A Correlation of

Savvas
myWorld Social Studies
We Are Connected
©2013

to the

2010 Alabama Course of Study
Social Studies
Grade 3
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 ©2013 meets the 2010 Alabama Course of Study: Social Studies. 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

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, We Are Connected, ©2013 to the 2010 Alabama Course of Study for Social Studies

<table>
<thead>
<tr>
<th>2010 Alabama Course of Study Social Studies: Geographical and Historical Studies, People, Places and Regions</th>
<th>Scott Foresman myWorld Social Studies We Are Connected, Grade 3, ©2013</th>
</tr>
</thead>
</table>
| 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 | SE: Absolute and Relative Location, 26; Map Skills: Latitude and Longitude, 30–31  
TG: Active Reading & Lesson Summary pages, 13, 15–16 |
| 1.a Using cardinal and intermediate directions to locate on a map or globe an area in Alabama or the world | SE: Parts of a Map, 24  
TG: Active Reading & Lesson Summary page, 12 |
| 1.b Using coordinates to locate points on a grid | SE: Grid Maps, 25; Absolute and Relative Location, 26; Map Skills: Latitude and Longitude, 30–31  
TG: Active Reading & Lesson Summary pages, 12, 15–16 |
| 1.c Determining distance between places on a map using a scale | SE: Measuring Distance, 27  
TG: Active Reading & Lesson Summary page, 13 |
TG: Active Reading & Lesson Summary, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195 |
| 1.e Describing the use of geospatial technologies  
Examples: Global Positioning System (GPS), geographic information system (GIS) | SE: For related material see: Grid Maps, 25; Absolute and Relative Location, 26; Map Skills: Latitude and Longitude, 30–31 |
| 1.f Interpreting information on thematic maps  
TG: Active Reading & Lesson Summary page, 14, 36, 37 |
| 2010 Alabama Course of Study | Scott Foresman  
Social Studies: Geographical and Historical Studies, People, Places and Regions | myWorld Social Studies  
We Are Connected, Grade 3, ©2013 |
|----------------------------|---------------------------------|---------------------------------|
TG: Active Reading & Lesson Summary, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195 |  
|
| 2. Locate the continents on a map or globe. | SE: Landforms and Bodies of Water, 46–47  
TG: Active Reading & Lesson Summary page, 29 |  
|
| 2.a Using vocabulary associated with geographical features of Earth, including hill, plateau, valley, peninsula, island isthmus, ice cap, and glacier | SE: Land and Water, 46–51  
TG: Active Reading & Lesson Summary pages, 28–31 |  
|
| 2.b Locating major mountain ranges, oceans, rivers, and lakes throughout the world | SE: Different Types of Maps, 28–29; Land and Water, 46–51; Interpret Maps, 58–59  
TG: Active Reading & Lesson Summary pages, 14, 46–51, 36–37 |  
|
| 3. Describe ways the environment is affected by humans in Alabama and the world  
TG: Active Reading & Lesson Summary pages, 38–41, 44–47 |  
|
| 3.a Using vocabulary associated with human influence on the environment, including irrigation, aeration, urbanization, reforestation, erosion, and migration | SE: Using Earth’s Resources, 60–65, Interacting with the Environment, 68–73; myStory Book: How Do We Interact with the Planet? 77  
TG: Active Reading & Lesson Summary pages, 38–41, 44–47 |  
|
| 2010 Alabama Course of Study | Scott Foresman  
Social Studies: Geographical and Historical Studies, People, Places and Regions | myWorld Social Studies  
We Are Connected, Grade 3, ©2013 |
|----------------------------|-------------------------------------------------|----------------------------------|
| **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 | **SE:** For related material see: What Makes a Community? 16–21; People Modify Environments, 70; Effects of Population, 71; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; Railroads Cross the Country, 193; A New Home in America, 198–203  
**TG:** Active Reading & Lesson Summary pages, 5–8, 46, 67–70, 71–74, 75–78, 138, 142–145 | |
| **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 | **SE:** Three Types of Communities, 32–37; Five Regions of the United States, 50–51; Climate Regions, 52–53; Cultural Regions, 268–269; Cultures in Warm and Cold Climates, 270–271  
**TG:** Active Reading & Lesson Summary pages, 17–20, 31, 195, 196 | |
| **5.** Compare trading patterns between countries and regions. | **SE:** Exchanging Goods and Services, 240–245  
**TG:** Active Reading & Lesson Summary pages, 173–176 | |
| **5.a** Differentiating between producers and consumers | **SE:** Producers and Consumers, 234–239  
**TG:** Active Reading & Lesson Summary pages, 169–172 | |
| **5.b** Differentiating between imports and exports  
Examples: imports—coffee, crude oil  
exports—corn, wheat, automobiles | **SE:** Worldwide Trade, 244  
**TG:** Active Reading & Lesson Summary pages, 176 | |
| **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. | **SE:** Using Earth’s Resources, 60–65; Interacting With the Environment, 68–73; Trouble Between Spain and France, 100–101; French Lose Power in North America, 108; Creating a New Nation, 116–121; Choices in Communities, 230  
**TG:** Active Reading & Lesson Summary pages, 38–41, 44–47, 69, 74, 79–82, 166 | |

**SE = Student Edition**  
**TG = Teacher’s Guide**
<table>
<thead>
<tr>
<th>2010 Alabama Course of Study Social Studies: Geographical and Historical Studies, People, Places and Regions</th>
<th>Scott Foresman myWorld Social Studies We Are Connected, Grade 3, ©2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.a</strong> 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)</td>
<td><strong>SE:</strong> United Nations, 172; American Red Cross, 180  <strong>TG:</strong> Active Reading &amp; Lesson Summary pages, 122, 128</td>
</tr>
<tr>
<td><strong>6.b</strong> Locating areas of political conflict on maps and globes</td>
<td><strong>SE:</strong> For related material see: Creating a New Nation, 116–121; Maps, 90, 93, 108, 191, 193, 205</td>
</tr>
<tr>
<td><strong>6.c</strong> Explaining the role of the United Nations (UN) and the United States in resolving conflict within and between geographic areas</td>
<td><strong>SE:</strong> United Nations, 172  <strong>TG:</strong> Active Reading &amp; Lesson Summary page, 122</td>
</tr>
<tr>
<td><strong>7.</strong> 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</td>
<td><strong>SE:</strong> Where Communities Are Located, 24–29; Three Types of Communities, 32–37; Weather and Climate, 52–57, Using Earth’s Resources, 60–65; Interacting With the Environment, 68–73  <strong>TG:</strong> Active Reading &amp; Lesson Summary pages, 11–14, 17–20, 32–35, 38–41, 44–47</td>
</tr>
<tr>
<td><strong>7.a</strong> Locating major natural resources and deposits throughout the world on topographical maps</td>
<td><strong>SE:</strong> United States Resources, 61  <strong>TG:</strong> Active Reading &amp; Lesson Summary page, 39</td>
</tr>
<tr>
<td><strong>7.b</strong> 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</td>
<td><strong>SE:</strong> New Machines for Work, 214  <strong>TG:</strong> Active Reading &amp; Lesson Summary page, 154</td>
</tr>
<tr>
<td><strong>7.c</strong> Explaining the geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources in the twenty-first century</td>
<td><strong>SE:</strong> Using Earth’s Resources, 60–65; People Modify Environments, 70  <strong>TG:</strong> Active Reading &amp; Lesson Summary pages, 38–41</td>
</tr>
</tbody>
</table>

*SE = Student Edition  TG = Teacher’s Guide*
<table>
<thead>
<tr>
<th>2010 Alabama Course of Study Social Studies: Geographical and Historical Studies, People, Places and Regions</th>
<th>Scott Foresman myWorld Social Studies We Are Connected, Grade 3, ©2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>SE: Five Regions of the United States, 50–51; Climate Regions, 52–53; Highways Cross the Nation, 194; Cultural Regions, 268–269; Cultures in Warm and Cold Climates, 270–271; Climates and World Cultures, 272–273</td>
</tr>
<tr>
<td>8.a Locating the five geographic regions of Alabama</td>
<td>TG: Active Reading &amp; Lesson Summary pages, 31, 33, 194–197</td>
</tr>
<tr>
<td>8.b Locating state and national parks on a map or globe</td>
<td>SE: For related material see: Five Regions of the United States, 50–51; Climate Regions, 52–53</td>
</tr>
<tr>
<td>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</td>
<td>SE: For related material see: People and the Land, 72–73; Photo (American Red Cross), 180; also see: Cause and Effect, 66–67; Conflict and Cooperation, 166–167</td>
</tr>
<tr>
<td>10.a Describing the process by which a bill becomes law</td>
<td>TG: Active Reading &amp; Lesson Summary pages, 81, 92, 93, 115, 120</td>
</tr>
<tr>
<td>10.b Explaining the relationship between the federal government and state governments, including the three branches of government</td>
<td>SE: The Legislative Branch, 138–139; The Executive Branch, 140</td>
</tr>
<tr>
<td>10.c Defining governmental systems, including democracy, monarchy, and dictatorship</td>
<td>TG: Active Reading &amp; Lesson Summary pages, 96–98</td>
</tr>
</tbody>
</table>

**SE = Student Edition**  
**TG = Teacher’s Guide**
<table>
<thead>
<tr>
<th>2010 Alabama Course of Study</th>
<th>Scott Foresman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies: Geographical and Historical Studies, People, Places and Regions</td>
<td>myWorld Social Studies</td>
</tr>
<tr>
<td></td>
<td>We Are Connected, Grade 3, ©2013</td>
</tr>
</tbody>
</table>

11. Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs

**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

**TG:** Active Reading & Lesson Summary pages, 140-141

11.a Comparing maps of the past to maps of the present

**SE:** For related material see: Where Communities Are Located, 24-29

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

**SE:** American Flag, 116, 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

**TG:** Active Reading & Lesson Summary pages, 201

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

**SE:** America’s First Peoples, 82–87

**TG:** Active Reading & Lesson Summary pages, 55–58

13.a Identifying roles of archaeologists and paleontologists

**SE:** For related material see: America’s First Peoples, 82–87; Photograph of Artifacts, 81, 196