

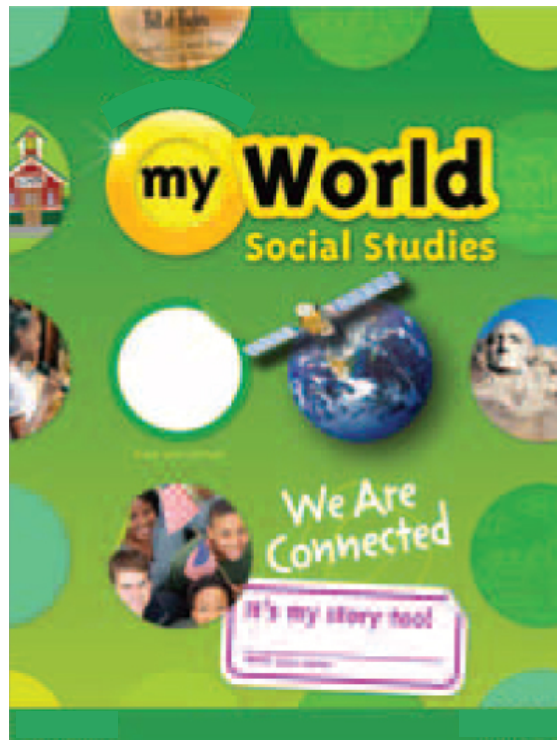
A Correlation of

Savvas

myWorld Social Studies

We Are Connected

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To

Arizona's

Social Studies Standards

Grade 3

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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.

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.

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 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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to
Arizona’s Social Studies Standards, Grade 3**

Table of Contents

Strand 1: American History	4
Strand 2: World History.....	6
Strand 3: Civics/Government	8
Strand 4: Geography	10
Strand 5: Economics.....	14

**A Correlation of myWorld Social Studies, We Are Connected, ©2013
to
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Arizona’s Social Studies Standards Grade 3	Savvas myWorld Social Studies We Are Connected, Grade 3 ©2013
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 TG: Active Reading & Lesson Summary, 3–4, 26–27, 53–54, 88–89, 111–112, 134–135, 262–262, 192–193
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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Arizona’s Social Studies Standards Grade 3	Savvas myWorld Social Studies We Are Connected, Grade 3 ©2013
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 19 th and early 20 th 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

**A Correlation of myWorld Social Studies, We Are Connected, ©2013
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Arizona’s Social Studies Standards Grade 3	Savvas myWorld Social Studies We Are Connected, Grade 3 ©2013
Concept 10: Contemporary United States	
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; myStory Book activities, 41, 77, 125, 155, 185, 221, 263, 299 TG: Active Reading & Lesson Summary pages, 140–141, 212–213
PO 2. 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).	SE: How Does Our Past Affect Our Present? 78, 125; Write, 87; Primary and Secondary Sources, 196–197; Research, 294–295 TG: Active Reading & Lesson Summary pages, 140–141, 212–213
Strand 2: World 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; 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, 262–267, 192–193
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

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Concept 2: Early Civilizations	
PO 1. 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.	SE: 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
PO 2. 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.	SE: 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
PO 3. 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.	SE: 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
PO 4. 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.	SE: For related material see: Our Democracy, 130–135
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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Concept 9: Contemporary World	
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

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Arizona’s Social Studies Standards Grade 3	Savvas myWorld Social Studies We Are Connected, Grade 3 ©2013
d. Memorial Day	SE: For related material see: Cultural Celebrations, 282–287
e. Constitution Day	SE: For related material see: Cultural Celebrations, 282–287
f. Labor Day	SE: For related material see: Labor Movement, 178–179
Concept 2: Structure of Government	
PO 1. Discuss the three branches of state and national government:	
a. Executive	SE: The Executive Branch, 140–141 TG: Active Reading & Lesson Summary page, 98
b. Legislative	SE: The Legislative Branch, 138–139 TG: Active Reading & Lesson Summary page, 97
c. Judicial	SE: The Judicial Branch, 142–143 TG: Active Reading & Lesson Summary page, 99
PO 2. Recognize that there are different levels of government (e.g., local, tribal, county, state, national).	SE: Levels of Government, 144–149 TG: Active Reading & Lesson Summary pages, 100–103
Concept 3: Functions of Government	
PO 1. Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).	SE: The Legislative Branch, 138–139; The Executive Branch, 140 TG: Active Reading & Lesson Summary pages, 96–98
Concept 4: Rights, Responsibilities, and Roles of Citizenship	
PO 1. Describe the rights and responsibilities of citizenship:	
a. good sportsmanship	SE: Collaboration and Creativity: Conflict and Cooperation, 166–167 TG: Active Reading & Lesson Summary pages, 117–118
b. participation and cooperation	SE: Good Citizens, Good Deeds, 160–165; Conflict and Cooperation, 166–167; How can I participate? 185 TG: Active Reading & Lesson Summary pages 113–116, 117–118

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Arizona’s Social Studies Standards Grade 3	Savvas myWorld Social Studies We Are Connected, Grade 3 ©2013
c. rules and consequences	SE: Our Rules and Laws, 164–165 TG: Active Reading & Lesson Summary pages, 116
d. voting	SE: Our Responsibilities, 163 TG: Active Reading & Lesson Summary pages 115
PO 2. Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering).	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 TG: Active Reading & Lesson Summary pages, 110–131
PO 3. Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.	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 TG: Active Reading & Lesson Summary pages, 110–131
Concept 5: Government Systems of the World, No performance objectives at this grade	
Strand 4: Geography	
Concept 1: The World in Spatial Terms	
PO 1. Discuss that different types of maps (e.g., political, physical, thematic) serve various purposes.	SE: Different Types of Maps, 14 TG: Active Reading & Lesson Summary page, 14
PO 2. Interpret political and physical maps using the following elements:	
a. alpha-numeric grids	SE: Grid Maps, 25; Absolute and Relative Location, 26; Map Skills: Latitude and Longitude, 30–31 TG: Active Reading & Lesson Summary pages, 12
b. title	SE: Parts of a Map, 24 TG: Active Reading & Lesson Summary page, 12
c. compass rose-cardinal and intermediate directions	SE: Parts of a Map, 24 TG: Active Reading & Lesson Summary page, 12

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Arizona’s Social Studies Standards Grade 3	Savvas myWorld Social Studies We Are Connected, Grade 3 ©2013
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:	
a. physical (i.e., ocean, continent, river, lake mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula)	SE: Land and Water, 46–51 TG: Active Reading & Lesson Summary pages, 28–31
b. human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city)	SE: Hemisphere, 26; Equator, 26, 30, 52 TG: Active Reading & Lesson Summary pages, 13, 16
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)	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

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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.	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 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	
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: 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 2. Describe ways of protecting natural resources.	SE: Protecting Resources, 64–65; People and the Land, 72–73 TG: Active Reading & Lesson Summary pages, 41, 47
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	
PO 1. Discuss geographic concepts related to current events.	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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PO 2. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).	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
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