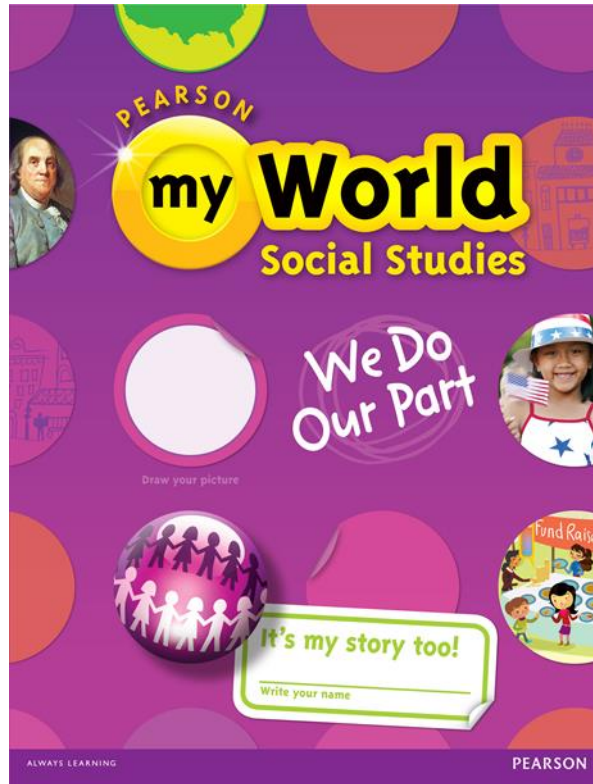


A Correlation of
Pearson
myWorld Social Studies
to
SC Social Studies Academic Standards



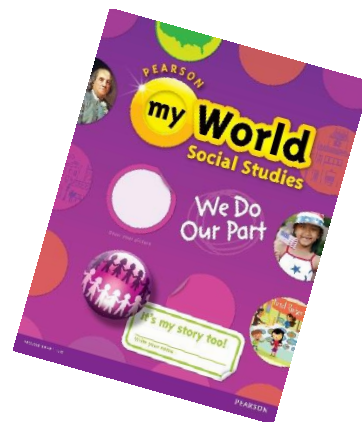
and
Macmillan/McGraw-Hill
Treasures
Grade 2

Dear SC K-5 Educators,

At Pearson, our mission is to fulfill the educational needs of all students by providing a spectrum of personalized and reliable solutions to meet classroom and teacher needs. Developed and evaluated by a team of renowned authors and seasoned educators, Pearson delivers comprehensive educational content in print, digital, and blended formats to facilitate understanding, learning and connections within the classroom and beyond.

Pearson's K-5 myWorld Social Studies is designed to engage every student in the love of history, geography, and culture to provide a foundation for success. With innovative programs, media, activities, and unprecedented support for learners, Pearson myWorld Social Studies equips teachers with teaching tools that are flexible and adaptive for the time they have to teach Social Studies.

To show you how the Pearson myWorld Social Studies can be integrated into your classroom and curriculum alongside other programs and disciplines we have created Planning Guides that correlate Pearson myWorld Social Studies with reading programs you may already be utilizing. This particular guide highlights connections that exist between Pearson, myWorld Social Studies and Macmillan/McGraw Hill's *Treasures* program to help you plan and build your lessons effectively and efficiently.



SC Social Studies Academic Standards	Pearson <i>myWorld Grade 2</i>	Macmillan-McGraw Treasures
Standard 2-1		
<p>Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.</p>	<p>SE: What Makes a Community? 16–21; Three Types of Communities, 32–37; Interacting With the Environment, 68–73</p> <p>TG: Active Reading & Lesson Summary pages, 5–8, 17–20, 44–47</p>	<p>Unit 1 Lesson 3 <i>Family Farm: Then and Now</i></p> <p>Lesson 5 <i>My Name is Yoon</i></p> <p>Unit 2 Lesson 1 <i>Where In the World is Tanzania?</i></p> <p>Unit 6 Lesson 1 <i>The Sonoran Desert</i></p>
<p>Enduring Understanding: Geography influences the development of communities. To understand the connections between communities and the environment, the student will utilize the knowledge and skills set forth in the following indicators:</p>		
Indicators		
<p>2-1.1 Identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and the cardinal directions.</p>	<p>SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31; Interpret Maps, 58–59; Maps, 39, 46–47, 49, 53, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268</p> <p>TG: Active Reading & Lesson Summary pages, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137-138, 144-145, 147, 195</p>	<p>Unit 2 Lesson 1 <i>Where In the World is Tanzania?</i></p> <p>Unit 3 Lesson 4 <i>Early Ranching in Texas</i></p> <p>Unit 5 Lesson 5 <i>My Home in Alaska</i></p>
<p>2-1.2 Recognize characteristics of the local region, including its geographic features and natural resources.</p>	<p>SE: Five Regions of the United States, 50–51; Climate Regions, 52–53 Using Earth’s Resources, 60–65; People Modify Environments, 70; People and the Land, 72–73; Cultural Regions, 268–269; Cultures in Warm & Cold Climates, 270-271</p> <p>TG: Active Reading & Lesson Summary, 31-33, 38-41, 46-47, 195- 196</p>	<p>Unit 2 Lesson 1 <i>Where In the World is Tanzania?</i></p> <p>Unit 3 Lesson 4 <i>Early Ranching in Texas</i></p> <p>Unit 5 Lesson 5 <i>My Home in Alaska</i></p>

SE= Student Edition

TG=Teacher’s Guide

SC Social Studies Academic Standards	Pearson <i>myWorld Grade 2</i>	Macmillan-McGraw Treasures
2-1.3 Recognize the features of urban, suburban, and rural areas of the local region.	SE: Three Types of Communities, 32–37 TG: Active Reading & Lesson Summary pages, 17-20	Unit 6 Lesson 1 <i>The Sonoran Desert</i>
2-1.4 Summarize changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living.	SE: America’s First Peoples, 82–87; Early Explorers, 90–95; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; New Ways to Travel, 190–195; A New Home in America, 198–203; New Ways to Communicate, 204–209; New Ideas, 212–217; myStory Spark, 127–129, 187–189, 265–267 TG: Active Reading & Lesson Summary, 55–58, 61–64, 67–78, 136–149, 152–155	Unit 1 Lesson 3 <i>Family Farm: Then and Now</i> Unit 3 Lesson 3 <i>Music of the Stone Age</i> Lesson 4 <i>Early Ranching in Texas</i> Lesson 5 <i>Stirring Up Memories</i>
2-1.5 Identify on a map or globe the location of his or her local community, state, nation, and continent.	SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31; Interpret Maps, 58–59 TG: Active Reading & Lesson Summary, 11–16, 38, 39	
Social Studies Literacy Skills for the Twenty-First Century		
<ul style="list-style-type: none"> •Recognize maps, mental maps, and geographic models as representations of spatial relationships. •Find and describe the locations and conditions of places 	SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31; Interpret Maps, 58–59; Maps, 39, 46–47, 49, 53, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 TG: Active Reading & Lesson Summary, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195	
Standard 2-2		
Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.	SE: Branches of Government, 138–143; Levels of Government, 144–149 TG: Active Reading & Lesson Summary, 96–99, 100–103	Unit 4 Lesson 2 <i>Officer Buckle and Gloria</i>

SC Social Studies Academic Standards	Pearson <i>myWorld Grade 2</i>	Macmillan-McGraw Treasures
<p>Enduring Understanding Knowledge of the structure and functions of government enables participation in the democratic process. To participate effectively in civic life, the student will utilize the knowledge and skills set forth in the following indicators:</p>		
Indicators		
<p>2-2.1 Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.</p>	<p>SE: Our Democracy 130–135; Branches of Government, 138–143; Levels of Government, 144–149</p> <p>TG: Active Reading & Lesson Summary, 90–93, 96–103</p>	<p>Unit 4 Lesson 2 <i>Officer Buckle and Gloria</i></p>
<p>2-2.2 Recognize different types of laws and those people who have the power and authority to enforce them.</p>	<p>SE: Why We Need Government, 130– 131; Our Rules and Laws, 164–165</p> <p>TG: Active Reading & Lesson Summary, 91, 116</p>	<p>Unit 4 Lesson 2 <i>Officer Buckle and Gloria</i></p>
<p>2-2.3 Identify the roles of leaders and officials in government, including law enforcement and public safety officials.</p>	<p>SE: Why We Need Government, 130– 131; Branches of Government, 138–143; Levels of Government, 144–149</p> <p>TG: Active Reading & Lesson Summary pages 91, 96–99, 100–103</p>	<p>Unit 4 Lesson 2 <i>Officer Buckle and Gloria</i> <i>Fire Safety</i></p> <p>Lesson 4 <i>A Whale Is Saved!</i></p>
<p>2-2.4 Explain the role of elected leaders, including mayor, governor, and president.</p>	<p>SE: Branches of Government, 138–143; Levels of Government, 144–149</p> <p>TG: Active Reading & Lesson Summary pages 96–99, 100–103</p>	
Social Studies Literacy Skills for the Twenty-First Century		
<ul style="list-style-type: none"> •Identify political, social, and economic institutions that affect the student, the school, and the community. •Practice responsible citizenship within his or her school, community, and state 	<p>SE: Branches of Government, 138–143; Levels of Government, 144–149; myStory Spark, 156; Volunteering: Mentor, Tutor, Friend, 157–159; Being a Good Citizens, Good Deeds, 160–165; Conflict and Collaboration, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181; Savings Accounts in Banks, 248</p> <p>TG: Active Reading & Lesson Summary pages, 96–99, 100–103, 111, 112–116, 118, 119–122, 125–128, 179</p>	<p>Unit 4 Lesson 2 <i>Officer Buckle and Gloria</i> <i>Fire Safety</i></p> <p>Lesson 4 <i>A Whale Is Saved</i></p>

SC Social Studies Academic Standards	Pearson <i>myWorld Grade 2</i>	Macmillan-McGraw Treasures
Standard 2-3:		
Standard 2-3: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.	SE: Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245 TG: Active Reading & Lesson Summary, 169–172, 173–176	Unit 2 Lesson 1 <i>Babu’s Song</i> Unit 6 Lesson 3 <i>A Prairie Problem</i> <i>A Way to Help Planet Earth</i>
Enduring Understanding People’s choices affect the types of goods and services that are produced as well as the price of those goods and services. To understand the role that choice plays in the American economy, the student will utilize the knowledge and skills set forth in the following		
Indicators		
2-3.1 Summarize the role of community workers who provide goods and services.	SE: Producers and Consumers, 234–239; Many Different Jobs, 254–259 TG: Active Reading & Lesson Summary, 169–172, 183–186	Unit 4 Lesson 2 <i>Officer Buckle and Gloria</i>
2-3.2 Explain how people’s choices about what to buy will determine what goods and services are produced.	SE: Scarcity and Choice, 228; Value and Choice, 229; Choices in Communities, 230; Supply and Demand (and pricing), 242 TG: Active Reading & Lesson Summary, 165-166, 175	Unit 1 Lesson 3 <i>Family Farm: Then and Now</i> Unit 5 Lesson 2 <i>City Garden</i>
2-3.3 Explain ways that people may obtain goods and services that they do not produce, including the use of barter and money.	SE: Exchanging Goods and Services, 240–245 TG: Active Reading & Lesson Summary, 173–176	Unit 1 Lesson 3 <i>Family Farm</i> Unit 2 Lesson 1 <i>Babu’s Song</i> Unit 5 Lesson 2 <i>City Garden</i>
2-3.4 Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing.	SE: Farmer’s Market, 223–225; Scarcity and Choice, 228; Producers and Consumers, 234–239; Supply and Demand (and pricing), 242 TG: Active Reading & Lesson Summary, 160–162, 165, 169–172, 175	Unit 1 Lesson 3 <i>Family Farm</i> Unit 2 Lesson 1 <i>Babu’s Song</i> Unit 5 Lesson 2 <i>City Garden</i>

SC Social Studies Academic Standards	Pearson <i>myWorld Grade 2</i>	Macmillan-McGraw Treasures
2-3.5 Explain the effects of supply and demand on the price of goods and services.	SE: Supply and Demand (and pricing), 242 TG: Active Reading & Lesson Summary, 175	Unit 1 Lesson 3 <i>Family Farm: Then and Now</i> Unit 5 Lesson 2 <i>City Garden</i>
Social Studies Literacy Skills for the Twenty-First Century		
<ul style="list-style-type: none"> •Identify cause-and-effect relationships. •Understand that people make choices based on the scarcity of resources. •Explain the importance of jobs in the fulfillment of personal and social goals. 	SE: Reading Skills: Cause and Effect, 66–67; Meeting Our Needs and Wants, 226–231; Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245; Spending and Saving, 246–251; Many Different Jobs, 254–259 TG: Active Reading & Lesson Summary, 42–43, 163–166, 169–180, 183–186; Cause and Effect, 13, 26, 30, 33–34, 41, 45, 46, 56, 63–64, 72, 76–77, 88, 93, 103, 114, 116, 121, 127, 134, 138, 143–144, 148–149, 153, 161, 165, 176, 180, 185, 192, 195, 197	Unit 1 Lesson 3 <i>Family Farm: Then and Now</i> Unit 2 Lesson 1 <i>Babu’s Song</i> Unit 5 Lesson 2 <i>City Garden</i>
Standard 2-4		
Standard 2-4: The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.	SE: America’s First Peoples, 82–87; Early Explorers, 90–95; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; People and Cultures, 268–273; Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293 TG: Active Reading & Lesson Summary, 55–58, 61–64, 67–78, 194–197, 200–203, 204–207–211	Unit 2 Lesson 5 <i>African American Inventors</i>
Enduring Understanding Diverse cultures have contributed to our nation’s heritage. To understand cultural differences and appreciate diverse ideals and values within his or her community, the student will utilize the knowledge and skills set forth in the following indicators:		
Indicators		
2-4.1 Recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature.	SE: Cultural Regions, 268–269; also see: America’s First Peoples, 82–87; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–	Unit 2 Lesson 4 <i>One Grain of Rice</i>

SC Social Studies Academic Standards	Pearson <i>myWorld Grade 2</i>	Macmillan-McGraw Treasures
	<p>115; People and Cultures, 268–273; Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293</p> <p>TG: Active Reading & Lesson Summary, 55–58, 67–78, 194–197, 200–211</p>	
<p>2-4.2 Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.</p>	<p>SE: People and Cultures, 268–273; Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293</p> <p>TG: Active Reading & Lesson Summary, 194–197, 200–211</p>	<p>Unit 2 Lesson 3 <i>Lone Star Celebration</i> <i>A Tall Tale: How Does Texas Honor the Battle of San Jacinto?</i></p> <p>Unit 3 Lesson 5 <i>Stirring Up Memories</i></p>
<p>2-4.3 Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.</p>	<p>SE: Native Americans: culture of, 19, Southwest region, 50, Havasupais, 69, Apalachee, 79–81, America’s First Peoples, 82–87, Taino, 92, legends, 98, Huron, 106, French and Indian War, 108, Creek, 112, Western settlement, 190, Abenaki, 265–267, Thanksgiving, 286, Comanche, 290; African Americans: suffrage for men, 169, civil rights and, 170, 283, segregation and, 170–171, education for girls, 176–177, 176, equal rights of, 212–213, 216; Immigrants: European, 198, homesteaders, 201, Chinese and Japanese, 202; also see: America’s First Peoples, 82–87; Our Nation’s Diversity, 288–293;</p> <p>TG: Active Reading & Lesson Summary, 7, 31, 45, 53-58, 63, 68, 73, 77, 120-121, 125-126, 137, 143, 145, 152, 153, 155, 191-193, 205, 207–211</p>	<p>Unit 2 Lesson 5 <i>African American Inventors</i></p> <p>Lesson 2 <i>Dona Flor</i> <i>Henrietta Chamberlain King</i></p> <p>Unit 4 Lesson 5 <i>Rosa Maria’s Rice and Beans</i></p> <p>Unit 5 Lesson 5 <i>Nutik, the Wolf Pup</i></p>

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<p>2-4.4 Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.</p>	<p>SE: Songs and Culture, 276–277; Stories and Culture, 278; Dance and Culture, 280; Got It?, 281; Pow wows, 290; TG: Active Reading & Lesson Summary, 200-203, 210</p>	<p>Unit 1 Lesson 5 <i>My Name is Yoon</i></p> <p>Unit 2 Lesson 2 <i>Dona Flor</i></p> <p>Unit 2 Lesson 4 <i>One Grain of Rice</i></p> <p>Unit 6 Lesson 5 <i>Pushing Up the Sky</i></p>
Social Studies Literacy Skills for the Twenty-First Century		
<ul style="list-style-type: none"> •Distinguish between past, present, and future time. •Measure and calculate calendar time. •Identify cause-and-effect relationships. •Interpret information from a variety of social studies resources.* <p><i>* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.</i></p>	<p>SE: Map Skills, 30–31, 58–59; Reading Skills: Cause and Effect, 66–67; Past and Present 78; Reading Skills: Sequence, 88–89; Graph Skills, 96–97, 252–253; also see: Maps, 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268, Charts, 19, 36, 88-89, 133, 166, 207, 210-211, 249, 285; Research, 294–295</p> <p>TG: Analyze Charts, 20; Analyze Maps, 29-30, 33, 39, 62, 74, 137, 145, 147, 195; Analyze Graphs, 40; Active Reading & Lesson Summary, 42–43, 53, 59, 60, 66; Cause and Effect, 13, 26, 30, 33, 34, 41, 45, 46, 56, 63, 64, 72, 76, 77, 88, 93, 103, 114, 116, 121, 127, 134, 138, 143, 144, 148, 149, 153, 161, 165, 176, 180, 185, 192, 195, 197; Research and Digital Presentation, 212</p>	<p>Unit 2 Lesson 5 <i>Inventor’s Timeline</i></p> <p>Unit 3 Lesson 5 <i>Stirring Up Memories</i></p> <p>Unit 5 Lesson 3 <i>A Very Old Fish</i> <i>Meet the Super Croc</i></p>