A Correlation of

Savvas
myWorld Social Studies
We Are Connected

To the
Louisiana Social Studies 2011
Grade Level Expectations
Grade 3
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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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Standard 1 – Chronological and Historical Thinking Skills

Students use chronological and historical thinking skills to understand the difference between life in Louisiana past and present.

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| **3.1.1 Create timelines that identify important events in the history of Louisiana** | **SW:** Graph Skills: Timelines, 96-97; Exploring the Mississippi River, 107; French Lose Power in North America, 108; Got It? 109  
**TG:** Active Reading & Lesson Summary: 65, 66, 71, 73, 74 |
| **3.1.2 Explain how technology has changed family and community life in Louisiana over time** | **SW:** 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  
**TG:** Active Reading & Lesson Summary: 133, 134, 136, 139, 146, 149, 152, 153, 154, 156, 157, 158 |
| **3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history** | **SW:** For related material please see: Communities Change Over Time, 20; Reading Skills: Sequence, 88-89; Graph Skills: Timelines, 96-97  
**TG:** Active Reading & Lesson Summary: 5, 8, 59, 60, 65, 66 |
| **3.1.4 Compare and contrast state and national historical symbols** | **SW:** 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  
**TG:** Active Reading & Lesson Summary: 94, 95, 143, 198, 199, 200, 201, 202, 204, 206 |

*SW = Student Worktext  TG = Teacher’s Guide*
# A Correlation of Savvas myWorld Social Studies to the Louisiana Social Studies 2011 Grade Level Expectations Grade 3

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| **3.1.5 Categorize landmarks as state and national** | **SW:** 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  
**TG:** Active Reading & Lesson Summary: 79, 82, 98 |
| **3.1.6 Compare and contrast the influence of cultural groups in Louisiana** | **SW:** 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  
**TG:** Active Reading & Lesson Summary: 55, 56, 142, 143, 191, 192, 194, 195, 198, 199, 200, 201, 202, 203, 214, 215 |
| **3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions** | **SW:** 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  
**TG:** Active Reading & Lesson Summary: 5, 8, 140, 141, 200, 201, 202, 203, 212, 213, 214, 215 |

**Standard 2 – Key Events, Ideas, and People**

Students analyze how historical people and events have contributed to the diversity of Louisiana.

| **3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana** | **SW:** For related material please see: Early Explorers, 90-95; Exploring the Mississippi River, 107; French Lose Power in North America, 108; Louisiana Purchase, 108  
**TG:** Active Reading & Lesson Summary: 61, 62, 63, 64, 71, 73, 74 |
| **3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana** | **SW:** Cultural Groups, 82; Native American Groups, 82  
**TG:** Active Reading & Lesson Summary: 55, 56 |

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<td><strong>3.2.3 Identify the causes and effects of migration on Louisiana</strong></td>
<td><strong>SW:</strong> 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; <strong>TG:</strong> Active Reading &amp; Lesson Summary: 42, 43, 61, 63, 71, 74</td>
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<td><strong>3.2.4 Identify cultural elements that have contributed to the state’s heritage</strong></td>
<td><strong>SW:</strong> 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 <strong>TG:</strong> Active Reading &amp; Lesson Summary: 5, 7, 8, 194, 195, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 211</td>
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**Standard 3 – Maps and Globes**

*Students locate and interpret major geographic features of Louisiana.*

| **3.3.1 Describe characteristics and uses of various types of maps** | **SW:** 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 **TG:** 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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| **3.3.2 Identify the hemispheres in which Louisiana is located** | **SW:** For related material please see: Absolute and Relative Location, 26  
**TG:** Active Reading & Lesson Summary: 11, 13 |
| **3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions** | **SW:** For related material please see: Parts of a Map, 24  
**TG:** Active Reading & Lesson Summary: 11, 12 |
| **3.3.4 Locate and label major geographic features of Louisiana on a map** | **SW:** For related material please see: Different Types of Maps, 28-29; Landforms and Bodies of Water, 46-47; Map Skills: Interpret Maps, 58-59  
**TG:** Active Reading & Lesson Summary: 11, 14, 28, 29, 36, 37 |
| **3.3.5 Differentiate between a town, parish, state, and country in which the student lives using a political map** | **SW:** For related material please see: Different Types of Maps, 28-29; Review and Assessment, 39  
**TG:** Active Reading & Lesson Summary: 11, 14, 21, 22 |
| **3.3.6 Construct an outline map of Louisiana from memory** | **TG:** For related material please see: Active Reading & Lesson Summary: 13 |
| **3.3.7 Locate specific places on a map using a simple grid system** | **SW:** Grid Maps, 25  
**TG:** Active Reading & Lesson Summary: 11, 12 |

**Standard 4 – People, Land, and Environment**

*Students examine how the people and the physical geography of Louisiana have directly influenced each other.*

| **3.4.1 Compare and contrast the physical features of various regions of Louisiana** | **SW:** 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  
**TG:** Active Reading & Lesson Summary: 5, 7, 28, 30, 31, 32, 33, 198, 199 |
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| **3.4.2 Explain historical patterns of settlement in Louisiana using maps** | **SW**: 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  
**TG**: Active Reading & Lesson Summary: 5, 6, 7, 8, 194, 195 |
| **3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana** | **SW**: 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  
**TG**: Active Reading & Lesson Summary: 44, 47, 44, 46, 47 |
| **3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana** | **SW**: 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  
**TG**: Active Reading & Lesson Summary: 5, 6, 7, 44, 45, 48, 49 |
| **3.4.5 Describe how humans affect the environment in Louisiana** | **SW**: 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  
**TG**: Active Reading & Lesson Summary: 5, 8, 21, 23, 38, 41, 44, 46, 47, 48, 49, 50 |
| **3.4.6 Distinguish between urban, suburban, and rural communities in Louisiana** | **SW**: 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  
**TG**: Active Reading & Lesson Summary: 2, 3, 4, 17, 18, 19, 20, 21, 23 |
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| **3.4.7 Describe the importance of natural resources in Louisiana using maps** | **SW:** For related material please see: Settling in a Community, 16-17; Communities in Regions, 18; My Community, 19; Using Earth’s Resources 60-65  
**TG:** Active Reading & Lesson Summary: 5, 6, 7, 38, 39, 40, 41 |

**Standard 5 – Government and Political Systems**  
*Students analyze the structures and function of local and state government.*

| **3.5.1 Explain the difference between rules and laws** | **SW:** Our Rules and Laws, 164-165  
**TG:** Active Reading & Lesson Summary: 113, 116 |
| **3.5.2 Explain who is responsible for enforcing state and local laws** | **SW:** Our Rules and Laws, 164-165  
**TG:** Active Reading & Lesson Summary: 113, 116 |
| **3.5.3 Investigate the major responsibilities of the three branches of local and state government** | **SW:** Local Government, 144-145; State Government, 146; Got It? 149  
**TG:** Active Reading & Lesson Summary: 100, 101, 102, 103 |
| **3.5.4 Explain how local and state governments meet the basic needs of society** | **SW:** Local Government, 144-145; State Government, 146; Governments Work Together, 148; Got It? 149  
**TG:** Active Reading & Lesson Summary: 100, 101, 102, 103 |
| **3.5.5 Discuss the powers of local and state officials** | **SW:** Local Government, 144-145; State Government, 146; Got It? 149  
**TG:** Active Reading & Lesson Summary: 100, 101, 102, 103 |
| **3.5.6 Compare how government officials at the state and national levels are elected** | For opportunities to address this standard please see:  
**SW:** Branches of Government, 138-143; Our Responsibilities, 163; Reading Skills: Compare and Contrast, 274-275  
**TG:** Active Reading & Lesson Summary: 96, 97, 98, 99, 113, 115, 198, 199 |

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<td><strong>Standard 6 – Citizenship</strong></td>
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<td>Students investigate their role as a citizen of Louisiana.</td>
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<td><strong>3.6.1 Explain the rights and responsibilities of individuals in making a community and state a better place to live</strong></td>
<td><strong>SW:</strong> 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 <strong>TG:</strong> Active Reading &amp; Lesson Summary: 78, 113, 115, 119, 120, 121, 122, 125, 126, 127, 128, 130, 131, 152, 153, 155</td>
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<td><strong>3.6.2 Describe the qualities of a good leader and citizen</strong></td>
<td><strong>SW:</strong> 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 <strong>TG:</strong> Active Reading &amp; Lesson Summary: 113, 114, 115, 116, 119, 120, 121, 122, 125, 126, 127, 128, 130, 131</td>
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<td><strong>3.6.3 Describe how a citizen can help solve a local issue</strong></td>
<td><strong>SW:</strong> 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 <strong>TG:</strong> Active Reading &amp; Lesson Summary: 110, 111, 112, 113, 114, 115, 117, 118, 131</td>
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<td><strong>Standard 7 – Personal Finance</strong></td>
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<td>Students develop an understanding of earning income, saving, and spending money in order to acquire economic decision-making skills.</td>
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<td><strong>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</strong></td>
<td><strong>SW:</strong> Many Different Jobs, 254-259 <strong>TG:</strong> Active Reading &amp; Lesson Summary: 183, 184, 185, 186</td>
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<td><strong>3.7.2 List different ways people save their income and explain the advantages and disadvantages of each</strong></td>
<td><strong>SW:</strong> Savings, 247; Savings Accounts in Banks, 248; Got It? 251 <strong>TG:</strong> Active Reading &amp; Lesson Summary: 177, 178, 179, 180</td>
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| **3.7.3 Explain the benefits of comparative shopping when making economic decisions** | **SW:** Value and Choice, 229  
**TG:** Active Reading & Lesson Summary: 163, 165 |
| **Standard 8 – Wants/Scarcity and Producers/Consumers** |  
**Students make connections between the U.S. economic system and how it affects their daily lives.** |
| **3.8.1 Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants** | **SW:** Meeting Our Needs and Wants, 226-231  
**TG:** Active Reading & Lesson Summary: 163, 164, 165 |
| **3.8.2 Investigate ways in which people are producers and consumers and explain why they depend on one another** | **SW:** Producers and Consumers, 234–239  
**TG:** Active Reading & Lesson Summary: 169, 170, 171, 172 |
| **3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services** | **SW:** Goods and Services, 234-235; Supply and Demand, 242; Review and Assessment, 261  
**TG:** Active Reading & Lesson Summary: 169, 170, 173, 175 |
| **3.8.4 Explain how producers and consumers affect prices** | **SW:** Producers and Consumers, 234–239  
**TG:** Active Reading & Lesson Summary: 169, 170, 171, 172 |
| **Standard 9 – Careers** |  
**Students develop an understanding of key economic concepts and the role of certain types of occupations in the economy.** |
| **3.9.1 Explain the concepts of specialization and interdependence in the production of goods and services** | **SW:** Special Skills and Jobs, 256; Jobs Help the World, 257; Got It? 259; Review and Assessment, 262  
**TG:** Active Reading & Lesson Summary: 183, 185, 186, 187, 189 |
| **3.9.2 Investigate the responsibilities and characteristics of various jobs** | **SW:** Many Different Jobs, 254-259; Review and Assessment, 262  
**TG:** Active Reading & Lesson Summary: 183, 184, 185, 186, 187, 189 |

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