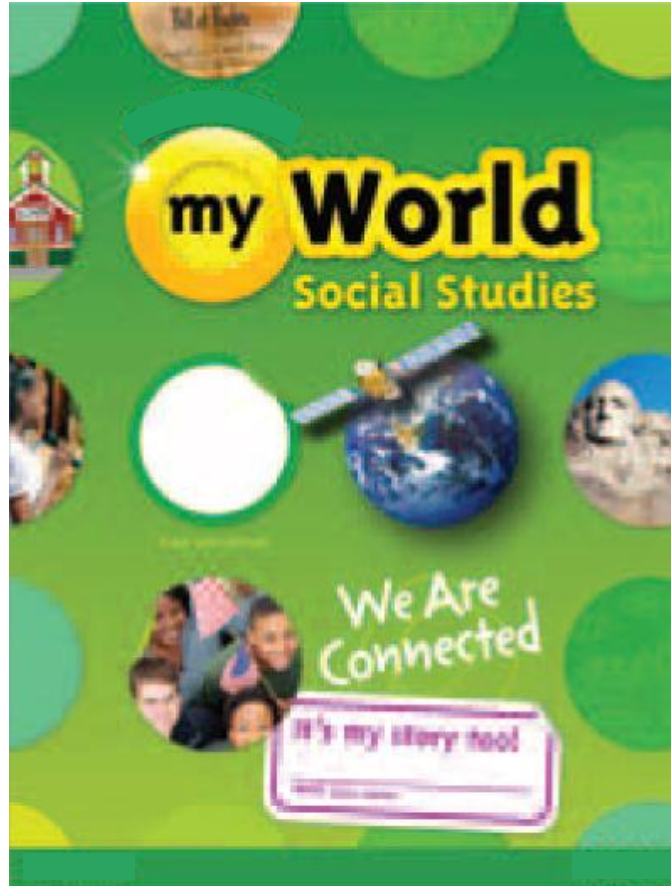


A Correlation of



To the

Georgia Social Studies Standards Grade 3

A Correlation of Savvas myWorld Social Studies, We Are Connected to the Georgia Social Studies Standards

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 Georgia Social Studies Standards. Correlation page references are to the Grade 3 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

- 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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Georgia Social Studies Standards Grade 3	Savvas myWorld Social Studies We Are Connected
Grade 3	
OUR DEMOCRATIC HERITAGE	
In third grade, students conclude their introduction to United States history by studying the origins of American democracy. The historical strand compares ancient Greek democracy in Athens with that of the United States, and introduces selected Americans who have been important in ensuring our rights. The geography strand relates primarily to the people discussed in the history strand. In the government strand, students begin the study of the foundations of a republican form of government. The economics strand continues the introduction of basic economics concepts.	
Historical Understandings	
SS3H1 The student will explain the political roots of our modern democracy in the United States of America.	
a. Identify the influence of Greek architecture (columns on the Parthenon, U. S. Supreme Court building), law, and the Olympic Games on the present.	SE: For related material see: Our Democracy, 130–135; Photo of White House and Capitol, 138 TG: Active Reading & Lesson Summary pages 90–93
b. Explain the ancient Athenians’ idea that a community should choose its own leaders.	SE: For related material see: Our Democracy, 130–135 TG: Active Reading & Lesson Summary pages 90–93
c. Compare and contrast Athens as a direct democracy with the United States as a representative democracy.	SE: For related material see: Our Democracy, 130–135; Levels of Government, 144–149 TG: Active Reading & Lesson Summary pages 90–93, 100–103
SS3H2 The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.	
a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers’ rights).	SE: Frederick Douglass (civil rights), 216; Susan B. Anthony (women’s rights), 168–169; Mary McLeod Bethune (education), 176–177, 212; Franklin D. Roosevelt (New Deal and World War II), 140, 172, 177; Eleanor Roosevelt (United Nations and human rights), 172–173, 175; Thurgood Marshall (civil rights), 170–171, 174; Lyndon B. Johnson (Great Society and voting rights), 217; César Chávez (workers’ rights), 178–179 TG: Active Reading & Lesson Summary pages 119–122, 123–124, 125–128

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Georgia Social Studies Standards Grade 3	Savvas myWorld Social Studies We Are Connected
b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.	SE: Frederick Douglass (civil rights), 216; Susan B. Anthony (women’s rights), 168–169; Mary McLeod Bethune (education), 176–177, 212; Franklin D. Roosevelt (New Deal and World War II), 140, 172, 177; Eleanor Roosevelt (United Nations and human rights), 172–173, 175; Thurgood Marshall (civil rights), 170–171, 174; Lyndon B. Johnson (Great Society and voting rights), 217; César Chávez (workers’ rights), 178–179 TG: Active Reading & Lesson Summary pages 119–122, 123–124, 125–128
Geographic Understandings	
SS3G1 The student will locate major topographical features.	
a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson.	SE: Atlas: The United States Physical, R2–R3; also see: Land and Water, 46–52 TG: Active Reading & Lesson Summary pages 28–31
b. Identify major mountain ranges of the United States of America: Appalachian, Rocky.	SE: Atlas: The United States Physical, R2–R3; also see: Land and Water, 46–52 TG: Active Reading & Lesson Summary pages 28–31
c. Locate the Equator, Prime Meridian, and lines of latitude and longitude on a globe.	SE: Absolute and Relative Location, 26; Map Skills: Longitude and Latitude, 30–31; Atlas: The World, R4–R5 TG: Active Reading & Lesson Summary pages 13, 15–16
d. Locate Greece on a world map.	SE: Atlas: The World. R4–R5; also see: Interpret Maps, 58–59 TG: Active Reading & Lesson Summary pages x
SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.	
a. Identify on a political map specific locations significant to the life and times of these historical figures.	SE: Where Communities Are Located, 24–29; Map Skills, 30–31, 58–59 TG: Active Reading & Lesson Summary pages 11–14, 15–17, 36–37

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Georgia Social Studies Standards Grade 3	Savvas myWorld Social Studies We Are Connected
b. Describe how place (physical and human characteristics) had an impact on the lives of these historical figures.	SE: For related material see: Three Types of Communities, 32–37 TG: Active Reading & Lesson Summary pages 17–20
c. Describe how each of these historical figures adapted to and was influenced by his/her environment.	SE: For related material see: Interacting With the Environment, 68–73 TG: Active Reading & Lesson Summary pages 44–47
d. Trace examples of travel and movement of these historical figures and their ideas across time.	SE: For related material see: New Ways to Travel, 190–195 TG: Active Reading & Lesson Summary pages 136–139
e. Describe how the regions in which these historical figures lived affected their lives and had an impact on their cultural identification.	SE: Cultural Regions, 268–269; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293 TG: Active Reading & Lesson Summary pages 195, 198–199, 208–211
Government/Civic Understandings	
SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government.	
a. Explain why in the United States there is a separation of power between branches of government and levels of government.	SE: Got it? Question #5, 143; also see: Branches of Government, 138–143 TG: Active Reading & Lesson Summary, 96–99
b. Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council).	SE: Branches of Government, 138–143 TG: Active Reading & Lesson Summary, 96–99
c. State an example of the responsibilities of each level and branch of government.	SE: Branches of Government, 138–143; Levels of Government, 144–149 TG: Active Reading & Lesson Summary, 96–99, 100–103

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SS3CG2 The student will discuss the character of different historical figures in SS3H2a.	
a. Describe how the different historical figures in SS3H2a display positive character traits of cooperation, diligence, courage, and leadership.	SE: Good Citizens, Good Deeds, 160–165; Conflict and Cooperation, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary pages 113–116, 117–118, 119–122, 125–128
b. Explain how the historical figures in SS3H2a used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression.	SE: Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary pages 119–122, 125–128
c. Explain how the historical figures in SS3H2a chose when to respect and accept authority.	SE: Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary pages 119–122, 125–128
Economic Understandings	
SS3E1 The student will describe the four types of productive resources:	
a. Natural (land)	SE: Resources All Around Us, 237 TG: Active Reading & Lesson Summary page 171
b. Human (labor)	SE: Resources All Around Us, 237 TG: Active Reading & Lesson Summary page 171
c. Capital (capital goods)	SE: Resources All Around Us, 237 TG: Active Reading & Lesson Summary page 171
d. Entrepreneurship (used to create goods and services)	SE: For related material see: Henry Ford, 214; Changing Roles, 238 TG: Active Reading & Lesson Summary pages 154, 172

**A Correlation of Savvas myWorld Social Studies, We Are Connected
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SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.	SE: Levels of Government, 144–149 TG: Active Reading & Lesson Summary pages 100–103
SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.	
a. Describe the interdependence of consumers and producers of goods and services.	SE: Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245 TG: Active Reading & Lesson Summary pages 169–172, 173–176
b. Describe how goods and services are allocated by price in the marketplace.	SE: Goods and Services, 234–235; Producers and Consumers, 236; Exchanging Goods and Services, 240–245; Paying for Goods and Services, 246 TG: Active Reading & Lesson Summary pages 170, 171, 173–176
c. Explain that some things are made locally, some elsewhere in the country, and some in other countries.	SE: Exchanging Goods and Services, 240–245 TG: Active Reading & Lesson Summary pages 173–176
d. Explain that most countries create their own currency for use as money.	SE: Money, 241 TG: Active Reading & Lesson Summary page 174
SS3E4 The student will describe the costs and benefits of personal spending and saving choices.	SE: Spending and Saving, 246–251 TG: Active Reading & Lesson Summary pages 177–180