

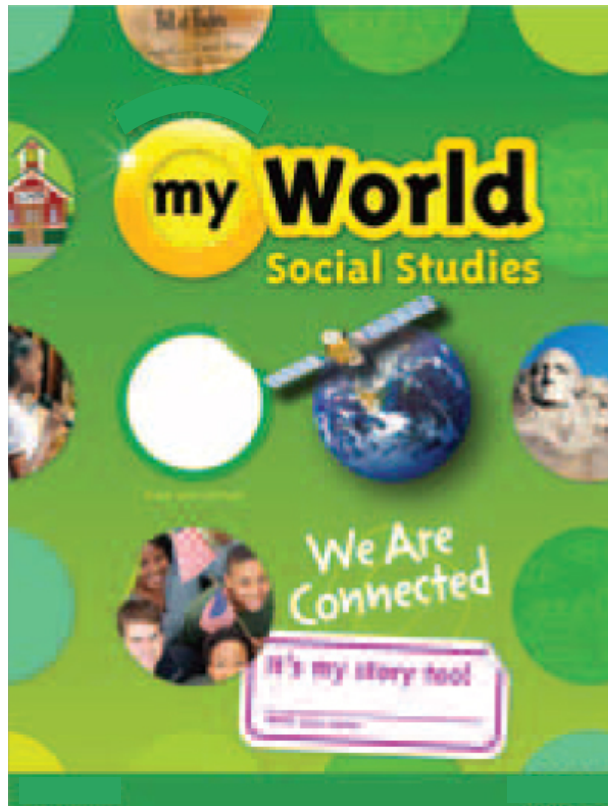
A Correlation of

Savvas

myWorld Social Studies

We Are Connected

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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** ©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

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<p style="text-align: center;">2010 Alabama Course of Study Social Studies: Geographical and Historical Studies, People, Places and Regions</p>	<p style="text-align: center;">Scott Foresman myWorld Social Studies We Are Connected, Grade 3, ©2013</p>
<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: Absolute and Relative Location, 26; Map Skills: Latitude and Longitude, 30–31 TG: Active Reading & Lesson Summary pages, 13, 15–16</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: Parts of a Map, 24 TG: Active Reading & Lesson Summary page, 12</p>
<p>1.b Using coordinates to locate points on a grid</p>	<p>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</p>
<p>1.c Determining distance between places on a map using a scale</p>	<p>SE: Measuring Distance, 27 TG: Active Reading & Lesson Summary page, 13</p>
<p>1.d Locating physical and cultural regions using labels, symbols, and legends on an Alabama or world map</p>	<p>SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31; Interpret Maps, 58–59, Maps, 39, 46–47, 49, 53, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 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</p>
<p>1.e Describing the use of geospatial technologies Examples: Global Positioning System (GPS), geographic information system (GIS)</p>	<p>SE: For related material see: Grid Maps, 25; Absolute and Relative Location, 26; Map Skills: Latitude and Longitude, 30–31</p>
<p>1.f Interpreting information on thematic maps Examples: population, vegetation, climate, growing season, irrigation</p>	<p>SE: Different Types of Maps, 28–29; Interpret Maps, 58–59, Maps, 39, 46–47, 49, 53, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 TG: Active Reading & Lesson Summary page, 14, 36, 37</p>

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<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: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Maps, 39, 46–47, 49, 53, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 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</p>
<p>2. Locate the continents on a map or globe.</p>	<p>SE: Landforms and Bodies of Water, 46–47 TG: Active Reading & Lesson Summary page, 29</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 isthmus</i>, <i>ice cap</i>, and <i>glacier</i></p>	<p>SE: Land and Water, 46–51 TG: Active Reading & Lesson Summary pages, 28–31</p>
<p>2.b Locating major mountain ranges, oceans, rivers, and lakes throughout the world</p>	<p>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</p>
<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: Using Earth’s Resources, 60–65, Interacting with the Environment, 68–73 TG: Active Reading & Lesson Summary pages, 38–41, 44–47</p>
<p>3.a Using vocabulary associated with human influence on the environment, including <i>irrigation</i>, <i>aeration</i>, <i>urbanization</i>, <i>reforestation</i>, <i>erosion</i>, and <i>migration</i></p>	<p>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</p>

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<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: 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</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: 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</p>
<p>5. Compare trading patterns between countries and regions.</p>	<p>SE: Exchanging Goods and Services, 240–245 TG: Active Reading & Lesson Summary pages, 173–176</p>
<p>5.a Differentiating between producers and consumers</p>	<p>SE: Producers and Consumers, 234–239 TG: Active Reading & Lesson Summary pages, 169–172</p>
<p>5.b Differentiating between imports and exports Examples: imports—coffee, crude oil exports—corn, wheat, automobiles</p>	<p>SE: Worldwide Trade, 244 TG: Active Reading & Lesson Summary pages, 176</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: 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</p>

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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)	SE: United Nations, 172; American Red Cross, 180 TG: Active Reading & Lesson Summary pages, 122, 128
6.b Locating areas of political conflict on maps and globes	SE: For related material see: Creating a New Nation, 116–121; Maps, 90, 93, 108, 191, 193, 205
6.c Explaining the role of the United Nations (UN) and the United States in resolving conflict within and between geographic areas	SE: United Nations, 172 TG: Active Reading & Lesson Summary page, 122
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	SE: 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 TG: Active Reading & Lesson Summary pages, 11–14, 17–20, 32–35, 38–41, 44–47
7.a Locating major natural resources and deposits throughout the world on topographical maps	SE: United States Resources, 61 TG: Active Reading & Lesson Summary page, 39
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	SE: New Machines for Work, 214 TG: Active Reading & Lesson Summary page, 154
7.c Explaining the geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources in the twenty-first century	SE: Using Earth’s Resources, 60–65; People Modify Environments, 70 TG: Active Reading & Lesson Summary pages, 38–41

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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	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 TG: Active Reading & Lesson Summary pages, 31, 33, 194–197
8.a Locating the five geographic regions of Alabama	SE: For related material see: Five Regions of the United States, 50–51; Climate Regions, 52–53
8.b Locating state and national parks on a map or globe	SE: For related material see: Photo of Mt. Rushmore, 140; National Parks, 147; Statue of Liberty, 199; Crazy Horse Memorial, 279; also see: Where Communities Are Located, 24–29
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	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
10. Recognize functions of the Declaration of Independence and the Constitution of the United States.	SE: Constitution of the United States, 134–135, 162, 189; Declaration of Independence, 119, 132–133, 189; Bill of Rights, 162, 168 TG: Active Reading & Lesson Summary pages, 81, 92, 93, 115, 120
10.a Describing the process by which a bill becomes law	SE: The Legislative Branch, 138–139; The Executive Branch, 140 TG: Active Reading & Lesson Summary pages, 96–98
10.b Explaining the relationship between the federal government and state governments, including the three branches of government	SE: Levels of Government, 144–149 TG: Active Reading & Lesson Summary pages, 100–103
10.c Defining governmental systems, including democracy, monarchy, and dictatorship	SE: For related material see: Levels of Government, 144–149

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<p>11. Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs</p>	<p>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</p>
<p>11.a Comparing maps of the past to maps of the present</p>	<p>SE: For related material see: Where Communities Are Located, 24-29</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: 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</p>
<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: America's First Peoples, 82-87 TG: Active Reading & Lesson Summary pages, 55-58</p>
<p>13.a Identifying roles of archaeologists and paleontologists</p>	<p>SE: For related material see: America's First Peoples, 82-87; Photograph of Artifacts, 81, 196</p>