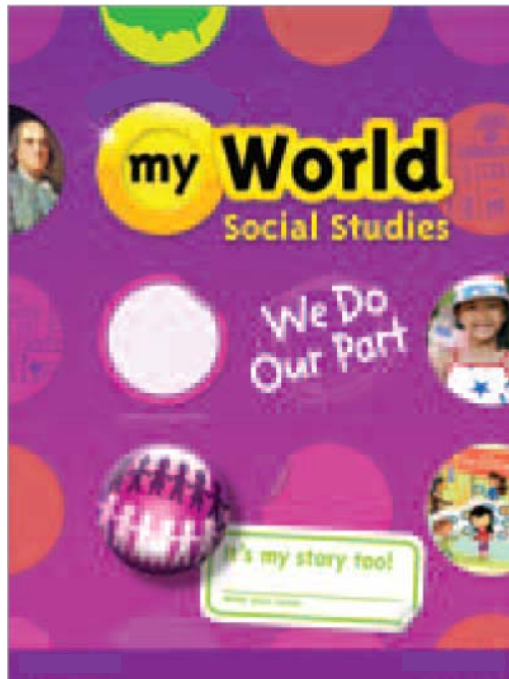


A Correlation of

**Savvas**  
**myWorld Social Studies**  
**We Do Our Part**  
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To the

**Nebraska**  
**Social Studies Standards**

**Grade 2**

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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 Nebraska Social Studies Standards for Grade 2. Correlation page references are to the Student Edition and Teacher's Guide. 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.

**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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Nebraska Social Studies Standards Grade 2	myWorld Social Studies We Do Our Part, ©2013
<b>Civics</b>	
<b>K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.</b>	
<b>Forms and Functions of Government</b>	
<b>SS 2.1.1 Students will identify and explain the responsibilities and rights of citizens in their communities.</b>	
SS 2.1.1.a Participate in developing rules that consider multiple points of view	<b>SE:</b> We Follow Rules and Laws, 24–27 <b>TG:</b> Active Reading & Lesson Summary pages 13, 14, 15
SS 2.1.1.b Describe how individuals, groups, and communities manage conflict and promote justice	<b>SE:</b> For related material see: We Are Good Citizens, 14–17; Collaboration and Creativity: Taking Action, 18–19; We Follow Rules and Laws, 24–27 <b>TG:</b> Active Reading & Lesson Summary pages 5–7, 8–9, 13, 14, 15
<b>Civic Participation</b>	
<b>SS 2.1.2 Students will participate in making decisions using democratic traditions based on established rules.</b>	
SS 2.1.2.a Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws)	<b>SE:</b> We Are Good Citizens, 14–17; Collaboration and Creativity: Taking Action, 18–19; Our Rights as Citizens, 20–23 <b>TG:</b> Active Reading & Lesson Summary pages 5–7, 8–9, 10–12
SS 2.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day)	<b>SE:</b> Our Country’s Symbols, 38–41; Review and Assessment, 43, 44 <b>TG:</b> Active Reading & Lesson Summary pages 24, 25, 26, 27, 28, 29
SS 2.1.2c Describe ways to be actively engaged to improve family, school and community	<b>SE:</b> We Are Good Citizens, 14–17; Collaboration and Creativity: Taking Action, 18–19 <b>TG:</b> Active Reading & Lesson Summary pages 5–7, 8–9
SS 2.1.2.d Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions)	<b>SE:</b> We Are Good Citizens, 14–17; Our Rights as Citizens, 20–23 <b>TG:</b> Active Reading & Lesson Summary pages 5–7, 10–12

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Nebraska Social Studies Standards Grade 2	myWorld Social Studies We Do Our Part, ©2013
<b>Economics</b>	
<b>K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.</b>	
<b>Markets</b>	
<b>SS 2.2.1 Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost).</b>	
SS 2.2.1.a Identify resources (inputs) that make up various good and services	<b>SE:</b> 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 pages 40–44, 50–52
SS 2.2.1.b Identify what items are eliminated when a choice is made (tradeoff)	<b>SE:</b> Making Good Choices, 54–57; Making Choices About Money, 74–77; Review and Assessment, 78, 80 <b>TE:</b> Active Reading & Lesson Summary pages 37, 38, 39, 53, 54, 55, 57, 58
<b>SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants.</b>	
SS 2.2.2.a List various goods and services that can be produced with the same list of resources (e.g. soil, seed, and labor used to produce animal feed, plastics, cereal, or fuel)	<b>SE:</b> Producing and Consuming Goods, 58–61; Reading a Flow Chart, 62–63 <b>TG:</b> Active Reading & Lesson Summary pages 40–44
<b>Institutions</b>	
<b>SS 2.2.3 Students will describe how people earn income/wages through work.</b>	
SS 2.2.3.a Match capital resources and human resources with jobs in the community or home. (e.g., tractors and farmers)	<b>SE:</b> Service Workers and Their Jobs, 64–67; also see: Producing and Consuming Goods, 58–61 <b>TG:</b> Active Reading & Lesson Summary pages 45–47
<b>Financial Literacy</b>	
<b>SS 2.2.6 Students will demonstrate knowledge of currency, its denominations, and use.</b>	
SS 2.2.6.a Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)	<b>SE:</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>Government</b>	
<b>SS 2.2.10 Students will understand what goods and services governments provide.</b>	
SS 2.2.10.a Identify goods and services that governments provide and where they get the money to pay for the services (taxes) (e.g., water, fire department, police, schools)	<b>SE:</b> Community Government, 30 <b>TG:</b> Active Reading & Lesson Summary page 19
<b>Geography</b>	
<b>K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.</b>	
<b>The World in Spatial Terms</b>	
<b>Grade 2 (Neighborhood)</b>	
<b>SS 2.3.1 Students will explore where (spatial) and why people, places and environments are organized locally.</b>	
SS 2.3.1.a Identify the globe as a model of Earth	<b>SE:</b> Showing Earth on a Globe, 97 <b>TG:</b> Active Reading & Lesson Summary page 72
SS 2.3.1.b Identify and describe locations in the neighborhood (e.g., home, the park, friend's house, fire station, grocery store)	<b>SE:</b> Talking About Location, 86–89; All About Maps, 90–93; Using a Map Scale, 94–95; Political Maps, 103; Review and Assessment, 122 <b>TE:</b> Active Reading & Lesson Summary pages 63, 64, 65, 66, 67, 69, 70, 92; Relative Location, 68
SS 2.3.1.c Identify map elements (i.e., title, scale, symbols, legend, and cardinal directions)	<b>SE:</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
SS 2.3.1.d Locate community, Nebraska, and the United States on maps and globes	<b>SE:</b> United States Capitals, 36; United States Climate Regions, 106; also see: Talking About Location, 86–89
SS 2.3.1.e Analyze why things are located where they are (e.g., " <i>Why are stores on a main street?</i> ")	<b>SE:</b> Talking About Location, 86–89 <b>TG:</b> Active Reading & Lesson Summary pages 63, 64, 65

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<b>Nebraska Social Studies Standards Grade 2</b>	<b>myWorld Social Studies We Do Our Part, ©2013</b>
SS 2.3.1.f Distinguish between continents/islands, oceans/seas, countries/continents, and cities/states	<b>SE:</b> For related material see: Our Earth, 96–99; Landforms and Bodies of Water, 100–103; Our Environment, 108–111
<b>Places and Regions</b>	
<b>SS 2.3.2 Students will identify places and regions.</b>	
SS 2.3.2.a Identify and differentiate between physical and human features of neighborhood and community (e.g., vegetation, housing)	<b>SE:</b> For related material see: Our Environment, 108–111 <b>TG:</b> Active Reading & Lesson Summary pages 80–82
SS 2.3.2.b Describe local places and regions with other places and regions (e.g., prairie, forest, farm land, ranch land, local community)	<b>SE:</b> myStory Spark, 82; Got It? 103, 111, 117 <b>TG:</b> Active Reading & Lesson Summary page 61
SS 2.3.2.c Explain how places and regions change over time	<b>SE:</b> Our Environment, 108–111; Communities Then and Now, 164; Communities Change, 164–165 <b>TG:</b> Active Reading & Lesson Summary pages 80–82, 126
<b>Physical Systems</b>	
<b>SS 2.3.3 Students will identify natural processes in their physical world.</b>	
SS 2.3.3.a Identify basic components of Earth’s physical processes (e.g., landforms, water, climate and weather)	<b>SE:</b> Landforms and Bodies of Water, 100–103; Weather and Climate, 104–107 <b>TG:</b> Active Reading & Lesson Summary pages 74–76, 77–79
SS 2.3.3.b Identify the relationship between the Earth and the Sun (e.g., day/night, length of day, seasons)	<b>SE:</b> For related material see: Weather and Climate, 104–107
<b>Human Systems</b>	
<b>SS 2.3.4 Students will identify the characteristics of culture.</b>	
SS 2.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)	<b>SE:</b> Culture is Our Way of Life, 130–133; Cultures in Our Country, 134–137; American Stories, 144–147; Two Cultures, 148–151 <b>TG:</b> Active Reading & Lesson Summary pages 98–100, 101–103, 109–111, 112–114
SS 2.3.4.b Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational)	<b>SE:</b> Our Environment, 108–111 <b>TG:</b> Active Reading & Lesson Summary pages 80–82

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<b>Human/Environment Interaction</b>	
<b>SS 2.3.5 Students will identify the relationship between humans and the physical environment.</b>	
SS 2.3.5.a Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities	<b>SE:</b> Weather and Climate, 104–107 <b>TG:</b> Active Reading & Lesson Summary pages 77–79
SS 2.3.5.b Identify Earth's natural resources (e.g., minerals, air, land, water, soil)	<b>SE:</b> Earth's Resources, 114–117 <b>TG:</b> Active Reading & Lesson Summary pages 85–87
SS 2.3.5.c Identify how humans and the physical environment interact (e.g., choice of building materials, variations in agricultural practices, land use modifications, fish, forestry, and wildlife management)	<b>SE:</b> Our Environment, 108–111, Earth's Resources, 114–117; Moving Ideas, People, and Things, 118–121 <b>TG:</b> Active Reading & Lesson Summary pages 80–82, 85–87, 88–90
<b>Application of Geography to Issues and Events</b>	
<b>SS 2.3.6 Students will use geographic skills to make connections.</b>	
SS 2.3.6.a Identify how you might apply geographic knowledge or techniques to solve a problem (e.g., use global positioning system (GPS) navigation for shortest route to school; map destinations for family vacation to determine the best order to visit)	<b>SE:</b> Got It? 103, 107, 111, 117; Review and Assessment, 122–125 <b>TG:</b> Active Reading & Lesson Summary pages 91–93
<b>History</b>	
<b>K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</b>	
<b>Chronological Thinking</b>	
<b>Grade 2 (Neighborhood)</b>	
<b>SS 2.4.1 Students will describe and apply chronological relationships and patterns.</b>	
SS 2.4.1.a Identify concepts of time and chronology (e.g., past, present, future, months, years)	<b>SE:</b> Life Then and Now, 162–165; Reading a Timeline, 166–167 <b>TG:</b> Active Reading & Lesson Summary pages 124–126, 127–128; Make a Timeline, 128
SS. 2.4.1.b Identify calendar time in years.	<b>SE:</b> Envision It! (calendar and identifying specials) 140–141

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SS 2.4.1.c List and describe neighborhood events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	<b>SE:</b> Opportunities to address this objective may be found with the following: Envision It! (calendar and identifying specials), 140–141
SS 2.4.1.d Describe how individuals, events, and ideas have changed neighborhoods, past and present ( e.g., Building a new school, park)	<b>SE:</b> Communities Then and Now, 164; Communities Change, 164–165 <b>TG:</b> Active Reading & Lesson Summary page 126
<b>Historical Comprehension</b>	
<b>SS 2.4.2 Students will describe the development of people, events, ideas, and symbols over time.</b>	
SS 2.4.2.a Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, patriotism, the White House, Independence Day)	<b>SE:</b> The First Americans, 172–175; America's Early Settlers, 176–179; A Growing Nation, 180–183; Technology Then and Now, 184–187; Review and Assessment, 193; myStory Book: How does life change throughout history?, 197 <b>TG:</b> Active Reading & Lesson Summary pages 132, 133, 134, 135, 136, 137, 141, 142, 143, 148, 151
SS 2.4.2.b Describe how their neighborhood has changed over the course of time using maps and other artifacts	<b>SE:</b> For related material see: Communities Then and Now, 164; Communities Change, 164–165 <b>TG:</b> Active Reading & Lesson Summary page 126
<b>Multiple Perspectives</b>	
<b>SS 2.4.3 Students will identify multiple perspectives of events.</b>	
SS 2.4.3.a Use more than one source to gather details about the same event (e.g., school/neighborhood events)	<b>SE:</b> Learning About the Past (using sources), 168–171; Review and Assessment, 194 <b>TG:</b> Interview Family Members, 128, 140; Analyze Primary and Secondary Sources, 131
<b>Historical Analysis and Interpretation</b>	
<b>SS 2.4.4 Students will identify past and current events, issues, and problems.</b>	
SS 2.4.4.a Identify how decisions affected events in the neighborhood (e.g., <i>Why was a park built in a particular spot?</i> )	<b>SE:</b> For related material see: Got it? 165



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SS 2.4.4.b Describe the relationships among personal and historical events (i.e., current events)	<b>SE:</b> Opportunities to address this objective may be found with the following: myStory Spark, 158; Life Then and Now, 162–165; Reading a Timeline, 166–167; Cherokee History, 174–175; America’s Early Settlers, 176–179; Technology Then and Now, 184–187; Review and Assessment, 193, 194; myStory Book: How does life change throughout history?, 197 <b>TG:</b> Active Reading & Lesson Summary pages 122, 124, 125, 126, 127, 134, 135, 136, 137, 141, 142, 143, 148, 150, 151
<b>Historical Research Skills</b>	
<b>SS 2.4.5 Students will develop historical research skills.</b>	
SS 2.4.5.a Develop questions about their neighborhood history	<b>SE:</b> For related material see: Communities Then and Now, 164; Communities Change, 164–165; Got it? 165 <b>TG:</b> Active Reading & Lesson Summary page 126
SS 2.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying titles and authors of books from which they took information)	<b>SE:</b> Learning About the Past (using sources), 168–171; Review and Assessment, 194 <b>TG:</b> Active Reading & Lesson Summary pages 129, 130, 150; Oral Report, 26, 52, 108, 123; Interview Family Members, 128, 140; Analyze Primary and Secondary Sources, 131
SS 2.4.5.c Gather historical information about their neighborhood (e.g., ask questions of a guest speaker in the classroom)	<b>SE:</b> For related material see: Communities Then and Now, 164; Communities Change, 164–165; Got it? 165 <b>TG:</b> Active Reading & Lesson Summary page 126
SS 2.4.5.d Present historical information about their neighborhood (e.g., pictures, posters, and oral/written narratives)	<b>SE:</b> For related material see: Communities Then and Now, 164; Communities Change, 164–165; Got it? 165 <b>TG:</b> Active Reading & Lesson Summary page 126