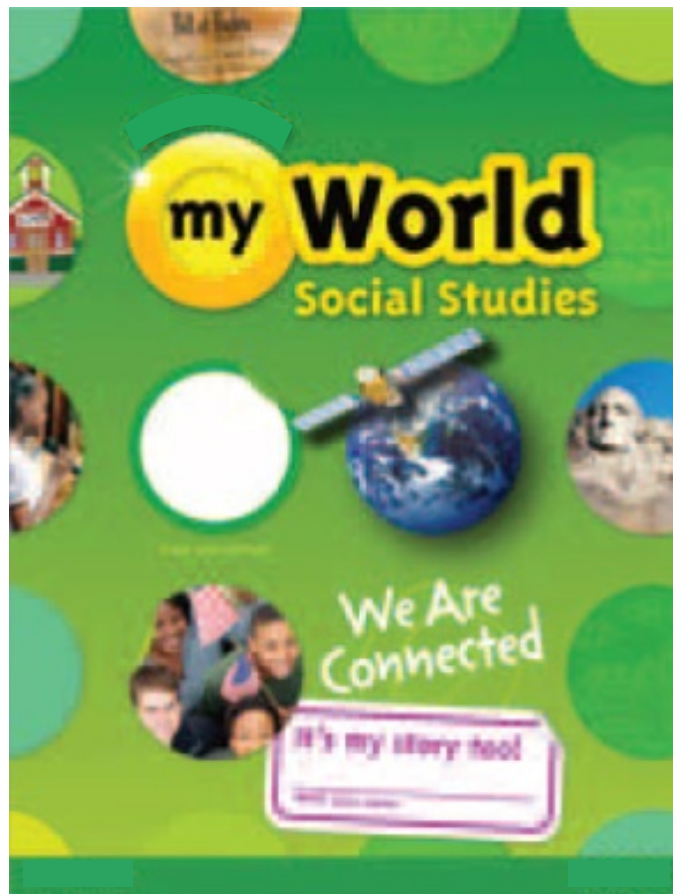


A Correlation of  
**myWorld Social Studies**  
**We Are Connected**  
**Grade 3, ©2013**



To the  
**Iowa Core for Social Studies**  
**Grades 3-5**

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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** ©2013 meets the Iowa Core for Social Studies, Grades 3-5. Correlation page references are to the Student Worktext and Teacher's Guide. 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 Guide
- 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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Iowa Core for Social Studies Essential Concepts and Skills Grades 3-5	myWorld Social Studies We Are Connected Grade 3, ©2013
<b>Behavioral Sciences</b> <b>Intermediate (3 – 5) Details and Example</b>	
<b>Essential Concept and/or Skill: <i>Understand the changing nature of society.</i></b>	
<ul style="list-style-type: none"> <li>• Understand various institutions, ideas, values and behavior patterns change over time.</li> </ul>	<p>This objective is addressed throughout. See, for example:</p> <p><b>SE:</b> Communities Change Over Time: 20-21; Group Cooperation: 85; Native Americans Today: 86; Spanish Explorers, French Explorers, English Explorers: 92-95; Early Spanish Communities: 98-103; Early French Communities: 104-109; Early English Communities: 110-115; Taking Action for Our Rights: 168-173; Taking Action for a Cause: 176-181; Clara Barton: 180; New Ways to Communicate: 204-209; Jobs Today and Long Ago: 258-259</p> <p><b>TE:</b> Communities Change Over Time: 8; Differentiated Instruction, L1: 57; Native Americans Today: 58; French Explorers: 63; English Explorers: 64; Trouble Between Spain and France, Spain Loses Power: 70; Champlain Builds Quebec City; 73; Begin to Read: 76; Settling the Middle Colonies: 77; New England Colonies; 78; Begin to Read: 120; Thurgood Marshall: 121; Support English Language Learners: 126; Cesar Chavez: 127; Clara Barton: 128; The Pony Express: 147; Radio and Television: 148; Communication Today: 149; Jobs Today and Long Ago; Differentiated Instruction, L2; L3; L4: 186</p>

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<p style="text-align: center;"><b>Iowa Core for Social Studies Essential Concepts and Skills Grades 3-5</b></p>	<p style="text-align: center;"><b>myWorld Social Studies We Are Connected Grade 3, ©2013</b></p>
<ul style="list-style-type: none"> <li>• Understand that the decisions of one generation provide the range of possibilities open to the next generation.</li> </ul>	<p><b>SE:</b> Communities Change Over Time: 20-21; Communities Build a Nation: 78-81; Iroquois of the Northeast: 84; Group Cooperation: 85; Native Americans Today: 86; Spanish Explorers, French Explorers, English Explorers: 92-95; Early Spanish Communities: 98-103; Freedom and Happiness: 132-135; Taking Action for Our Rights: 168-173; Taking Action for a Cause: 176-181; Clara Barton: 180; New Ways to Communicate: 204-209; <b>TE:</b> Mission San Luis: 53; Differentiated Instruction: 54; Native Americans Today: 58; Explorers Sail from Europe: 62; English Explorers: 64; Spanish Explorers in Florida: 68; Spain Loses Power: 70; Differentiated Instruction, L2, L3; Freedom and Happiness, Differentiated Instruction: 92</p>
<ul style="list-style-type: none"> <li>• Understand that human beings can use the memory of their past experiences to make judgments about new situations.</li> </ul>	<p><b>SE:</b> Communities Change Over Time: 20-21; Communities Build a Nation; 78-81; Native Americans Today: 86; Freedom and Happiness: 132-135; Taking Action for Our Rights: 168-173; Taking Action for a Cause: 176-181; Clara Barton; 180 <b>TE:</b> Chapter Opener Lesson Plan Summary, 2: 52; Mission San Luis: 53; Native Americans Today: 58; Freedom and Happiness, Differentiated Instruction, L1-4: 92</p>
<p><b>Essential Concept and/or Skill: <i>Understand the influences on individual and group behavior and group decision making.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand that people involved in a dispute often have different points of view.</li> </ul>	<p><b>SE:</b> Freedom and Happiness: 132-133; Compare Viewpoints: 150-151 <b>TE:</b> Freedom and Happiness: 92; Differentiated Instruction, L1-4: 105</p>
<ul style="list-style-type: none"> <li>• Understand that communicating different points of view in a dispute can often help people to find a satisfactory compromise.</li> </ul>	<p><b>SE:</b> Collaboration and Creativity: 166-167 <b>TE:</b> Differentiated Instruction: L3; L4: 118</p>
<ul style="list-style-type: none"> <li>• Understand that resolving a conflict by force rather than compromise can lead to more problems.</li> </ul>	<p>For related content, please see: <b>SE:</b> Collaboration and Creativity: 166-167; Days to Honor Leaders: 283 <b>TE:</b> Differentiated Instruction, L1: 118</p>

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<ul style="list-style-type: none"> <li>• Understand that if a conflict cannot be settled by compromise, it may be decided by a vote if everyone agrees to accept the results.</li> </ul>	<p>For related content, please see:  <b>SE:</b> Collaboration and Creativity: 166-167  <b>TE:</b> Differentiated Instruction, L3, L4: 118</p>
<ul style="list-style-type: none"> <li>• Understand that family, groups and community influence the individual's daily life and personal choices.</li> </ul>	<p><b>SE:</b> Citizenship: 156-159; Good Citizens, Good Deeds: 160-165; Taking Action for Our Rights; 168-173; Taking Action for A Cause: 176-181; New Ideas in Human Rights: 216-217; Joseph Bruchac: Storyteller: 265-267  <b>TE:</b> Volunteering Mentor, Tutor, Friend: 111; Differentiated Instruction, L4: 112; Being a Good Citizen: 114; Our Responsibilities: 115; Our Rules and Laws: 116; New Ideas in Human Rights: 155; myStory Spark: 192; Joseph Bruchac: Storyteller: 192</p>
<ul style="list-style-type: none"> <li>• Understand stereotyping.</li> </ul>	<p>For related content, please see:  <b>SE:</b> New Ideas in Human Rights: 216  <b>TE:</b> New Ideas in Human Rights: 155</p>
<ul style="list-style-type: none"> <li>• Understand the role of cultural unity and diversity within and across groups.</li> </ul>	<p><b>SE:</b> New Ideas in Human Rights: 216-217; People and Cultures: 268-273; Our Nation's Diversity; 288-293  <b>TE:</b> New Ideas in Human Rights: 155; Cultural Regions: 195; Cultures in Warm and Cold Climates: 196; Climate and World Culture: 197; Susan from Seattle: 209; Charlie from Comanche Nation, Sam from Long Island: 210; Abby from Atlanta: 211</p>

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<p><b>Essential Concept and/or Skill: <i>Understand how personality and socialization impact the individual.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand that various factors contribute to the shaping of a person's identity.</li> </ul>	<p><b>SE:</b> Volunteering: 157-159; Good Citizenship, Good Deeds: 160-165; Susan B. Anthony: 168-169; Thurgood Marshall: 170-171; Eleanor Roosevelt: 172-173; Benjamin Franklin: 187-189; New Ideas in Human Rights: 216-217 <b>TE:</b> Being a Good Citizen: 114; Our Rules and Laws: 116; Susan B. Anthony: 120; Differentiated Instruction, L4: 122</p>
<ul style="list-style-type: none"> <li>• Understand that human beings have different interests, motivations, skills, and talents.</li> </ul>	<p><b>SE:</b> Volunteering: 157-159; Good Citizenship, Good Deeds: 160-165; Susan B. Anthony: 168-169; Thurgood Marshall: 170-171; Eleanor Roosevelt: 172-173; Benjamin Franklin: 187-189; New Ideas in Human Rights: 216-217 <b>TE:</b> Volunteering Mentor, Tutor, Friend: 111; Differentiated Instruction: 112; Susan B. Anthony: 120; Differentiated Instruction, L4: 122; The Big Questions, Benjamin Franklin: 134; New Ideas in Human Rights, Differentiated Instruction: 155; The Big Question, myStory Spark, Joseph Bruchac: 192</p>
<ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of the individual in relation to his/her social group.</li> </ul>	<p><b>SE:</b> Our Rights: 162; Our Responsibilities: 163 <b>TE:</b> Our Rights, Our Responsibilities: 115; Joseph Bruchac: 192</p>

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<ul style="list-style-type: none"> <li>• Understand various meanings of social group, general implications of group membership, and different ways that groups function.</li> </ul>	<p><b>SE:</b> Volunteering; 157-159; Good Citizens, Good Deeds: 160-165; Taking Action for Our Rights: 168-173; Taking Action for a Cause: 176-181; New Ideas in Human Rights: 216-217; Joseph Bruchac: 265-267; Peoples and Cultures; 268-273; Cultural Celebrations: 282-287</p> <p><b>TE:</b> Chapter Opener Lesson Plan Summary, 2: 110; The Big Question, Volunteering Mentor, Tutor, Friend: 111; Differentiated Instruction: 112; Begin to Read, Being a Good Citizen: 114; Our Responsibilities: 115; Our Rules and Laws: 116; Begin to Read: 126; Cesar Chavez: 127; Clara Barton: 128; New Ideas in Human Rights: 155; The Big Question, Joseph Bruchac; 192; Differentiated Instruction: 193; Begin to Read: 195; Cultural Regions: 195; Culture Through Traditions: 205; Celebrating Independence: 206; Harvest Celebrations: 207</p>
<p><b>Essential Concept and/or Skill: <i>Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand the fundamental concepts of growth and development.</li> </ul>	<p>For related content, please see: <b>SE:</b> Communities Change Over Time: 20 <b>TE:</b> Communities Change Over Time: 8</p>
<ul style="list-style-type: none"> <li>• Understand learning and physical development affect behavior.</li> </ul>	<p>For related content, please see: <b>SE:</b> Value and Choice: 229 <b>TE:</b> Value and Choice: 165</p>
<ul style="list-style-type: none"> <li>• Understand personal changes over time, such as those related to physical development and personal issues.</li> </ul>	<p>For related content, please see: <b>SE:</b> Communities Change Over Time: 20 <b>TE:</b> Communities Change Over Time: 8</p>
<ul style="list-style-type: none"> <li>• Understand that language, stories, folktales, music, and artistic creations are expressions of culture.</li> </ul>	<p><b>SE:</b> Culture Through the Arts: 276-281 <b>TE:</b> Songs and Culture: 201; Stories and Culture, Sculptures, Paintings and Culture: 202; Dance and Culture: 203</p>



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<ul style="list-style-type: none"> <li>Understand that interactions among learning, inheritance, and physical development affect human behavior.</li> </ul>	<p>For related content, please see:  <b>SE:</b> Stories and Culture: 278: Dance and Culture: 280-281; Culture Through Traditions: 282  <b>TE:</b> Stories and Culture: 202: Dance and Culture: 203; Culture Through Traditions: 205</p>
<ul style="list-style-type: none"> <li>Understand that group and cultural influences contribute to human development, identity, and behavior.</li> </ul>	<p><b>SE:</b> Volunteering: 157-159; Good Citizenship, Good Deeds: 160-165; Taking Action for Our Rights: 168-173; Taking Action for a Cause: 176-181; Benjamin Franklin: 187-189; New Ideas in Human Rights: 216-217; Joseph Bruchac: 265-267; Peoples and Cultures: 268-273  <b>TE:</b> Volunteering Mentor, Tutor, Friend: 111; Differentiated Instruction: 112; Being a Good Citizen: 114; Our Responsibilities: 115; Eleanor Roosevelt: 122; Begin to Read; Mary McLeod Bethune: 126</p>
<p><b>Essential Concept and/or Skill: <i>Understand current social issues to determine how the individual formulates opinions and responds to issues.</i></b></p>	
<ul style="list-style-type: none"> <li>Understand that the way a person views an issue reflects personal beliefs, experiences, and attitudes.</li> </ul>	<p><b>SE:</b> Taking Action for Our Rights: 168-173; Taking Action for a Cause: 176-181; New Ideas in Human Rights: 216-217  <b>TE:</b> Susan B. Anthony: 120; Differentiated Instruction, L4: 122; Lesson Plan Summary, 1, 2: 125; Begin to Read: 126; Mary McLeod Bethune: 126; Cesar Chavez: 127; Clara Barton: 128; New Ideas in Human Rights: 155</p>
<p><b>Essential Concept and/or Skill: <i>Understand how to evaluate social research and information.</i></b></p>	
<ul style="list-style-type: none"> <li>Understand the use of research procedures and skills to investigate an issue.</li> </ul>	<p><b>SE:</b> Research: 294-295  <b>TE:</b> Skill Lesson Plan Summary, 1: 212; Differentiated Instruction, L4: 122; Differentiated Instruction, L1-4: 213</p>

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<b>Iowa Core for Social Studies Essential Concepts and Skills Grades 3-5</b>	<b>myWorld Social Studies We Are Connected Grade 3, ©2013</b>
<b>Economics</b>	
<b>Intermediate (3 – 5) Details and Example</b>	
<b>Essential Concept and/or Skill: <i>Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.</i></b>	
<ul style="list-style-type: none"> <li>Understand that goods and services are scarce because there are not enough resources to satisfy all of the wants of individuals, governments, and societies</li> </ul>	<b>SE:</b> Meeting Our Needs and Wants: 226-230 <b>TE:</b> Enough or Too Much?, Supporting English Language Learners, 2, 3: 164; Scarcity and Choice: 165
<ul style="list-style-type: none"> <li>Understand that consumers buy less of products and services when prices go up and buy more when prices go down.</li> </ul>	<b>SE:</b> Supply and Demand: 242 <b>TE:</b> Supply and Demand: 175
<ul style="list-style-type: none"> <li>Understand that businesses are willing to sell more products and services when prices go up and less when the price goes down.</li> </ul>	For related content, please see: <b>SE:</b> Supply and Demand: 242 <b>TE:</b> Supply and Demand: 175
<ul style="list-style-type: none"> <li>Understand the concept of unemployment.</li> </ul>	For related content, please see: <b>SE:</b> The Promise of America: 198-199 <b>TE:</b> The Promise of America: 143
<ul style="list-style-type: none"> <li>Understand the importance of work.</li> </ul>	<b>SE:</b> Jobs Help the World: 257; Jobs Today and Long Ago: 258 <b>TE:</b> Jobs Help the World: 185
<ul style="list-style-type: none"> <li>Understand how competition among sellers results in lowers costs and higher product quality.</li> </ul>	For related content, please see: <b>SE:</b> Supply and Demand: 242; Free Market: 244 <b>TE:</b> Supply and Demand: 175, Free Market: 176
<b>Essential Concept and/or Skill: <i>Understand the functions of economic institutions.</i></b>	
<ul style="list-style-type: none"> <li>Understand that banks provide money to consumers and serve as the intermediary between savers and borrowers.</li> </ul>	<b>SE:</b> Savings Accounts in Banks: 248; Borrowing: 249 <b>TE:</b> Savings Accounts in Banks; Borrowing: 179
<b>Essential Concept and/or Skill: <i>Understand how governments throughout the world influence economic behavior.</i></b>	
<ul style="list-style-type: none"> <li>Understand that the government pays for goods and services it provides by taxing and borrowing.</li> </ul>	<b>SE:</b> Governments Work Together: 148 <b>TE:</b> Governments Work Together: 103
<ul style="list-style-type: none"> <li>Understand that all societies have developed economic systems and there are advantages and disadvantages to each type of system.</li> </ul>	For related content, please see: <b>SE:</b> Free Market: 244 <b>TE:</b> Free Market: 176

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<ul style="list-style-type: none"> <li>Understand when consumers buy goods some of the money that goes to the business is used to pay for resources and taxes.</li> </ul>	For related content, please see: <b>SE:</b> Producers and Consumers: 236; Resources Around Us: 237 <b>TE:</b> Producers and Consumers, Resources All Around Us: 171
<b>Essential Concept and/or Skill: <i>Understand factors that create patterns of interdependence in the world economy.</i></b>	
<ul style="list-style-type: none"> <li>Understand that when countries specialize they become more interdependent.</li> </ul>	For related content, please see: <b>SE:</b> Worldwide Trade: 244 <b>TE:</b> Worldwide Trade: 176
<ul style="list-style-type: none"> <li>Understand the impact of increasing economic interdependence in different regions of the world.</li> </ul>	For related content, please see: <b>SE:</b> Trade and Barter: 240 <b>TE:</b> Moving Goods Around the World: 175
<ul style="list-style-type: none"> <li>Understand that local goods and services are part of the global economy.</li> </ul>	For related content, please see: <b>SE:</b> Moving Goods Around the World: 243 <b>TE:</b> Moving Goods Around the World: 175
<ul style="list-style-type: none"> <li>Understand the concepts of exports and imports.</li> </ul>	<b>SE:</b> Worldwide Trade: 244 <b>TE:</b> Worldwide Trade Differentiated Instruction, L3, L4: 176
<b>Essential Concept and/or Skill: <i>Understand that advancing technologies impact the global economy.</i></b>	
<ul style="list-style-type: none"> <li>Understand that technologies have costs and benefits associated with them.</li> </ul>	For related content, please see: <b>SE:</b> New Ideas: 212-215 <b>TE:</b> Support English Language Learners 3: 153; New Machines for Work: 154
<ul style="list-style-type: none"> <li>Understand that new inventions reflect people's needs and wants; and when these change, technology changes to reflect the new needs and wants.</li> </ul>	For related content, please see: <b>SE:</b> New Ideas: 212-215 <b>TE:</b> Support English Language Learners 3: 153
<ul style="list-style-type: none"> <li>Understand that the design process is a series of methodical steps for turning ideas into useful products and systems.</li> </ul>	For related content, please see: <b>SE:</b> New Machines for Work: 214 <b>TE:</b> New Machines for Work: 154
<ul style="list-style-type: none"> <li>Understand that the manufacturing process includes designing product, gathering the resources, and producing a finished product.</li> </ul>	For related content, please see: <b>SE:</b> Producers and Consumers: 236; Goods and Services: 234-235 <b>TE:</b> Producers and Consumers: 171

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<b>Essential Concept and/or Skill: <i>Understand that all economies throughout the world rely upon universal concepts.</i></b>	
<ul style="list-style-type: none"> <li>Understand that there are producers and consumers in all economies.</li> </ul>	For related content, please see: <b>SE:</b> Producers and Consumers: 236; Moving Goods Around the World: 243; Worldwide Trade: 244 <b>TE:</b> Producers and Consumers: 171; Moving Goods Around the World: 175; Worldwide Trade: 176
<ul style="list-style-type: none"> <li>Understand supply and demand in various types of economies.</li> </ul>	For related content, please see: <b>SE:</b> Supply and Demand: 242; Free Market: 244 <b>TE:</b> Supply and Demand: 175, Free Market; Differentiated Instruction: 176
<ul style="list-style-type: none"> <li>Understand that production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.</li> </ul>	For related content, please see: <b>SE:</b> Moving Goods Around the World: 243; Worldwide Trade: 244 <b>TE:</b> Moving Goods Around the World: 175; Worldwide Trade: 176
<ul style="list-style-type: none"> <li>Understand how nations throughout the world have joined with one another to promote economic development and growth.</li> </ul>	For related content, please see: <b>SE:</b> Worldwide Trade: 244 <b>TE:</b> Worldwide Trade: 176
<ul style="list-style-type: none"> <li>Understand barriers to trade among people across nations.</li> </ul>	For related content, please see: <b>SE:</b> Moving Goods Around the World: 243; Free Market, Worldwide Trade: 244 <b>TE:</b> Moving Goods Around the World: 175; Worldwide Trade: 176

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<b>Geography</b>	
<b>Intermediate (3 – 5) Details and Example</b>	
<b>Essential Concept and/or Skill: <i>Understand the use of geographic tools to locate and analyze information about people, places, and environments.</i></b>	
<ul style="list-style-type: none"> <li>Understand political, topographical and historical maps, aerial photos and maps.</li> </ul>	<b>SE:</b> Different Types of Maps: 28-29; Review and Assessment: 74 <b>TE:</b> Different Types of Maps: 14
<ul style="list-style-type: none"> <li>Understand the use of mental maps to organize information about people, places, and environments in a spatial context.</li> </ul>	For related content, please see: <b>SE:</b> Absolute and Relative Location: 26 <b>TE:</b> Differentiated Instruction, L2-L4: 13
<ul style="list-style-type: none"> <li>Understand the concepts of title, legend, cardinal directions, distance, grids.</li> </ul>	<b>SE:</b> Where Communities are Located: 24-29 <b>TE:</b> Parts of a Map; Grid Maps: 12; Measuring Distance; Differentiated Instruction, L4: 13
<ul style="list-style-type: none"> <li>Understand the use of data sources, atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.</li> </ul>	For related content, please see: <b>SE:</b> What Makes a Community: 16-19; Where Communities are Located: 24-29; Review and Assessment, 4: 39; Map Skills: 58, 59 <b>TE:</b> Parts of a Map: 12; Measuring Distance, Differentiated Instruction, L3, L4: 13; Urban Communities: 20; Differentiated Instruction, L1-4: 37 Differentiated Instruction, L1-4: 37
<ul style="list-style-type: none"> <li>Understand the spatial elements of point, line, area and volume.</li> </ul>	For related content, please see: <b>SE:</b> Where Communities are Located: 24-29; Latitude and Longitude: 30-31 <b>TE:</b> Grid Maps: 12; Measuring Distance: 13; Differentiated Instruction: 16; Differentiated Instruction, L1-4: 16
<ul style="list-style-type: none"> <li>Understand the representations of major physical and human features on maps and globes.</li> </ul>	<b>SE:</b> Different Types of Maps: 28-29; Landforms and Bodies of Water: 46-47; Land and Water in the United States: 48-49 <b>TE:</b> Different Types of Maps: 14; Landforms and Bodies of Water: 29; Support English Language Learners: 29; Differentiated Instruction: 37

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<b>Essential Concept and/or Skill: <i>Understand how geographic and human characteristics create culture and define regions.</i></b>	
<ul style="list-style-type: none"> <li>Understand the characteristics of regions--physical and cultural.</li> </ul>	<b>SE:</b> Five Regions of the United States: 50-51 <b>TE:</b> Five Regions of the United States; Differentiated Instruction, L1-4: 31
<ul style="list-style-type: none"> <li>Understand regions change over time and the causes and consequences of these changes.</li> </ul>	For related content, please see: <b>SE:</b> Five Regions of the United States: 50-51; Protecting Resources: 64; People Modify Environments: 70; Effects of Population: 71; People and the Land: 72-73 <b>TE:</b> Five Regions of the United States; Differentiated Instruction, L1-4: 31; Protecting Resources: 41; People Modify Environments; Effects of Population: 46
<ul style="list-style-type: none"> <li>Understand ways regional, ethnic, and national cultures influence individuals' daily lives.</li> </ul>	<b>SE:</b> Peoples and Cultures: 268-273; Compare and Contrast: 274-275; Culture Through the Arts: 276-281; Cultural Celebrations: 282-287; Our Nation's Diversity: 288-293; Review and Assessment, 10: 298; How is Culture Shared?: 299 <b>TE:</b> Support English Language Learners, 1-3: 195; Cultures in Warm and Cold Climates: 196; Climates and World Cultures: 197; Songs and Culture: 201; Stories and Culture: 202; Dance and Culture: 203; Culture Through Traditions: 205; Susan from Seattle; Washington: 209; Manuel from Chicago, Illinois, Sam from Long Island, New York: 210; Abby from Atlanta, Georgia: 211; Big Question; My World and Me: 216
<ul style="list-style-type: none"> <li>Understand how people from different cultures think about and deal with their physical environment and social conditions.</li> </ul>	<b>SE:</b> People and Cultures: 268-273; Compare and Contrast: 274-275 <b>TE:</b> Cultural Regions: 195; Cultures in Warm and Cold Climates: 196; Climates and World Cultures; Differentiated Instruction: 197

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<ul style="list-style-type: none"> <li>Understand language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people.</li> </ul>	<b>SE:</b> Culture Through the Arts: 276-281 <b>TE:</b> Songs and Culture, Support English Language Learners: 201; Songs and Culture, Sculptures, Paintings, and Culture: 202; Dance and Culture, Differentiated Instruction, L2-4: 203
<b>Essential Concept and/or Skill: <i>Understand how human factors and the distribution of resources affect the development of society and the movement of populations.</i></b>	
<ul style="list-style-type: none"> <li>Understand causes and effects of human migration.</li> </ul>	<b>SE:</b> New Ways to Travel: 190-195; A New Home in America: 198-203; Draw Conclusions: 210 <b>TE:</b> Travel by Trails and Rivers, Support English Language Learners, 2: 137; The Promise of America; Support English Language Learners, 3: 143
<ul style="list-style-type: none"> <li>Understand reasons for the growth and decline of settlements.</li> </ul>	<b>SE:</b> Communities Change Over Time: 20-21; A New Home in America: 198-203 <b>TE:</b> Communities Change Over Time: 8; The Promise of America: 143; Americans Move West, The Homestead Act: 144; Immigrants from the East, Differentiated Instruction, L2-4: 145
<ul style="list-style-type: none"> <li>Understand density and sparsity in terms of human settlement.</li> </ul>	<b>SE:</b> Our Communities: 13-15; Three Types of Communities: 32-37 <b>TE:</b> Differentiated Instruction, L2-3: 4; Rural Communities: 18; Suburban Communities: 19; Urban Communities: 20
<ul style="list-style-type: none"> <li>Understand the relationship between population growth and resource use.</li> </ul>	<b>SE:</b> People Modify Environments: 70; Effects of Population: 71 <b>TE:</b> People Modify Environments, Effects of Population: 46
<ul style="list-style-type: none"> <li>Understand the concepts of renewable and non-renewable resources.</li> </ul>	<b>SE:</b> Protecting Resources: 64-65 <b>TE:</b> Protecting Resources, Differentiated Instruction, L1-4: 41
<ul style="list-style-type: none"> <li>Understand recycling.</li> </ul>	<b>SE:</b> Protecting Resources: 64 <b>TE:</b> Protecting Resources: 41

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<ul style="list-style-type: none"> <li>• Understand the relation between economic activities and natural resources in areas.</li> </ul>	<p><b>SE:</b> Communities in Regions: 18; Agriculture and Products: 62; Industry and Products: 63 <b>TE:</b> Agriculture and Products; Industry and Products: 40</p>
<p><b>Essential Concept and/or Skill: <i>Understand how physical processes and human actions modify the environment and how the environment affects humans.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand the characteristics of places are shaped by physical and human processes.</li> </ul>	<p><b>SE:</b> People Modify Environments: 70; Effects of Population: 71 <b>TE:</b> People Modify Environments, Effects of Population: 46</p>
<ul style="list-style-type: none"> <li>• Understand humans interact and adapt to the physical environment.</li> </ul>	<p><b>SE:</b> Interacting With the Environment: 68-73; Review and Assessment, 7, 8, 9: 76; How Do We Interact with Our Planet?: 77 <b>TE:</b> The Environment Affects People: 45; People Modify the Environment, Effects of Population: 46; People and the Land, Differentiated Instruction: 47; Big Question; My World and Me: 50</p>
<ul style="list-style-type: none"> <li>• Understand ways to monitor science and technology in order to protect the physical environment, individual rights and the common good.</li> </ul>	<p><b>SE:</b> People and the Land: 72-73 <b>TE:</b> People and the Land: 47</p>
<ul style="list-style-type: none"> <li>• Understand laws and policies that govern the environment.</li> </ul>	<p><b>SE:</b> People and the Land: 72-73 <b>TE:</b> People and the Land: 47</p>



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<b>History</b>	
<b>Intermediate (3 – 5) Details and Example</b>	
<b>Essential Concept and/or Skill: <i>Understand historical patterns, periods of time and the relationships among these elements.</i></b>	
<ul style="list-style-type: none"> <li>Understand the similarities and differences between various civilizations within a time period.</li> </ul>	<p><b>SE:</b> Mission San Luis: 79-81; Iroquois of the Northeast: 84; Group Cooperation: 85; English Explorers: 90-95; Early Spanish Communities: 98-103; Early French Communities: 104-109; Early English Communities: 110-115</p> <p><b>TE:</b> The Big Question, A Multicultural Community: 53; Explorers Sail from Europe: 62; French Explorers: 63; Differentiated Instruction, L4: 57; English Explorers: 64; Trouble Between Spain and France: 69; Exploring the Mississippi River: 73;</p>
<ul style="list-style-type: none"> <li>Understand problems, issues, and dilemmas of life in the past and their causes.</li> </ul>	<p><b>SE:</b> Iroquois of the Northeast: 84; Group Cooperation: 85; English Explorers: 90-95; Early Spanish Communities: 98-103; Early French Communities: 104-109; Early English Communities: 110-115; Creating a New Nation: 116-121; The American Revolution: 133; Taking Action for Our Rights: 168-171; Taking Action for a Cause: 176-181; New Ideas in Human Rights: 216-217</p> <p><b>TE:</b> Support English Language Learners, Explorers Sail from Europe: 62; Recognize Cause and Effect: 63; American Patriots, Freedom and Government: 81; Trouble in the Colonies, Differentiated Instruction 92; Thurgood Marshall: 121; Support English Language Learners, 1: 126; Cesar Chavez: 127; Clara Barton: 128</p>

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<ul style="list-style-type: none"> <li>• Understand differences in life today compared to life in the past</li> </ul>	<p><b>SE:</b> Native Americans Today: 86-87; New England Colonies: 114-115; How Does Our Past Affect Our Present?: 125; A Growing Nation: 186-189; New Ways to Travel: 190-195; New Ideas: 212-217</p> <p><b>TE:</b> Native Americans Today: 58; New England Colonies; 78; Freedom and Government: 81; The Big Question: 85; The Big Question: 134; Support English Language Learners, Differentiated Instruction, L1-4: 135; Begin to Read: 137; Railroads Cross the Country: 138; Airplanes: 139; Education and New Inventions: 153; New Machines for Work: 154; New Ideas in Human Rights: 155</p>
<ul style="list-style-type: none"> <li>• Understand causes and effects of events within a time period.</li> </ul>	<p><b>SE:</b> English Explorers: 90-95; The French Come to North America: 104-105; Jamestown: 111; England’s Colonies: 112; Settling the Middle Colonies: 113; Creating a New Nation: 116-121; George Washington: 127-129; The States Come Together: 134</p> <p><b>TE:</b> Recognize Cause and Effect: 56; French Explorers: 63; English Explorers: 64; The French Colonists Come to North America: 72; Jamestown: 76; England’s Colonies, Settling the Middle Colonies: 77; My Story Spark: 88; The States Come Together: 93</p>
<p><b>Essential Concept and/or Skill: <i>Understand how and why people create, maintain, or change systems of power, authority, and governance.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand groups and institutions work to meet individual needs and the common good of all.</li> </ul>	<p><b>SE:</b> Our Democracy: 130-135; Citizenship: 156-159</p> <p><b>TE:</b> Lesson Plan Summary: 90; Why We Need Government: 91; Freedom and Happiness: 92; The Big Question, Volunteering Mentor, Tutor, Friend: 111</p>

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<ul style="list-style-type: none"> <li>• Understand that belief systems affect government policies and laws.</li> </ul>	<p><b>SE:</b> Creating a New Nation: 116-121; U.S. Government: 126-129; Freedom and Happiness: 132-135; Our Rights: 162; Our Responsibilities: 163; Our Rules and Laws: 164; Thurgood Marshall: 170  <b>TE:</b> Trouble in the Colonies: 80; American Patriots, Freedom and Government: 81; Differentiated Instruction, L1: 89; Lesson Plan Summary, 2: 90; Freedom and Happiness: 92; Our Rights, Our Responsibilities: 115</p>
<ul style="list-style-type: none"> <li>• Understand the consequences of governmental decisions.</li> </ul>	<p><b>SE:</b> Our Rules and Laws: 164; Taking Action for Our Rights: 168-173; The Homestead Act: 201  <b>TE:</b> Taking Action for Our Rights: 116; Susan B. Anthony: 120; Thurgood Marshall: 121; The Homestead Act: 144</p>
<p style="text-align: center;"><b>Essential Concept and/or Skill: <i>Understand the role of culture and cultural diffusion on the development and maintenance of societies.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand ways culture has influenced interactions of various groups.</li> </ul>	<p><b>SE:</b> Group Cooperation: 85; Spanish Explorers: 92; French Explorers: 93; Spanish Settlements in California: 102-103; Early English Communities: 110-115; Peoples and Cultures: 268-269  <b>TE:</b> Spanish Settlements in California: 70; Differentiated Instruction, L2: 78; New England Colonies: 78; Cultural Regions: 195</p>
<ul style="list-style-type: none"> <li>• Understand ways culture affects decisions of a society, group or individual.</li> </ul>	<p><b>SE:</b> Peoples and Cultures: 268-273  <b>TE:</b> Cultural Regions: 195; Cultures in Warm and Cold Climates: 196; Climates and World Cultures: 197</p>

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<ul style="list-style-type: none"> <li>• Understand major historical events and developments that involved interaction among various groups.</li> </ul>	<p><b>SE:</b> America's First Peoples: 82-85; Spanish Explorers: 92; French Explorers: 93; Spanish Settlements in California: 102-103; Early French Communities: 104-109; Early English Communities: 110-115; Creating a New Nation: 116-121</p> <p><b>TE:</b> Iroquois of the Northeast: 57; Native Americans Today: 58; French Explorers: 63; Spanish Settlements in California, Differentiated Instruction, L2: 70; Jamestown: 76; New England Colonies, Differentiated Instruction, L2: 78; Trouble in the Colonies: 80; American Patriots: 81</p>
<p><b>Essential Concept and/or Skill: <i>Understand the role of individuals and groups within a society as promoters of change or the status quo.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand roles of important individuals and groups in technological and scientific fields.</li> </ul>	<p><b>SE:</b> Benjamin Franklin: 187-189; Airplanes: 194; Telegraphs and Telephones: 206; Radio and Television: 207; New Machines for Work: 214; New Ideas in Medicine: 215</p> <p><b>TE:</b> Benjamin Franklin: 134; Differentiated Instruction, L1-4: 135; Airplanes: 139; Radio and Television: 148; New Machines for Work; New Ideas in Medicine: 154</p>
<ul style="list-style-type: none"> <li>• Understand that specific individuals had a great impact on history</li> </ul>	<p><b>SE:</b> Native Americans Today: 58; Sequence: 88-89; English Explorers: 90-95; Early Spanish Communities: 98-103; Early French Communities: 104-109; Early English Communities: 110-115; American Patriots: 118-121; Review and Assessment, 6: 124; George Washington: 127-124; Try It: 137</p> <p><b>TE:</b> English Explorers: 64; Spanish Explorers in Florida: 68; Champlain Builds Quebec City: 73; Jamestown: 76; Settling the Middle Colonies: 77; Differentiated Instruction, L3: 82; The Big Question, George Washington: 88</p>

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<ul style="list-style-type: none"> <li>Understand the people, events, problems, and ideas that were significant in creating the history of their state.</li> </ul>	<p>For opportunities to address this objective, please see:  <b>SE:</b> Spanish Exploration in Florida: 98-99; Spanish Settlements Come to California: 102  <b>TE:</b> Spanish Exploration in Florida: 68; Spanish Settlements Come to California: 70</p>
<ul style="list-style-type: none"> <li>Understand how democratic values have been exemplified by people, events, and symbols.</li> </ul>	<p><b>SE:</b> Creating a New Nation: 116-121; George Washington: 127-129; Our Democracy: 130-135; The American Flag: 136; Review and Assessment, 2, 3, 4: 152; Taking Action for Our Rights: 168-171; Taking Action for a Cause: 176-180  <b>TE:</b> Support English Language Learners, 1, 2, Trouble in the Colonies: 80; American Patriots, Freedom and Government: 81; Washington, D.C.: 82; Creating a New Nation: 85; The Big Question, My Story Spark, George Washington: America's First President: 88; Why We Need Government: 91; Freedom and Happiness, Differentiated Instruction: 92; The States Come Together: 93</p>
<p><b>Essential Concept and/or Skill: <i>Understand the effect of economic needs and wants on individual and group decisions.</i></b></p>	
<ul style="list-style-type: none"> <li>Understands factors that shaped the economic system in the United States.</li> </ul>	<p>For related content, please see:  <b>SE:</b> Trade and Barter: 240-241; National Government: 147; Governments Work Together: 148  <b>TE:</b> Trade and Barter: 174; National Government: 102; Governments Work Together: 103</p>
<ul style="list-style-type: none"> <li>Understand that economic activities in the community have changed over time.</li> </ul>	<p>For related content, please see:  <b>SE:</b> Communities Change Over Time: 20  <b>TE:</b> Communities Change Over Time: 8</p>
<ul style="list-style-type: none"> <li>Understand that the types of work local community members do have changed over time.</li> </ul>	<p>For related content, please see:  <b>SE:</b> Many Different Jobs: 254-259  <b>TE:</b> Jobs Help the World: 185; Jobs Today and Long Ago, Differentiated Instruction, L3, L4: 186</p>

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<b>Essential Concept and/or Skill: <i>Understand the effects of geographic factors on historical events.</i></b>	
<ul style="list-style-type: none"> <li>• Understand varying landforms and geographic features and their importance in the development of communities.</li> </ul>	<p><b>SE:</b> Communities in Regions: 18; Five Regions in the United States: 50-51; The Environment Affects People: 68-69  <b>TE:</b> Settling in a Community: 6; Differentiated Instruction, L2-4: 7; Five Regions of the United States: 31; The Environment Affects People, Differentiated Instruction, L1-4: 31</p>
<ul style="list-style-type: none"> <li>• Understand seasons, climate, and weather, environmental change and crises affect social and economic development.</li> </ul>	<p><b>SE:</b> Interacting With the Environment: 68-73; Cultures in Warm and Cold Climates: 270-271; Climates and World Cultures: 272-273  <b>TE:</b> Cultures in Warm and Cold Climates: 196; Climates and World Cultures: 197; The Environment Affects People: 45; People Modify the Environment: 46; People and the Land: 47</p>
<ul style="list-style-type: none"> <li>• Understand major land and water routes of explorers.</li> </ul>	<p><b>SE:</b> Explorers Sail from Europe: 90-91; French Explorers: 93; Spanish Explorers in Florida: 98-99; The French Come to North America: 104; Exploring the Missions: 107; Travel by Trails and Rivers: 190-191  <b>TE:</b> Support English Language Learners, 2: 62; Support English Language Learners, 2: 68; Travel by Trails and Rivers: 137</p>

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<p><b>Essential Concept and/or Skill: <i>Understand the role of innovation on the development and interaction of societies.</i></b></p>	
<ul style="list-style-type: none"> <li>• Understand the influence of cultural, scientific, and technological decisions on societies.</li> </ul>	<p><b>SE:</b> A Growing Nation: 186-189; New Ways to Travel: 190-195; New Ways to Communicate: 204-209; New Ideas: 212-217; Review and Assessment, 5, 6: 219  <b>TE:</b> The Big Question, Benjamin Franklin: 134; Support English Language Learners, Differentiated Instruction: 135; Begin to Read, Travel by Trails and Rivers: 137; Railroads Cross the Country: 138; Highways Cross the Nation, Airplanes: 139; The Pony Express: 147; Telegraphs and Telephones, Radio and Television: 148; Communication Today: 149; Begin to Read, The Pony Express: 147; Telegraphs and Telephones, Radio and Television: 148; Communication Today, Differentiated Instruction, L3: 149; Education and New Inventions: 153; New Machines for Work, New Ideas in Medicine: 154; New Ideas in Human Rights: 155</p>
<ul style="list-style-type: none"> <li>• Understand ways science and technology have changed the way people think about the natural world</li> </ul>	<p>For related content, please see:  <b>SE:</b> A Growing Nation: 186-189; New Ways to Travel: 190-195; New Ways to Communicate: 204-209; New Ideas: 212-217; Review and Assessment, 5, 6: 219  <b>TE:</b> The Big Question, Benjamin Franklin: 134; Support English Language Learners, Differentiated Instruction: 135; Begin to Read, Travel by Trails and Rivers: 137; Railroads Cross the Country: 138; Highways Cross the Nation, Airplanes: 139; The Pony Express: 147; Telegraphs and Telephones, Radio and Television: 148; Communication Today: 149; Begin to Read, The Pony Express: 147; Telegraphs and Telephones, Radio and Television: 148; Communication Today, Differentiated Instruction, L3: 149; Education and New Inventions: 153; New Machines for Work, New Ideas in Medicine: 154; New Ideas in Human Rights: 155</p>

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<ul style="list-style-type: none"> <li>Understands that the use of technology in the local community has changed over time.</li> </ul>	<p><b>SE:</b> Lesson Plan Summary, 1: 146; Communication Today: 208-209; How Does Life Change Throughout History?: 221 <b>TE:</b> My World and Me: 158; Differentiated Instruction, L2-4: 149</p>
<p><b>Essential Concept and/or Skill: <i>Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.</i></b></p>	
<ul style="list-style-type: none"> <li>Understand processes important to reconstructing and interpreting the past.</li> </ul>	<p><b>SE:</b> Main Ideas and Details: 87; Sequence: 88-89; Sequence: 95; Timelines: 96-97; Sequence: 101; Sequence: 109; Main Ideas and Details: 115; Sequence: 121; Review and Assessment, 2: 122; Review and Assessment, 6: 124; Facts/Opinion Chart: 124 <b>TE:</b> Sequence: 58; Differentiated Instruction, L2-4: 60; Draw Inferences: 62; Sequence: 63; Make Reasoned Judgment: 64; Differentiated Instruction, L2-4: 66; Predict Consequences: 68; Sequence: 78; Draw Inferences: 82</p>
<ul style="list-style-type: none"> <li>Understand the historical perspective including cause and effect.</li> </ul>	<p><b>SE:</b> Cause and Effect: 66-67, 85, 199; The American Revolution Chart: 133 <b>TE:</b> Recognize Cause and Effect: 63, 64, 72, 76, 77, 88, 93, 121, 127, 134, 138, 143, 144, 149; Support English Language Learners, L1, Differentiated Instruction, L2-4: 62</p>
<ul style="list-style-type: none"> <li>Understand how to view the past in terms of the norms and values of the time.</li> </ul>	<p><b>SE:</b> Creating a New Nation: 116-121; George Washington: 127-129; Freedom and Happiness: 132-133; The States Come Together: 134-135 <b>TE:</b> Trouble in the Colonies: 80; American Patriots; Freedom and Government: 81; The Big Question: George Washington: America's First President: 88; Freedom and Happiness: 92; Differentiated Instruction, L1-4: 92</p>



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<ul style="list-style-type: none"> <li>Understand interpretation of data in timelines.</li> </ul>	<b>SE:</b> Timelines: 96-96 <b>TE:</b> Differentiated Instruction, L1: 57; Differentiated Instruction, L2-4: 66
<b>Political Science/Civic Literacy</b>	
<b>Intermediate (3 – 5) Details and Example</b>	
<b>Essential Concept and/or Skill: <i>Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</i></b>	
<ul style="list-style-type: none"> <li>Understand what it means to be a citizen.</li> </ul>	<b>SE:</b> Citizenship: 156-165 <b>TE:</b> Chapter Opener Lesson Plan Summary, 2: 110; The Big Question, Volunteering Mentor, Tutor, Friend: 111; Differentiated Instruction, L4: 112; Begin to Read, Being a Good Citizen: 114; Our Rights, Our Responsibilities: 115; Our Rules and Laws: 164
<ul style="list-style-type: none"> <li>Understand why civic responsibility is important and know examples of civic responsibility.</li> </ul>	<b>SE:</b> Citizenship: 156-165; Lesson Plan Summary, 1, 2: 113 <b>TE:</b> The Big Question, Volunteering Mentor, Tutor, Friend: 111; Differentiated Instruction, L2-4: 112; Begin to Read, Being a Good Citizen: 114; Our Rights, Our Responsibilities: 115; Our Rules and Laws: 116
<ul style="list-style-type: none"> <li>Understand that Congress passes laws to protect individual rights.</li> </ul>	<b>SE:</b> The Legislative Branch: 138-139; Branches of Government: 143; Review and Assessment, 5: 153 <b>TE:</b> Support English Language Learners, 3: 97; Differentiated Instruction, L2: 99
<ul style="list-style-type: none"> <li>Understand how people can participate in their government.</li> </ul>	<b>SE:</b> The Legislative Branch: 138; Our Responsibilities: 163 <b>TE:</b> The Legislative Branch: 97
<ul style="list-style-type: none"> <li>Understand what political leaders do and why leadership is necessary in a democracy.</li> </ul>	<b>SE:</b> Branches of Government: 138-143 <b>TE:</b> The Legislative Branch: 97; The Executive Branch: 98; The Judicial Branch, Differentiated Instruction, L4: 99
<ul style="list-style-type: none"> <li>Understand opportunities for leadership and public service in the student’s own classroom, school, community, state, and the nation.</li> </ul>	<b>SE:</b> Citizenship: 156-159; Being a Good Citizen: 160-161; Our Responsibilities: 163 <b>TE:</b> Differentiated Instruction, L4: 112; Being a Good Citizen: 114; Our Responsibilities: 115

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<ul style="list-style-type: none"> <li>Understand the importance of voluntarism as a characteristic of American society.</li> </ul>	<b>SE:</b> Citizenship: 156-159; Our Responsibilities: 163 <b>TE:</b> Differentiated Instruction, L4: 112; Our Responsibilities: 115
<b>Essential Concept and/or Skill: <i>Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.</i></b>	
<ul style="list-style-type: none"> <li>Understand the fundamental values and principles of American democracy.</li> </ul>	<b>SE:</b> Our Democracy: 130-135; Branches of Government: 138-143; Levels of Government: 144-149 <b>TE:</b> Support English Language Learners, 1; Why We Need Government: 91; Freedom and Happiness, Differentiated Instruction, L1-4: 92; The States Come Together: 93
<ul style="list-style-type: none"> <li>Understand the difference between power and authority.</li> </ul>	For related content, please see: <b>SE:</b> Branches of Government: 138-143 <b>TE:</b> Branches of Government: 96-99
<ul style="list-style-type: none"> <li>Understand fundamental values and principles of American democracy are expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.</li> </ul>	<b>SE:</b> Freedom and Government: 119; Freedom and Happiness: 132-133; The States Come Together: 134-135; Summarize: 136-137 <b>TE:</b> Freedom and Government: 81; Freedom and Happiness, Differentiated Instruction, L2: 92; The States Come Together: 93
<ul style="list-style-type: none"> <li>Understand the costs and benefits of diversity in American society.</li> </ul>	For related content, please see: <b>SE:</b> Our Nation's Diversity: 288-293 <b>TE:</b> Our Nation's Diversity: 209, 210, 211
<b>Essential Concept and/or Skill: <i>Understand the purpose and function of each of the three branches of government established by the Constitution.</i></b>	
<ul style="list-style-type: none"> <li>Understand that the legislative branch passes laws to protect individual rights.</li> </ul>	<b>SE:</b> The Legislative Branch: 138-139; Branches of Government: 143; Review and Assessment, 5: 153 <b>TE:</b> Support English Language Learners, 3: 97; Differentiated Instruction, L2: 99
<ul style="list-style-type: none"> <li>Understand that the executive branch carries out and enforces laws to protect individual rights.</li> </ul>	<b>SE:</b> The Executive Branch: 140-141; Review and Assessment, 5: 153 <b>TE:</b> Differentiated Instruction, L2: 99; Support English Language Learners, 3: 97

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<b>Iowa Core for Social Studies Essential Concepts and Skills Grades 3-5</b>	<b>myWorld Social Studies We Are Connected Grade 3, ©2013</b>
<ul style="list-style-type: none"> <li>Understand that the judicial branch, headed by the Supreme Court, makes decisions concerning the law that aim to protect individual rights.</li> </ul>	<b>SE:</b> The Judicial Branch: 142-143; Review and Assessment, 5: 153 <b>TE:</b> Support English Language Learners, 3: 97; Differentiated Instruction, L2: 99
<b>Essential Concept and/or Skill: <i>Understand the differences among local, state and national government.</i></b>	
<ul style="list-style-type: none"> <li>Understand the roles of local, state and national government and the roles of representative leaders at these levels such as mayor, governor and President.</li> </ul>	<b>SE:</b> The Executive Branch: 140-141; Levels of Government: 144-149; <b>TE:</b> The Executive Branch: 98; Lesson Plan Summary, 1, 2: 100; Support English Language Learners, Local Government: 101; State Government, National Government: 102; Governments Work Together, Differentiated Instruction, L1-4: 103
<ul style="list-style-type: none"> <li>Understand major services provided by national, state, and local governments.</li> </ul>	<b>SE:</b> Why We Need Government: 91; Levels of Government: 144-149; Review and Assessment, 10, 11: 154; Why do we have government?: 155 <b>TE:</b> Support English Language Learners, 3: 101; Levels of Government: 101; State Government: 102; National Government: 102; Differentiated Instruction, L1: 103
<ul style="list-style-type: none"> <li>Understand how national, state and local government officials are chosen.</li> </ul>	<b>SE:</b> Branches of Government: 138-145; Local Government: 144-145; State Government: 146; Explain: 149 <b>TE:</b> The Legislative Branch: 97; The Executive Branch: 98; The Judicial Branch: 99; Local Government: 101
<b>Essential Concept and/or Skill: <i>Understand the role of the United States in current world affairs.</i></b>	
<ul style="list-style-type: none"> <li>Understand that the world is divided into many different nations with each one having its own government.</li> </ul>	<b>SE:</b> Why We Need Government: 130-131 <b>TE:</b> Why We Need Government: 91
<ul style="list-style-type: none"> <li>Understand the major ways nations interact with each other such as trade, diplomacy, cultural contacts, treaties or agreements, and use of military force.</li> </ul>	For related content, please see: <b>SE:</b> Exchanging Goods and Services: 240-245 <b>TE:</b> Moving Goods Around the World: 175; Worldwide Trade: 176; Differentiated Instruction, L2-4: 176

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<ul style="list-style-type: none"> <li>• Understand factors that contribute to cooperation and cause disputes within and among groups and nations.</li> </ul>	<p>For related content, please see:  <b>SE:</b> Group Cooperation: 85; Spanish Explorers: 92; French Explorers: 93; Creating a New Nation: 116-121; Our Democracy: 130-135  <b>TE:</b> French Explorers: 63; Spanish Explorers in Florida: 68; Differentiated Instruction, L1, L2; Freedom and Happiness: 92; The States Come Together: 93</p>