

**Essential Questions:**

1. How do people best cooperate?
2. What are our roles and responsibilities?
3. How do our community, state, and country work?

Standards	Resources and Notes	Text Correlation
C.1.2.1 Identify <i>founding documents</i> of the United States (e.g., U.S. Constitution, Bill of Rights)	Constitution and Bill of Rights are briefly described in text. <u>Discovery Education Streaming</u> : "The Constitution and Constitution Day: A Beginner's Guide"	My World Chapter 1, Lesson 2 pp. 20-23
C.1.2.2 Describe roles and responsibilities of people in authority in local communities D2.Civ.1.K-2	Pages 34-35 address city and state leaders, 36-37 describe the role of the President with student response/formative assessment. Point out that in Fort Smith the council is called city directors.	My World Chapter 1, Lesson 5 pp. 34-37

<p>C.1.2.3 Explain the functions of government using local examples D2.Civ.5.K-2</p>	<p>Pages 30-31 address city and state government, 32 is federal government, 33 is student response/formative assessment.</p>	<p>My World Chapter 1, Lesson 4 pp. 30-33</p>
<p>C.2.2.1 Explain the significance of state and national symbols, patriotic songs, and mottos—D1.3.K-2</p>	<p>National symbols and pledge in text; for state symbols download the <i>Arkansas Activity Book</i> (PDF) from <a href="http://www.sos.arkansas.gov/educational/Pages/Games.aspx">www.sos.arkansas.gov/educational/Pages/Games.aspx</a></p>	<p>My World Chapter 1, Lesson 6 pp. 38-41</p>
<p>C.2.2.2 Explain the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags D2.Civ.7.K-2</p>	<p><u>Discovery Education Streaming</u>: “Old Glory” <i>Arkansas Activity Book</i></p>	
<p>C.2.2.3 Describe roles and responsibilities of individuals in a democracy D2.Civ.8.K-2</p>	<p>Lesson 1 focuses on school and community. Rights of U.S. citizens are described in Lesson 2.</p>	<p>My World Chapter 1, Lesson 1 pp. 14-17</p>
<p>C.2.2.4 Use listening, consensus-building, and voting procedures in the classroom D2.Civ.9.K-2</p>	<p>Lesson 2 describes the right of citizens to vote. The Standard would apply to voting on classroom issues such as rules or activities.</p>	<p>My World Chapter 1, Lesson 2 p. 21</p>
<p>C.3.2.1 Interpret rules and laws as they relate to students D2.Civ.12.K-2 D4.2.K-2</p>	<p>In the Reading Skill activity on pages 28-29, students draw a conclusion about the purpose of some described laws.</p>	<p>My World Chapter 1, Lesson 3 pp. 24-27, 28-29</p>

<p>C.3.2.2 Examine successful and unsuccessful attempts to improve communities D2.Civ.12.K-2 ■</p> <p>C.3.2.3 Describe ways communities work to accomplish common tasks and establish responsibilities D2.Civ.6.K-2 ■</p>	<p>The Collaboration and Creativity activity on pp 18-19 focuses on solving a problem at the school level.</p> <p>Local news stories and archives may provide information about efforts to make improvements and accomplish tasks, such as the I-49 and Parrot Island projects.</p>	<p>My World pp. 18-19</p>

- Chapter 1 Test pp. 42-45

<b>Grade: 2nd</b>	<b>Content Focus: History</b>	<b>2016-2017</b>
<b>Essential Question:</b>		

How has life changed throughout history?

Standards	Resources and Notes	Text Correlation
<p>H.12.2.1 Create historical narratives using chronological sequences of related events in the community or region (e.g., founding of the town, construction of an important building) D2.His.1.3-5</p>	<p>The Cherokee relocation involving the Trail of Tears is referenced in the text pages 174-175. More information is available on the Fort Smith National Historic Site website, <a href="http://www.nps.gov/fosm/learn/historyculture/index">www.nps.gov/fosm/learn/historyculture/index</a> There is a Trail of Tears section. “Cherokee Removal Routes” could be helpful. Teachers should screen material from the website, as some descriptions may not be suitable for young children.</p>	<p>My World Chapter 5</p>
<p>H.12.2.2 Create timelines to understand the development of the local community (e.g., founding, growth) D2.His.1.K-2</p>	<p>The Graph Skills activity shows a timeline with events in Florida’s history. This activity could be extended for local events, possibly tied in with information from the teaching of H.12.2.1.</p>	<p>My World Chapter 5 pp. 166-167</p>
<p>H.12.2.3 Compare life in your community past and present using maps, photographs, news stories, <i>artifacts</i>, or interviews (e.g. transportation, communication, recreation, jobs, housing) D2.His.2.K-2</p>	<p>Lesson 1 builds background focusing on families and communities. The Fort Smith National Historic Site is a resource for local information. See H.12.2.1. The Postcards section has drawings and photos.  The FS Historic Site’s new Education Director, Cody Faber, 479-226-3727, <a href="mailto:Cody_faber@nps.gov">Cody_faber@nps.gov</a> is available to answer questions and offer</p>	<p>My World Chapter 5, Lesson 1 pp. 162-165</p>

	suggestions.	
H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States D2.His.3.K-2 ■	Lesson 3: The First Americans (includes Trail of Tears) Lesson 4: America's Early Settlers Lesson 5: A Growing Nation Lesson 7: American Heroes	My World Chapter 5: Lesson 3, pp.172-75 Lesson 4, pp. 176-179 Lesson 5, pp. 180-183 Lesson 7, pp. 190-193
H.12.2.5 Explain historical symbols and landmarks and the people and events associated with them ■	In text, Mount Rushmore, Liberty Bell, Statue of Liberty; State Landmarks, "Finding Authentic Arkansas" coloring book from <a href="http://www.arkansaspreservation.com">www.arkansaspreservation.com</a>	My World pp. 40-41 pp. 183
H.13.2.1 Compare different accounts of the same historical event D2.His.6.K-2 ■	Trail of Tears accounts could be used here. Stories of the first Thanksgiving could be applied.	My World Chapter 5 pp. 174-175
H.13.2.3 Gather information from different kinds of sources in response to a <i>compelling question</i> about a significant historical event or person D1.2, 5.K-2 ■	This could tie in with H.12.2.4 or H.13.2.1	

H.13.2.4 Identify the purposes of <i>primary</i> and <i>secondary sources</i> D2.His.11.K-2		My World Chapter 5, Lesson 2 pp. 168-171
H.13.2.5 Formulate questions that relate to a specific historical event in the community to guide inquiry D1.2.K-2 D2.His.12.K-2 ■	Questions could develop from H.12.2.3 and H.13.2.6	
H.13.2.6 Examine changes in the community in terms of cause and effect (e.g., automobiles and the growth of suburbs created reduction in farms, population increase led to more neighborhoods and housing) D2.His.14.K-2 ■	Lesson 6 focuses on changes in technology. This Standard may relate to H.12.2.3. Changes in Fort Smith according to past and present photos and accounts may be examined.	My World Chapter 5, Lesson 6 pp. 184-187

\*Chapter 5 Test pp. 194-197

7

2016 - 2017

Grade: 2nd	Content Focus: Economics	2016-2017
<b>Essential Question:</b> How do people get what they need and want?		
Standards	Resources and Notes	Text Correlation
E.4.2.1 Discuss the importance of <i>scarcity</i> in relation to choices and <i>opportunity cost</i> D2.Eco.1.K-2 E.4.2.2 Explain a decision in terms of costs and benefits D2.Eco.2.K-2	Vocabulary: “scarce” is presented in text, “scarcity” is not	My World Chapter 2, Lesson 1, pp. 50-53 Lesson 2, pp. 54-57 Lesson 3, pp. 58-61
E.5.2.1 Discuss skills and education that <i>human resources</i> need for jobs (e.g., <i>human capital</i> ) D2.Eco.3, 6.K-2	Lesson 4 focus is on service workers. Education needed is not addressed.	My World Chapter 2, Lesson 4 pp. 64-67



E.5.2.2 Describe goods and services that people in the local community produce and those that are produced in other communities D2.Eco.3, 4.K-2	Extend discussion to include local economy. Public services are also covered in Standard E.6.2.3.	My World Chapter 2 Lessons 3 and 4
E.6.2.1 Explain the role of money in making <i>exchange</i> easier D2.Eco.5.K-2	Use of money is briefly referenced. Concept needs expansion.	My World Chapter 2, Lesson 5 Pp. 70
E.6.2.2 Describe reasons for saving money in banks D2.Eco.9.K-2		My World Chapter 2, Lesson 6 pp. 74-77
E.6.2.3 Explain benefits of <i>public goods and services</i> D2.Eco.12.K-2	Text focus is on public services and workers.	My World Chapter 2, Lesson 4 pp. 64, 66-67
E.7.2.1 Describe why people in one country trade goods and services with people in other countries D2.Eco.14.K-2 E.7.2.2 Describe products that are produced abroad and		My World Chapter 2, Lesson 5 pp. 70-73

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

\*Chapter 2 Test pp. 78-81

**Grade: 2nd**

**Content Focus: Geography**

**2016-2017**

<b>Essential Questions:</b>		
1. What is the world like?		
2. How do we show what the world is like?		
<b>Standards</b>	<b>Resources and Notes</b>	<b>Text Correlation</b>
G.8.2.1 Use map keys, legends, symbols, intermediate directions, scale, and compass rose to derive information from maps D2.Geo.2.K-2	<u>Lesson 1</u> provides background in relative/absolute location and concepts of above/below. <u>Lesson 2</u> covers map symbols, key, directions, compass rose. <u>Activity</u> pp. 94-95 uses map scale. <u>Lesson 3</u> focuses on features of a globe.	My World Chapter 3, Lesson 1, pp. 86-89 Lesson 2, pp. 90-93 Lesson 3, pp. 96-99
G.8.1.2 Use <i>geographic representations</i> to describe the <i>physical</i> and human <i>characteristics</i> of a community D2.Geo.2.K-2	Lesson focus is on physical characteristics using photos and maps. Physical and political maps are compared.	My World Chapter 3, Lesson 4 pp. 100-103
G.8.2.3 Construct and label maps of familiar and unfamiliar places D2.Geo.1.K-2	Students may construct maps of their classroom or playground and, perhaps, Arkansas and its surrounding states.	

<p>G.9.2.1 Interpret effects of human activities on the local environment D2.Geo.5.K-2 ■</p>		<p>My World Chapter 3, Lesson 6 pp. 108-111</p>
<p>G.9.2.2 Describe ways different <i>cultures</i> help shape the diversity of a community, place, or region D2.Geo.6.K-2 ■</p>	<p>Extend to cultures represented in your school or classroom. <u>Lessons 3 and 4</u> feature holidays and folk tales and could be used here.</p>	<p>My World Chapter 4, Lesson 1, pp. 130-133 Lesson 2, pp. 134-137 Lesson 5, pp. 148-151</p>
<p>G.9.2.3 Explain ways weather, climate, and other <i>environmental characteristics</i> affect people's lives in a place or region D2.Geo.4.K-2 ■</p>		<p>My World Chapter 3, Lesson 5 pp. 104-107</p>
<p>G.10.2.1 Examine ways that <i>natural resources</i> influence where people settle D2.Geo.8.K-2 ■</p>	<p>The reason for the location of Fort Smith is its proximity to the Poteau and Arkansas Rivers.</p>	<p>My World Chapter 3, Lesson 7 pp. 114-117</p>
<p>G.10.2.2 Examine reasons and ways that people, goods, and ideas move from place to place D2.Geo.7.K-2 ■</p>		<p>My World Chapter 3, Lesson 8 pp. 118-121</p>

<p>G.10.2.3 Identify diverse groups that have come to Arkansas and where they settled D2.Geo.7.K-2</p>	<p>Extend from Chapter 4, Lesson 2. Resources could be the Fort Smith National Historic Site website and students' families.</p>	
<p>G.11.2.1 Examine how the consumption of products connects people to different parts of the world D2.Geo.11.K-2</p>	<p>Text examines bananas from Ecuador.</p>	<p>My World Chapter 2, Lesson 5 p. 73</p>
<p>G.11.2.2 Investigate ways natural and human-made disasters affect people locally, nationally, and globally D2.Geo.12.K-2</p>	<p>Text describes effect of boll weevils in Alabama.</p>	<p>My World Chapter 5 pp. 164-165</p>

\*Chapter 3 Test pp. 122-125

\*Chapter 4 Test pp. 154-157

**Notes About My World Text:** Each chapter includes a short video and online activity designed to introduce concepts. Some, but not all, of the literacy skill activities included in the student book have been referenced here.