

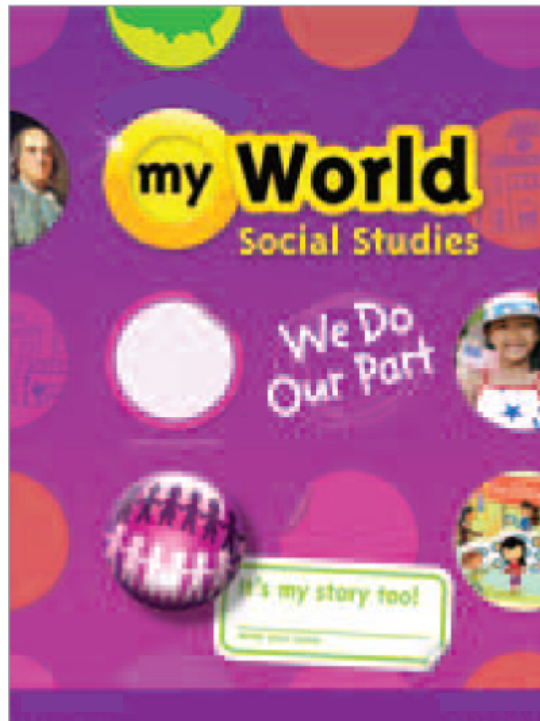
A Correlation of

Savvas

myWorld Social Studies

We Do Our Part

Grade 2, ©2013



To the

College, Career & Civic Life (C3)

Framework for Grades K-2

Social Studies State Standards

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Introduction

This document demonstrates how *myWorld Social Studies, We Do Our Part*, ©2013 meets the C3 Framework for Social Studies State Standards, Grades K-2. Correlation page references are to the Student Edition and Teacher’s Edition. Alignments are cited at the page level.

Everyone has a story. What’s yours?

myWorld Social Studies™ utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that’s easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

Reinforce literacy instruction Every minute spent teaching social studies also reinforces reading and writing instruction.

Reduce prep time Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

Keep it current Teach to the moment using *Savvas’* exclusive *myStory Book Current Events* prompts.

Interactive Student Text

Interactive *Student Worktexts* promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

Student Materials

- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Edition
- 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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myWorld Social Studies We Do Our Part Grade 2, ©2013	C3 Framework for Social Studies State Standards Dimensions
Chapter 1, My Community, My Country	
<p>myStory Spark, How do people best cooperate? SE: 10/TE: 3 Digital Presentations TE: 1, 2</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D1.2.K-2. Identify disciplinary ideas associated with a compelling question. D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom. D2.Civ.14.K-2. Describe how people have tried to improve their communities over time. D4.7.K-2. Identify ways to take action to help address local, regional, and global problems. D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>
<p>Vocabulary Preview SE: 12-13 /TE: 4</p>	<p>D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community. D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school. D2.Civ.5.K-2. Explain what governments are and some of their functions.</p>
<p>Lesson 1, We Are Good Citizens SE: 14-17/TE: 6-7 Got it? Target Skills and Lesson Assessment SE: 17/TE: 7 Digital Presentations TE: 5</p>	<p>D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community. D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom. D2.Civ.14.K-2. Describe how people have tried to improve their communities over time. D4.7.K-2. Identify ways to take action to help address local, regional, and global problems. D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>

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<p>Collaboration and Creativity: Taking Action SE: 18-19/TE: 9 Try it! Student Learning Objective Activity SE: 19/TE: 9 Digital Presentation TE: 8</p>	<p>D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom. D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.</p>
<p>Lesson 2, Our Rights as Citizens SE: 20-23 /TE: 11-12 Got it? Target Skills and Lesson Assessment SE: 23 /TE: 12 Digital Presentations TE: 10</p>	<p>D2.Civ.5.K-2. Explain what governments are and some of their functions. D2.Civ.7.K-2. Apply civic virtues when participating in school settings. D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.</p>
<p>Lesson 3, We Follow Rules and Laws SE: 24-27/TE: 14-15 Got it? Target Skills and Lesson Assessment SE: 27/TE: 15 Digital Presentations TE: 13</p>	<p>D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community. D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school. D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.</p>
<p>Reading Skills: Draw Conclusions SE: 28-29/TE: 17 Try it! Student Learning Objective Activity SE: 29/TE: 17 Digital Presentation TE: 16</p>	<p>D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection. D4.2.K-2. Construct explanations using correct sequence and relevant information.</p>
<p>Lesson 4, Our Government SE: 30-33/TE: 19-20 Got it? Target Skills and Lesson Assessment SE: 33/TE: 20 Digital Presentations TE: 18</p>	<p>D2.Civ.1.K-2. Describe roles and responsibilities of people in authority. D2.Civ.5.K-2. Explain what governments are and some of their functions.</p>

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<p>Lesson 5, Our Leaders SE: 34-37/TE: 22-23 Got it? Target Skills and Lesson Assessment SE: 37/TE: 23 Digital Presentations TE: 21</p>	<p>D2.Civ.1.K-2. Describe roles and responsibilities of people in authority. D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community. D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p>
<p>Lesson 6, Our Country's Symbols SE: 38-41/TE: 25-26 Got it? Target Skills and Lesson Assessment SE: 41/TE: 26 Digital Presentations TE: 24</p>	<p>D2.Civ.7.K-2. Apply civic virtues when participating in school settings. D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>
<p>Review and Assessment SE: 42-45 /TE: 28-29 myStory Book, The Big Question Writing Activity SE: 45 /TE: 29 Digital Presentation, Performance Assessment TE: 27</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D1.2.K-2. Identify disciplinary ideas associated with a compelling question. D2.Civ.1.K-2. Describe roles and responsibilities of people in authority. D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school. D2.Civ.5.K-2. Explain what governments are and some of their functions. D2.Civ.7.K-2. Apply civic virtues when participating in school settings. D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p>
<p>Chapter 2, Working to Meet Our Needs</p>	
<p>myStory Spark, Working to Meet Our Needs SE: 46/TE: 32 Digital Presentations TE: 30, 31</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D1.2.K-2. Identify disciplinary ideas associated with a compelling question. D2.Eco.1.K-2. Explain how scarcity necessitates decision making. D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.</p>

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Vocabulary Preview SE: 48-49/ TE: 33	D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services. D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.
Lesson 1, Needs and Wants SE: 50-53/ TE: 35-36 Got it? Target Skills and Lesson Assessment SE: 53/ TE: 36 Digital Presentations TE: 34	D2.Eco.1.K-2. Explain how scarcity necessitates decision making. D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.
Lesson 2, Making Good Choices SE: 54-57/ TE: 38-39 Got it? Target Skills and Lesson Assessment SE: 57/ TE: 39 Digital Presentations TE: 37	D2.Civ.5.K-2. Explain what governments are and some of their functions. D2.Eco.1.K-2. Explain how scarcity necessitates decision making. D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.
Lesson 3, Producing and Consuming Goods SE: 58-61/ TE: 41-42 Got it? Target Skills and Lesson Assessment SE: 61/ TE: 42 Digital Presentations TE: 40	D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services. D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities. D2.Eco.6.K-2. Explain how people earn income. D2.Eco.7.K-2. Describe examples of costs of production. D2.Eco.13.K-2. Describe examples of capital goods and human capital.
Graph Skills: Reading a Flow Chart SE: 62-63 / TE: 44 Try it! Student Learning Objective Activity SE: 63 / TE: 44 Digital Presentation TE: 43	D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services. D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.
Lesson 4, Service Workers and Their Jobs SE: 64-67/ TE: 46-47 Got it? Target Skills and Lesson Assessment SE: 67/ TE: 47 Digital Presentations TE: 45	D2.Civ.5.K-2. Explain what governments are and some of their functions. D2.Eco.6.K-2. Explain how people earn income. D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.

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<p>Reading Skills: Main idea and Details SE: 68-69/TE: 49 Try it! Student Learning Objective Activity SE: 69/TE: 49 Digital Presentation TE: 48</p>	<p>D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>
<p>Lesson 5, Trading for Goods and Services SE: 70-73/TE: 51-52 Got it? Target Skills and Lesson Assessment SE: 73/TE: 52 Digital Presentations TE: 50</p>	<p>D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries. D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad. D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p>
<p>Lesson 6, Making Choices About Money SE: 74-77/TE: 54-55 Got it? Target Skills and Lesson Assessment SE: 77/TE: 55 Digital Presentations TE: 53</p>	<p>D2.Eco.9.K-2. Describe the role of banks in an economy D2.Eco.10.K-2. Explain why people save.</p>
<p>Review and Assessment SE: 78-81/TE: 57-58 myStory Book, Big Question Writing Activity SE: 81/TE: 58 Digital Presentation, Performance Assessment TE: 56</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D1.2.K-2. Identify disciplinary ideas associated with a compelling question. D2.Eco.1.K-2. Explain how scarcity necessitates decision making. D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions. D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services. D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities. D2.Eco.10.K-2. Explain why people save. D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries.</p>

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Chapter 3, The World Around Us	
myStory Spark , What is the world like? SE: 82/ TE: 61 Digital Presentations TE: 59, 60	D1.1.K-2. Explain why the compelling question is important to the student. D1.2.K-2. Identify disciplinary ideas associated with a compelling question. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.
Vocabulary Preview SE: 84-85 / TE: 62	D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.
Lesson 1 , Talking About Location SE: 86-89/ TE: 64-65 Got it? Target Skills and Lesson Assessment SE: 89/ TE: 65 Digital Presentations TE: 63	D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
Lesson 2 , All About Maps SE: 90-93/ TE: 67-68 Got it? Target Skills and Lesson Assessment SE: 93/ TE: 68 Digital Presentations TE: 66	D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
Map Skills: Using a Map Scale SE: 94-95/ TE: 70 Try it! Student Learning Objective Activity SE: 95/ TE: 70 Digital Presentation TE: 69	D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

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<p>Lesson 3, Our Earth SE: 96-99/TE: 72-73 Got it? Target Skills and Lesson Assessment SE: 99/TE: 73 Digital Presentations TE: 71</p>	<p>D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p>
<p>Lesson 4, Landforms and Bodies of Water SE: 100-103 /TE: 75-76 Got it? Target Skills and Lesson Assessment SE: 103 /TE: 76 Digital Presentations TE: 74</p>	<p>D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.</p>
<p>Lesson 5, Weather and Climate SE: 104-107/TE: 78-79 Got it? Target Skills and Lesson Assessment SE: 107/TE: 79 Digital Presentations TE: 77</p>	<p>D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region. D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions. D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.</p>

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<p>Lesson 6, Our Environment SE: 108-111/TE: 81-82 Got it? Target Skills and Lesson Assessment SE: 111/TE: 82 Digital Presentations TE: 80</p>	<p>D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places. D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs. D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there. D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.</p>
<p>Reading Skills: Cause and Effect SE: 112-113/TE: 84 Try it! Student Learning Objective Activity SE: 113/TE: 84 Digital Presentation TE: 83</p>	<p>D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.</p>
<p>Lesson 7, Earth’s Resources SE: 114-117/TE: 86-87 Got it? Target Skills and Lesson Assessment SE: 117/TE: 87 Digital Presentations TE: 85</p>	<p>D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. D4.7.K-2. Identify ways to take action to help address local, regional, and global problems. D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>

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<p>Lesson 8, Moving Ideas, People and Things SE: 118-121 /TE: 89-90 Got it? Target Skills and Lesson Assessment SE: 121 /TE: 90 Digital Presentations TE: 88</p>	<p>D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place. D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.</p>
<p>Review and Assessment SE: 122-125/TE: 92-93 myStory Book, Big Question Writing Activity SE: 125/TE: 93 Digital Presentation, Performance Assessment TE: 91</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D1.2.K-2. Identify disciplinary ideas associated with a compelling question. D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.</p>
<p>Chapter 4, Celebrating Our Traditions</p>	
<p>myStory Spark, How is culture shared? SE: 126/TE: 96 Digital Presentations TE: 94, 95</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D1.2.K-2. Identify disciplinary ideas associated with a compelling question. D2.His.9.K-2. Identify different kinds of historical sources. D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>

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<p>Vocabulary Preview SE: 128-129/TE: 97</p>	<p>D2.His.9.K-2. Identify different kinds of historical sources. D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>
<p>Lesson 1, Culture is Our Way of Life SE: 130-133/TE: 99-100 Got it? Target Skills and Lesson Assessment SE: 133/TE: 100 Digital Presentations TE: 98</p>	<p>D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places. D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>
<p>Lesson 2, Cultures in Our Country SE: 134-137 /TE: 102-103 Got it? Target Skills and Lesson Assessment SE: 137 /TE: 103 Digital Presentations TE: 101</p>	<p>D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>
<p>Reading Skills: Compare and Contrast SE: 138-139/TE: 105 Try it! Student Learning Objective Activity SE: 139/TE: 105 Digital Presentation TE: 104</p>	<p>D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>
<p>Lesson 3, What We Celebrate SE: 140-143/TE: 107-108 Got it? Target Skills and Lesson Assessment SE: 143/TE: 108 Digital Presentations TE: 106</p>	<p>D2.Civ.1.K-2. Describe roles and responsibilities of people in authority. D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community. D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>

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<p>Lesson 4, American Stories SE: 144-147/TE: 110-111 Got it? Target Skills and Lesson Assessment SE: 147/TE: 111 Digital Presentations TE: 109</p>	<p>D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places. D2.His.9.K-2. Identify different kinds of historical sources. D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>
<p>Lesson 5, Two Cultures SE: 148-151/TE: 113-114 Got it? Target Skills and Lesson Assessment SE: 151/TE: 114 Digital Presentations TE: 112</p>	<p>D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>
<p>Graph Skills: Using Graphic Sources SE: 152-153/TE: 116 Try it! Student Learning Objective Activity SE: 153/TE: 116 Digital Presentation TE: 115</p>	<p>D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p>
<p>Review and Assessment SE: 154-157/TE: 118-119 myStory Book, Big Question Writing Activity SE: 157/TE: 119 Digital Presentation, Performance Assessment TE: 117</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D1.2.K-2. Identify disciplinary ideas associated with a compelling question. D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>

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Chapter 5, Our Nation Past and Present	
myStory Spark , How does life change throughout history? SE: 158/ TE: 122 Digital Presentations TE: 120, 121	D1.1.K-2. Explain why the compelling question is important to the student. D1.2.K-2. Identify disciplinary ideas associated with a compelling question. D2.His.2.K-2. Compare life in the past to life today. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.
Vocabulary Preview SE: 160-161/ TE: 123	D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.
Lesson 1 , Life Then and Now SE: 162-165/ TE: 125-126 Got it? Target Skills and Lesson Assessment SE: 165/ TE: 126 Digital Presentations TE: 124	D2.His.2.K-2. Compare life in the past to life today. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.
Graph Skills: Reading a Timeline SE: 166-167/ TE: 128 Digital Presentation TE: 127	D2.His.1.K-2. Create a chronological sequence of multiple events.
Lesson 2 , Learning About the Past SE: 168-171/ TE: 130-131 Got it? Target Skills and Lesson Assessment SE: 171/ TE: 131 Digital Presentations TE: 129	D2.His.9.K-2. Identify different kinds of historical sources. D2.His.10.K-2. Explain how historical sources can be used to study the past. D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself. D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.

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<p>Lesson 3, The First Americans SE: 172-175/TE: 133-134 Got it? Target Skills and Lesson Assessment SE: 175/TE: 134 Digital Presentations TE: 132</p>	<p>D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs. D2.His.1.K-2. Create a chronological sequence of multiple events. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. D2.His.14.K-2. Generate possible reasons for an event or development in the past.</p>
<p>Lesson 4, America's Early Settlers SE: 176-179/TE: 136-137 Got it? Target Skills and Lesson Assessment SE: 179/TE: 137 Digital Presentations TE: 135</p>	<p>D2.His.1.K-2. Create a chronological sequence of multiple events. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present. D2.His.6.K-2. Compare different accounts of the same historical event. D2.His.14.K-2. Generate possible reasons for an event or development in the past.</p>

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<p>Lesson 5, A Growing Nation SE: 180-183/TE: 139-140 Got it? Target Skills and Lesson Assessment SE: 183/TE: 140 Digital Presentations TE: 138</p>	<p>D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. D2.His.1.K-2. Create a chronological sequence of multiple events. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present. D2.His.6.K-2. Compare different accounts of the same historical event. D2.His.14.K-2. Generate possible reasons for an event or development in the past.</p>
<p>Lesson 6, Technology Then and Now SE: 184-187/TE: 142-143 Got it? Target Skills and Lesson Assessment SE: 187/TE: 143 Digital Presentations TE: 141</p>	<p>D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place. D2.His.2.K-2. Compare life in the past to life today.</p>
<p>Reading Skills: Fact and Opinion SE: 188-189/TE: 145 Try it! Student Lesson Objective Activity SE: 189/TE: 145 Digital Presentation TE: 144</p>	<p>D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.</p>

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<p>Lesson 7, American Heroes SE: 190-193/TE: 147-148 Got it? Target Skills and Lesson Assessment SE: 193/TE: 148 Digital Presentations TE: 146</p>	<p>D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community. D2.Civ.14.K-2. Describe how people have tried to improve their communities over time. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present. D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development. D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.</p>
<p>Review and Assessment SE: 194-197/TE: 150-151 myStory Book, Big Question Writing Activity SE: 197/TE: 151 Digital Presentation, Performance Assessment TE: 149</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D1.2.K-2. Identify disciplinary ideas associated with a compelling question. D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. D2.His.1.K-2. Create a chronological sequence of multiple events. D2.His.2.K-2. Compare life in the past to life today. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. D2.His.9.K-2. Identify different kinds of historical sources. D2.His.10.K-2. Explain how historical sources can be used to study the past. D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.</p>

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C3 Framework for Social Studies State Standards Dimensions

Developing Questions & PLANNING INQUIRIES

Dimension 1, Constructing Compelling Questions

BY THE END OF GRADE 2*

INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND

D1.1.K-2. Explain why the compelling question is important to the student.

D1.2.K-2. Identify disciplinary ideas associated with a compelling question.

Dimension 1, Constructing Supporting Questions

INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND

D1.3.K-2. Identify facts and concepts associated with a supporting question.

D1.4.K-2. Make connections between supporting questions and compelling questions.

Dimension 1, Determining Helpful Sources

INDIVIDUALLY AND WITH OTHERS, STUDENTS ...

D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

Applying Disciplinary Concepts & TOOLS

CIVICS

Dimension 2, Civic and Political Institutions

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.

D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.

D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.

D2.Civ.5.K-2. Explain what governments are and some of their functions.

D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Dimension 2, Participation and Deliberation

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Civ.7.K-2. Apply civic virtues when participating in school settings.

D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

Dimension 2, Processes, Rules, and Laws

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.

D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.

D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

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ECONOMICS

Dimension 2, Economic Decision Making

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Eco.1.K-2. Explain how scarcity necessitates decision making.

D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.

Dimension 2, Exchange and Markets

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.

D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.

D2.Eco.5.K-2. Identify prices of products in a local market.

D2.Eco.6.K-2. Explain how people earn income.

D2.Eco.7.K-2. Describe examples of costs of production.

D2.Eco.9.K-2. Describe the role of banks in an economy

Dimension 2, The National Economy

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Eco.10.K-2. Explain why people save.

D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.

D2.Eco.13.K-2. Describe examples of capital goods and human capital.

Dimension 2, The Global Economy

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries.

D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.

GEOGRAPHY

Dimension 2, Geographic Representations

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.

D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

Dimension 2, Human-Environment Interaction

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.

D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

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Dimension 2, Human Population: Spatial Patterns and Movements

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.

D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.

D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.

Dimension 2, Global Interconnections

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.

D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.

D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.

HISTORY

Dimension 2, Change, Continuity, and Context

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.His.1.K-2. Create a chronological sequence of multiple events.

D2.His.2.K-2. Compare life in the past to life today.

D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

Dimension 2, Perspectives

D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.

D2.His.6.K-2. Compare different accounts of the same historical event.

Dimension 2, Historical Sources and Evidence

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.His.9.K-2. Identify different kinds of historical sources.

D2.His.10.K-2. Explain how historical sources can be used to study the past.

D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.

D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.

Dimension 2, Causation and Argumentation

D2.His.14.K-2. Generate possible reasons for an event or development in the past.

D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development.

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Evaluating Sources & USING EVIDENCE

Dimension 3, Gathering and Evaluating Sources

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.

D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.

Communicating Conclusions & Taking INFORMED ACTION

Dimension 4, Communicating Conclusions

INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...

D4.1.K-2. Construct an argument with reasons.

D4.2.K-2. Construct explanations using correct sequence and relevant information.

D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies.

Dimension 4, Critiquing Conclusions

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D4.4.K-2. Ask and answer questions about arguments.

D4.5.K-2. Ask and answer questions about explanations.

Dimension 4, Taking Informed Action

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.

D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.