A Correlation of

Savvas
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We Are Connected
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To

Arizona’s
Social Studies Standards
Grade 3
Introduction

This document demonstrates how myWorld Social Studies, We Are Connected, ©2013 meets Arizona’s Social Studies Standards for Grade 3. Correlation page references are to the Student Edition and Teacher’s Edition. Alignments are cited at the page level.

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Student Materials

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

Teacher Materials

- Teacher Edition
- 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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**Strand 1: American History**

**Concept 1: Research Skills for History**

| PO 1. Use timelines to identify the time sequence of historical data. | **SE:** Graph Skills: Timelines, 96–97; Reading Skills: Sequence, 88–89; Sequence, 3, 91, 95, 101, 102, 109, 114, 121, 124, 148, 207, 255  
**TG:** Active Reading & Lesson Summary pages 60, 65–66; Sequence, 53, 57, 58, 63, 69, 73, 78, 81 |
| PO 2. Recognize how archaeological research adds to our understanding of the past. | **SE:** For related material see: Primary and Secondary Sources (Artifacts), 196; also see: America’s first Peoples, 82–87 |
| PO 3. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past. | **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  
| PO 4. Retell stories to describe past events, people and places. | **SE:** Summarize, 4, 103, 147, 119, 135, 136–137, 141, 147, 152, 154, 165  
**TG:** Summarize, 22, 34, 40, 88, 92, 97, 99, 103, 134, 137, 148, 154, 192, 202, 205 |

**Concept 2: Early Civilizations; No performance objectives at this grade.**

**Concept 3: Exploration and Colonization; No performance objectives at this grade.**

| PO 1. Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World. | **SE:** For related material see: Explorers Sail from Europe, 90–91  
**TG:** Active Reading & Lesson Summary page, 62 |
| PO 2. Recognize that European countries explored the New World for economic and political reasons. | **SE:** Early Explorers, 90–95  
**TG:** Active Reading & Lesson Summary pages, 61–64 |
| PO 3. Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World. | **SE:** Samuel Champlain, 93, 106; Henry Hudson, 94; John Cabot, 94; Jacques Cartier, 93, 104  
**TG:** Active Reading & Lesson Summary pages, 61–64 |

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| **PO 4.** Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land). | **SE:** Early English Communities, 110–115  
**TG:** Active Reading & Lesson Summary pages, 75– |

**Concept 4:** Revolution and New Nation; No performance objectives at this grade.

**Concept 5:** Revolution and New Nation; No performance objectives at this grade.

**Concept 6:** Civil War and Reconstruction

| **PO 1.** Recognize that there were issues (e.g., slavery, states’ rights, South seceded from the Union) associated with the Civil War. | **SE:** Civil War, 216, 292  
**TG:** Active Reading & Lesson Summary pages, 155, 211 |

| **PO 2.** Discuss contributions of people (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass) during the Civil War era. | **SE:** Frederick Douglass, 216; Harriet Tubman, 216  
**TG:** Active Reading & Lesson Summary page, 155 |

**Concept 7:** Emergence of the Modern United States

| **PO 1.** Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States. | **SE:** A New Home in America, 198–203  
**TG:** Active Reading & Lesson Summary pages, 142–145 |

| **PO 2.** Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants’ lives after settling in the United States during the late 19th and early 20th centuries. | **SE:** A New Home in America, 198–203  
**TG:** Active Reading & Lesson Summary pages, 142–145 |

**Concept 8:** Great Depression and World War II; No performance objectives at this grade.

**Concept 9:** Postwar United States **(Note: Civil Rights leaders were introduced in Grade 1.)**

| **PO 1.** Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) worked for and supported the rights and freedoms of others. | **SE:** Taking Action for Our Rights, 168–173;  
Taking Action for a Cause, 176–181; New Ideas in Human Rights, 216–127  
**TG:** Active Reading & Lesson Summary pages, 119–122, 125–128, 155 |
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<tr>
<td><strong>Concept 10:</strong> Contemporary United States</td>
<td><strong>SE:</strong> Primary and Secondary Sources, 196–197; Research, 294–295; myStory Book activities, 41, 77, 125, 155, 185, 221, 263, 299  &lt;br&gt; <strong>TG:</strong> Active Reading &amp; Lesson Summary pages, 140–141, 212–213</td>
</tr>
<tr>
<td><strong>PO 1.</strong> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</td>
<td><strong>PO 2.</strong> Discuss the connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). &lt;br&gt; <strong>SE:</strong> How Does Our Past Affect Our Present? 78, 125; Write, 87; Primary and Secondary Sources, 196–197; Research, 294–295 &lt;br&gt; <strong>TG:</strong> Active Reading &amp; Lesson Summary pages, 140–141, 212–213</td>
</tr>
<tr>
<td><strong>Strand 2: World History</strong></td>
<td><strong>Concept 1:</strong> Research Skills for History</td>
</tr>
<tr>
<td><strong>PO 1.</strong> Use timelines to identify the time sequence of historical data.</td>
<td><strong>SE:</strong> Graph Skills: Timelines, 96-97; Reading Skills: Sequence, 88–89; Sequence, 3, 91, 95, 101, 102, 109, 114, 121, 124, 148, 207, 255  &lt;br&gt; <strong>TG:</strong> Active Reading &amp; Lesson Summary pages 60, 65–66; Sequence, 53, 57, 58, 63, 69, 73, 78, 81</td>
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<tr>
<td><strong>PO 2.</strong> Recognize how archaeological research adds to our understanding of the past.</td>
<td><strong>PO 3.</strong> Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past. &lt;br&gt; <strong>SE:</strong> Primary and Secondary Sources, 196–197; Research, 294–295; Primary Sources, 132; myStory Spark, 13–15, 43–45, 79–81, 127–129, 157–159, 187–189, 223–225, 265–267 &lt;br&gt; <strong>TG:</strong> Active Reading &amp; Lesson Summary, 3–4, 26–27, 53–54, 88–89, 111–112, 134–135, 262–162, 192–193</td>
</tr>
<tr>
<td><strong>PO 4.</strong> Retell stories to describe past events, people and places.</td>
<td><strong>SE:</strong> Summarize, 4, 103, 147, 119, 135, 136–137, 141, 147, 152, 154, 165  &lt;br&gt; <strong>TG:</strong> Summarize, 22, 34, 40, 88, 92, 97, 99, 103, 134, 137, 148, 154, 192, 202, 205</td>
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### Arizona’s Social Studies Standards Grade 3

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<th>Concept 2: Early Civilizations</th>
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<tr>
<td><strong>PO 1.</strong> Recognize how government (beginnings of democracy), mythology, art, architecture, and the Olympics in Ancient Greece contributed to the development of their own and later civilizations.</td>
<td><strong>SE:</strong> For related material see: People and Cultures, 268–273; Compare and Contrast, 274–275; Culture Through the Arts, 276–281; Cause and Effect, 66–67; Sequence, 88–89; Timelines, 96–7; Summarize, 136–137; Primary and Secondary Sources, 196–197</td>
</tr>
<tr>
<td><strong>PO 2.</strong> Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.</td>
<td><strong>SE:</strong> For related material see: People and Cultures, 268–273; Compare and Contrast, 274–275; Culture Through the Arts, 276–281; Cause and Effect, 66–67; Sequence, 88–89; Timelines, 96–7; Summarize, 136–137; Primary and Secondary Sources, 196–197</td>
</tr>
<tr>
<td><strong>PO 3.</strong> Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in Ancient Rome contributed to the development of their own and later civilizations.</td>
<td><strong>SE:</strong> For related material see: People and Cultures, 268–273; Compare and Contrast, 274–275; Culture Through the Arts, 276–281; Cause and Effect, 66–67; Sequence, 88–89; Timelines, 96–7; Summarize, 136–137; Primary and Secondary Sources, 196–197</td>
</tr>
<tr>
<td><strong>PO 4.</strong> Discuss the contributions of political and military leaders of Ancient Rome (e.g., Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.</td>
<td><strong>SE:</strong> For related material see: Our Democracy, 130–135</td>
</tr>
</tbody>
</table>

### Concept 3: World in Transition, No performance objectives at this grade.

### Concept 4: Renaissance and Reformation No performance objectives at this grade.

### Concept 5: Encounters and Exchange (Note: Explorers such as Magellan and Marco Polo traveling to new places in the world was introduced in Kindergarten and Second Grade.)

| **PO 1.** Describe how the search for a Northwest Passage to Asia led to the exploration and settlement of Canada. | **SE:** English Explorers, 94–95  
**TG:** Active Reading & Lesson Summary page, 64 |
| **PO 2.** Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa). | **SE:** Christopher Columbus, 92; Henry Hudson, 94–95; Vasco da Gama, 104  
**TG:** Active Reading & Lesson Summary pages, 63, 64, 72 |

### Concept 6: Age of Revolution, No performance objectives at this grade.

### Concept 7: Age of Imperialism No performance objectives at this grade.

### Concept 8: World at War, No performance objectives at this grade.

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<tr>
<td><strong>Concept 9: Contemporary World</strong></td>
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</tbody>
</table>
| **PO 1.** Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). | **SE:** Primary and Secondary Sources, 196-197; Research, 294-295; 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, 3-4, 26-27, 53-54, 88-89, 111-112, 134-135, 262-162, 192-193 |
| **Strand 3: Civics/Government**         |                                                               |
| **Concept 1: Foundations of Government**|                                                               |
| **PO 1.** Describe national symbols and monuments that represent American democracy and values: |                                                               |
| a. Statue of Liberty                     | **SE:** Statue of Liberty, 27, 199, 279, 284                  |
| b. Ellis Island                          | **SE:** Ellis Island, 291                                   |
| c. Lincoln Memorial                      | **SE:** Washington D.C., 120; Mt. Rushmore, 140             |
| d. the U.S. Capitol                      | **SE:** United States Capitol Building, 138                 |
| **PO 2.** Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions. | **SE:** Our Nation’s Diversity, 288-293  
**TG:** Active Reading & Lesson Summary pages, 208-211 |
| **PO 3.** Describe how people in the community and state work together to achieve common goals. | **SE:** Levels of Government, 144-149; Taking Action for Our Rights, 168-173; Taking Action for a Cause, 176-181; How can I participate? 185  
**TG:** Active Reading & Lesson Summary pages, 100-103, 110, 119-122, 125-128 |
| **PO 4.** Describe the significance of national holidays: |                                                               |
| a. Presidents’ Day                       | **SE:** For related material see: Day to Honor Leaders, 283 |
| b. Martin Luther King, Jr. Day           | **SE:** Martin Luther King, Jr. Day, 283  
**TG:** xx |
| c. Veterans’ Day                         | **SE:** For related material see: Cultural Celebrations, 282-287 |
### Concept 2: Structure of Government

**PO 1.** Discuss the three branches of state and national government:

<table>
<thead>
<tr>
<th>Branch</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td><strong>SE:</strong> The Executive Branch, 140–141&lt;br&gt;<strong>TG:</strong> Active Reading &amp; Lesson Summary page, 98</td>
</tr>
<tr>
<td>Legislative</td>
<td><strong>SE:</strong> The Legislative Branch, 138–139&lt;br&gt;<strong>TG:</strong> Active Reading &amp; Lesson Summary page, 97</td>
</tr>
<tr>
<td>Judicial</td>
<td><strong>SE:</strong> The Judicial Branch, 142–143&lt;br&gt;<strong>TG:</strong> Active Reading &amp; Lesson Summary page, 99</td>
</tr>
</tbody>
</table>

**PO 2.** Recognize that there are different levels of government (e.g., local, tribal, county, state, national).

<table>
<thead>
<tr>
<th>Levels</th>
<th>Overview</th>
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</thead>
<tbody>
<tr>
<td><strong>SE:</strong> Levels of Government, 144–149&lt;br&gt;<strong>TG:</strong> Active Reading &amp; Lesson Summary pages, 100–103</td>
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</table>

### Concept 3: Functions of Government

**PO 1.** Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).

<table>
<thead>
<tr>
<th>Overview</th>
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<tbody>
<tr>
<td><strong>SE:</strong> The Legislative Branch, 138–139; The Executive Branch, 140&lt;br&gt;<strong>TG:</strong> Active Reading &amp; Lesson Summary pages, 96–98</td>
</tr>
</tbody>
</table>

### Concept 4: Rights, Responsibilities, and Roles of Citizenship

**PO 1.** Describe the rights and responsibilities of citizenship:

<table>
<thead>
<tr>
<th>Rights/Responsibilities</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. good sportsmanship</td>
<td><strong>SE:</strong> Collaboration and Creativity: Conflict and Cooperation, 166–167&lt;br&gt;<strong>TG:</strong> Active Reading &amp; Lesson Summary pages, 117–118</td>
</tr>
<tr>
<td>b. participation and cooperation</td>
<td><strong>SE:</strong> Good Citizens, Good Deeds, 160–165; Conflict and Cooperation, 166–167; How can I participate? 185&lt;br&gt;<strong>TG:</strong> Active Reading &amp; Lesson Summary pages 113–116, 117–118</td>
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<td>-------------------------------------------</td>
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<tr>
<td>c. rules and consequences</td>
<td>SE: Our Rules and Laws, 164–165</td>
</tr>
<tr>
<td></td>
<td>TG: Active Reading &amp; Lesson Summary pages, 116</td>
</tr>
<tr>
<td>d. voting</td>
<td>SE: Our Responsibilities, 163</td>
</tr>
<tr>
<td></td>
<td>TG: Active Reading &amp; Lesson Summary pages 115</td>
</tr>
<tr>
<td><strong>PO 2.</strong> Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering).</td>
<td>SE: How Can I Participate? 156, 185; Volunteering, 157–159; Good Citizens, Good Deeds, 160–165; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181; How can I participate? 185</td>
</tr>
<tr>
<td></td>
<td>TG: Active Reading &amp; Lesson Summary pages, 110–131</td>
</tr>
<tr>
<td><strong>PO 3.</strong> Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.</td>
<td>SE: How Can I Participate? 156, 185; Volunteering, 157–159; Good Citizens, Good Deeds, 160–165; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181</td>
</tr>
<tr>
<td></td>
<td>TG: Active Reading &amp; Lesson Summary pages, 110–131</td>
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<tr>
<td><strong>Concept 5:</strong> Government Systems of the World, No performance objectives at this grade</td>
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<tr>
<td><strong>Strand 4: Geography</strong></td>
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<tr>
<td><strong>Concept 1:</strong> The World in Spatial Terms</td>
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<tr>
<td><strong>PO 1.</strong> Discuss that different types of maps (e.g., political, physical, thematic) serve various purposes.</td>
<td>SE: Different Types of Maps, 14</td>
</tr>
<tr>
<td></td>
<td>TG: Active Reading &amp; Lesson Summary page, 14</td>
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<tr>
<td><strong>PO 2.</strong> Interpret political and physical maps using the following elements:</td>
<td></td>
</tr>
<tr>
<td>a. alpha-numeric grids</td>
<td>SE: Grid Maps, 25; Absolute and Relative Location, 26; Map Skills: Latitude and Longitude, 30–31</td>
</tr>
<tr>
<td></td>
<td>TG: Active Reading &amp; Lesson Summary pages, 12</td>
</tr>
<tr>
<td>b. title</td>
<td>SE: Parts of a Map, 24</td>
</tr>
<tr>
<td></td>
<td>TG: Active Reading &amp; Lesson Summary page, 12</td>
</tr>
<tr>
<td>c. compass rose-cardinal and intermediate directions</td>
<td>SE: Parts of a Map, 24</td>
</tr>
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<td>TG: Active Reading &amp; Lesson Summary page, 12</td>
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| **d. symbols**  | **SE**: Parts of a Map, 24  
**TG**: Active Reading & Lesson Summary page, 12 |
| **e. legend**   | **SE**: Parts of a Map, 24  
**TG**: Active Reading & Lesson Summary page, 12 |
| **f. scale**    | **SE**: Measuring Distance, 27  
**TG**: Active Reading & Lesson Summary page, 13 |
| **PO 3.** Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols, and legend. | **SE**: My Community, 19; also see: Using Earth’s Resources, 60–65, Interacting with the Environment, 68–73  
**TG**: Differentiated Instruction: L4 Challenge, 13; Active Reading & Lesson Summary pages 38–41, 44–47 |
| **PO 4.** Construct maps using symbols to represent human and physical features. | **SE**: My Community, 19; also see: Using Earth’s Resources, 60–65, Interacting with the Environment, 68–73  
**TG**: Differentiated Instruction: L4 Challenge, 13; Active Reading & Lesson Summary pages 38–41, 44–47 |
| **PO 5.** Construct charts and graphs to display geographic information. | **SE**: Graph Skills: Line Graphs, 252–253; Charts, 19, 89, 133, 211, 248, 285, 294  
**TG**: Active Reading & Lesson Summary pages, 181–182 |
| **PO 6.** Recognize characteristics of human and physical features: | **SE**: Land and Water, 46–51  
**TG**: Active Reading & Lesson Summary pages, 28–31 |
| a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula) | **SE**: Hemisphere, 26; Equator, 26, 30, 52  
**TG**: Active Reading & Lesson Summary pages, 13, 16 |
| b. human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city) | **SE**: 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 pages, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195 |
| **PO 7.** Locate physical and human features using maps, illustrations, images, or globes: | |
| a. physical (i.e. seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula) | |

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| b. human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads) | **SE:** 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 pages, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195 |

**Concept 2:** Places and Regions  
**PO 1.** Locate major physical and human features from content studied (e.g., Greece, Canada, Spain, United States) on maps and globes.  
**TG:** Active Reading & Lesson Summary pages, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195  
**PO 2.** Describe how physical and human characteristics of places change from past to present.  
**SE:** Communities Change Over Time, 20–21; Interacting With the Environment, 68–73  
**TG:** Active Reading & Lesson Summary pages, 8, 44–47

**Concept 3:** Physical Systems, Science Strands  
**Concept 4:** Human Systems  
**PO 1.** Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft).  
**SE:** New Ways to Travel, 190–195  
**TG:** Active Reading & Lesson Summary pages, 137–139  
**PO 2.** Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).  
**SE:** New Ways to Communicate, 204–209;  
**TG:** Active Reading & Lesson Summary pages, 147–149  
**PO 3.** Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, continent).  
**SE:** Arizona Communities: Exploring Nearby Communities, 13–15; What Makes a Community? 16–21; Three Types of Communities, 32–37; Levels of Government, 144–149  
**TG:** Active Reading & Lesson Summary pages, 6–8, 18–20, 100–103

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| **PO 4.** Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied | **SE:** People and Cultures, 268–273; Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293; also see: Arizona Communities: Exploring Nearby Communities, 13–15  
**TG:** Active Reading & Lesson Summary pages, 194–197, 200–203, 204–207, 208–211 |
| **PO 5.** Discuss that Ancient Civilizations have changed from past to present | **SE:** America’s First Peoples, 82–87; also see: Communities Change Over Time, 20  
**TG:** Active Reading & Lesson Summary pages, 55–58 |
| **PO 6.** Discuss the major economic activities and land use (e.g., harvesting natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied | **SE:** Arizona Communities: Exploring Nearby Communities, 13–15; Three Types of Communities, 32–37; Using Earth’s Resources, 60–65; Interacting With the Environment, 68–73  
**TG:** Active Reading & Lesson Summary pages, 3–4, 17–20, 38–41, 44–47 |
| **Concept 5:** Environment and Society | **SE:** Using Earth’s Resources, 60–65, Interacting with the Environment, 68–73; also see: Arizona Communities: Exploring Nearby Communities, 13–15  
**TG:** Active Reading & Lesson Summary pages 38–41, 44–47 |
| **PO 1.** Identify ways (e.g., farming, building structures and dams, creating transportation routes, overgrazing, mining, logging) in which humans depend upon, adapt to, and impact the earth. | **SE:** Protecting Resources, 64–65; People and the Land, 72–73  
**TG:** Active Reading & Lesson Summary pages, 41, 47 |
| **PO 2.** Describe ways of protecting natural resources. | **SE:** Protecting Resources, 64–65  
**TG:** Active Reading & Lesson Summary page, 41 |
| **PO 3.** Identify resources that are renewable, recyclable, and non-renewable. | **SE:** Protecting Resources, 64–65  
**TG:** Active Reading & Lesson Summary page, 41 |
| **Concept 6:** Geographic Applications | **SE:** myStory Spark: What makes a good community? 12, 41; How do we interact with our planet? 42, 77; Interacting With the Environment, 68–73  
**TG:** Differentiated Instruction, 27, 41, 47 |

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## Arizona’s Social Studies Standards Grade 3

### Strand 5: Economics

#### Concept 1: Foundations of Economics

| PO 1. Identify how scarcity requires people to make choices due to their unlimited wants and needs. | SE: Scarcity and Choice, 228; Value and Choice, 229  
TG: Active Reading & Lesson Summary pages, 165 |
| --- | --- |
| PO 2. Identify opportunity costs in personal decision-making situations. | SE: Scarcity and Choice, 228; Value and Choice, 229; Choices in Communities, 230; Got it? 231  
TG: Active Reading & Lesson Summary pages, 165, 166 |
| PO 3. Identify goods and services (e.g., fire and police protection, immunizations, library) provided by local government. | SE: Local Government, 144–145  
TG: Active Reading & Lesson Summary page, 101 |
| PO 4. Give examples of trade in the local community (e.g., farmers supply the grocer). | SE: Exchanging Goods and Services, 240–245  
TG: Active Reading & Lesson Summary pages, 173–176 |
| PO 5. Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world. | SE: Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245  
TG: Active Reading & Lesson Summary pages, 169–172, 173–176 |
| PO 6. Discuss how producers use natural, human, and capital resources to create goods and services. | SE: Resources All Around Us, 237  
TG: Active Reading & Lesson Summary page 171 |

#### Concept 2: Microeconomics

| PO 1. Discuss different ways individuals can earn money. | SE: Many Different Jobs, 254–259  
TG: Active Reading & Lesson Summary, 174, 183–186 |

#### Concept 3: Macroeconomics

No performance objectives at this grade.

#### Concept 4: Global Economics

No performance objectives at this grade.

#### Concept 5: Personal Finance

| PO 1. Discuss costs and benefits of personal spending and saving choices. | SE: Spending and Saving, 246–251  
TG: Active Reading & Lesson Summary pages, 177–180 |

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