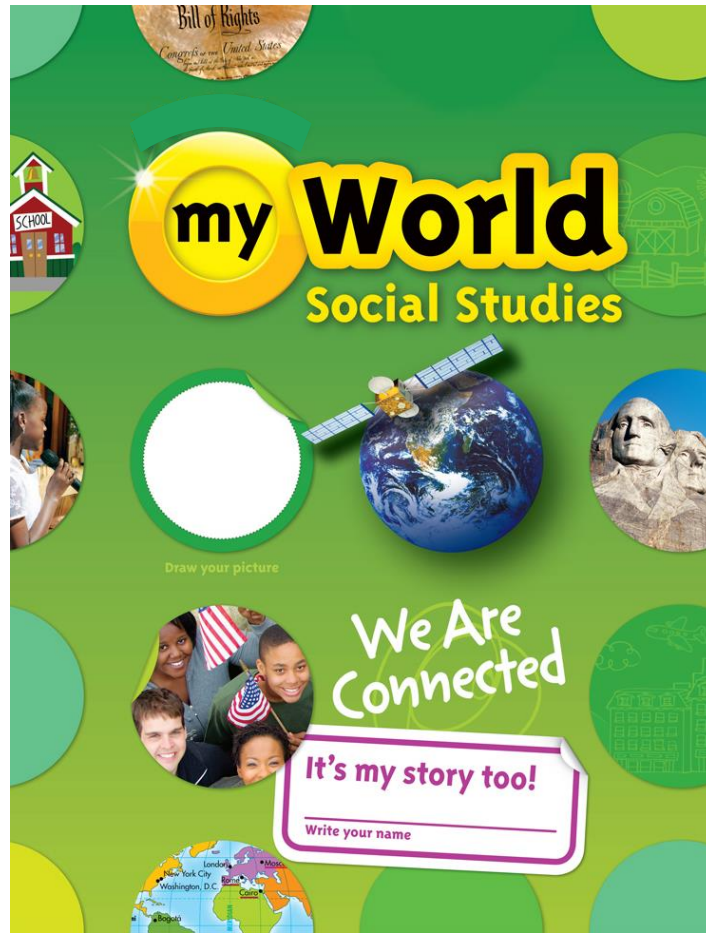


A Correlation of



To the Idaho Content Standards Social Studies Grade 3

**A Correlation of myWorld Social Studies, Grade 3
to the
Idaho Content Standards Social Studies, Grade 3**

| Idaho Content Standards Social Studies, Grade 3 | myWorld Social Studies We Are Connected |
|--|---|
| 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 TG: Active Reading & Lesson Summary pages 194–197, 200–203, 204–207, 208–211 |
| 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 TG: Active Reading & Lesson Summary pages 110–111, 113–116, 119–122, 125–128 |

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and Savvas Learning Company™ are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of myWorld Social Studies, Grade 3
to the
Idaho Content Standards Social Studies, Grade 3**

| Idaho Content Standards Social Studies, Grade 3 | myWorld Social Studies We Are Connected |
|--|--|
| Goal 1.2: Trace the role of migration and immigration of people in the development of the United States. | |
| Objectives | |
| 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 |

**A Correlation of myWorld Social Studies, Grade 3
to the
Idaho Content Standards Social Studies, Grade 3**

| Idaho Content Standards Social Studies, Grade 3 | myWorld Social Studies We Are Connected |
|--|---|
| 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 |

**A Correlation of myWorld Social Studies, Grade 3
to the
Idaho Content Standards Social Studies, Grade 3**

| Idaho Content Standards Social Studies, Grade 3 | myWorld Social Studies We Are Connected |
|--|---|
| 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 |

**A Correlation of myWorld Social Studies, Grade 3
to the
Idaho Content Standards Social Studies, Grade 3**

| Idaho Content Standards Social Studies, Grade 3 | myWorld Social Studies We Are Connected |
|--|--|
| Standard 4: Civics and Government | |
| Goal 4.1: Build an understanding of the foundational principles of the American political system. | |
| Objectives | |
| 3.SS.4.1.1 Explain why communities have laws. (423.01c) | SE: Why We Need Government, 130–131; Our Rules and Laws, 164–165 TG: Active Reading & Lesson Summary pages 91, 116 |
| 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) | SE: Our Rules and Laws, 164–165 TG: Active Reading & Lesson Summary page 116 |
| 3.SS.4.1.3 Identify the people or groups that make, apply, and enforce laws in the community. | SE: Our Rules and Laws, 164–165 TG: Active Reading & Lesson Summary page 116 |
| Goal 4.2: Build an understanding of the organization and formation of the American system of government. | |
| Objectives | |
| 3.SS.4.2.1 Identify and explain the basic functions of local governments. (422.01a) | SE: Local Government, 144–145; Got it?, 149 TG: Active Reading & Lesson Summary pages 101, 103 |
| 3.SS.4.2.2 Explain how local government officials are chosen, e.g., election, appointment. | SE: Local Government, 144–145; Got it?, 149 TG: Active Reading & Lesson Summary pages 101, 103 |
| 3.SS.4.2.3 Describe services commonly and primarily provided by governments for the community. (422.01a) | SE: Why We Need Government, 130, 131; Local Government, 144–145; Got it?, 149; also see: Local Government, 144–145 TG: Active Reading & Lesson Summary pages 91, 101, 103 |

**A Correlation of myWorld Social Studies, Grade 3
to the
Idaho Content Standards Social Studies, Grade 3**

| Idaho Content Standards Social Studies, Grade 3 | myWorld Social Studies We Are Connected |
|---|---|
| Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities. | |
| 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 |