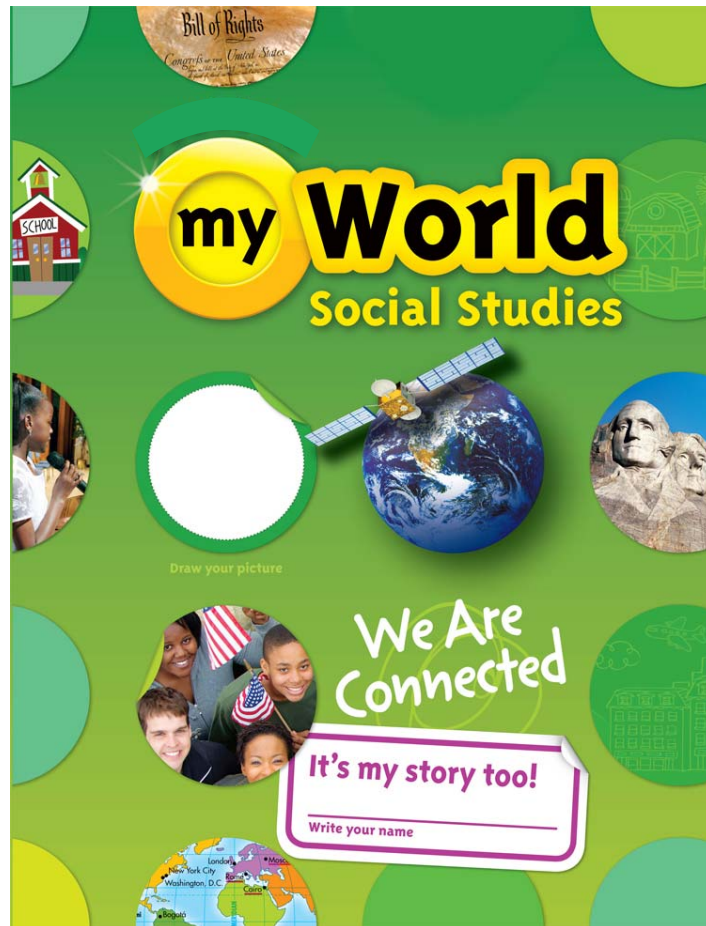


A Correlation of



To the

North Carolina Essential Standards for Social Studies

Grade 3

**A Correlation of Savvas myWorld Social Studies, We Are Connected
to the North Carolina Essential Standards, Social Studies**

North Carolina Essential Standards Social Studies	Savvas myWorld Social Studies We Are Connected
Grade 3	
History	
Essential Standard - 3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities.	
Clarifying Objectives	
3.H.1.1 Explain key historical events that occurred in the local community and regions over time.	SE: What Makes a Community, 16–21; Early English Communities, 110–115
3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.	SE: George Washington, 127–129; Thomas Jefferson, 118, 119, 132–133, 190–191; Benjamin Franklin, 113, 118, 119, 187–189; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181
3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.	SE: Creating a New Nation, 116–121; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181
Essential Standard - 3.H.2 Use historical thinking skills to understand the context of events, people and places.	
Clarifying Objectives	
3.H.2.1 Explain change over time through historical narratives. (events, people and places)	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; Creating a New Nation, 116–121; George Washington, 127–129; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181; New Ways to Travel, 190–195; A New Home in America, 198–203, New Ways to Communicate, 204–209; New Ideas, 212–217
3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.	SE: Primary and Secondary Sources, 196–197; Primary Sources, 132; myStory Spark, 13–15, 43–45, 79–81, 127–129, 157–159, 187–189, 223–225, 265–267

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North Carolina Essential Standards Social Studies	Savvas myWorld Social Studies We Are Connected
Geography and Environmental Literacy	
Essential Standard - 3.G.1 Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).	
Clarifying Objectives	
3.G.1.1 Find absolute and relative locations of places within the local community and region.	SE: Absolute and Relative Location, 26, 29
3.G.1.2 Compare the human and physical characteristics of places.	SE: What Makes a Community? 16–21; Three Types of Communities, 32–37; Land and Water, 46–51; People Modify Environments, 70; Effects of Population, 71
3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.	SE: What Makes a Community? 16–21; Three Types of Communities, 32–37; Using Earth's Resources, 60–65; Interacting With the Environment, 68–73
3.G.1.4 Explain how the movement of goods, people and ideas impact the community.	SE: Transportation, 35–36, 214; New Ways to Travel, 190–195; A New Home in America, 198–203; Moving Goods Around the World, 243
3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).	SE: Communities in Regions, 18; Five Regions of the United States, 50–51; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; Cultural Regions, 268–269
3.G.1.6 Compare various regions according to their characteristics.	SE: Communities in Regions, 18; Five Regions of the United States, 50–51; Climate Regions, 52–53; Cultural Regions, 268–269; Cultures in Warm and Cold Climates, 270–271

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North Carolina Essential Standards Social Studies	Savvas myWorld Social Studies We Are Connected
Economics and Financial Literacy	
Essential Standard - 3.E.1 Understand how the location of regions affects activity in a market economy.	
Clarifying Objectives	
3.E.1.1 Explain how location impacts supply and demand.	SE: Supply and Demand, 242
3.E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).	SE: Using Earth's Resources, 60-65; Interacting With the Environment, 68-73; Resources All Around Us, 237
3.E.2 Understand entrepreneurship in a market economy.	
Clarifying Objectives	
3.E.2.1 Explain why people become entrepreneurs.	SE: For supporting material see: Wright Brothers, 194; Alexander Graham Bell, 206; Radio and Television, 207; New Ideas, 212-217
3.E.2.2 Give examples of entrepreneurship in various regions of our state.	SE: For supporting material see: Wright Brothers, 194; Alexander Graham Bell, 206; Radio and Television, 207; New Ideas, 212-217
Civics and Government	
Essential Standard - 3.C&G.1 Understand the development, structure and function of local government.	
Clarifying Objectives	
3.C&G.1.1 Summarize the historical development of local governments.	SE: England's Colonies, 112; Settling the Middle Colonies, 113; New England Colonies, 114; Local Government, 144-145
3.C&G.1.2 Describe the structure of local government and how it functions to serve citizens.	SE: Local Government, 144-145
3.C&G.1.3 Understand the three branches of government, with an emphasis on local government.	SE: Branches of Government, 138-139, 140-141, 142-143

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North Carolina Essential Standards Social Studies	Savvas myWorld Social Studies We Are Connected
Essential Standard - 3.C&G.2 Understand how citizens participate in their communities.	
Clarifying Objectives	
3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.	SE: Good Citizens, Good Deeds, 160–165; Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181
3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment.	SE: Protecting Resources, 64–65; also see Jacques-Yves Cousteau, 43–45
3.C&G.2.3 Apply skills in civic engagement and public discourse (school, community)	SE: Critical Thinking: Compare Viewpoints, 150–151; Good Citizens, Good Deeds, 160–165; Conflict and Collaboration: Conflict and Cooperation, 166–167
Culture	
Essential Standard - 3.C.1 Understand how diverse cultures are visible in local and regional communities.	
Clarifying Objectives	
3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.	SE: People and Cultures, 268–273; Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation's Diversity, 288–293
3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.	SE: Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation's Diversity, 288–293
3.C.1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).	SE: Culture Through Traditions, 282; Our Nation's Diversity, 288–293

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