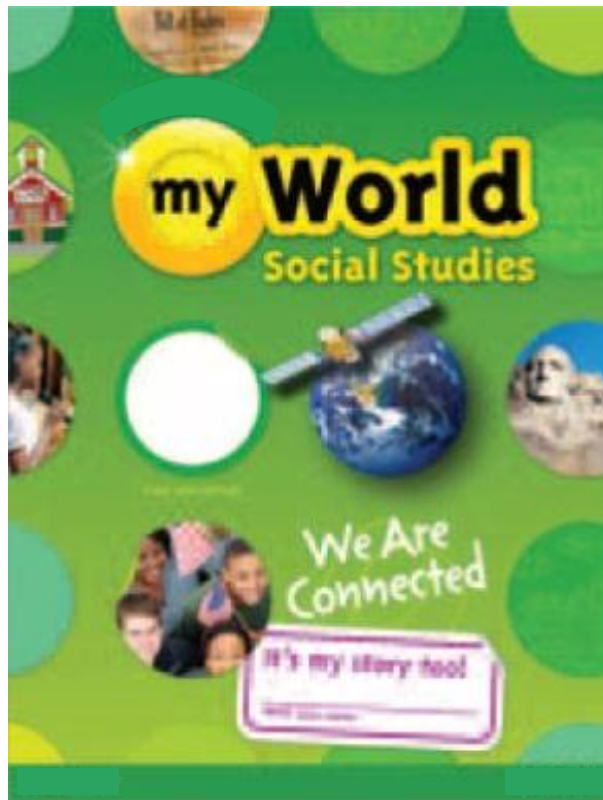


A Correlation of

**Savvas**  
**myWorld Social Studies**  
**We Are Connected**



To the

**Louisiana Social Studies 2011**  
**Grade Level Expectations**  
**Grade 3**

# A Correlation of Savvas myWorld Social Studies to the Louisiana Social Studies 2011 Grade Level Expectations Grade 3

## Introduction

This document demonstrates how **myWorld Social Studies** ©2013 meets the Louisiana Social Studies 2011 Grade Level Expectations for Grade 3. Correlation page references are to the Student Worktext and Teacher’s Guide.

**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.

**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**

- 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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<b>Louisiana Social Studies 2011 GLEs: Grade 3</b>	<b>myWorld Social Studies We Are Connected</b>
<b>Grade 3</b>	
<b>Standard 1 – Chronological and Historical Thinking Skills</b>	
<i>Students use chronological and historical thinking skills to understand the difference between life in Louisiana past and present.</i>	
<b>3.1.1 Create timelines that identify important events in the history of Louisiana</b>	<b>SW:</b> Graph Skills: Timelines, 96-97; Exploring the Mississippi River, 107; French Lose Power in North America, 108; Got It? 109 <b>TG:</b> Active Reading & Lesson Summary: 65, 66, 71, 73, 74
<b>3.1.2 Explain how technology has changed family and community life in Louisiana over time</b>	<b>SW:</b> myStory Spark: How Does Life Change Throughout History? 186; Highways Cross the Nation, 194; Telegraphs and Telephones, 206; Radio and Television, 207; Communication Today, 208; Got It? 209; Education and New Inventions, 212-213; New Machines for Work, 214; Review and Assessment, 218, 219; myStory Book: How Does Life Change Throughout History? 221 <b>TG:</b> Active Reading & Lesson Summary: 133, 134, 136, 139, 146, 148, 149, 152, 153, 154, 156, 157, 158
<b>3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history</b>	<b>SW:</b> For related material please see: Communities Change Over Time, 20; Reading Skills: Sequence, 88-89; Graph Skills: Timelines, 96-97 <b>TG:</b> Active Reading & Lesson Summary: 5, 8, 59, 60, 65, 66
<b>3.1.4 Compare and contrast state and national historical symbols</b>	<b>SW:</b> Reading Skills: Summarize, The American Flag, 136-137; Picture: The Statue of Liberty, 199; Reading Skills: Compare and Contrast, 274-275; Songs and Culture, 276-277; Sculptures, Paintings, and Culture, 279; Celebrating Independence, 284 <b>TG:</b> Active Reading & Lesson Summary: 94, 95, 143, 198, 199, 200, 201, 202, 204, 206

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<b>3.1.5 Categorize landmarks as state and national</b>	<b>SW:</b> For related material please see: Washington, D.C., 120; Pictures: White House, United States Capitol Building, 138; Mount Rushmore, 140, United States Supreme Court Building, 142 <b>TG:</b> Active Reading & Lesson Summary: 79, 82, 98
<b>3.1.6 Compare and contrast the influence of cultural groups in Louisiana</b>	<b>SW:</b> Cultural Groups, 82; Native American Groups, 82; The Promise of America, 198-199; MyStory Spark: How Is Culture Shared? 264; Cultural Regions, 268-269; Settlements in North America, 1700-1750, 268; Reading Skills: Compare and Contrast, 274-275; Culture Through the Arts, 276-281; Got It? 281; Review and Assessment, 296 <b>TG:</b> Active Reading & Lesson Summary: 55, 56, 142, 143, 191, 192, 194, 195, 198, 199, 200, 201, 202, 203, 214, 215
<b>3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions</b>	<b>SW:</b> Communities Change Over Time, 20; Critical Thinking: Primary and Secondary Sources, 196-197; Culture Through the Arts, 276-281; Critical Thinking: Research, 294-295; Review and Assessment, 296 <b>TG:</b> Active Reading & Lesson Summary: 5, 8, 140, 141, 200, 201, 202, 203, 212, 213, 214, 215
<b>Standard 2 – Key Events, Ideas, and People</b>	
<i>Students analyze how historical people and events have contributed to the diversity of Louisiana.</i>	
<b>3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana</b>	<b>SW:</b> For related material please see: Early Explorers, 90-95; Exploring the Mississippi River, 107; French Lose Power in North America, 108; Louisiana Purchase, 108 <b>TG:</b> Active Reading & Lesson Summary: 61, 62, 63, 64, 71, 73, 74
<b>3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana</b>	<b>SW:</b> Cultural Groups, 82; Native American Groups, 82 <b>TG:</b> Active Reading & Lesson Summary: 55, 56

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<b>3.2.3 Identify the causes and effects of migration on Louisiana</b>	<b>SW:</b> For related material please see: Reading Skills: Cause and Effect, 66-67; French Explorers, 93; Routes of Vespucci and LaSalle, 93; French Lose Power in North America, 108; Louisiana Purchase, 108; <b>TG:</b> Active Reading & Lesson Summary: 42, 43, 61, 63, 71, 74
<b>3.2.4 Identify cultural elements that have contributed to the state’s heritage</b>	<b>SW:</b> People in Communities, 19; Communities Change Over Time, 20; Settlements in North America, 1700-1750, 268; Culture Through the Arts, 276-281; Got It? 281; Cultural Celebrations, 282-287; Diversity, 288; Got It? 293 <b>TG:</b> Active Reading & Lesson Summary: 5, 7, 8, 194, 195, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 211
<b>Standard 3 – Maps and Globes</b>	
<i>Students locate and interpret major geographic features of Louisiana.</i>	
<b>3.3.1 Describe characteristics and uses of various types of maps</b>	<b>SW:</b> Where Communities Are Located, 24-29; Envision It! 24-25; Map Skills: Latitude and Longitude, 30-31; Review and Assessment, 39; The World, 47; United States Regions, 49; North America, Climate Regions, 53; Map Skills: Interpret Maps, 58-59; United States Resources, 61; Review and Assessment, 74; North American Groups, 82; Routes of European Explorers, 90; Routes of Vespucci and LaSalle, 93; Present-day Florida, 99; Newfoundland, Canada, 104; Louisiana Purchase, 108; Lewis and Clark’s Journey, 191; The Oregon Trail and National Road, 193; Cumberland Gap Trail Today, 200; Immigration From China and Japan, 1848-1900, 202; The Pony Express, 205; Settlements in North America, 1700-1750, 268 <b>TG:</b> Active Reading & Lesson Summary: 11, 12, 13, 14, 15, 16, 22, 28, 29, 30, 32, 33, 36, 37, 38, 39, 49, 56, 62, 63, 68, 72, 74, 137, 138, 144, 145, 147, 195

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<b>3.3.2 Identify the hemispheres in which Louisiana is located</b>	<b>SW:</b> For related material please see: Absolute and Relative Location, 26 <b>TG:</b> Active Reading & Lesson Summary: 11, 13
<b>3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions</b>	<b>SW:</b> For related material please see: Parts of a Map, 24 <b>TG:</b> Active Reading & Lesson Summary: 11, 12
<b>3.3.4 Locate and label major geographic features of Louisiana on a map</b>	<b>SW:</b> For related material please see: Different Types of Maps, 28-29; Landforms and Bodies of Water, 46-47; Map Skills: Interpret Maps, 58-59 <b>TG:</b> Active Reading & Lesson Summary: 11, 14, 28, 29, 36, 37
<b>3.3.5 Differentiate between a town, parish, state, and country in which the student lives using a political map</b>	<b>SW:</b> For related material please see: Different Types of Maps, 28-29; Review and Assessment, 39 <b>TG:</b> Active Reading & Lesson Summary: 11, 14, 21, 22
<b>3.3.6 Construct an outline map of Louisiana from memory</b>	<b>TG:</b> For related material please see: Active Reading & Lesson Summary: 13
<b>3.3.7 Locate specific places on a map using a simple grid system</b>	<b>SW:</b> Grid Maps, 25 <b>TG:</b> Active Reading & Lesson Summary: 11, 12
<b>Standard 4 – People, Land, and Environment</b>	
<i>Students examine how the people and the physical geography of Louisiana have directly influenced each other.</i>	
<b>3.4.1 Compare and contrast the physical features of various regions of Louisiana</b>	<b>SW:</b> For related material please see: Communities in Regions, 18; Land and Water in the United States, 48; United States Regions, 49; Five Regions of the United States, 50; Got It? 51; Climate Regions, 52-53; Reading Skills: Compare and Contrast, 274-275 <b>TG:</b> Active Reading & Lesson Summary: 5, 7, 28, 30, 31, 32, 33, 198, 199

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<b>Louisiana Social Studies 2011 GLEs: Grade 3</b>	<b>myWorld Social Studies We Are Connected</b>
<b>3.4.2 Explain historical patterns of settlement in Louisiana using maps</b>	<b>SW:</b> For related material please see: Settling in a Community, 16-17; Communities in Regions, 18; Communities Change Over Time, 20; Cultural Regions, 268-269; Settlements in North America, 1700-1750, 268 <b>TG:</b> Active Reading & Lesson Summary: 5, 6, 7, 8, 194, 195
<b>3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana</b>	<b>SW:</b> For related material please see: People and the Land, 72-73; Got It? 73; People Modify Environments, 70; People and the Land, 72-73; Got It? 73 <b>TG:</b> Active Reading & Lesson Summary: 44, 47, 44, 46, 47
<b>3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana</b>	<b>SW:</b> For related material please see: Settling in a Community, 16-17; Communities in Regions, 18; The Environment Affects People, 68-69; Review and Assessment, 74 <b>TG:</b> Active Reading & Lesson Summary: 5, 6, 7, 44, 45, 48, 49
<b>3.4.5 Describe how humans affect the environment in Louisiana</b>	<b>SW:</b> Question 4. Generalize, 21; myStory Book: What Makes a Good Community? 41; Protecting Resources, 64-65; People Modify Environments, 70; Effects of Population, 71; People and the Land, 72-73; Got It? 73; Review and Assessment, 75; myStory Book: How Do We Interact With Our Planet? 77 <b>TG:</b> Active Reading & Lesson Summary: 5, 8, 21, 23, 38, 41, 44, 46, 47, 48, 49, 50
<b>3.4.6 Distinguish between urban, suburban, and rural communities in Louisiana</b>	<b>SW:</b> For related material please see: Arizona Communities: Exploring Nearby Communities, 13-15; Three Types of Communities, 32-37; Got It? 37; Review and Assessment, 40 <b>TG:</b> Active Reading & Lesson Summary: 2, 3, 4, 17, 18, 19, 20, 21, 23

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<b>3.4.7 Describe the importance of natural resources in Louisiana using maps</b>	<b>SW:</b> For related material please see: Settling in a Community, 16-17; Communities in Regions, 18; My Community, 19; Using Earth’s Resources 60-65 <b>TG:</b> Active Reading & Lesson Summary: 5, 6, 7, 38, 39, 40, 41
<b>Standard 5 – Government and Political Systems</b>	
<i>Students analyze the structures and function of local and state government.</i>	
<b>3.5.1 Explain the difference between rules and laws</b>	<b>SW:</b> Our Rules and Laws, 164-165 <b>TG:</b> Active Reading & Lesson Summary: 113, 116
<b>3.5.2 Explain who is responsible for enforcing state and local laws</b>	<b>SW:</b> Our Rules and Laws, 164-165 <b>TG:</b> Active Reading & Lesson Summary: 113, 116
<b>3.5.3 Investigate the major responsibilities of the three branches of local and state government</b>	<b>SW:</b> Local Government, 144-145; State Government, 146; Got It? 149 <b>TG:</b> Active Reading & Lesson Summary: 100, 101, 102, 103
<b>3.5.4 Explain how local and state governments meet the basic needs of society</b>	<b>SW:</b> Local Government, 144-145; State Government, 146; Governments Work Together, 148; Got It? 149 <b>TG:</b> Active Reading & Lesson Summary: 100, 101, 102, 103
<b>3.5.5 Discuss the powers of local and state officials</b>	<b>SW:</b> Local Government, 144-145; State Government, 146; Got It? 149 <b>TG:</b> Active Reading & Lesson Summary: 100, 101, 102, 103
<b>3.5.6 Compare how government officials at the state and national levels are elected</b>	For opportunities to address this standard please see: <b>SW:</b> Branches of Government, 138-143; Our Responsibilities, 163; Reading Skills: Compare and Contrast, 274-275 <b>TG:</b> Active Reading & Lesson Summary: 96, 97, 98, 99, 113, 115, 198, 199



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<b>Standard 6 – Citizenship</b>	
<i>Students investigate their role as a citizen of Louisiana.</i>	
<b>3.6.1 Explain the rights and responsibilities of individuals in making a community and state a better place to live</b>	<b>SW:</b> New England Colonies, 114; Our Rights, 162; Our Responsibilities, 163; Taking Action for Our Rights, 168-173; Taking Action for a Cause, 176-181; Review and Assessment, 182, 183, 184; Equal Rights, 212; Education and New Inventions, 212-213; New Ideas in Human Rights, 216-217 <b>TG:</b> Active Reading & Lesson Summary: 78, 113, 115, 119, 120, 121, 122, 125, 126, 127, 128, 130, 131, 152, 153, 155
<b>3.6.2 Describe the qualities of a good leader and citizen</b>	<b>SW:</b> Good Citizens, Good Deeds, 160-165; Taking Action for Our Rights, 168-173; Taking Action for a Cause, 176-181; Review and Assessment, 182, 183, 184 <b>TG:</b> Active Reading & Lesson Summary: 113, 114, 115, 116, 119, 120, 121, 122, 125, 126, 127, 128, 129, 130, 131
<b>3.6.3 Describe how a citizen can help solve a local issue</b>	<b>SW:</b> myStory Spark: How Can I Participate? 156; Volunteering: Mentor, Tutor, Friend, 157-159; Being a Good Citizen, 160-161; Our Responsibilities, 163; Collaboration and Creativity: Conflict and Cooperation, 166-167; myStory Book: How Can I Participate? 185 <b>TG:</b> Active Reading & Lesson Summary: 110, 111, 112, 113, 114, 115, 117, 118, 131
<b>Standard 7 – Personal Finance</b>	
<i>Students develop an understanding of earning income, saving, and spending money in order to acquire economic decision-making skills.</i>	
<b>3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state</b>	<b>SW:</b> Many Different Jobs, 254-259 <b>TG:</b> Active Reading & Lesson Summary: 183, 184, 185, 186
<b>3.7.2 List different ways people save their income and explain the advantages and disadvantages of each</b>	<b>SW:</b> Savings, 247; Savings Accounts in Banks, 248; Got It? 251 <b>TG:</b> Active Reading & Lesson Summary: 177, 178, 179, 180

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<b>3.7.3 Explain the benefits of comparative shopping when making economic decisions</b>	<b>SW:</b> Value and Choice, 229 <b>TG:</b> Active Reading & Lesson Summary: 163, 165
<b>Standard 8 – Wants/Scarcity and Producers/Consumers</b>	
<i>Students make connections between the U.S. economic system and how it affects their daily lives.</i>	
<b>3.8.1 Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants</b>	<b>SW:</b> Meeting Our Needs and Wants, 226-231 <b>TG:</b> Active Reading & Lesson Summary: 163, 164, 165
<b>3.8.2 Investigate ways in which people are producers and consumers and explain why they depend on one another</b>	<b>SW:</b> Producers and Consumers, 234-239 <b>TG:</b> Active Reading & Lesson Summary: 169, 170, 171, 172
<b>3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services</b>	<b>SW:</b> Goods and Services, 234-235; Supply and Demand, 242; Review and Assessment, 261 <b>TG:</b> Active Reading & Lesson Summary: 169, 170, 173, 175
<b>3.8.4 Explain how producers and consumers affect prices</b>	<b>SW:</b> Producers and Consumers, 234-239 <b>TG:</b> Active Reading & Lesson Summary: 169, 170, 171, 172
<b>Standard 9 – Careers</b>	
<i>Students develop an understanding of key economic concepts and the role of certain types of occupations in the economy.</i>	
<b>3.9.1 Explain the concepts of specialization and interdependence in the production of goods and services</b>	<b>SW:</b> Special Skills and Jobs, 256; Jobs Help the World, 257; Got It? 259; Review and Assessment, 262 <b>TG:</b> Active Reading & Lesson Summary: 183, 185, 186, 187, 189
<b>3.9.2 Investigate the responsibilities and characteristics of various jobs</b>	<b>SW:</b> Many Different Jobs, 254-259; Review and Assessment, 262 <b>TG:</b> Active Reading & Lesson Summary: 183, 184, 185, 186, 187, 189

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<b>Standard 10 – Exchange and Trade</b>	
<i>Students explain how people engage in trade and the economic benefits of trade.</i>	
<b>3.10.1 Differentiate between imports and exports of goods in Louisiana</b>	<b>SW:</b> Worldwide Trade, 244 <b>TG:</b> Active Reading & Lesson Summary: 173, 176
<b>3.10.2 Distinguish between the use of money and barter</b>	<b>SW:</b> Trade and Barter, 240-241; Paying for Goods and Services, 246 <b>TG:</b> Active Reading & Lesson Summary: 173, 174, 177, 178