>Unit 5: Cross-Curricular Perspectives: Science, T114 Possible Teaching Point: Read Like a Writer, T117 Create New Understandings, T138 Listening Comprehension: Drama, T156-T157 Cross-Curricular Perspectives: Science, T247</p>

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SS 2.3.3.c Match resources to their sources.	<p>Unit 3: First Read: Talk, T239 Cross-Curricular Perspectives: Social Studies, T239</p> <p>Unit 5: Interact with Sources: Academic Vocabulary, T86 Academic Vocabulary: Oral Language, T292</p>
SS 2.3.3.d Describe how people adapt to their physical environment.	<p>Unit 3: Cross-Curricular Perspectives: Social Studies, T96 Cross-Curricular Perspectives: Social Studies, T99 First Read: Talk, T101 Cross-Curricular Perspectives: Social Studies, T101 Cross-Curricular Perspectives: Social Studies, T103 Cross-Curricular Perspectives: Social Studies, T105 Cross-Curricular Perspectives: Social Studies, T113 First Read: Look, T238 Cross-Curricular Perspectives: Social Studies, T239</p>
Movement	
SS 2.3.4 Describe different groups of people and the different settings where they live.	
SS 2.3.4.a Describe cultures of the local community and other communities.	<p>Unit 3: Cross-Curricular Perspectives: Social Studies, T36 First Read: Talk, T101 Cross-Curricular Perspectives: Social Studies, T108 Cross-Curricular Perspectives: Social Studies, T236 Cross-Curricular Perspectives: Social Studies, T306</p>
SS 2.3.4.b Identify examples of cultural markers in the community.	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T106 Cross-Curricular Perspectives: Social Studies, T109</p> <p>Unit 4: Interact with Sources: Explore the Infographic, T88</p>

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Geospatial Skills and Geo-literacy	
SS 2.3.5 Use geographic skills to make connections to students' lives.	
SS 2.3.5.a Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SS 2.4 History	
Change, Continuity, and Context	
SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.	
SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts.	For supporting content please see: Unit 1: Cross-Curricular Perspectives: Social Studies, T106 First Read: Look, T111 First Read: Look, T112
SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time.	Unit 1: Cross-Curricular Perspectives: Social Studies, T106 First Read: Look, T111 First Read: Look, T112
Multiple Perspectives	
SS 2.4.2 Compare multiple perspectives of events within neighborhoods.	
SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event.	For supporting content please see: Unit 1: Collaborate and Discuss: Primary and Secondary Sources, T472 Unit 3: Collaborate and Discuss: Cite Sources, T490 Unit 4: Collaborate and Discuss: Primary and Secondary Sources, T500
Historical Analysis and Interpretation	
SS 2.4.3 Determine past and current events, issues, and people relevant to a neighborhood.	
SS 2.4.3.a Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.	For supporting content please see: Unit 1: Interact with Sources: Explore the Infographic, T84 Cross-Curricular Perspectives: Social Studies, T104 Cross-Curricular Perspectives: Social Studies, T106 Cross-Curricular Perspectives: Social Studies, T112 Respond and Analyze: My View, T116 Unit 4: Cross-Curricular Perspectives: Social Studies, T177

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Historical Inquiry and Research	
SS 2.4.4 Develop historical inquiry and research skills.	
SS 2.4.4.a Construct and answer questions about neighborhood history.	For supporting content please see: Unit 1: Interact with Sources: Explore the Infographic, T84 Close Read: Ask and Answer Questions, T115 Ask and Answer Questions, T132 Unit 4: Cross-Curricular Perspectives: Social Studies, T177
SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research.	Unit 1: Collaborate and Discuss: Primary and Secondary Sources, T472 Unit 3: Collaborate and Discuss: Cite Sources, T490 Unit 4: Collaborate and Discuss: Primary and Secondary Sources, T500
SS 2.4.4.c Gather and present historical information about a neighborhood.	For supporting content please see: Unit 4: Cross-Curricular Perspectives: Social Studies, T177

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