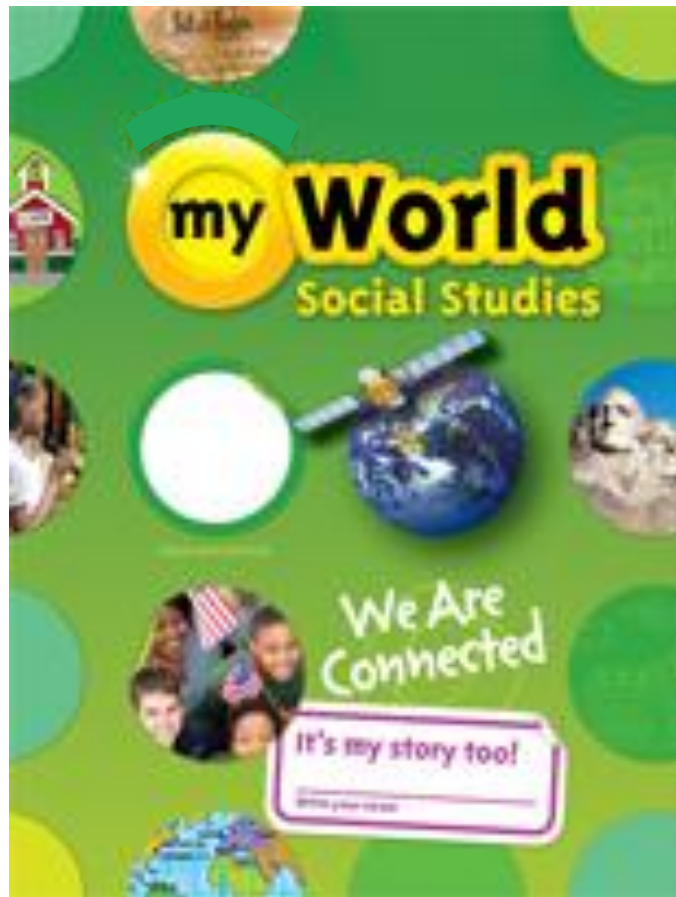


A Correlation of



To the

Arkansas Social Studies Curriculum Framework

Grade 3

A Correlation of myWorld Social Studies, We Are Connected to the Arkansas Social Studies Curriculum Framework, Grade 3

Introduction

This document demonstrates how *myWorld Social Studies, We Are Connected*, meets the Arkansas Social Studies Curriculum Framework for Grade 3. Correlation page references are to the Student Worktext and the Teacher’s Guide. Alignments are cited at the page level.

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.

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

- Kindergarten Flip Book
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Guide
- Kindergarten Teacher Lesson Plan Blackline Masters
- 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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Grade 3	
Strand: Civics/Government	
Content Standard 1: Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.	
Structure and Function	
C.1.3.1 Discuss the origins of the United States <i>founding documents</i> (e.g., U.S. Constitution, Bill of Rights) D2.Civ.3.3-5	SW: Freedom and Government, 119; Freedom and Happiness, 132-133; The States Come Together, 134-135; Our Rights, 162 TG: Active Reading & Lesson Summary: 81, 90, 92, 93, 113, 115
C.1.3.2 Identify responsibilities and powers of government officials in different branches of state government D2.Civ.1.3-5	SW: State Government, 146; Got It? 149 TG: Active Reading & Lesson Summary: 100, 102, 103
C.1.3.3 Explain the functions and structure of the state government D2.Civ.5.3-5	SW: State Government, 146; Got It? 149 TG: Active Reading & Lesson Summary: 100, 102, 103
C.1.3.4 Begins in Grade 5	
Content Standard 2: Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.	
Citizenship	
C.2.3.1 Investigate origins of state and national symbols, patriotic songs, and mottos D1.3.3-5	SW: Songs and Culture, 276-277; Sculptures, Paintings, and Culture, 279; Celebrating Independence, 284 TG: Active Reading & Lesson Summary: 200, 201, 202, 204, 206
C.2.3.2 Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags D2.Civ.7.3-5	SW: Reading Skills: Summarize, 136 TG: Active Reading & Lesson Summary: 94, 95
C.2.3.3 Compare rights and responsibilities of citizens in different times and places D2.Civ.8.3-5	SW: New England Colonies, 114; Our Rights, 162; Our Responsibilities, 163; Taking Action for Our Rights, 168-173; Taking a Action for a Cause, 176-181; Review and Assessment, 182, 183, 184; Equal Rights, 212; Education and New Inventions, 212-213; New Ideas in Human Rights, 216-217 TG: Active Reading & Lesson Summary: 78, 113, 115, 119, 120, 121, 122, 125, 126, 127, 128, 130, 131, 152, 153, 155

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C.2.3.4 Use deliberative processes when making decisions and acting upon civic problems in the classroom and school D2.Civ.9.3-5	SW: myStory Spark: How Can I Participate? 156; Volunteering: Mentor, Tutor, Friend, 157-159; Being a Good Citizen, 160-161; Our Responsibilities, 163; Collaboration and Creativity: Conflict and Cooperation, 166-167; myStory Book: How Can I Participate? 185 TG: Active Reading & Lesson Summary: 110, 111, 112, 113, 114, 115, 117, 118, 131
Content Standard 3: Processes, Rules, and Laws - Students will analyze the sources and functions of laws as well as the process of making and amending laws.	
Processes, Rules, and Laws	
C.3.3.1 Examine the process for creating rules and laws at the local level D2.Civ.3.3-5	SW: Local Government, 144-145; Our Rules and Laws, 164-165; TG: Active Reading & Lesson Summary: 100, 101, 113, 116
C.3.3.2 Compare ways people interact with rules and laws to improve their community D2.Civ.12.3-5	SW: Our Rules and Laws, 164-165; Collaboration and Creativity: Conflict and Cooperation, 166-167; Taking Action for Our Rights, 168-173; Mary McLeod Bethune, 176-177; César Chávez, 178-179 TG: Active Reading & Lesson Summary: 113, 116, 117, 118, 119, 120, 121, 122, 125, 126, 127
C.3.3.3 Compare ways people benefit from and are challenged by working together in response to local and state problems D2.Civ.6.3-5	SW: myStory Spark: How Can I Participate? 156; Volunteering: Mentor, Tutor, Friend, 157-159; Being a Good Citizen, 160-161; Our Responsibilities, 163; Mary McLeod Bethune, 176-177; César Chávez, 178-179; Got It? 181 TG: Active Reading & Lesson Summary: 110, 111, 112, 113, 114, 115, 125, 126, 127

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Strand: Economics	
Content Standard 4: Economic Decision Making - Students will analyze economic decision making.	
Scarcity	
E.4.3.1 Illustrate examples of <i>scarcity</i> and <i>opportunity cost</i> within the local community and different regions in the state D2.Eco.1.3-5	SW: Enough or Too Much? 227; Scarcity or Choice, 228; Choices in Communities, 230; Got It? 231; Review and Assessment, 260 TG: Active Reading & Lesson Summary: 163, 164, 165, 188
Costs and Benefits	
E.4.3.2 Identify problems, alternatives, and <i>trade-offs</i> involved in making a decision D2.Eco.2.3-5	SW: myStory Spark, How Do People Get What They Need? 222; Scarcity and Choice, 228; Value and Choice, 229; Choices in the Communities, 230; Got It? 231; Reading Skill: Main Idea and Details, 232-233; myStory Book, How Do People Get What They Need? 263 TG: Active Reading & Lesson Summary: 160, 161, 163, 165, 166, 167, 168, 189
Content Standard 5: Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.	
Human Resources	
E.5.3.1 Examine the relationship between <i>human capital</i> and <i>productivity</i> (e.g., <i>division of labor</i> , <i>specialization</i>) D2.Eco.6.3-5	SW: Resources All Around Us, 237; Many Different Jobs, 254-259; Review and Assessment, 262 TG: Active Reading & Lesson Summary: 169, 171, 183, 184, 185, 186, 189
Production and Consumption	
E.5.3.2 Articulate ways <i>entrepreneurs</i> and businesses organize <i>human</i> , <i>natural</i> , and <i>capital resources</i> to produce goods and services in Arkansas D2.Eco.4, 7.3-5	SW: Producers and Consumers, 234-239; Exchanging Goods and Services, 240-245 TG: Active Reading & Lesson Summary: 169, 170, 171, 172, 173, 174, 175, 176
Markets	
E.5.3.3 Analyze <i>economic factors</i> in a <i>market</i> (e.g., <i>supply</i> , <i>demand</i> , competition, incentives) D2.Eco.5.3-5	SW: Farmers Market: Meet Me at Third and Fairfax, 223-225; Exchanging Goods and Services, 240-245; Review and Assessment, 261 TG: Active Reading & Lesson Summary: 160, 161, 162, 173, 174, 175, 176, 183, 184, 185, 186, 188

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E.5.5.4 Begins in Grade 6	
Content Standard 6: Growth and Stability - Students will evaluate economic growth and stability.	
Money	
E.6.3.1 Explain functions and <i>characteristics of money</i> in the United States D2.Eco.5.3-5	SW: Trade and Barter, 240-241; Spending and Saving, 246-251 TG: Active Reading & Lesson Summary: 173, 174, 177, 178, 179, 180
E.6.3.2 Explain functions of banks (e.g., saving, checking, loans, investments) D2.Eco.9.3-5	SW: Savings Accounts in Banks, 248; Borrowing Money, 249 TG: Active Reading & Lesson Summary: 177, 179
Public Goods and Services	
E.6.3.3 Explain the difference between <i>public and private goods and services</i> D2.Eco.12.3-5	SW: Why We Need Government, 130; Levels of Government, 144-149; Goods and Services, 234-235; Community Budgets, 250 TG: Active Reading & Lesson Summary: 90, 91, 100, 101, 102, 103, 169, 170, 180
Economic Factors	
E.6.3.4 Identify factors that affect our economy (e.g., <i>unemployment, inflation</i>) D2.Eco.11.3-5	For opportunities to address this standard please see: SW: Supply and Demand, 175; Free Market, 244 TG: Active Reading & Lesson Summary: 173, 175, 176
E.6.3.5 Begins in Grade 5	
Content Standard 7: Global Economy - Students will analyze economic interdependence within a global economy.	
Economic Interdependence	
E.7.3.1 Illustrate the relationships among <i>imports, exports, and global interdependence</i> D2.Eco.14.3-5	SW: Worldwide Trade, 244; Jobs Help the World, 257 TG: Active Reading & Lesson Summary: 173, 176, 183, 185
E.7.3.2 Describe how people in various places and regions are affected by trade D2.Eco.15.3-5	SW: Trade and Barter, 240-241; Moving Goods Around the World, 243; Got It? 245 TG: Active Reading & Lesson Summary: 173, 174, 175, 176

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Strand: Geography	
Content Standard 8: Geographic Representations - Students will use geographic representations and skills to become geographically-informed citizens.	
Spatial Views of the World	
G.8.3.1 Use maps to describe the <i>spatial organization</i> of the community using <i>relative location</i> , distance, direction, and scale D2.Geo.2.3-5	SW: Where Communities Are Located? 24-29; Map Skills: Latitude and Longitude, 30-31; Review and Assessment, 39 TG: Active Reading & Lesson Summary: 11, 12, 13, 14, 15, 16, 23
G.8.3.2 Use thematic maps (e.g., climate, political, <i>physical</i>) and other <i>geographic representations</i> to describe <i>physical</i> and human <i>characteristics</i> of a variety of places in Arkansas and the interactions that shape them D2.Geo.2.3-5	For related material see: SW: Different Types of Maps, 28; Map Skills: Interpret Map, 58-59 TG: Active Reading & Lesson Summary: 9, 14
G.8.3.3 Construct maps and other <i>geographic representations</i> of the local community, including <i>physical</i> and human <i>characteristics</i> , title, legend, compass rose D2.Geo.1.3-5	TG: Active Reading & Lesson Summary: 13
Content Standard 9: Human-Environment Interaction - Students will analyze the interaction between humans and the environment.	
Place, Region, and Culture	
G.9.3.1 Examine environmental problems and ways in which these problems are addressed D2.Geo.5.3-5	SW: Jacques-Yves Cousteau: Underwater Adventurer, 43-45; Protecting Resources, 64-65; People and the Land, 72-73; Review and Assessment, 75, 76; myStory Book: How Do We Interact With Our Planet? 77 TG: Active Reading & Lesson Summary: 25, 26, 27, 38, 41, 42, 47, 49, 50
G.9.3.2 Describe effects of <i>cultural characteristics</i> on population distribution in a specific place D2.Geo.6.3-5	SW: People in Communities, 19; Mission San Luis, A Multicultural Community, 79-81; Native Americans Today, 86; Cultural Regions, 268-269 TG: Active Reading & Lesson Summary: 5, 7, 52, 53, 54, 58, 194, 195

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G.9.3.3 Investigate ways <i>environmental characteristics</i> influence people’s decisions in Arkansas and the United States (e.g., settlement, jobs, agriculture, industry) D2.Geo.4.3-5	SW: Setting in a Community, 16-17; Communities in Regions, 18; Using Earth’s Resources, 60-65; Interacting With the Environment, 68-73; The Promise of America, 198-199; Our Nation’s Diversity, 288 TG: Active Reading & Lesson Summary: 5, 6, 7, 38, 39, 40, 41, 44, 45, 46, 47, 142, 143, 209
Content Standard 10: Spatial Patterns and Movement - Students will interpret the spatial characteristics and patterns of human settlement.	
Resources and Movement	
G.10.3.1 Analyze ways <i>natural resources</i> influence where people settle in Arkansas and the United States D2.Geo.8.3-5	SW: Settling in a Community, 16-17; Communities in Regions, 18; Communities Change Over Time, 20; The Environment Affects People, 68-69; Cultural Groups, 82; Cherokee of the Southeast, 83; Iroquois of the Northeast, 84 TG: Active Reading & Lesson Summary: 5, 6, 7, 8, 44, 45, 55, 56, 57
G.10.3.2 Explain effects of the movement and distribution of people, goods, and ideas on communities using a variety of sources (e.g., print and digital sources, <i>geographic representations, geospatial technologies</i>) D2.Geo.7.3-5	SW: New Ways to Travel, 190-195; A New Home in America, 198-203; New Ways to Communicate, 204-209; New Ideas, 212-217; Review and Assessment, 218, 219; myStory Book, How Does Life Change Throughout History? 221; Moving Goods Around the World, 243 TG: Active Reading & Lesson Summary: 136, 137, 138, 139, 142, 143, 144, 145, 146, 147, 148, 149, 152, 153, 154, 155, 156, 157, 158, 175
G.10.3.3 Describe diverse groups and reasons why they settled in Arkansas (e.g., <i>push- pull-factors</i>) D2.Geo.7.3-5	SW: Settling in a Community, 16-17; People in Communities, 19; Communities Change Over Time, 20; Our Nations Diversity, 288; Got It? 293 TG: Active Reading & Lesson Summary: 5, 6, 7, 8, 209, 211
Content Standard 11: Global Interconnections - Students will compare global places and regions and the connections between them.	
Changing Spatial Patterns	
G.11.3.1 Trace global connections of raw materials that are used to produce familiar products D2.Geo.11.3-5	For opportunities to address this standard please see: SW: Agriculture and Products, 62; Industry and Products, 63 TG: Active Reading & Lesson Summary: 38, 40

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G.11.3.2 Describe ways natural and human-made disasters in one place affect people living in other places (e.g., civically, geographically, economically) D2.Geo.12.3-5	For opportunities to address this standard please see: SW: Weather and Climate, 52-57; People Modify Environments, 70; Reading Skills: Compare and Contrast, 274-275 TG: Active Reading & Lesson Summary: 32, 33, 34, 35, 44, 46, 198, 199
Strand: History	
Content Standard 12: Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.	
Chronology	
H.12.3.1 Create historical narratives using chronological sequences of related events in the community, region, or state (e.g., origin of a historic celebration in the community, <u>Arkansas Traveler</u> , important person) D2.His.1.3-5	SW: People in Communities, 19; Communities Change Over Time, 20; Reading Skills, Sequence, 88-89; Stories and Culture, 278; Cultural Celebrations, 282-287 TG: Active Reading & Lesson Summary: 7, 8, 59, 60, 202, 204, 205, 206, 207
H.12.3.2 Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history (e.g., American Indians, exploration, settlement, statehood) D2.His.1.3-5	SW: Communities Change Over Time, 20; Got It? 21; Graph Skills: Timelines, 96-97 TG: Active Reading & Lesson Summary: 5, 8, 65, 66,
Change Over Time	
H.12.3.3 Compare specific regions of Arkansas in the past with those regions today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication) D2.His.2.3-5	SW: myStory Spark: How Does Life Change Throughout History? 186; myStory Book: How Does Life Change Throughout History? 221; Reading Skills: Compare and Contrast, 274-275 TG: Active Reading & Lesson Summary: 134, 158, 198, 199

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Contextualization	
H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity D2.His.3.3-5	<p>SW: Freedom and Happiness, 132-133; Taking Action for Our Rights, 168-173; Taking Action for a Cause, 176-181; myStory Spark: How Does Life Change Throughout History? 186; Benjamin Franklin: A Man Who Changed History, 187-189; Travel by Trails and Rivers, 190-191; Railroads Cross the Country, 193; Highways Cross the Nation, 194; Airplanes, 194-195; Americans Move West, 200; New Ways to Communicate, 206-209; myStory Book: How Does Life Change Throughout History? 221</p> <p>TG: Active Reading & Lesson Summary: 119, 120, 121, 122, 123, 125, 126, 127, 128, 134, 135, 136, 137, 138, 139, 144, 148, 149, 158</p>
H.12.3.5 Analyze relationships of national symbols, holidays, and historic places (e.g., Liberty Bell, Fourth of July, Daisy Bates Day, Little Rock Nine, Central High School)	<p>SW: The Promise of America, 199; Sculptures, Paintings, and Culture, 279; Culture Through Traditions, 282; Days to Honor Leaders, 283; Celebrating Independence, 284; Harvest Celebrations, 286; Got It? 287; Critical Thinking, Research, 294-295; Review and Assessment, 297</p> <p>TG: Active Reading & Lesson Summary: 142, 143, 204, 205, 206, 207, 212, 213, 215</p>
Content Standard 13: Perspective, Historical Evidence, and Causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.	
Perspective	
H.13.3.1 Explain how multiple perspectives are portrayed through historical narratives D2.His.6.3-5	<p>SW: George Washington: America’s First President, 127-129; Critical Thinking: Compare Viewpoints, 150-151; Reading Skills: Fact and Opinion, 174-175; Critical Thinking: Research, 294-295</p> <p>TG: Active Reading & Lesson Summary: 88, 89, 104, 105, 123, 124, 212, 213</p>

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H.13.3.2 Begins in Grade 4	
Evidence	
H.13.3.3 Support answers to <i>compelling questions</i> about a significant historical event or person using evidence from a variety of <i>primary</i> and <i>secondary sources</i> D1.2, 5.3-5	SW: Taking Action for Our Rights, 168-173; Taking Action for a Cause, 176-181; Travel by Trails and Rivers, 190-191; Critical Thinking: Primary and Secondary Sources, 196-197; New Ideas in Human Rights, 216; Critical Thinking: Research, 294-295 TG: Active Reading & Lesson Summary: 119, 120, 121, 122, 125, 126, 127, 128, 136, 137, 140, 141, 155, 212, 213
H.13.3.4 Discuss the intended audience and purpose of a <i>historical source</i> D2.His.11.3-5	For related material see: SW: Critical Thinking: Primary and Secondary Sources, 196-197; Critical Thinking: Research, 294-295 TG: Active Reading & Lesson Summary: 140, 141, 212, 213
H.13.3.5 Formulate questions that relate to a specific historical event or person in Arkansas to guide inquiry D1.2.3-5 D2.His.12.3-5	SW: Critical Thinking: Primary and Secondary Sources, 196-197; Critical Thinking: Research, 294-295 TG: Active Reading & Lesson Summary: 140, 141, 212, 213
Causation	
H.13.3.6 Examine current or historical events in Arkansas or the United States in terms of cause and effect D2.His.14.3-5	SW: Reading Skills: Cause and Effect, 2, 66-67; Freedom and Happiness, 132-133; New Ways to Travel, 190-195; A New Home in America, 198-203; Radio and Television, 207; Communication Today, 208; Education and New Inventions, 212-213; Review and Assessment, 219 TG: Active Reading & Lesson Summary: 42, 43, 90, 92, 136, 137, 138, 139, 142, 143, 144, 145, 146, 148, 149, 152, 153, 157

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