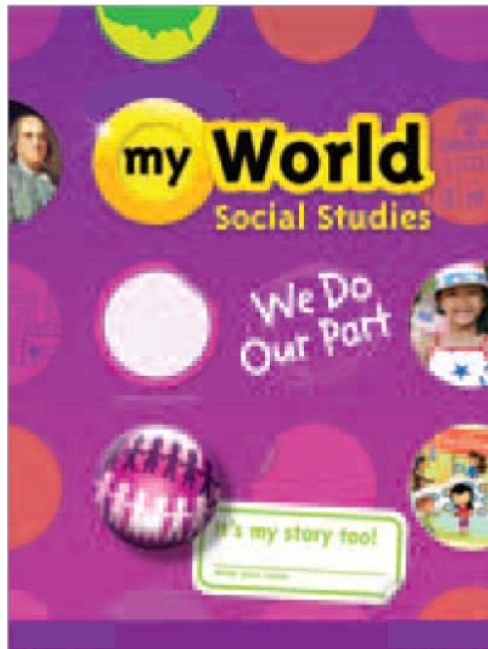


A Correlation of
myWorld Social Studies
We Do Our Part
©2013



To the
**West Virginia Next Generation
Content Standards and Objectives
for Social Studies
Grade 2**

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Introduction

myWorld Social Studies is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today's classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use. This document demonstrates how *myWorld Social Studies* ©2013 meets the West Virginia Next Generation Content Standards and Objectives for Social Studies – Grade 2. Correlation page references are to the Student 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.

Prepare students for the next level Embedded interactive skills instruction prepares students for lifelong learning.

Interactive Student Text

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

Student Materials

- Kindergarten Flip Book
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Guide
- Kindergarten Teacher Lesson Plan Blackline Masters
- Accelerating Progress for English Language Learner's Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans, high-stakes assessment support, and more

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Civics	
SS.2.C.1 participate in volunteer service projects and examine patriotism and the traits of compassion, empathy and trustworthiness that are found in effective citizens in the community, state and nation.	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; Community Leaders, 34; myStory Book: How do people best cooperate?, 45; also see: Remembering Community Leaders, 142–143; Review and Assessment, 155; Heroes Make a Difference, 191
SS.2.C.2 analyze examples of the fairness of rules and laws and evaluate their consequences.	SE: We Follow Rules and Laws, 24–27; Try It! 29; Review and Assessment, 43; myStory Book: How people best cooperate?, 45; also see: Ways to Be a Good Citizen, 14; Good Citizens at School, 15; Our Government, 20
SS.2.C.3 illustrate the levels of government (local, state and national) and actively discuss the characteristics of effective leadership.	SE: Constitution, 20, 30; State Government, 31; United States Government, 32, 33; Our Leaders, 34–37
SS.2.C.4 create a product (e.g., play, multimedia and poster) to demonstrate an understanding of the diversity in American culture.	SE: Draw a picture of your culture, 157; also see: Culture is Our Way of Life, 130–131; Passing Down Traditions, 132–133; Cultures in Our Country, 134–137; Two Cultures, 148–151; Immigrants, 180, 182–183
SS.2.C.5 give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national celebrations (e.g., Martin Luther King Day, Presidents Day and Flag Day).	SE: Our Country's Symbols, 38–41; Review and Assessment, 44; Culture is Our Way of Life, 130–133; Cultures in Our Country, 134–137; What We Celebrate, 140–143; American Stories, 144–147; The First Americans, 172–175; America's Early Settlers, 176–179; A Growing Nation, 180–183; American Heroes, 190–193
Economics	
SS.2.E.1 investigate various occupations and career opportunities and how they have changed within the state and nation.	SE: Service Workers and Their Jobs, 64–67; myStory Book: How do people get what they need? (future jobs), 81
SS.2.E.2 consider and categorize needs and wants in a graph, chart or table to evaluate consequences of one choice over another.	SE: Needs and Wants, 50–53

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SS.2.E.3 design a system that reflects the understanding of the exchange of goods and services (e.g., trading cards and classroom store).	SE: Getting What We Need and Want, 50; Communities Make Choices, 53; Producing and Consuming Goods, 58–61; Reading a Flow Chart, 62; Service Workers and Their Jobs, 64–67; Trade in the United States, 72
SS.2.E.4 explain the role of banks in saving for future purchases and create a graph reflecting savings over time.	SE: Loan, getting, from bank, 76–77
Geography	
SS.1.G.1 utilize a legend, compass rose and cardinal directions to identify locations (e.g., Charleston, West Virginia, New York, District of Columbia, etc.) and geographic features (e.g., Great Lakes, Rocky Mountains, Mississippi River, etc.) in the United States.	SE: Talking About Location, 86–89; All About Maps, 90–93
SS.1.G.2 identify the continents and oceans on a map and globe.	SE: Our Earth, 96–99
SS.1.G.3 summarize how climate, location and physical surroundings have caused changes in the community and state over time.	SE: Our Environment, 108–111; Earth’s Resources, 114–117; Communities Change, 164–165; Reading a Timeline, 166–167; The First Americans, 172–175; Europeans in America, 176–177; Moving West, 180–181; Technology Then and Now, 184–187; also see: Resources, 60–61; Landforms and Bodies of Water, 100–103; Weather and Climate, 104–107; Earth’s Resources, 114–117; Moving Ideas, People, and Things, 118–121
SS.1.G.4 classify examples of natural resources and how people use them.	SE: Deciding What to Produce, 59; Resources, 60–61; Earth’s Resources, 114–117
SS.1.G.5 utilize appropriate global information systems including maps, globes and geographic technology to examine, gather data and analyze for a variety of real-world situations.	SE: Talking About Location, 86–89; All About Maps, 90–93; Using a Map Scale, 94–95; Our Earth, 96–99; Physical Maps, 102; Political Maps, 103; Political Maps, 103; Tennessee Road Map, 119; Going West, 181
History	
SS.2.H.CL1.1 create timelines using documents and oral accounts to investigate ways communities and generations of families change.	SE: Graph Skills: Try It! (Timeline), 167

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SS.2.H.CL1.2 identify cultural contributions and differences made by people from the various regions in the United States using literature, documents and oral accounts.	SE: Learning About the Past (using sources), 168–171; Review and Assessment, 194
SS.2.H.CL1.3 explore the impact historical figures have had upon our society.	SE: Remembering Our Heroes, 141; Remembering Government and Community Leaders, 142–143; Review and Assessment, 155; American Heroes, 190–193; also see: Community Government, 30; Community Leaders, 34
West Virginia History	
SS.2.WV.1 identify state symbols, celebrations, holidays, famous West Virginians and the governor of the West Virginia state government.	SE: For related material see: Country's Symbols, 38–41; What We Celebrate, 140–143; American Stories, 144–147; Declaration of Independence, 178; Statue of Liberty, 182, 183
SS.2.WV.2 locate and give examples of the natural resources and geographic features of West Virginia on a map.	SE: Opportunities to address this objective may be found with the following: Deciding What to Produce, 59; Resources, 60–61; Earth's Resources, 114–117
SS.2.WV.3 locate county seat, the state capital city, and bordering states on a map.	SE: For related material see: Washington, D.C., 88; Our Town, 92; Using a Map Scale, 94–95; Political Maps, 103; Tennessee Road Map, 119; Going West, 181
SS.2.WV.4 examine the cultural life of West Virginians through storytelling and various art forms (e.g., songs, instruments, artwork, photographs, etc.).	SE: Opportunities to address this objective may be found with the following: Cultures in Our Country, 134–137; American Stories, 144–147
SS.o.02.WV.05 compare and contrast past and present lifestyles of West Virginians.	SE: For related material see: Life Then and Now, 162–165; Reading a Timeline, 166–167; Cherokee History, 174–175; America's Early Settlers, 176–179; Technology Then and Now, 184–187

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