A Correlation of

my World
Social Studies

We Do
Our Part

It’s my story too!
Write your name

To the

Ohio Social Studies Standards
Content Statements

Grade 2
Introduction
This document demonstrates how *myWorld Social Studies* meets the Ohio Social Studies Standards, Content Statements for Grade 2. Correlation page references are to the Student Worktext, and Teacher’s Guide. 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.

**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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**THEME: PEOPLE WORKING TOGETHER** Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago. They use biographies, primary sources and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.

### History Strand

1. **Time can be shown graphically on calendars and timelines.**
   - **SW:** Graph Skill: Reading a Timeline, 166-167
   - **TG:** Active Reading & Lesson Summary: 127, 128

2. **Change over time can be shown with artifacts, maps, and photographs.**
   - **SW:** Vocabulary Preview, 128-129; Passing Down Traditions, 132-133; Review and Assessment, 156; Graph Skill: Reading a Timeline, 166-167; Envision It! 168-169; Using Sources, 170-171; Three Native American Groups, 173; Envision It! 176-177; Envision It! 180-181; Going West, 181; Envision It! 184-185
   - **TG:** Active Reading & Lesson Summary: 95, 97, 98, 100, 119, 127, 128, 129, 130, 131, 132, 133, 135, 136, 138, 139, 141, 142

3. **Science and technology have changed daily life**
   - **SW:** Moving Ideas, 118; Got It? 121; Communities Change, 164-165; Technology Then and Now, 184-187; Got It? 187; Robert Fulton, 192; Review and Assessment, 196
   - **TG:** Active Reading & Lesson Summary: 88, 89, 90, 124, 126, 141, 142, 143, 148, 49, 151

4. **Biographies can show how peoples' actions have shaped the world in which we live.**
   - **SW:** Secondary Sources, 169; Cherokee History, 174-175; Thirteen Colonies, One Country, 178-179; Not All Free, 182; Communication Then and Now, 186; More Technology, 186-187; Reading Skills: Fact and Opinion, 188-189; American Heroes, 190-193
   - **TG:** Active Reading & Lesson Summary: 129, 130, 132, 134, 135, 137, 138, 140, 141, 143, 144, 145, 146, 147, 148
# A Correlation of myWorld Social Studies, We Do Our Part

To the

Ohio Social Studies Standards, Content Statements for Grade 2

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<th>Ohio Social Studies Standards Content Statements, Grade Two</th>
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| **Geography Strand**                                        | **SW:** Maps Show Locations, 88; All About Maps, 90-93; Map Skills: Using a Map Scale, 94-95; Latitude and Longitude, 98; The World, 99; Physical Maps, 102; Political Maps, 103; Climate Regions, 106; Moving People, 119; Review and Assessment, 122; Three Native American Groups, 173; Going West, 181  
**TG:** Active Reading & Lesson Summary: 63, 65, 66, 67, 68, 69, 70, 71, 73, 74, 76, 77, 79, 88, 89, 91, 92, 133, 139 |  |
| 5. Maps and their symbols can be interpreted to answer questions about location of places. |  |
| 6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live. | **SW:** Deciding What to Produce, 59; Natural Resources, 60; Other Kind of Resources, 60-61; Graph Skills: Reading a Flow Chart, 62-63; Service Workers and Their Jobs, 64-67; States and Resources, 116  
**TG:** Active Reading & Lesson Summary: 40, 41, 42, 43, 44, 45, 46, 47, 85, 87 |  |
| 7. Human activities alter the physical environment, both positively and negatively | **SW:** Citizens In The Community, 16-17; Our Environment, 108-111; Reading Skills: Cause and Effect, 112-113; Review and Assessment, 123  
**TG:** Active Reading & Lesson Summary: 80, 81, 82, 83, 84, 92 |  |
| 8. Cultures develop in unique ways, in part through the influence of the physical environment | **SW:** Culture Is Our Way of Life, 130-133; Cultures In Our Country, 134-137; Two Cultures, 148-151; The First Americans, 172-175; America’s Early Settlers, 176-179; Review and Assessment, 195  
**TG:** Active Reading & Lesson Summary: 98, 99, 100, 101, 102, 103, 112, 113, 114, 132, 133, 134, 135, 136, 137, 149, 150 |  |
| 9. Interactions among cultures lead to sharing ways of life. | **SW:** myStory Spark: How Is Culture Shared? 126; Begin With a Song: Festival Time, 127; Cultures Is Our Way of Life, 130-133; Cultures In Our Country, 134-137; myStory Book: How Is Culture Shared? 157  
**TG:** Active Reading & Lesson Summary: 95, 96, 98, 99, 101, 102, 103, 119 |  |

**SW = Student Worktext**  
**TG = Teacher’s Guide**
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<td><strong>Government Strand</strong></td>
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| 10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others. | **SW:** myStory Spark: How Do People Best Cooperate? 10; Begin With a Song: Our Country Today, 11; We Are Good Citizens, 14-17; Collaboration and Creativity: Taking Action, 18-19; Review and Assessment, 42; myStory Book: How Do People Best Cooperate? 45; We Conserve Resources, 117  
**TG:** Active Reading & Lesson Summary: 2, 3, 5, 6, 7, 8, 9, 28, 29, 85, 87 |
| 11. Groups are accountable for choices they make and actions they take. | **SW:** myStory Spark: How Do People Best Cooperate? 10; Citizen In The Community, 16-17; Collaboration and Creativity: Taking Action, 18-19; myStory Book: How Do People Best Cooperate? 45; We Conserve Resources, 117  
**TG:** Active Reading & Lesson Summary: 2, 3, 5, 7, 8, 9, 29, 85, 87 |
| 12. There are different rules that govern behavior in different settings. | **SW:** We Follow Rules and Laws, 24-27; Reading Skills: Draw Conclusions, 29; Review and Assessment, 43  
**TG:** Active Reading & Lesson Summary: 13, 14, 15, 16, 17, 27, 28 |
| **Economics Strand**                                      |                                        |
| 13. Information displayed on bar graphs can be used to compare quantities | For opportunities to address this standard please see:  
**SW:** Compare and Contrast, 5; Reading Skills: Compare and Contrast, 138-139; Graph Skills: Using Graphic Sources, 152-153  
**TG:** Active Reading & Lesson Summary: 104, 105, 115, 116 |
| 14. Resources can be used in various ways.                | **SW:** Needs and Wants, 50-53; Making Good Choices, 54-57; Natural Resources, 60; Other Kinds of Resources, 60-61; Earth’s Resources, 114-117  
**TG:** Active Reading & Lesson Summary: 34, 35, 36, 37, 38, 39, 40, 42, 85, 86, 87 |
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| 15. Most people around the world work in jobs in which they produce specific goods and services. | SW: Producing and Consuming Goods, 58-61; Service Workers and Their Jobs, 64-67; Trading for Goods and Services, 70-73; Review and Assessment, 79; myStory Book: How Do People Get What They Need? 81  
TG: Active Reading & Lesson Summary: 40, 41, 42, 45, 46, 47, 50, 51, 52, 56, 57, 58 |
| 16. People use money to buy and sell goods and services | SW: Getting What We Need and Want, 50; Got It? 77  
TG: Active Reading & Lesson Summary: 34, 35, 55 |
| 17. People earn income by working. | SW: Getting What We Need and Want, 50; Producing Goods, 58  
TG: Active Reading & Lesson Summary: 34, 35, 40, 41 |