A Correlation of

To the

Idaho Content Standards
Social Studies
Grade 3
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**Grade 3**

**Standard 1: History**

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

**Objectives**

| 3.SS.1.1.1 Explain that people in the United States share a common heritage through patriotic holidays and symbols. (420.01a) | SE: American Flag, 116, 136, 276, 277, 279; Liberty Bell, 284; Statue of Liberty, 27, 199, 279, 284; “The Star-Spangled Banner,” 276–277; Supreme Court Building, 142; White House, 138, 141; Mt. Rushmore, 140; Fourth of July, 32, 126, 133, 282, 284; Thanksgiving, 114, 282, 286; Martin Luther King, Jr. Day, 283 |
| 3.SS.1.1.2 Investigate the history of your community. | SE: What Makes a Community, 16–21; Three Types of Communities, 32–37
TG: Active Reading & Lesson Summary pages 5–8; Differentiated Instruction, 19 |
| 3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions. (420.01c) | SE: People and Cultures, 268–273; Compare and Contrast, 274–275; Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation's Diversity, 288–293
| 3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices. | SE: Citizenship, 156–159; Good Citizens, Good Deeds, 160–165; Collaboration and Creativity: Conflict and Collaboration, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181
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<tr>
<td><strong>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</strong></td>
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<td><strong>Objectives</strong></td>
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| 3.SS.1.2.1 Share the origins of classmates' ancestors. (417.01a) | SE: For supporting material please see: Timelines, 96–97; myStory Book, 125; A New Home in America, 198–203  
TG: Active Reading & Lesson Summary pages 65–66, 85, 142–145 |
| 3.SS.1.2.2 Describe how migration and immigration are continuous processes. (417.01b) | SE: A New Home in America, 198–203  
TG: Active Reading & Lesson Summary pages 142–145 |
| 3.SS.1.2.3 Identify reasons for voluntary immigration and involuntary movement of people. (417.01c) | SE: Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; A New Home in America, 198–203  
TG: Active Reading & Lesson Summary pages 67–78, 142–145 |
| **Standard 2: Geography** | |
| **Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.** | |
| **Objectives** | |
| 3.SS.2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood. (426.01a) | SE: Land and Water, 46–47; Land and Water of the United States, 48–49; also see: Where Communities Are Located, 24–29  
TG: Active Reading & Lesson Summary pages 11–14, 29, 30 |
| 3.SS.2.1.2 Find the United States, Idaho, the state capital Boise, and own community on a map. (426.01b) | SE: Where Communities Are Located, 24–29 (includes Map of the United States); Atlas: The United States of America: Political, R1; The United States of America: Physical, R2–R3  
TG: Active Reading & Lesson Summary pages 11–14, 217, 218 |
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| 3.SS.2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols. (426.01c) | **SE:** Where Communities Are Located, 24–29; Latitude and Longitude, 30–31; Maps, 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268  
**TG:** Active Reading & Lesson Summary pages 11–14, 15–16 |
| 3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map. (426.01d) | **SE:** Map Skills: Interpret Maps, 58–59; also see: Where Communities Are Located, 24–29; Latitude and Longitude, 30–31; Maps, 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268  
**TG:** Active Reading & Lesson Summary pages 11–14, 15–16, 36–37 |
| 3.SS.2.1.5 Use a number/letter grid to find specific locations on a map. (426.01e) | **SE:** Where Communities Are Located, 24–29; Latitude and Longitude, 30–31  
**TG:** Active Reading & Lesson Summary pages 11–14, 15–16 |

**Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.**

**Objectives**

| 3.SS.2.3.1 Analyze past and present settlement patterns of the community. (426.02a) | **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  
**TG:** Active Reading & Lesson Summary, 55–58, 61–64, 67–70, 71–74, 75–78, 136–139, 142–145 |
| 3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community. (426.02b) | **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  
**TG:** Active Reading & Lesson Summary, 55–58, 61–64, 67–70, 71–74, 75–78 |
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| 3.SS.2.3.3 Compare and contrast city/suburb/town and urban/rural. (426.02c) | SE: Three Types of Communities, 32–37  
TG: Active Reading & Lesson Summary pages 17–20 |

**Standard 3: Economics**

**Goal 3.1: Explain basic economic concepts.**

**Objectives**

| 3.SS.3.1.1 Explain the concepts of supply and demand and the role of the consumer and producer. (424.01b) | SE: Producers and Consumers, 234–239; Supply and Demand, 242  
TG: Active Reading & Lesson Summary pages 169–172, 173–176 |
| 3.SS.3.1.2 Explain the difference between public and private property. (424.01c) | SE: For supporting material please see: Producers and Consumers, 234–239  
TG: Active Reading & Lesson Summary pages 169–172 |

**Goal 3.2: Identify different influences on economic systems.**

**Objectives**

| 3.SS.3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community. (425.01b) | SE: Choices in Communities, 230–231; Producers and Consumers, 234–239  
TG: Active Reading & Lesson Summary pages 166, 169–172 |

**Goal 3.3: Analyze the different types of economic institutions.**

**Objectives**

| 3.SS.3.3.1 Explain the purpose of a bank. | SE: Spending and Saving, 246–251  
TG: Active Reading & Lesson Summary pages 177–180 |

**Goal 3.4: Explain the concepts of good personal finance.**

**Objectives**

| 3.SS.3.4.1 Describe the purposes and benefits of savings. (424.01d) | SE: Spending and Saving, 246–251  
TG: Active Reading & Lesson Summary pages 177–180 |
### Standard 4: Civics and Government

#### Goal 4.1: Build an understanding of the foundational principles of the American political system.

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<tr>
<td>3.SS.4.1.1 Explain why communities have laws. (423.01c)</td>
<td>SE: Why We Need Government, 130–131; Our Rules and Laws, 164–165</td>
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<td>TG: Active Reading &amp; Lesson Summary pages 91, 116</td>
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<tr>
<td>3.SS.4.1.2 Explain that there are benefits for following the laws and consequences for breaking the laws of the community. (423.01a)</td>
<td>SE: Our Rules and Laws, 164–165</td>
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<td>TG: Active Reading &amp; Lesson Summary page 116</td>
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<tr>
<td>3.SS.4.1.3 Identify the people or groups that make, apply, and enforce laws in the community.</td>
<td>SE: Our Rules and Laws, 164–165</td>
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<td>TG: Active Reading &amp; Lesson Summary page 116</td>
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#### Goal 4.2: Build an understanding of the organization and formation of the American system of government.

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<tr>
<td>3.SS.4.2.1 Identify and explain the basic functions of local governments. (422.01a)</td>
<td>SE: Local Government, 144–145; Got it?, 149</td>
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<td>TG: Active Reading &amp; Lesson Summary pages 101, 103</td>
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<tr>
<td>3.SS.4.2.2 Explain how local government officials are chosen, e.g., election, appointment.</td>
<td>SE: Local Government, 144–145; Got it?, 149</td>
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<td>TG: Active Reading &amp; Lesson Summary pages 101, 103</td>
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<tr>
<td>3.SS.4.2.3 Describe services commonly and primarily provided by governments for the community. (422.01a)</td>
<td>SE: Why We Need Government, 130, 131; Local Government, 144–145; Got it?, 149; also see: Local Government, 144–145</td>
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<td>TG: Active Reading &amp; Lesson Summary pages 91, 101, 103</td>
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**SE = Student Edition**  
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<td><strong>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</strong></td>
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**Objectives**

3.SS.4.3.1 Identify ways children and adults can participate in their community and/or local governments. (423.01d)

**SE:** Citizenship, 156–159; Good Citizens, Good Deeds, 160–165; Collaboration and Creativity: Conflict and Collaboration, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181

**TG:** Active Reading & Lesson Summary pages 110–11, 113–116, 119–122, 125–128

**Standard 5: Global Perspectives**

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objectives**

3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world.

**SE:** Moving Goods Around the World, 243; Free Market and Worldwide Trade, 244–245; Jobs Help the World, 257; Cultural Celebrations, 282–287

**TG:** Active Reading & Lesson Summary pages 175, 176, 185, 204–207

3.SS.5.1.2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique. (420.01c)

**SE:** 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 pages 194–197, 200–203, 204–207, 208–211

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