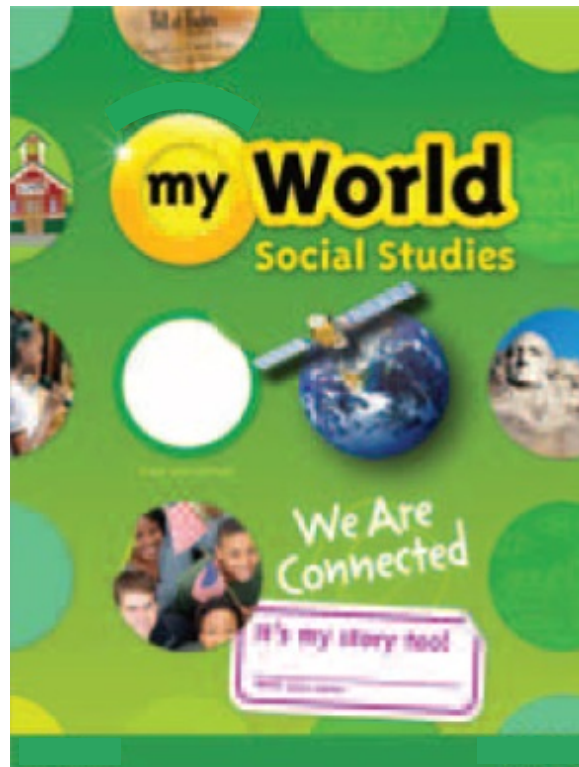


A Correlation of  
**Savvas**  
**myWorld Social Studies**  
**We Are Connected**  
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To the  
**Colorado Academic Standards**  
**Social Studies**  
**Grade 3**

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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, We Are Connected**, ©2013 meets the Colorado Academic Standards, Social Studies Standards, 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*<sup>™</sup> 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's 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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Colorado Academic Standards Social Studies Standards	myWorld Social Studies We Are Connected Grade 3, ©2013
<b>Content Area: Social Studies</b>	
<b>Standard: 1. History</b>	
<b>Prepared Graduates:</b> Develop an understanding of how people view, construct, and interpret history	
<b>Grade Level Expectations: Third Grade</b>	
<b>Concepts and skills students master:</b>	
1. Use a variety of sources to distinguish historical fact from fiction	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Compare factual historical sources with works of fiction about the same topic (DOK 1-2)	For related content, please see: <b>SE:</b> 174, 175, 183, 278 <b>TE:</b> 124, 202
b. Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence (DOK 1-2)	<b>SE:</b> 174, 175, 196, 197, 294, 295 <b>TE:</b> 124, 141, 213
c. Compare information from multiple sources recounting the same event (DOK 1-2)	<b>SE:</b> 174, 175, 196, 197, 294, 295 <b>TE:</b> 124, 141, 213
<b>21st Century Skill and Readiness Competencies</b>	
Relevance & Application:	
1. The ability to distinguish fact from fiction is used to make informed decisions. For example, consumers must critically analyze advertisements for facts, and nonfiction writers must verify historical accuracy.	<b>SE:</b> 165, 174, 175, 181, 183 <b>TE:</b> 123, 124
2. The ability to distinguish historical fact from fiction allows local museums and other tourist attractions to relate truthful accounts of the past.	For related content, please see: <b>SE:</b> 174, 175, 181, 183, 196, 197, 278 <b>TE:</b> 123, 124, 140, 141, 202

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<b>Colorado Academic Standards Social Studies Standards</b>	<b>myWorld Social Studies We Are Connected Grade 3, ©2013</b>
<b>Prepared Graduates:</b> Analyze key historical periods and patterns of change over time within and across nations and cultures	
<b>Concepts and skills students master:</b> 2. People in the past influence the development and interaction of different communities or regions	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Compare past and present situations and events (DOK 1-2)	This objective is addressed throughout. See, for example: <b>SE:</b> 78, 79, 86, 87, 186, 258, 259 <b>TE:</b> 52, 53, 55, 58, 61, 67, 134, 186
b. Chronologically sequence important events in a community or region (DOK 1)	<b>SE:</b> 88, 89, 95, 97, 101, 109, 114 <b>TE:</b> 53, 57, 58, 60, 63, 66, 69, 73, 78
c. Give examples of people and events, and developments that brought important changes to a community or region (DOK 1-2)	This objective is addressed throughout. See, for example: <b>SE:</b> 20, 21, 70, 71, 78, 79, 85, 87, 102, 180, 207, 266, 276, 284, 286 <b>TE:</b> 8, 46, 53, 57, 64, 70, 76, 128, 134, 142, 148, 192, 197, 201, 206
d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region (DOK 1-2)	This objective is addressed throughout. See, for example: <b>SE:</b> 21, 86, 89, 90, 94, 98, 101, 104, 110, 114, 123, 267, 269, 272 <b>TE:</b> 8, 58, 61, 67, 76, 77, 193, 197, 201, 203, 209
<b>21st Century Skill and Readiness Competencies</b>	
<b>Relevance &amp; Application:</b>	
1. The context and information from the past is used to make connections and inform decisions in the present. For example, the development and traditions of various groups in a region affect the economic development, tourist industry and the cultural make-up of a community.	<b>SE:</b> 20, 21, 115, 124, 125 <b>TE:</b> 8, 52, 58, 64, 67, 69, 70, 71, 78, 85

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2. Technological developments continue to evolve and affect the present and permit innovation in a region. For example, Hispanics influence the culture in Pueblo; the military affects the culture in the Pikes Peak region; and the ski industry and mining affect the mountains.	For related content, please see: <b>SE:</b> 186, 187-189, 191, 193, 195, 204-205, 206, 208, 209, 214, 215, 218, 221 <b>TE:</b> 133, 134, 135, 136, 138, 139, 145, 148, 149, 154, 157, 158
<b>Standard: 2. Geography</b>	
<b>Prepared Graduates:</b> Develop spatial understanding, perspectives, and personal connections to the world	
<b>Concepts and skills students master:</b> 1. Use various types of geographic tools to develop spatial thinking	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Read and interpret information from geographic tools and formulate geographic questions (DOK 1-2)	<b>SE:</b> 24, 25, 26, 27, 28, 29, 30, 31, 39, 53, 58, 59, 61 <b>TE:</b> 11, 12, 13, 14, 16, 22, 33, 36, 37, 39
b. Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps (DOK 1)	<b>SE:</b> 28, 29, 30, 31, 39, 47, 58, 59, 74 <b>TE:</b> 14, 16, 27, 29, 37, 62
c. Locate the community on a map and describe its natural and human features (DOK 1)	For related content, please see: <b>SE:</b> 19, 21, 29, 37, 68, 73 <b>TE:</b> 7, 12, 45, 47
d. Identify geography-based problems and examine the ways that people have tried to solve them (DOK 1-2)	<b>SE:</b> 44, 45, 68, 69, 70, 71, 72, 73 <b>TE:</b> 27, 30, 45, 46, 47
<b>21st Century Skill and Readiness Competencies</b>	
<b>Relevance &amp; Application:</b>	
1. Individuals and businesses use geographic tools to answer questions about places and locations such as where to locate a business or park, and how to landscape a yard.	<b>SE:</b> 16, 17, 68, 69 <b>TE:</b> 6, 17, 45
2. Spatial thinking involves analysis, problem-solving, and pattern prediction.	<b>SE:</b> 24, 25, 26, 27, 29, 30, 31, 58, 59 <b>TE:</b> 12, 13, 16, 37

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3. Individuals develop spatial thinking to organize and make connections such as reading a map and understanding where you are, where you want to go, and how to get to the destination.	<b>SE:</b> 24, 25, 26, 27, 29, 30, 31, 58, 59 <b>TE:</b> 12, 13, 16
<b>Prepared Graduates:</b> Examine places and regions and the connections among them	
<b>Concepts and skills students master:</b> 2. The concept of regions is developed through an understanding of similarities and differences in places	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Observe and describe the physical characteristics and the cultural and human features of a region (DOK 1-2)	<b>SE:</b> 16, 17, 18, 19, 46, 47, 48, 49, 50, 51, 60, 61, 62, 63, 76, 77 <b>TE:</b> 6, 7, 29, 30, 31, 39, 40, 50
b. Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms (DOK 1-2)	<b>SE:</b> 16, 17, 18, 19, 46, 47, 48, 49, 62, 63 <b>TE:</b> 6, 7, 29, 30, 40
c. Give examples of places that are similar and different from a local region (DOK 1-2)	<b>SE:</b> 18, 19, 32, 33, 34, 35, 37 <b>TE:</b> 7, 17, 18, 19, 20, 30, 31
d. Characterize regions using different types of features such as physical, political, cultural, urban and rural (DOK 1-3)	<b>SE:</b> 19, 32, 33, 34, 35, 36, 37, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55 <b>TE:</b> 7, 18, 19, 20, 28, 30, 31, 33, 34, 39
<b>21st Century Skill and Readiness Competencies</b>	
<b>Relevance &amp; Application:</b>	
1. Individuals compare and contrast characteristics of regions when making decisions and choices such as where to send children to school, what part of town to live in, what type of climate suits personal needs, and what region of a country to visit.	<b>SE:</b> 19, 36, 37, 50, 51, 68, 69, 75 <b>TE:</b> 7, 19, 20, 31, 44, 45, 49
2. Individuals and businesses make economic, political, and personal decisions such as where to farm, where to locate industry, and where to plant a garden based on geographic characteristics of a region.	<b>SE:</b> 16, 17, 18, 19, 60, 61, 62, 63, 67, 76, 87 <b>TE:</b> 6, 7, 39, 40, 161

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3. Individuals and business understand how geography influences the development of rural, urban, and suburban areas.	<b>SE:</b> 32, 33, 34, 35, 36, 37, 67 <b>TE:</b> 17, 18, 19, 20, 43
<b>Standard: 3. Economics</b>	
<b>Prepared Graduates:</b> Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
<b>Concepts and skills students master:</b> 1. Describe producers and consumers and how goods and services are exchanged	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Describe the difference between producers and consumers and explain how they need each other (DOK 1-2)	<b>SE:</b> 236, 237, 238, 239 <b>TE:</b> 169, 171, 172
b. Describe and give examples of forms of exchange topics to include but not limited to trade and barter (DOK 1-2)	<b>SE:</b> 240, 241 <b>TE:</b> 173, 174, 178
c. Describe how the exchange of goods and services between businesses and consumers affects all parties (DOK 1-2)	<b>SE:</b> 223, 224, 225, 238, 240, 241, 242, 243 <b>TE:</b> 160, 161, 162, 172, 174, 175
d. Recognize that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value (DOK 1-2)	<b>SE:</b> 246, 247 <b>TE:</b> 173, 178
e. Give examples of how trade benefits individuals and communities and increases interdependency (DOK 1-2)	<b>SE:</b> 228, 229, 230, 231 <b>TE:</b> 165, 166, 175
<b>21st Century Skill and Readiness Competencies</b>	
<b>Relevance &amp; Application:</b>	
1. Production and consumption are essential components of markets and affect everyday life. For example, not enough high-demand toys are produced during Christmas meaning the prices will be higher. Not enough clean drinking water causes higher prices for bottled water.	<b>SE:</b> 242, 243, 261 <b>TE:</b> 173, 175, 188



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2. Goods and services are exchanged in multiple ways and are a part of everyday life such as purchasing or trading items.	<b>SE:</b> 222, 223, 224, 225, 240, 241, 246, 247 <b>TE:</b> 173, 174, 178
3. Production, consumption, and the exchange of goods and services are interconnected in the world. For example, vegetables from California are sold at a Colorado markets and an ice storm in Florida affects orange juice supplies for the world, ingredients from different areas of the United States are shipped to one area for a business to create a candy bar which is then shipped throughout the world.	<b>SE:</b> 240, 241, 242, 243, 244, 245, 260, 261 <b>TE:</b> 160, 161, 162, 173, 174, 175, 176, 188
<b>Prepared Graduates:</b> Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)	
<b>Concepts and skills students master:</b> 2. Describe how to meet short term financial goals (PFL)	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Identify sources of income including gifts, allowances, and earnings (DOK 1)	For related content, please see: <b>SE:</b> 246, 247, 250, 251 <b>TE:</b> 177, 178, 180
b. Recognize that there are costs and benefits associated with borrowing to meet a short-term financial goal (DOK 1-2)	<b>SE:</b> 249, 251 <b>TE:</b> 179, 180
c.	
d. Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals (DOK 1)	For related content, please see: <b>SE:</b> 247, 254, 255, 256, 257, 258, 259, 262 <b>TE:</b> 183, 184, 185, 186, 189
e. Create a plan for a short-term financial goal (DOK 1-3)	<b>SE:</b> 247, 248, 249, 250, 251, 253, 261 <b>TE:</b> 178, 179, 180, 182, 188
f. Describe the steps necessary to reach short-term financial goals (DOK 1-2)	For related content, please see: <b>SE:</b> 247, 248, 249, 250, 251, 253, 261 <b>TE:</b> 178, 179, 180, 182, 188

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<b>21st Century Skill and Readiness Competencies</b>	
<b>Relevance &amp; Application:</b>	
1. Personal financial goal setting is a lifelong activity and short-term goal setting is essential to that process. For example, students save for a fish aquarium or skateboard.	<b>SE:</b> 247, 248, 250, 251, 253 <b>TE:</b> 178, 179, 180, 182
2. Analysis of various options and creating short- and long-term goals for borrowing is a lifelong skill. For example, adults borrow to buy a car or a vacation.	<b>SE:</b> 247, 248, 249, 250, 251, 253 <b>TE:</b> 178, 179, 180, 182
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b> Analyze and practice rights, roles, and responsibilities of citizens	
<b>Concepts and skills students master:</b>	
1. Respecting the views and rights of others is a key component of a democratic society	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Identify and apply the elements of civil discourse elements to include but not limited to listening with respect for understanding and speaking in a respectful manner (DOK 1-3)	<b>SE:</b> 156, 157, 158, 159, 160, 161, 165 <b>TE:</b> 110, 111, 112, 113, 114, 116
b. Identify important economic and personal rights and how they relate to others (DOK 1-2)	<b>SE:</b> 162, 163, 168, 169, 170, 171, 172, 173, 216, 217 <b>TE:</b> 113, 115, 119, 120, 121, 122, 155
c. Give examples of the relationship between rights and responsibilities (DOK 1-2)	<b>SE:</b> 162, 163, 164, 165, 182 <b>TE:</b> 113, 115, 116, 130
<b>21st Century Skill and Readiness Competencies</b>	
<b>Relevance &amp; Application:</b>	
1. Respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures. For example, environmentalists, industry, and government work together to solve issues around energy and other resources.	<b>SE:</b> 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185 <b>TE:</b> 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 126, 127, 128, 130, 131

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2. Technology provides the opportunity to research multiple views on issues to better understand the evolution of rights. For example, lawyers research court findings and individuals engage in civic discourse regarding issues of the day through the Internet.	For related content, please see: <b>SE:</b> 168, 169, 170, 171, 172, 173, 196, 197 <b>TE:</b> 120, 121, 122, 135, 141, 148
<b>Prepared Graduates:</b> Analyze origins, structure, and functions of governments and their impacts on societies and citizens	
<b>Concepts and skills students master:</b> 2. The origins, structure, and functions of local government	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Identify the origins, structure, and functions of local government (DOK 1)	<b>SE:</b> 144, 145, 148, 149, 152, 154 <b>TE:</b> 100, 101, 103, 107, 108
b. Identify and explain the services local governments provide and how those services are funded (DOK 1-2)	<b>SE:</b> 144, 145, 149, 154 <b>TE:</b> 101, 103, 108
c. Identify and explain a variety of roles leaders, citizens, and others play in local government (DOK 1-2)	<b>SE:</b> 144, 145, 154 <b>TE:</b> 100, 101
<b>21st Century Skill and Readiness Competencies</b>	
<b>Relevance &amp; Application:</b>	
1. Knowledge of the origins, structure, and functions of local government enables participation in the democratic process. For example, groups and governments work together to create a safe environment in the community.	<b>SE:</b> 144, 145, 148, 149, 150, 151, 152, 154, 155, 160, 161, 162, 163, 164, 165 <b>TE:</b> 100, 101, 103, 105, 107, 108, 110, 113, 114, 115, 116