

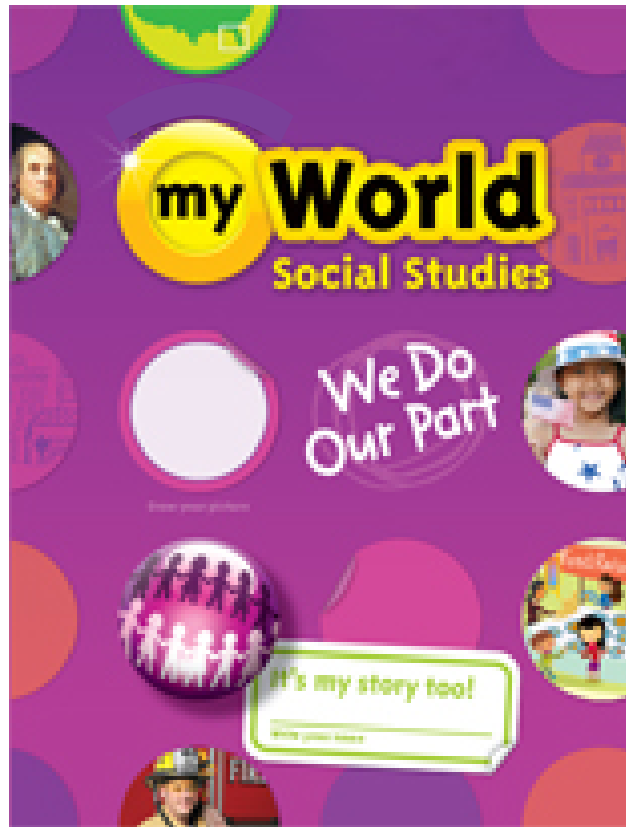
A Correlation of

Savvas

myWorld Social Studies

We Do Our Part

©2013



To the

New York State

Social Studies Framework

Grade 2

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Introduction

Savvas 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 **Savvas myWorld Social Studies** ©2013 meets the New York State Social Studies Framework for Grade 2. Correlation page references are to the Student Worktext and Teacher's Guide.

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

- 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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Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies We Do Our Part, Grade 2, ©2013
Reading Standards for Informational Text	
Key Ideas and Details	
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>SE: Got It?, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; Review and Assessment, 42–44, 78–80, 122–124, 154–156, 194–196</p> <p>TG: Ask Questions, 47, 126, 148; also see: Check Comprehension, 3, 6, 11, 12, 14, 15, 19, 20, 22, 23, 25, 38, 41, 47, 51, 54, 55, 67, 68, 72, 73, 75, 76, 78, 79, 81, 86, 87, 89, 90, 99, 102, 103, 107, 108, 110, 114, 122, 125, 126, 130, 131, 133, 134, 136, 137, 139, 140, 142, 143, 147, 148</p>
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<p>SE: Reading Skills (lesson): Main Idea and Details, 68–69; also see: Main Idea and Details (within text), 3, 15, 23, 25, 31, 41, 53, 57, 59, 61, 67, 70, 77, 79, 87, 92, 99, 103, 130, 135, 143, 144, 151, 169, 173, 193; Envision It!, 14–15, 20–21, 24–25, 30–31, 34–35, 38–39, 50–51, 54–55, 58–59, 64–65, 70–71, 74–75, 86–87, 90–91, 96–97, 100–101, 104–105, 108–109, 114–115, 118–119, 130–131, 134–135, 140–141, 144–145, 148–149, 162–163, 168–169, 172–173, 176–177, 180–181, 184–185, 190–191</p> <p>TG: Main Ideas and Details, 32, 35, 39, 41, 46, 52; also see: Check Comprehension, 3, 6, 11, 12, 14, 15, 19, 20, 22, 23, 25, 38, 41, 47, 51, 54, 55, 67, 68, 72, 73, 75, 76, 78, 79, 81, 86, 87, 89, 90, 99, 102, 103, 107, 108, 110, 114, 122, 125, 126, 130, 131, 133, 134, 136, 137, 139, 140, 142, 143, 147, 148</p>

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3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p>SE: Reading Skills (lessons): Drawing Conclusions, 28–29, Cause and Effect, 112–113, Compare and Contrast, 138–139; also see: Draw Conclusions (within text), 2, 17, 20, 27, 33, 37, 39, 43, 52, 67, 73, 76, 93, 100, 115, 165, 185, Cause and Effect (within text), 4, 27, 54, 96, 104, 107, 117, 118, 121, 123, 147, 183; Compare and Contrast, 5, 89, 109, 133, 137, 143, 147, 151, 154, 177</p> <p>TG: Make Connections, 6, 19, 25, 32, 36, 38, 41, 42, 46, 64, 64, 72, 82, 86, 87, 96, 99, 100, 108, 122, 136, 140, 147; Cause and Effect, 35, 51, 54, 64, 67, 76, 78, 81, 82, 86, 90, 102, 108, 110, 113, 136, 139, 140</p>
Craft and Structure	
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p>SE: Vocabulary Preview, 8–9, 12–13, 48–49, 84–85, 128–129, 160–161; Vocabulary, 15, 21, 25, 31, 35, 39, 51, 55, 59, 65, 71, 75, 87, 91, 97, 101, 105, 109, 115, 119, 131, 135, 141, 145, 149, 163, 169, 173, 177, 181, 185, 191</p> <p>TG: Academic Vocabulary, 7, 11, 14, 19, 23, 25, 35, 39, 41, 46, 47, 51, 55, 96, 100, 111, 125, 137; Support English Language Learners, 4, 6, 11, 14, 19, 22, 25, 28, 33, 35, 38, 41, 46, 51, 54, 57, 62, 64, 67, 72, 75, 78, 81, 86, 89, 92, 97, 99, 102, 107, 110, 113, 118, 123, 125, 130, 133, 136, 139, 142, 147, 150</p>
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<p>SE: Graph Skills: Reading a Flow Chart, 62–63, Using Graphic Sources, 152–153; Learning About the Past (using sources), 168–171; also see: Envision It!, 14–15, 20–21, 24–25, 30–31, 34–35, 38–39, 50–51, 54–55, 58–59, 64–65, 70–71, 74–75, 86–87, 90–91, 96–97, 100–101, 104–105, 108–109, 114–115, 118–119, 130–131, 134–135, 140–141, 144–145, 148–149, 162–163, 168–169, 172–173, 176–177, 180–181, 184–185, 190–191; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197</p> <p>TG: Research, 26, 36, 52, 70, 79, 108, 123, 134, 140, 148; Categorize/Sorting Pictures, 114, 116; Sorting Primary and Secondary Sources, 131</p>

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6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<p>SE: Reading Skills (lesson): Drawing Conclusions, 28–29, Main Idea and Details, 68–69; also see: Draw Conclusions (within text), 2, 17, 20, 27, 33, 37, 39, 43, 52, 67, 73, 76, 93, 100, 115, 165, 185; Main Idea and Details (within text), 3, 15, 23, 25, 31, 41, 53, 57, 59, 61, 67, 70, 77, 79, 87, 92, 99, 103, 130, 135, 143, 144, 151, 169, 173, 193; myStory Spark, 10, 46, 82, 126, 158</p> <p>TG: Main Ideas and Details, 32, 35, 39, 41, 46, 52; also see: Check Comprehension, 3, 6, 11, 12, 14, 15, 19, 20, 22, 23, 25, 38, 41, 47, 51, 54, 55, 67, 68, 72, 73, 75, 76, 78, 79, 81, 86, 87, 89, 90, 99, 102, 103, 107, 108, 110, 114, 122, 125, 126, 130, 131, 133, 134, 136, 137, 139, 140, 142, 143, 147, 148</p>
Integration of Knowledge and Ideas	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>SE: Graph Skills: Reading a Flow Chart, 62–63, Using Graphic Sources, 152–153, Reading a Timeline, 166–167; also see: Envision It!, 14–15, 20–21, 24–25, 30–31, 34–35, 38–39, 50–51, 54–55, 58–59, 64–65, 70–71, 74–75, 86–87, 90–91, 96–97, 100–101, 104–105, 108–109, 114–115, 118–119, 130–131, 134–135, 140–141, 144–145, 148–149, 162–163, 168–169, 172–173, 176–177, 180–181, 184–185, 190–191</p> <p>TG: Analyze Visuals, 3, 6, 11, 14, 15, 26, 35, 38, 46, 54, 55, 61, 64, 68, 81, 90, 96, 100, 122, 125, 130, 134, 137, 139, 142; Analyze Maps, 23, 52, 65, 67, 73, 76, 79, 87, 89, 113, 133; Analyze Charts, 39, 54, 86; Analyze Images, 107; Categorize/Sorting Pictures, 114, 116</p>
8. Describe how reasons support specific points the author makes in a text.	<p>SE: Reading Skills (lesson): Fact and Opinion, 6–7; also see: Fact and Opinion, 35, 165, 171, 175, 179, 182, 187, 188–189, 193, 196</p> <p>TG: Distinguish Fact and Opinion, 90, 122, 126, 131, 134, 137, 140, 143, 145, 147; Analyze Primary and Secondary Sources, 131; also see: Main Ideas and Details, 32, 35, 39, 41, 46, 52</p>

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9. Compare and contrast the most important points presented by two texts on the same topic.	SE: Learning About the Past (using sources), 168–171; also see: Reading Skills: Compare and Contrast, 5, 89, 109, 133, 137, 138, 143, 147, 151, 154, 177 TG: Compare and Contrast, 6, 7, 19, 22, 36, 42, 55, 61, 67, 72, 73, 75, 76, 79, 81, 96, 99, 100, 103, 107, 111, 113, 114, 133, 140, 142; Analyze Primary and Secondary Sources, 131
Range of Reading and Level of Text Complexity	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE: myStory Spark, 10, 46, 82, 126, 158; Reading Skills (lessons), 28–29, 68–69, 112–113, 138–139, 188–189; Got It?, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; Review and Assessment, 42–44, 78–80, 122–124, 154–156, 194–196 TG: Leveled Reader, 2, 31, 60, 95; also see also see Differentiated Instruction activities in every lesson that allow students to learn social studies knowledge and skills at their own level. Key: L1: Special Needs L2: Extra Support L3: On-level L4: Challenge Research, 26: L2-4, 36: L1-4, 52: L1-L4, 70: L1-L4, 79: L1-L4, 108: L1-L4, 123: L1-L4, 134: L2-L4, 140: L2-L4, 148: L2-L4
Writing Standards	
Text Types and Purposes	
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	SE: Writing process, 8; myStory Ideas (opinions), 23, 53, 77, 147; myStory Book: Draw picture showing what freedom means to you, write caption, 197 TG: Differentiated Instruction: Print advertisement, 7

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<p>2. Write informative/explanatory texts in which they introduce a topic, use facts, and definitions to develop points, and provide a concluding statement or section.</p>	<p>SE: Writing process, 8; myStory Book, 45, 81, 125, 157, 197; myStory Ideas (informative/explanatory), 17, 27, 33, 37, 41, 57, 61, 67, 73, 89, 93, 99, 103, 107, 111, 117, 121, 133, 137, 151, 165, 171, 175, 179, 183, 187, 193; Drawing Conclusions (write), 29 TG: Differentiated Instruction: Interview questions and answers (write), 47, 137, Write (explain), 55, Informative Paragraph, 145, 148, News Article, 103, Compare and Contrast Paragraph, 105 Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149</p>
<p>3. Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.</p>	<p>SE: Writing process, 8; myStory Ideas (narrative), 61, 143, 147; also see: Graph Skills: Reading a Timeline (create your own), 167 TG: Differentiated Instruction: Tall Tale, 111</p>
<p>Production and Distribution of Writing</p>	
<p>4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>SE: Writing process, 8; myStory Ideas, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Book, 45, 81, 125, 157, 197 TG: Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149; Differentiated Instruction: Writing Activities, 4, 7, 9, 12, 15, 20, 23, 26, 36, 39, 42, 44, 47, 49, 55, 73, 79, 84, 87, 100, 103, 105, 111, 116, 126, 137, 143, 145, 148</p>

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5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	SE: 21 st Century Learning Online Tutor, 9; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197 TG: Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149
Research to Build and Present Knowledge	
6. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	SE: 21 st Century Learning Online Tutor, 9; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197; also see: Learning About the Past (using sources), 168–171 TG: Differentiated Instruction: Research, 36, 52, 70, 79, 108, 123, 134, 140, 148; Library/Computer Resources, 26
7. Recall information from experiences or gather information from provided sources to answer a question.	SE: Writing process, 8; myStory Ideas, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197; also see: Learning About the Past (using sources), 168–171 TG: Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149; Differentiated Instruction: ,7: L4, 9: L4, 12: L4, 15: L1-L4, 20: L2-L4, 23: L1-L4, 26: L2-L4, 36: L1-L4, 39: L1-L4, 42: L1-L4, 44: L1-L4, 47: L2-L4, 49: L1-L4, 55: L1-L4, 73: L1-L4, 79: L1-L4, 84: L2-L4, 87: L2-L4, 100: L1-L4, 103: L1-L4, 105: L1-L4, 111: L1-L4, 116: L1-L4, 126: L2-L4, 137: L2-L4, 143: L2-L4, 145: L2-L4, 148: L2-L4

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Speaking and Listening Standards	
Comprehension and Collaboration	
<p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>d. Seek to understand and communicate with individuals from different cultural backgrounds.</p>	<p>Many opportunities exist in Savvas <i>myWorld Social Studies</i> for academic discussion in individual, small group, and whole class settings. These discussion activities allow students to explain their own ideas and understand the ideas of others.</p> <p>SE: Collaboration and Creativity: Taking Action, 18-19; School Rules, 24; also see: myStory Spark, 10, 46, 82, 126, 158</p> <p>TG: Big Question, 3, 29, 32, 58, 61, 93, 119, 122, 151; Discuss/Share, 4, 12, 15, 23, 33, 36, 39, 42, 44, 49, 49, 52, 55, 62, 65, 68, 70, 76, 79, 82, 84, 87, 90, 97, 100, 103, 105, 108, 111, 114, 116, 123, 126, 128, 131, 134, 137, 140, 143, 145, 148</p>
<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>SE: For related material see: Reading Skills (lesson): Main Idea and Details, 68–69; also see: Main Idea and Details (within text), 3, 15, 23, 25, 31, 41, 53, 57, 59, 61, 67, 70, 77, 79, 87, 92, 99, 103, 130, 135, 143, 144, 151, 169, 173, 193</p> <p>TG: Role-Play/Drama, 9, 26, 55, 103, 105, 108; Oral Report, 26, 52, 108, 123; Interview Family Members, 128, 140; also see: Discuss/Share, 4, 12, 15, 23, 33, 36, 39, 42, 44, 49, 49, 52, 55, 62, 65, 68, 70, 76, 79, 82, 84, 87, 90, 97, 100, 103, 105, 108, 111, 114, 116, 123, 126, 128, 131, 134, 137, 140, 143, 145, 148</p>

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3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<p>SE: For related material see: myStory Ideas (Big Question), 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Book (Big Question), 45, 81, 125, 157, 197</p> <p>TG: Big Question, 3, 29, 32, 58, 61, 93, 119, 122, 151; Discuss/Share, 4, 12, 15, 23, 33, 36, 39, 42, 44, 49, 49, 52, 55, 62, 65, 68, 70, 76, 79, 82, 84, 87, 90, 97, 100, 103, 105, 108, 111, 114, 116, 123, 126, 128, 131, 134, 137, 140, 143, 145, 148; Interview Family Members, 128, 140</p>
Presentation of Knowledge and Ideas	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p>SE: For related material see: myStory Ideas (Big Question), 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Book (Big Question), 45, 81, 125, 157, 197</p> <p>TG: Big Question, 3, 29, 32, 58, 61, 93, 119, 122, 151; Differentiated Instruction: Oral Report, 26, 52, 108, 123</p>
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<p>SE: For related material see: Begin with a Song, 11, 47, 83, 127, 159; also see: Envision It!, 14–15, 20–21, 24–25, 30–31, 34–35, 38–39, 50–51, 54–55, 58–59, 64–65, 70–71, 74–75, 86–87, 90–91, 96–97, 100–101, 104–105, 108–109, 114–115, 118–119, 130–131, 134–135, 140–141, 144–145, 148–149, 162–163, 168–169, 172–173, 176–177, 180–181, 184–185, 190–191</p> <p>TG: My World and Me, 3, 29, 58, 93, 119, 151; Draw, 7, 12, 15, 20, 36, 39, 44, 55, 73, 73, 76, 79, 84, 100, 128, 143</p>

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<p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>SE: For related material see: myStory Ideas (Big Question), 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 111, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Book (Big Question), 45, 81, 125, 157, 197</p> <p>TG: Big Question, 3, 29, 32, 58, 61, 93, 119, 122, 151; Differentiated Instruction: Discuss/Share, 4: L1-L4; 12: L1-L4; 15: L1-L4; 23: L1-L4; 33: L1-L4; 36: L1-L4; 39: L1-L4; 42: L1-L4; 44: L1-L4; 49: L1-L4; 52: L1-L4; 55: L1-L4; 62: L1-L4; 65: L1-L4; 68: L1-L4; 70: L1-L4; 76: L1-L4; 79: L1-L4; 82: L1-L4; 84: L2-L4, 87: L2-L4, 90: L2-L4, 97: L1-L4; 100: L1-L4; 103: L1-L4; 105: L1-L4; 108: L1-L4; 111: L1-L4; 114: L1-L4; 116: L1-L4; 123: L1-L4; 126: L2-L4, 128: L2-L4, 131: L2-L4, 134: L2-L4, 137: L2-L4, 140: L2-L4, 143: L2-L4, 145: L2-L4, 148: L2-L4, Oral Report, 26, 52: L1-L4; 108: L1-L4; 123; Interview Family Members, 128, 140</p>

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A. Gathering, Using, and Interpreting Evidence	
1. Develop questions about the community.	SE: myStory Spark, 158; Got it? & myStory Ideas, 165 TG: Active Reading & Lesson Summary pages, 122, 126
2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).	SE: Graph Skills: Reading a Flow Chart, 62–63, Using Graphic Sources, 152–153, Reading a Timeline, 166–167; All About Maps, 90–93; Artifacts, 132; Learning About the Past (using sources), 168–171; Review and Assessment, 194 TG: Active Reading & Lesson Summary pages, 43, 44, 66–68, 115, 116, 127, 128, 129, 130, 150; Oral Report, 26, 52, 108, 123; Interview Family Members, 128, 140; Analyze Primary and Secondary Sources, 131
3. Identify and explain creation and/or authorship, purpose, and format for evidence.	SE: Learning About the Past (using sources), 168–171; Review and Assessment, 194 TG: 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
4. Identify arguments of others.	SE: Reading Skills: Fact and Opinion, 188–189 TG: Active Reading & Lesson Summary pages, 144, 145
5. Recognize arguments and identify evidence.	SE: Reading Skills: Fact and Opinion, 188–189; also see: Learning About the Past (using sources), 168–171; Review and Assessment, 194 TG: Active Reading & Lesson Summary pages, 129, 130, 144, 145, 150; Oral Report, 26, 52, 108, 123; Interview Family Members, 128, 140; Analyze Primary and Secondary Sources, 131

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6. Create an understanding of the past by using primary and secondary sources.	SE: Learning About the Past (using sources), 168–171; Review and Assessment, 194 TG: 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
B. Chronological Reasoning and Causation	
1. Retell a community event in sequential order.	SE: myStory Spark, 158; Got it? & myStory Ideas, 165 TG: Active Reading & Lesson Summary pages, 122, 126
2. Understand the concept of time measurements including minutes, hours, days, weeks, months, years.	SE: Reading a Timeline, 166–167 TG: Active Reading & Lesson Summary pages, 127–128
3. Identify causes and effects using examples from his/her family life or from the community.	SE: Reading Skills (lessons): Cause and Effect, 112–113; also see: Cause and Effect (within text), 4, 27, 54, 96, 104, 107, 117, 118, 121, 123, 147, 183 TG: Cause and Effect, 35, 51, 54, 64, 67, 76, 78, 81, 82, 86, 90, 102, 108, 110, 113, 136, 139, 140
4. Identify change over time in his/her community.	SE: myStory Spark, 158; Unlock the Big Question, 163; Communities Then and Now, 164; Communities Change, 164–165; Home Life Then and Now, 184 TG: Active Reading & Lesson Summary pages, 122, 125, 126, 141, 142
5. Identify events of the past, present, and future in his/her community.	SE: Communities Then and Now, 164; Communities Change, 164–165; Learning About the Past, 168–171; 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 TG: Active Reading & Lesson Summary pages, 126, 129–131, 132, 133, 134, 135, 136, 137, 141–143, 148, 151

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6. Recognize and identify patterns of continuity and change in his/her community.	SE: myStory Spark, 158; Unlock the Big Question, 163; Communities Then and Now, 164; Communities Change, 164–165; Home Life Then and Now, 184 TG: Active Reading & Lesson Summary pages, 122, 125, 126, 141, 142
C. Comparison and Contextualization	
1. Identify similarities and differences between communities.	SE: Cultures in Our Country, 134–137; Reading Skills: Compare and Contrast, 138–139; Two Cultures, 148–151 TG: Active Reading & Lesson Summary pages, 101–103, 104, 105, 112–114
2. Identify similarities and differences between his/her community and other communities.	SE: Reading Skills: Compare and Contrast, 138–139; Graph Skills: Using Graphic Sources (comparing countries and cultures), 152–153; myStory Book, 157 TG: Active Reading & Lesson Summary pages, 104, 105, 115, 116, 119
3. Describe an event in his/her community.	SE: What We Celebrate, 140–143; Review and Assessment, 155 TG: Active Reading & Lesson Summary pages, 106–108, 118
4. Recognize the relationships between geography, economics, and history in his/her community.	SE: Communities Then and Now, 164; Communities Change, 164–165; Graph Skills: Reading a Timeline, 166–167; Learning About the Past, 168–171; 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 TG: Active Reading & Lesson Summary pages, 126, 128, 129–131, 132, 133, 134, 135, 136, 137, 141–143, 148, 151

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<p>5. Describe a historical development in his/her community with specific details including time and place.</p>	<p>SE: Graph Skills: Reading a Timeline, 166–167; Learning About the Past, 168–171; The First Americans, 172–175; America's Early Settlers, 176–179; A Growing Nation, 180–183; Review and Assessment, 193; myStory Book: How does life change throughout history?, 197 TG: Active Reading & Lesson Summary pages, 126, 128, 129–131, 132, 133, 134, 135, 136, 137, 148, 151</p>
<p>D. Geographic Reasoning</p>	
<p>1. Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.</p>	<p>SE: United States Capitals, 36; Maps Show Locations, 88; All About Maps, 90–93; Using a Map Scale, 94–95; The United States (Physical), 102; Political Maps, 103; United States Climate Regions, 106; Three Texas Resources, 116; Tennessee Road Map, 119; Going West, 181 TG: 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</p>
<p>2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).</p>	<p>SE: Deciding What to Produce, 59; Resources, 60–61; Our Earth, 96–99; Landforms and Bodies of Water, 100–103; Weather and Climate, 104–107; Earth's Resources, 114–117; Moving Ideas, People, and Things, 118–121; Review and Assessment, 123, 124; myStory Book: What is the world like?, 125; Cultures in Our Country, 134–137; Two Cultures, 148–151; Using Graphic Sources, 152–153; Review and Assessment, 154; Technology Then and Now, 184–187 TG: Active Reading & Lesson Summary pages, 41, 42, 71, 72, 73, 74, 75, 76, 77, 78, 79, 85, 86, 87, 88, 89, 90, 92, 93, 101, 102, 103, 112, 113, 114, 115, 116, 118, 141, 142, 143</p>

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3. Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.	SE: Deciding What to Produce, 59; Resources, 60–61; Our Environment, 108–111; Earth’s Resources, 114–117 TG: Active Reading & Lesson Summary pages, 40, 41, 42, 80, 81, 82, 85, 86, 87
4. Recognize a process that applies to population and a resulting pattern.	SE: Cultures in Our Country, 134–137; Reading a Timeline: Austin’s Community Timeline, 166–167; The First Americans, 172–175; America’s Early Settlers, 176–179; Review and Assessment, 194 TG: Active Reading & Lesson Summary pages, 101, 102, 103, 127, 128, 132, 133, 134, 135, 136, 137, 150
5. Describe how human activities alter places in a community.	SE: Our Environment, 108–111; Earth’s Resources, 114–117 TG: Active Reading & Lesson Summary pages, 80, 81, 82, 85, 86, 87
E. Economics and Economic Systems	
1. Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.	SE: Scarce Resources, 52; also see: Making Good Choices, 54–57; Making Choices About Money, 74–77; Review and Assessment, 78, 80 TG: Active Reading & Lesson Summary pages, 36, 37, 38, 39, 53, 54, 55, 57, 58
2. Describe the resources used to produce goods and provide services in the local community.	SE: Producing and Consuming Goods, 58–61; Reading a Flow Chart, 62; Service Workers and Their Jobs, 64–67; Trade in the United States, 72 TG: Active Reading & Lesson Summary pages, 41, 42, 43, 44, 45, 46, 47, 52
3. Describe the role of banks, saving, and borrowing in the economy.	SE: Making Choices About Money, 74–77; Review and Assessment, 80 TG: Active Reading & Lesson Summary pages, 53– 55, 58

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4. Describe the goods and services that people in the local community produce and those that are produced in other communities.	SE: Producing and Consuming Goods, 58–61; Reading a Flow Chart, 62; Service Workers and Their Jobs, 64–67; Trade in the United States, 72 TG: Active Reading & Lesson Summary pages, 41, 42, 43, 44, 45, 46, 47, 52
5. Identify goods and services that government provides; explore the concept of taxes.	SE: Community & State Government (taxes and services), 30–31 TG: Active Reading & Lesson Summary pages, 19
F. Civic Participation	
1. Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.	SE: Collaboration and Creativity: Taking Action, 18–19; Conflict and Cooperation, 22–23; We Follow Rules and Laws, 24–27 TG: Active Reading & Lesson Summary pages, 8, 9, 12, 13–15
2. Participate in activities that focus on a classroom, school, or community issue or problem.	SE: Collaboration and Creativity: Taking Action, 18–19; myStory Book: How people best cooperate? (fixing a community problem), 45 TG: Active Reading & Lesson Summary pages, 8, 9, 29
3. Identify different political systems.	SE: Our Government, 30–33; Thirteen Colonies, One Country, 178–179; Not All Free, 182; Heroes Make a Difference, 191 TG: Active Reading & Lesson Summary pages, 18–20, 137, 140, 147
4. Identify the role of the individual in classroom, school, and community participation.	SE: Ways to Be a Good Citizen, 14; Good Citizens at School, 15; Citizens in the Community, 16–17; Collaboration and Creativity: Taking Action, 18–19; Our Rights as Citizens, 20–23; We Follow Rules and Laws, 24–27; Review and Assessment, 42; myStory Book: How do people best cooperate?, 45 TG: Active Reading & Lesson Summary pages, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 28, 29

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5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	SE: Collaboration and Creativity: Taking Action, 18–19; Conflict and Cooperation, 22–23; myStory Book: How people best cooperate? (fixing a community problem), 45 TG: Active Reading & Lesson Summary pages, 8, 9, 12, 13–15, 29
6. Identify situations in which social actions are required.	SE: Collaboration and Creativity: Taking Action, 18–19; Remembering Community Leaders, 142–143; American Heroes, 190–193 TG: Active Reading & Lesson Summary pages, 8, 9, 108, 146–148
7. Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities.	SE: United States Government, 32–33; Our Leaders, 34–37 TG: Active Reading & Lesson Summary pages, 20, 21–23
8. Identify rights and responsibilities within the classroom, school, and community.	SE: Ways to Be a Good Citizen, 14; Good Citizens at School, 15; Citizens in the Community, 16–17; Collaboration and Creativity: Taking Action, 18–19; Our Rights as Citizens, 20–23; We Follow Rules and Laws, 24–27; Review and Assessment, 42; myStory Book: How do people best cooperate?, 45 TG: Active Reading & Lesson Summary pages, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 28, 29

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Grade 2: My Community and Other Communities	
<p>“My Community and Other Communities” is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies and may be presented in any order. Students study their local community and learn about characteristics that define urban, suburban, and rural communities.</p> <p>Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their impact are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities.</p>	
<i>Individual Development and Cultural Identity</i>	
2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.	
2.1a An urban community, or city, is characterized by dense population and land primarily occupied by buildings and structures used for residential and business purposes.	SE: Urban and suburban environments, 108–109 TG: Active Reading & Lesson Summary pages, 81
2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.	SE: Urban and suburban environments, 108–109 TG: Active Reading & Lesson Summary pages, 81
2.1c Rural communities are characterized by a large expanse of open land and significantly lower populations than urban or suburban areas.	SE: Deciding What to Produce, 59; Resources, 60–61; Earth’s Resources, 114–117; Life Then and Now, 184; Transportation Then and Now, 185 TG: Active Reading & Lesson Summary pages, 41, 42, 85, 86, 87, 89, 90, 93, 142
➤ Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live.	SE: Deciding What to Produce (farming), 59; Resources, 60–61; Our Environment (suburban and urban environments), 108–111; Earth’s Resources, 114–117; Life Then and Now, 184; Transportation Then and Now, 185 TG: Active Reading & Lesson Summary pages, 41, 42, 80, 81, 82, 85, 86, 87, 89, 90, 93, 142

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<p>➤ By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term “population density” and how it applies to different communities.</p>	<p>SE: Places Where We Live, 83; Urban and suburban environments, 108–109 TG: Active Reading & Lesson Summary pages, 81, 82</p>
<p>2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity.</p>	<p>SE: Our Environment (suburban and urban environments), 108–111; Culture is Our Way of Life, 130–131; Two Cultures, 148–151; Immigrants, 180, 182–183 TG: Active Reading & Lesson Summary, 80, 81, 82, 99, 112, 113, 114, 138, 139, 140</p>
<p>➤ Students will identify activities that are available in each community type and discuss how those activities affect the people living in that community.</p>	<p>SE: Our Environment (suburban and urban environments), 108–111; Culture is Our Way of Life, 130–131; Two Cultures, 148–151; Immigrants, 180, 182–183 TG: Active Reading & Lesson Summary, 80, 81, 82, 99, 112, 113, 114, 138, 139, 140</p>
<p>2.2 People share similarities and differences with others in their own community and with other communities.</p>	
<p>2.2a People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.</p>	<p>SE: Our Environment (suburban and urban environments), 108–111; Culture is Our Way of Life, 130–131; Cultures in Our Country, 134–137; Two Cultures, 148–151; Immigrants, 180, 182–183 TG: Active Reading & Lesson Summary, 80, 81, 82, 99, 101–103, 112, 113, 114, 138, 139, 140</p>
<p>➤ Students will examine the ethnic and/or cultural groups represented in their classroom.</p>	<p>SE: Got it?, 133; Cultures in Our Country, 134–137; myStory Book, 157 TG: Active Reading & Lesson Summary, 80, 100, 101–103, 119</p>
<p>➤ Students will explore the cultural diversity of their local community by identifying activities that have been introduced by different culture groups.</p>	<p>SE: Culture is Our Way of Life, 130–131; Cultures in Our Country, 134–137; Two Cultures, 148–151; Immigrants, 180, 182–183 TG: Active Reading & Lesson Summary, 80, 99, 101–103, 112, 113, 114, 138, 139, 140</p>

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<ul style="list-style-type: none"> ➤ Students will identify community events that help promote a common community identity. 	SE: What We Celebrate, 140–143; Review and Assessment, 155 TG: Active Reading & Lesson Summary pages, 106–108, 118
2.2b A community is strengthened by the diversity of its members with ideas, talents, perspectives, and cultures that can be shared across the community.	SE: Cultures in Our Country, 134–137; Two Cultures, 148–151; Immigrants, 180, 182–183 TG: Active Reading & Lesson Summary, 80, 101–103, 112, 113, 114, 138, 139, 140
<ul style="list-style-type: none"> ➤ Students will explore how different ideas, talents, perspectives, and culture are shared across their community. 	SE: Cultures in Our Country, 134–137; Two Cultures, 148–151; Immigrants, 180, 182–183 TG: Active Reading & Lesson Summary, 80, 101–103, 112, 113, 114, 138, 139, 140
2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.	
2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.	SE: 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; Our Government, 30–33; Remembering Community Leaders, 142–143 TG: Active Reading & Lesson Summary pages, 5, 6, 7, 8, 9, 10, 11, 12, 18–20, 108
<ul style="list-style-type: none"> ➤ Students will explore democratic principles such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community. 	SE: 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; Our Government, 30–33; Remembering Community Leaders, 142–143 TG: Active Reading & Lesson Summary pages, 5, 6, 7, 8, 9, 10, 11, 12, 13–15, 18–20, 108
2.3b Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.	SE: We Follow Rules and Laws, 24–27; Our Government, 30–33 TG: Active Reading & Lesson Summary pages, 13–15, 18–20

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<ul style="list-style-type: none"> ➤ Students will examine the ways in which the government in their community provides order and keeps people safe and how citizens can demonstrate respect for authority. 	SE: We Follow Rules and Laws, 24–27; Our Government, 30–33 TG: Active Reading & Lesson Summary pages, 13–15, 18–20
2.3c The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.	SE: Vote, 21, 30, 34; State Government, 31; United States Government, 32, 33; State Leaders, 35; The United States President, 36–37; Remembering Government Leaders, 142 TG: Active Reading & Lesson Summary, 11, 19, 20, 22, 23, 108
<ul style="list-style-type: none"> ➤ Students will learn about the process of voting and what opportunities adults in the community have for participation. 	SE: Vote, 21, 30, 34 TG: Active Reading & Lesson Summary, 11, 19, 22
<ul style="list-style-type: none"> ➤ Students will participate in voting within the classroom and in school as appropriate. 	SE: Vote, 21, 30, 34 TG: Active Reading & Lesson Summary, 11, 19, 22
2.3d Symbols of American democracy serve to unite community members.	SE: Our Country's Symbols, 38–41; What We Celebrate, 140–143 TG: Active Reading & Lesson Summary pages, 24, 25, 26, 106, 107, 108
<ul style="list-style-type: none"> ➤ Students will examine the symbols of the country including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore. 	SE: Our Country's Symbols, 38–41; What We Celebrate, 140–143 TG: Active Reading & Lesson Summary pages, 24, 25, 26, 106, 107, 108
2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.	
2.4a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.	SE: We Follow Rules and Laws, 24–27; also see: We Are Good Citizens, 14–17 TG: Active Reading & Lesson Summary pages, 13–15
<ul style="list-style-type: none"> ➤ Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them. 	SE: We Follow Rules and Laws, 24–27; also see: We Are Good Citizens, 14–17 TG: Active Reading & Lesson Summary pages, 13–15

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2.4b Communities have leaders who are responsible for making laws and enforcing laws.	SE: We Follow Rules and Laws, 24–27; Our Leaders, 34–37 TG: Active Reading & Lesson Summary pages, 13–15, 21–23
➤ Students will identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws.	SE: We Follow Rules and Laws, 24–27; Our Leaders, 34–37 TG: Active Reading & Lesson Summary pages, 13–15, 21–23
2.4c Citizens provide service to their community in a variety of ways.	SE: Ways to Be a Good Citizen, 14; Good Citizens at School, 15; Citizens in the Community, 16–17; Collaboration and Creativity: Taking Action, 18–19 TG: Active Reading & Lesson Summary pages, 6, 7, 8, 9
➤ Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers).	SE: Ways to Be a Good Citizen, 14; Good Citizens at School, 15; Citizens in the Community, 16–17; Collaboration and Creativity: Taking Action, 18–19 TG: Active Reading & Lesson Summary pages, 6, 7, 8, 9
➤ Students will identify how adults can provide service to the school and the community at large.	SE: Ways to Be a Good Citizen, 14; Good Citizens at School, 15; Citizens in the Community, 16–17; Collaboration and Creativity: Taking Action, 18–19 TG: Active Reading & Lesson Summary pages, 6, 7, 8, 9
2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.	
2.5a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary.	SE: United States Capitals, 36; Maps Show Locations, 88; All About Maps, 90–93; Using a Map Scale, 94–95; The United States (Physical), 102; Political Maps, 103; United States Climate Regions, 106; Our Environment (suburban and urban environments), 108–111; Going West, 181 TG: Active Reading & Lesson Summary pages, 23, 65, 66, 67, 68, 69, 70, 76, 79, 81, 82, 87, 89, 139; Analyze Maps, 52, 65, 73, 113, 133; Map work, 73

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<ul style="list-style-type: none"> ➤ Students will locate their communities on maps and/or globes. 	<p>SE: United States Capitals, 36; Maps Show Locations, 88; All About Maps, 90–93; Using a Map Scale, 94–95; The United States (Physical), 102; Political Maps, 103; United States Climate Regions, 106; Our Environment (suburban and urban environments), 108–111; Going West, 181 TG: Active Reading & Lesson Summary pages, 23, 65, 66, 67, 68, 69, 70, 76, 79, 81, 82, 87, 89, 139; Analyze Maps, 52, 65, 73, 113, 133; Map work, 73</p>
<ul style="list-style-type: none"> ➤ Students will examine how land within a community is used and classify land use as “residential” (used for housing), “industrial” (used to make things), “commercial” (used to provide services), and “recreational” (where people play or do sports). 	<p>SE: Deciding What to Produce (farming), 59; Resources, 60–61; Our Environment (suburban and urban environments), 108–111; Earth’s Resources, 114–117; Life Then and Now, 184; Transportation Then and Now, 185 TG: Active Reading & Lesson Summary pages, 41, 42, 80, 81, 82, 85, 86, 87, 89, 90, 93, 142</p>
<ul style="list-style-type: none"> ➤ Students will create maps including maps that represent their classroom, school, or community, and maps that illustrate places in stories. 	<p>SE: Why We Use Maps, 90; Map Skills: Using a Map Scale, 94–95 TG: Active Reading & Lesson Summary pages, 69, 70</p>
<p>2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.</p>	<p>SE: Deciding What to Produce, 59; Resources, 60–61; Our Earth, 96–99; Landforms and Bodies of Water, 100–103; Our Environment, 108–111; Earth’s Resources, 114–117; Review and Assessment, 123, 124 TG: Active Reading & Lesson Summary pages, 41, 42, 71, 72, 73, 74, 75, 76, 80–82, 85, 86, 87, 92, 93</p>
<ul style="list-style-type: none"> ➤ Students will compare how different communities in their state or nation have developed and explain how physical features of the community affect the people living there. 	<p>SE: Deciding What to Produce, 59; Resources, 60–61; Our Earth, 96–99; Landforms and Bodies of Water, 100–103; Our Environment, 108–111; Earth’s Resources, 114–117; Review and Assessment, 123, 124 TG: Active Reading & Lesson Summary pages, 41, 42, 71, 72, 73, 74, 75, 76, 80–82, 85, 86, 87, 92, 93</p>

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2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.	SE: Deciding What to Produce, 59; Resources, 60–61; Our Environment, 108–111; Earth’s Resources, 114–117; Moving Ideas, People, and Things, 118–121 TG: Active Reading & Lesson Summary pages, 40, 41, 42, 80, 81, 82, 85, 86, 87, 88, 89, 90, 93
➤ Students will explore how humans have positively and negatively impacted the environment of their community through such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks.	SE: Deciding What to Produce, 59; Resources, 60–61; Our Environment, 108–111; Earth’s Resources, 114–117; Moving Ideas, People, and Things, 118–121 TG: Active Reading & Lesson Summary pages, 40, 41, 42, 80, 81, 82, 85, 86, 87, 88, 89, 90, 93
➤ Students will describe the means people create for moving people, goods, and ideas in their communities.	SE: Moving Ideas, People, and Things, 118–121; Review and Assessment, 124 TG: Active Reading & Lesson Summary pages, 88, 89, 90, 93
2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.	SE: Maps Show Locations, 88–89; All About Maps, 90–93; Using a Map Scale, 94–95; Physical Maps, 102; Political Maps, 103 TG: Active Reading & Lesson Summary pages, 63, 65, 66, 67, 68, 69, 76
➤ Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.	SE: Cardinal Directions, 92; Intermediate Directions, 93 TG: Active Reading & Lesson Summary pages, 63
➤ Students will locate the equator, northern and southern hemispheres, and poles on a globe.	SE: Our Earth, 96–99 TG: Active Reading & Lesson Summary pages, 71–73
➤ Students will use maps and legends to identify major physical features such as mountains, rivers, lakes, and oceans of the local community, New York, and the nation.	SE: All About Maps, 90–93; Our Earth, 96–99; Landforms and Bodies of Water, 100–103 TG: Active Reading & Lesson Summary pages, 66–68, 71–73, 74–76

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<i>Time, Continuity, and Change</i>	
2.6 Identifying continuities and changes over time can help understand historical developments.	
2.6a Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.	SE: Graph Skills: Reading a Timeline, 166–167; Learning About the Past, 168–171; The First Americans, 172–175; America's Early Settlers, 176–179; A Growing Nation, 180–183; Review and Assessment, 193; myStory Book: How does life change throughout history?, 197 TG: Active Reading & Lesson Summary pages, 126, 128, 129–131, 132, 133, 134, 135, 136, 137, 148, 151
2.6b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.	SE: Graph Skills: Reading a Flow Chart, 62–63, Using Graphic Sources, 152–153, Reading a Timeline, 166–167; All About Maps, 90–93; Artifacts, 132; Learning About the Past (using sources), 168–171; Review and Assessment, 194 TG: Active Reading & Lesson Summary pages, 43, 44, 66–68, 115, 116, 127, 128, 129, 130, 150; Oral Report, 26, 52, 108, 123; Interview Family Members, 128, 140; Analyze Primary and Secondary Sources, 131
➤ Students will examine continuities and changes over time in their community using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.	SE: Graph Skills: Reading a Flow Chart, 62–63, Using Graphic Sources, 152–153, Reading a Timeline, 166–167; All About Maps, 90–93; Artifacts, 132; Learning About the Past (using sources), 168–171; Review and Assessment, 194 TG: Active Reading & Lesson Summary pages, 43, 44, 66–68, 115, 116, 127, 128, 129, 130, 150; Oral Report, 26, 52, 108, 123; Interview Family Members, 128, 140; Analyze Primary and Secondary Sources, 131
➤ Students will develop a time line for their community including important events, such as when the school was built.	SE: Reading a Timeline, 166–167 TG: Active Reading & Lesson Summary pages, 127–128

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2.7 Cause-and-effect relationships help us recount events and understand historical development.	
2.7a Cause-and-effect relationships help us understand the changes in communities.	SE: Reading Skills (lessons): Cause and Effect, 112–113; also see: Cause and Effect (within text), 4, 27, 54, 96, 104, 107, 117, 118, 121, 123, 147, 183 TG: Cause and Effect, 35, 51, 54, 64, 67, 76, 78, 81, 82, 86, 90, 102, 108, 110, 113, 136, 139, 140
➤ Students will distinguish between cause and effect and will examine changes in their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing population in suburban areas, and reduction of farms).	SE: Reading Skills (lessons): Cause and Effect, 112–113; also see: Cause and Effect (within text), 4, 27, 54, 96, 104, 107, 117, 118, 121, 123, 147, 183 TG: Cause and Effect, 35, 51, 54, 64, 67, 76, 78, 81, 82, 86, 90, 102, 108, 110, 113, 136, 139, 140
Economic Systems	
2.8 Communities face different challenges in meeting their needs and wants.	
2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.	SE: Deciding What to Produce (farming), 59; Resources, 60–61; Our Environment (suburban and urban environments), 108–111; Earth’s Resources, 114–117; Life Then and Now, 184; Transportation Then and Now, 185 TG: Active Reading & Lesson Summary pages, 41, 42, 80, 81, 82, 85, 86, 87, 89, 90, 93, 142
➤ Students will investigate what resources are available in their community and what resources are obtained from neighboring communities.	SE: Deciding What to Produce, 59; Resources, 60–61; Our Environment, 108–111; Earth’s Resources, 114–117 TG: Active Reading & Lesson Summary pages, 40, 41, 42, 80, 81, 82, 85, 86, 87
➤ Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).	SE: Deciding What to Produce (farming), 59; Resources, 60–61; Our Environment (suburban and urban environments), 108–111; Earth’s Resources, 114–117; Life Then and Now, 184; Transportation Then and Now, 185 TG: Active Reading & Lesson Summary pages, 41, 42, 80, 81, 82, 85, 86, 87, 89, 90, 93, 142

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2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.	SE: Trading for Goods and Services, 70–73; Making Choices About Money, 74–77; Review and Assessment, 80 TG: Active Reading & Lesson Summary pages, 50–52, 53– 55, 58
➤ Students will explore economic decision making and the use of money.	SE: Trading for Goods and Services, 70–73; Making Choices About Money, 74–77; Review and Assessment, 80 TG: Active Reading & Lesson Summary pages, 50–52, 53– 55, 58
2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.	SE: Scarce Resources, 52; also see: Making Good Choices, 54–57; Price, 71; Making Choices About Money, 74–77; Review and Assessment, 78, 80 TG: Active Reading & Lesson Summary pages, 36, 37, 38, 39, 51, 53, 54, 55, 57, 58
➤ Students will examine how consumers react to changes in the prices of goods.	SE: Prices, 55, 59, 71 TG: Active Reading & Lesson Summary pages, 38, 41, 51
2.8d Taxes are collected to provide communities with goods and services.	SE: Community & State Government (taxes and services), 30–31 TG: Active Reading & Lesson Summary pages, 19
➤ Students will explore the purpose of taxes and how they are collected in their community.	SE: Community & State Government (taxes and services), 30–31 TG: Active Reading & Lesson Summary pages, 19
2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.	
2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.	SE: Producing and Consuming Goods, 58–61; Reading a Flow Chart, 62; Service Workers and Their Jobs, 64–67; Trade in the United States, 72 TG: Active Reading & Lesson Summary pages, 41, 42, 43, 44, 45, 46, 47, 52

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<ul style="list-style-type: none"> ➤ Students will distinguish between goods and services and identify goods produced in their community. 	SE: Producing and Consuming Goods, 58–61; Reading a Flow Chart, 62; Service Workers and Their Jobs, 64–67; Trade in the United States, 72 TG: Active Reading & Lesson Summary pages, 41, 42, 43, 44, 45, 46, 47, 52
2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police provide services.	SE: Service Workers and Their Jobs, 64–67 TG: Active Reading & Lesson Summary pages, 45, 46, 47
<ul style="list-style-type: none"> ➤ Students will identify different types of jobs performed in their community. 	SE: Service Workers and Their Jobs, 64–67 TG: Active Reading & Lesson Summary pages, 45, 46, 47
<ul style="list-style-type: none"> ➤ Students will explain the services provided by community workers. 	SE: Service Workers and Their Jobs, 64–67 TG: Active Reading & Lesson Summary pages, 45, 46, 47
2.9c At times, neighboring communities share resources and workers to support multiple communities.	SE: Service Workers and Their Jobs, 64–67 Trading for Goods and Services, 70–73 TG: Active Reading & Lesson Summary pages, 45, 46, 47, 50–52
<ul style="list-style-type: none"> ➤ Students will explore how communities share resources and services with other communities. 	SE: Service Workers and Their Jobs, 64–67 Trading for Goods and Services, 70–73 TG: Active Reading & Lesson Summary pages, 45, 46, 47, 50–52