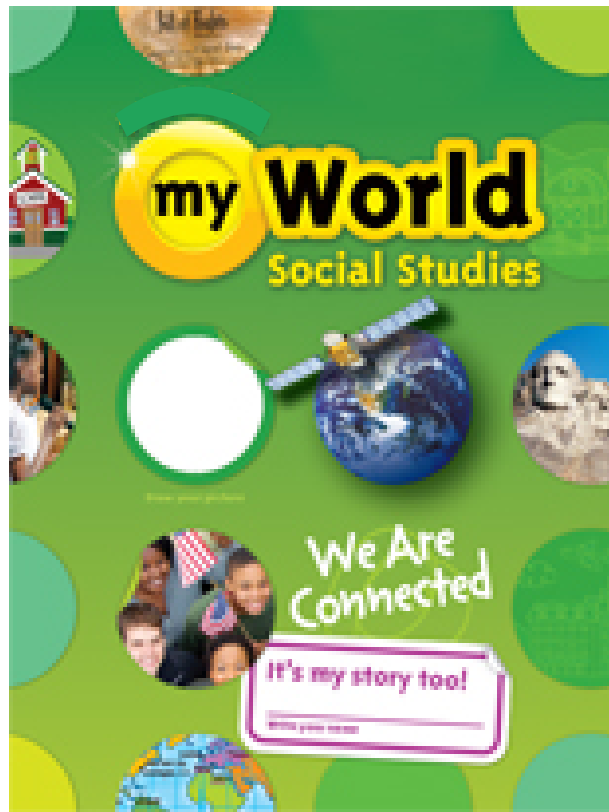


A Correlation of

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To the

**Indiana Academic Standards**  
**Social Studies 2014**  
**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** ©2013 meets the Indiana Academic Standards - Social Studies 2014 for Grade 3. Correlation page references are to the Student Worktext and Teacher's Guide.

**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
- 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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<b>Standard 1 History</b>	
Historical Knowledge	
3.1.1 Identify and describe Native Woodland Indians who lived in the region when European settlers arrived. <b>Example:</b> Miami, Shawnee, Kickapoo, Algonquin, Delaware, Potawatomi and Wyandotte	<b>SE:</b> America’s First Peoples, 82–87; French Explorers, 93; Spain Loses Power, 102; Jamestown, 111; England’s Colonies, 112; New England Colonies, 114 <b>TG:</b> Active Reading & Lesson Summary pages 55–58, 63, 70, 77, 78
3.1.2 Explain why and how the local community was established and identify its founders and early settlers.	<b>SE:</b> For related material see: What Makes a Community, 16–21; New Ways to Travel, 190–195; A New Home in America, 198–203 <b>TG:</b> Active Reading & Lesson Summary pages 5–8, 136–139, 142–145
3.1.3 Describe the role of the local community and other communities in the development of the state’s regions. <b>Example:</b> Fort Wayne was an early trade center because of the convergence of three rivers in the area. Moving the state capitol to Indianapolis encourage growth in the central region of Indiana.	<b>SE:</b> For related material see: What Makes a Community, 16–21; New Ways to Travel, 190–195; A New Home in America, 198–203 <b>TG:</b> Active Reading & Lesson Summary pages 5–8, 136–139, 142–145
3.1.4 Give examples of people, events and developments that brought important changes to your community and the region where your community is located. <b>Example:</b> Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.	<b>SE:</b> New Ways to Travel, 190–195; A New Home in America, 198–203; New Ways to Communicate, 204–209 <b>TG:</b> Active Reading & Lesson Summary pages 136–139, 142–145, 146–149
Chronological Thinking, Historical Comprehension, Analysis and Interpretations, Research	
3.1.5 Create simple timelines that identify important events in various regions of the state.	<b>SE:</b> Graph Skills: Timelines, 96-97 <b>TG:</b> Active Reading & Lesson Summary pages 65–66
3.1.6 Use a variety of resources to gather information about your region’s communities; identify factors that make the region unique, including cultural diversity, industry that arts and architecture. <b>Example:</b> Libraries, museums, county historians, chambers of commerce, Web sites, and digital newspapers and archives	<b>SE:</b> Critical Thinking: Primary and Secondary Sources, 196–197; People and Cultures, 268–273; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293 <b>TG:</b> Active Reading & Lesson Summary pages 194–197, 204–207, 208–211

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<p>3.1.7 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.</p> <p><b>Example:</b> Compare fictional accounts of the exploits of George Washington and John Chapman (Johnny Appleseed) with historical accounts; Compare a piece of historical fiction about Abraham Lincoln or Harriet Tubman with a primary source</p>	<p><b>SE:</b> George Washington: America’s First President, 127–129; Benjamin Franklin: A Man Who Changed History, 187–189; Critical Thinking: Primary and Secondary Sources, 196–197; also see: Fact and Opinion, 174–175</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages 88–89, 123–124, 135–135, 140–141; Differentiated Instruction: L4 Challenge, 78, 122, 135</p>
<p>3.1.8 Describe how your community has changed over time and how it has stayed the same.</p> <p><b>Example:</b> Shawnee villages in Southern Indian and Conner Prairie settlement</p>	<p><b>SE:</b> My Community, 19; Communities Change Over Time, 20</p> <p><b>TG:</b> Make Comparisons, 8</p>
<p>3.1.9 Define immigration and explain how immigration enriches community.</p> <ul style="list-style-type: none"> <li>* We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War</li> <li>* E pluribus unum (out of many, one)</li> <li>* Ellis Island was opened January 1, 1892) during the administration of President Benjamin Harrison (Indiana’s only President)</li> </ul>	<p><b>SE:</b> A New Home in America, 198–203</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages 142–145</p>
<b>Standard 2 Civics and Government</b>	
Foundations of Government	
<p>3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.</p> <p><b>Example:</b> Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.</p>	<p><b>SE:</b> Why We Need Government, 130–131; Got It? 135</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages 91, 93</p>
<p>3.2.2 Identify and know the significance of fundamental democratic principles and ideals.</p> <p><b>Example:</b> The right to life, liberty and the pursuit of happiness</p>	<p><b>SE:</b> Our Democracy, 130–135</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages 90–93</p>

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<b>Functions of Government</b>	
3.2.3 Identify and explain the duties of and selection process for local and state government officials who make, implement and enforce laws.	<b>SE:</b> The Legislative Branch, 138–139; The Executive Branch, 140–141; The Judicial Branch, 142–143; Local Government, 144–145; State Government, 146 <b>TG:</b> Active Reading & Lesson Summary pages 97, 98, 99, 101, 102
3.2.4 Explain that the United States has three levels of government (local, state and national) and that each level has special duties and responsibilities.	<b>SE:</b> Levels of Government, 144–149 <b>TG:</b> Active Reading & Lesson Summary pages 100–103
<b>Roles of Citizens</b>	
3.2.5 Explain the importance of being a responsible citizen* of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship*. <b>Example:</b> Being respectful, trustworthy, practicing tolerance and working with others to solve problems <b>*citizen:</b> someone with rights and responsibilities in a particular community, city, state or country <b>*citizenship:</b> the act of practicing one's rights and responsibilities as a member of a community, state or nation	<b>SE:</b> Good Citizens, Good Deeds, 160–165 <b>TG:</b> Active Reading & Lesson Summary pages 113–116
3.2.6 Explain the role citizens have in making decisions and rules within the community, state and nation such as participating in local and regional activities, voting in elections, running for office, and voicing opinions in positive way	<b>SE:</b> Our Responsibilities, 163; Conflict and Cooperation, 166–167 <b>TG:</b> Active Reading & Lesson Summary pages 115, 117–118
3.2.7 Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders and civic issues.	<b>SE:</b> Local Government, 144–145; State Government, 146; Governments Work Together 148; Got It? 149; Compare Viewpoints, 150–151; Conflict and Cooperation, 166–167 <b>TG:</b> Active Reading & Lesson Summary pages 101, 102, 103, 104–105, 117–118; Differentiated Instruction: L3 On-level, 128

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<b>Standard 3 Geography</b>	
The World in Spatial Terms	
3.3.1 Use labels and symbols to locate and identify physical and political features on maps and/or globes.	<b>SE:</b> 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 <b>TG:</b> 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
3.3.2 Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.	<b>SE:</b> Land and Water in the United States, 48–49; Five Regions of the United States, 50–51 <b>TG:</b> Active Reading & Lesson Summary pages 50, 51
3.3.3 Locate Indiana and other Midwestern states on maps using simple grid systems.	<b>SE:</b> Latitude and Longitude, 30–31 <b>TG:</b> Active Reading & Lesson Summary pages 15–16
3.3.4 Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another	<b>SE:</b> Where Communities Are Located, 24–29; Latitude and Longitude, 30–31 <b>TG:</b> Active Reading & Lesson Summary pages 11–14, 15–16
Places and Regions	
3.3.5 Explain that regions are areas that have similar physical and cultural characteristics*. Identify Indiana and the local community as part of a specific region. <b>Example:</b> States touching the Great Lakes are part of the Great Lakes Region. The same states are also considered part of the Midwest because of their location relative to other states. <b>*cultural characteristics:</b> human features, such as population, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures.	<b>SE:</b> Communities in Regions, 18; Five Regions of the United States, 50–51; Weather and Climate, 52–57 <b>TG:</b> Active Reading & Lesson Summary pages 7, 31, 32–35

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3.3.6 Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustration, maps, photographs, and other resources.	<b>SE:</b> Five Regions of the United States, 50 <b>TG:</b> Comprehensible Input, 12; Differentiated Instruction, 31
3.3.7 Compare the cultural characteristics of their communities in other parts of the world.	<b>SE:</b> People and Cultures, 268–273; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293 <b>TG:</b> Active Reading & Lesson Summary pages 194–197, 204–207, 208–211
<b>Physical Systems</b>	
3.3.8 Identify the major climate regions of the United States and explain their characteristics.	<b>SE:</b> Five Regions of the United States, 59–51; Weather and Climate, 52–57 <b>TG:</b> Active Reading & Lesson Summary pages 31, 32–35
3.3.9 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there. <b>Example:</b> Growing seasons, types of crops grown, and animal hibernation and migration	<b>SE:</b> Weather and Climate, 52–57; Agriculture and Products, 62 <b>TG:</b> Active Reading & Lesson Summary pages 32–35, 40
<b>Human Systems</b>	
3.3.10 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region. <b>Example:</b> Identify patterns of rural, urban and suburban development, including population demographics.	<b>SE:</b> My Community, 19; also see: Using Earth’s Resources, 60–65, Interacting with the Environment, 68–73 <b>TG:</b> Differentiated Instruction: L4 Challenge, 13; Active Reading & Lesson Summary pages 38–41, 44–47
3.3.11 Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.	<b>SE:</b> America’s First Peoples, 82–87 <b>TG:</b> Active Reading & Lesson Summary pages 55–58
<b>Environment and Society</b>	
3.3.12 Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems.	<b>SE:</b> Using Earth’s Resources, 60–65, Interacting with the Environment, 68–73 <b>TG:</b> Active Reading & Lesson Summary pages 38–41, 44–47

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<p>3.3.13 Identify and describe how human systems and physical systems have impacted the local environment. <b>Example:</b> List examples of changes in land use in the local community.</p>	<p><b>SE:</b> Using Earth’s Resources, 60–65, Interacting with the Environment, 68–73 <b>TG:</b> Active Reading &amp; Lesson Summary pages 38–41, 44–47</p>
<b>Standard 4 Economics</b>	
<p>3.4.1 Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity cost*. <b>Scarcity:</b> the idea that resources are limited in relation to people’s wants <b>Productive Resources:</b> human resources, natural resources, and capital resources used to produce goods and services <b>Opportunity cost:</b> term used in economics, to mean <i>the value of the best alternative that would have been chosen instead</i>. For <b>Example:</b> if a city decides to build a hospital on some vacant land, the opportunity cost is the <i>other</i> things that might have been done with that same land instead.</p>	<p><b>SE:</b> My Community, 19; Meeting Our Needs and Wants, 226–231 <b>TG:</b> Active Reading &amp; Lesson Summary pages 7, 163–166</p>
<p>3.4.2 Give examples of goods and services provided by local business and industry.</p>	<p><b>SE:</b> Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245 <b>TG:</b> Active Reading &amp; Lesson Summary pages 173–176; Differentiated Instruction: L3 On-level, 172</p>
<p>3.4.3 Give examples of trade in the local community and explain how trade benefits both parties.</p>	<p><b>SE:</b> Exchanging Goods and Services, 240–245 <b>TG:</b> Active Reading &amp; Lesson Summary pages 169–172, 173–176</p>
<p>3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services. <b>Interdependence:</b> reliance on each other to produce goods and services</p>	<p><b>SE:</b> Choices in Communities, 230; Exchanging Goods and Services, 240–245 <b>TG:</b> Active Reading &amp; Lesson Summary pages 166, 169–172, 173–176</p>



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<p>3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier. <b>Characteristics of money:</b> scarce (not easily found), durable, easy to carry and easy to divide.</p>	<p><b>SE:</b> Money, 241; Spending and Saving, 246–251 <b>TG:</b> Active Reading &amp; Lesson Summary, 174, 177–180</p>
<p>3.4.6 Explain that buyers and sellers interact to determine the prices of goods and services in markets.</p>	<p><b>SE:</b> Supply and Demand, 242 <b>TG:</b> Active Reading &amp; Lesson Summary page 175</p>
<p>3.4.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers. <b>Example:</b> When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.</p>	<p><b>SE:</b> Meeting Our Needs and Choices, 226–231 <b>TG:</b> Active Reading &amp; Lesson Summary pages 163–166</p>
<p>3.4.8 Gather data from a variety of resources about changes that have had an economic impact on your community. <b>Example:</b> Invite a community leader to discuss the decision to build a bigger baseball park in the community. Use the local chamber of commerce and government Web sites to research the impact a new recreation center will have on young people and their families.</p>	<p><b>SE:</b> My Community, 19; Communities Change Over Time, 20; Choices in Communities, 230; Graph Skills, 252–253 <b>TG:</b> Active Reading &amp; Lesson Summary pages 7, 8, 166, 181–182; Differentiated Instruction: L3 On-level, 172; L4 Challenge, 180</p>
<p>3.4.9 Identify different ways people save their income and explain advantages and disadvantages of each. <b>Example:</b> Home “piggy bank,” savings accounts, etc.</p>	<p><b>SE:</b> Spending and Saving, 246–251 <b>TG:</b> Active Reading &amp; Lesson Summary pages 177–180</p>

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