

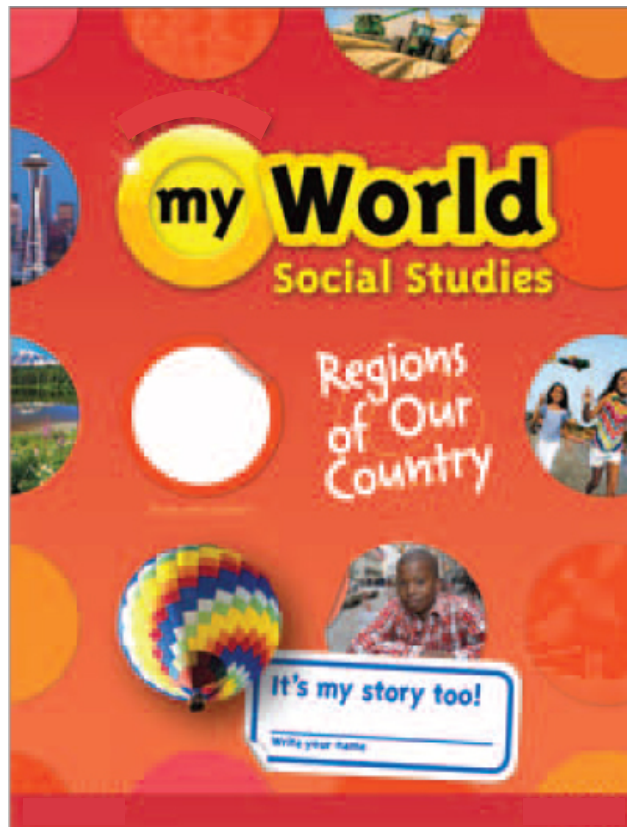
A Correlation of

Savvas

myWorld Social Studies

Regions of Our Country

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to the

2010 Alabama Course of Study

Social Studies

Grade 3

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Introduction

myWorld Social Studies is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today's classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use. This document demonstrates how **myWorld Social Studies, Regions of Our Country**, ©2014 meets the 2010 Alabama Course of Study: Social Studies for Grade 3. Correlation page references are to the Student Edition and Teacher's Guide. Alignments are cited at the page level.

Everyone has a story. What's yours? *myWorld Social Studies*[™] utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that's easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

Reinforce literacy instruction Every minute spent teaching social studies also reinforces reading and writing instruction.

Reduce prep time Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

Keep it current Teach to the moment using *Savvas'* exclusive *myStory Book Current Events* prompts.

Prepare students for the next level Embedded interactive skills instruction prepares students for lifelong learning.

Interactive Student Text Interactive *Student Worktexts* promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

Student Materials

- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Guide
- Accelerating Progress for English Language Learner's Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView[®] DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans, high-stakes assessment support, and more

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<p>1. Locate the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes</p>	<p>SE: Reading Globes, SSH 12; Earth's Hemispheres, SSH 13; Maps Show Direction, SSH 14; Use Latitude and Longitude for Exact Location, SSH 20 TG: Active Reading & Lesson Summary pages SSH 3, SSH 4, SSH 7</p>
<p>1.a Using cardinal and intermediate directions to locate on a map or globe an area in Alabama or the world</p>	<p>SE: Maps Show Direction, SSH 14 TG: Active Reading & Lesson Summary page SSH 4</p>
<p>1.b Using coordinates to locate points on a grid</p>	<p>SE: Map Skills: Latitude and Longitude, 306–307; Use a Grid, SSH 19; Use Latitude and Longitude for Exact Location, SSH 20 TG: Active Reading & Lesson Summary pages SSH 6, SSH 7, 225, 226</p>
<p>1.c Determining distance between places on a map using a scale</p>	<p>SE: Maps Show Distance, SSH 15; Use a Road Map and Scale, 186–187 TG: Active Reading & Lesson Summary pages SSH 4, 138–139</p>
<p>1.d Locating physical and cultural regions using labels, symbols, and legends on an Alabama or world map</p>	<p>SE: Maps, 6, 8, 11, 14, 16, 27, 40, 50, 52, 128, 130, 141, 143, 149, 153, 158, 168, 181, 182, 186, 188, 190, 197, 198, 201, 213, 221, 222, 231, 235, 255, 256, 258, 263, 269, 287, 295, 296, 306, 310, 315, 322; Maps Show Direction (compass rose), SSH 14; Maps Show Distance, SSH 15; Political Maps, SSH 16; Physical Maps, SSH 17; Elevation Maps, SSH 18; Maps Show Events, SSH 21 TG: Analyze Maps, SSH2, SSH3, SSH4, SSH5, SSH6, SSH7, 7, 8, 10, 11, 21, 32, 96, 97, 106, 107, 111, 118, 125, 136, 142, 146, 165, 171, 189, 190, 191, 204, 218, 219, 229, 232, 237</p>
<p>1.e Describing the use of geospatial technologies Examples: Global Positioning System (GPS), geographic information system (GIS)</p>	<p>SE: Map Skills: Latitude and Longitude, 306–307; GPS, 307; Use a Grid, SSH 19; Use Latitude and Longitude for Exact Location, SSH 20 TG: Active Reading & Lesson Summary pages SSH 6, SSH 7, 225, 226</p>

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<p>1.f Interpreting information on thematic maps Examples: population, vegetation, climate, growing season, irrigation</p>	<p>SE: Maps Show Direction (land use map), SSH 14; Maps Show Distance (path of a hurricane), SSH 15; Political Maps, SSH 16; Physical Maps, SSH 17; Elevation Maps, SSH 18; Maps Show Events, SSH 21; Map Skills, 16–17, 186–187, 306–307 TG: Active Reading & Lesson Summary pages SSH4, SSH5, SSH6, SSH7, 14, 139, 226</p>
<p>1.g Using vocabulary associated with maps and globes, including <i>megalopolis</i>, <i>landlocked</i>, <i>border</i>, and <i>elevation</i></p>	<p>SE: Geography Skills: Map and Globe Handbook, SSH 12–SSH 21; Map Skills, 16–17, 186–187, 306–307 TG: Active Reading & Lesson Summary pages SSH3, SSH4, SSH5, SSH6, SSH7, 14, 139, 226</p>
<p>2. Locate the continents on a map or globe.</p>	<p>SE: Reading Globes, SSH 12; Earth's Hemispheres, SSH 13 TG: Active Reading & Lesson Summary page SSH 3</p>
<p>2.a Using vocabulary associated with geographical features of Earth, including <i>hill</i>, <i>plateau</i>, <i>valley</i>, <i>peninsula</i>, <i>island</i> <i>isthmus</i>, <i>ice cap</i>, and <i>glacier</i></p>	<p>SE: Land and Regions in the United States, 4–9; The Land of the Northeast, 140–145; Land and Water of the Southeast, 180–185; In the Heart of the Nation, 220–225; Southwestern Land and Water, 254–259; A Varied Land, 294–299 TG: Active Reading & Lesson Summary pages 5–8, 105–108, 134–137, 163–166, 188–191, 217–220</p>
<p>2.b Locating major mountain ranges, oceans, rivers, and lakes throughout the world</p>	<p>SE: Physical Maps, SSH 17; Elevation Maps, SSH 18; Regions and Resources, 18–23; People Change the Environment, 26–27; Saving Resources with Technology, 28–29; Resources of the Northeast, 146–151; A Land of Many Resources, 194–199; Resources and Farming, 228–233; Southwestern Land and Water, 254–259; Western Resources, 308–313 TG: Active Reading & Lesson Summary, 15, 16, 17, 18, 19, 21, 22, 109, 110, 111, 112, 144, 145, 146, 147, 169, 170, 171, 172, 188, 189, 190, 191, 227, 228, 229, 230</p>

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<p>3. Describe ways the environment is affected by humans in Alabama and the world Examples: crop rotation, oil spills, landfills, clearing of forests, replacement of cleared lands, restocking of fish in waterways</p>	<p>SE: Protecting Resources, 22–23; People Change the Environment, 26–27; Saving Resources with Technology, 28–29 TG: Active Reading & Lesson Summary pages 15–18, 19–22</p>
<p>3.a Using vocabulary associated with human influence on the environment, including <i>irrigation, aeration, urbanization, reforestation, erosion, and migration</i></p>	<p>SE: Protecting Resources, 22–23; People Change the Environment, 26–27; Saving Resources with Technology, 28–29; myStory: Marjory Stoneman Douglas: Rescuer of the Everglades, 1–3 TG: Active Reading & Lesson Summary pages 3–4, 15–18, 19–22</p>
<p>4. Relate population dispersion to geographic, economic, and historic changes in Alabama and the world. Examples: geographic—flood, hurricane, tsunami economic—crop failure historic—disease, war, migration</p>	<p>SE: A Diverse Nation, 60; Centers of Population and Commerce, 168–169; Fast Growing Cities, 210 TG: Active Reading & Lesson Summary pages 46, 125, 155</p>
<p>4.a Identifying human and physical criteria used to define regions and boundaries Examples: human—city boundaries, school district lines, physical—hemispheres, regions within continents or countries</p>	<p>SE: Land and Regions in the United States, 4–9; Regions and Resources, 18–23; The Land of the Northeast, 140–145; Resources in the Northeast, 146–151; Growth and Change in the Northeast, 158–163; The Northeast Today, 166–171; Land of the Southeast, 180–185; Climate of the Southeast, 188–193; Settling the Southeast, 200–205; Southern Life, 206–211; In the Heart of the Nation, 220–225; Settling in the Midwest, 234–239; The Midwest on the Move, 240–244; Climate of the Southwest, 262–267; The Southwest’s Past, 268–273; Growth of the Southwest, 274–279; Life in a Dry Land, 280–285; A Varied Land, 294–299; Climate of the West, 300–305; Western Resources, 308–313; Growth of the West, 314–319; The West Today, 320–325 TG: Active Reading & Lesson Summary pages 5, 6, 7, 8, 15, 16, 17, 18, 105, 106, 107, 108, 109, 110, 111, 112, 117, 118, 119, 120, 123, 124, 125, 126, 134, 135, 136, 137, 140, 141, 142, 143, 148, 149, 150, 151, 152, 153, 154, 155, 163, 164,</p>

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<p>(Continued) 4.a Identifying human and physical criteria used to define regions and boundaries Examples: human—city boundaries, school district lines, physical—hemispheres, regions within continents or countries</p>	<p>165, 166, 173, 174, 175, 176, 177, 178, 179, 180, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 217, 218, 219, 220, 221, 222, 223, 224, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238</p>
<p>5. Compare trading patterns between countries and regions.</p>	<p>SE: Trade and Markets, 114–119 TG: Active Reading & Lesson Summary pages 86–89</p>
<p>5.a Differentiating between producers and consumers</p>	<p>SE: Making Choices, 106–107 TG: Active Reading & Lesson Summary pages 80–81</p>
<p>5.b Differentiating between imports and exports Examples: imports—coffee, crude oil exports—corn, wheat, automobiles</p>	<p>SE: Trade and Markets, 114–119 TG: Active Reading & Lesson Summary pages 86–89</p>
<p>6. Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.</p>	<p>SE: Protecting Resources, 22–23; People Change the Environment, 26–27; Saving Resources with Technology, 28–29; myStory: Marjory Stoneman Douglas: Rescuer of the Everglades, 1–3 TG: Active Reading & Lesson Summary pages 3–4, 15–18, 19–22</p>
<p>6.a Identifying examples of cooperation among governmental agencies within and between different geographic areas Examples: American Red Cross, Federal Emergency Management Agency (FEMA), World Health Organization (WHO)</p>	<p>SE: Civilian Conservation Corps and Works Project Administration, 61; United Nations, 64, 147 TG: Active Reading & Lesson Summary pages 46, 49, 110</p>
<p>6.b Locating areas of political conflict on maps and globes</p>	<p>SE: For related material see: SSH 21; Maps, 40, 50, 52, 54, 201 TG: Active Reading & Lesson Summary pages 32, 39, 41, 4</p>

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<p>6.c Explaining the role of the United Nations (UN) and the United States in resolving conflict within and between geographic areas</p>	<p>SE: United Nations, 147 TG: Active Reading & Lesson Summary pages 110</p>
<p>7. Describe the relationship between locations of resources and patterns of population distribution. Examples: presence of trees for building homes, availability of natural gas supply for heating, availability of water supply for drinking and for irrigating crops</p>	<p>SE: Where People Live, 7; Regions and Resources, 18–23; People Change the Environment, 26–27; Saving Resources with Technology, 28–29; Where Immigrants Came From, 60; Resources of the Northeast, 146–151; Immigrants Come to the Northeast, 158–159; The Growth of Cities, 166–167; Centers of Population and Commerce, 168–169; A Land of Many Resources, 194–199; Fast-Growing Cities, 210; Resources and Farming, 228–233; Southwestern Land and Water, 254–259; Western Resources, 308–313 TG: Active Reading & Lesson Summary, 7, 15, 16, 17, 18, 19, 21, 22, 46, 109, 110, 111, 112, 118, 123–125, 144, 145, 146, 147, 155, 169, 170, 171, 172, 188, 189, 190, 191, 227, 228, 229, 230</p>
<p>7.a Locating major natural resources and deposits throughout the world on topographical maps</p>	<p>SE: Regions and Resources, 18–23; People Change the Environment, 26–27; Saving Resources with Technology, 28–29; Resources of the Northeast, 146–151; A Land of Many Resources, 194–199; Resources and Farming, 228–233; Southwestern Land and Water, 254–259; Western Resources, 308–313 TG: Active Reading & Lesson Summary pages 15, 16, 17, 18, 19, 21, 22, 109, 110, 111, 112, 144, 145, 146, 147, 169, 170, 171, 172, 188, 189, 190, 191, 227, 228, 229, 230</p>
<p>7.b Comparing present-day mechanization of labor with the historical use of human labor for harvesting natural resources Example: present-day practices of using machinery versus human labor to mine coal and harvest cotton and pecans</p>	<p>SE: The Industrial Revolution, 53; An Industrial Nation, 58; Inventions Bring Change, 59; Inventions and the Rise of Industry, 160–161; Manufacturing, 232; Changes in Transportation, 241 TG: Active Reading & Lesson Summary pages 41, 45, 119, 172, 178</p>

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<p>7.c Explaining the geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources in the twenty-first century</p>	<p>SE: Protecting Resources, 18–19; Saving Resources with Technology, 28–29; Oil, 194, 277, 320; Coal, 22; Solar Power, 321 TG: Active Reading & Lesson Summary pages 18, 22</p>
<p>8. Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states. Examples: Appalachian Mountains, Tennessee-Tombigbee Waterway, Interstate Highway 65 (I-65), Natchez Trace Parkway</p>	<p>SE: The Atlantic Coast, 142; The Appalachian Range, 143; Lakes and Rivers, 144–145; Centers of Population and Commerce, 168–169; Pioneers Head West, 203; Settling in the Midwest, 234–239; The Midwest on the Move, 240–245; Growth of the Southwest, 274–279; Growth of the West, 314–319 TG: Active Reading & Lesson Summary pages 107, 108, 125, 150, 173, 174, 175, 176, 177, 178, 179, 180, 202, 203, 204, 205, 231, 232, 233, 234</p>
<p>8.a Locating the five geographic regions of Alabama</p>	<p>SE: For related material see: Land and Water of the Southeast, 180–185; Climate of the Southeast, 188–193; A Land of Many Resources, 194–199 TG: Active Reading & Lesson Summary pages 134–137, 140–143, 144–147</p>
<p>8.b Locating state and national parks on a map or globe</p>	<p>SE: Tourism and the Land, 199; Mt. Rushmore, 245; The Remarkable Grand Canyon, 256</p>
<p>9. Identify ways to prepare for natural disasters. Examples: constructing houses on stilts in flood-prone areas, buying earthquake and flood insurance, providing hurricane or tornado shelters, establishing emergency evacuation routes</p>	<p>SE: Hurricanes, 190; Effects of Hurricanes, 191; Handling Floods, 192; Being Prepared, 193; Tornado Alley, 263; Water Shortages, 284–285 TG: Active Reading & Lesson Summary pages 142–143</p>
<p>10. Recognize functions of the Declaration of Independence and the Constitution of the United States.</p>	<p>SE: Principles of Our Government, 80–83 TG: Active Reading & Lesson Summary pages 59–62</p>

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<p>10.a Describing the process by which a bill becomes law</p>	<p>SE: The Three Branches and Their Responsibilities, 86–87 TG: Active Reading & Lesson Summary pages 66, 67</p>
<p>10.b Explaining the relationship between the federal government and state governments, including the three branches of government</p>	<p>SE: How Our Government Works, 86–91 TG: Active Reading & Lesson Summary pages 65–68</p>
<p>10.c Defining governmental systems, including democracy, monarchy, and dictatorship</p>	<p>SE: For related material see: Democracy, 78, 92–95; Communism, 64</p>
<p>11. Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs</p>	<p>SE: Identify Primary and Secondary Sources, 84–85; myStory Spark, 1–3, 34–37, 74–77, 102–105, 136–139, 176–179, 216–219, 250–253, 290–293 TG: Active Reading & Lesson Summary pages 63–64</p>
<p>11.a Comparing maps of the past to maps of the present</p>	<p>SE: Maps Show Events, SSH 21; Maps: Explorers in the Americas, 40; The United States, 1804, 50; The Nation Grows West, 52</p>
<p>12. Explain the significance of representations of American values and beliefs, including the Statue of Liberty, the statue of Lady Justice, the United States flag, and the national anthem</p>	<p>SE: National Symbols, 34, 58, 96, 138; Statue of Liberty, 58, 138; Central Park, 136; Liberty Bell, 34; Seal of the United States, 96; Niagara Falls, 140; City Sights and Landmarks, 169; Great Smoky Mountains National Park, 199; Pioneer Courage Park, 218; Gateway Arch, 244; Mount Rushmore, 245; Pueblo cliff dwellings, 268; Hoover Dam, 281; Golden Gate Bridge, 323 TG: Active Reading & Lesson Summary pages 104, 125</p>

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<p>13. Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama. Examples: prehistoric—Paleo-Indian, Archaic, Woodland, Mississippian historic—Choctaw, Chickasaw, Cherokee, Creek</p>	<p>SE: The First Americans, 38–39; Native Americans of the Northeast, 152–153; Native Americans of the Southeast, 200; Native Americans of the Midwest, 235; Native American Trade in the 1200s, 240; Ancient Cultures of the Region, 268; Native Americans of the Southwest, 269; Changing Life for Native Americans, 275; Native American Past, 314; Native Americans of the West, 315 TG: Active Reading & Lesson Summary pages 31, 114, 149, 174, 178, 199, 203, 232</p>
<p>13.a Identifying roles of archaeologists and paleontologists</p>	<p>SE: Archeologist, 38 TG: Active Reading & Lesson Summary 31</p>

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