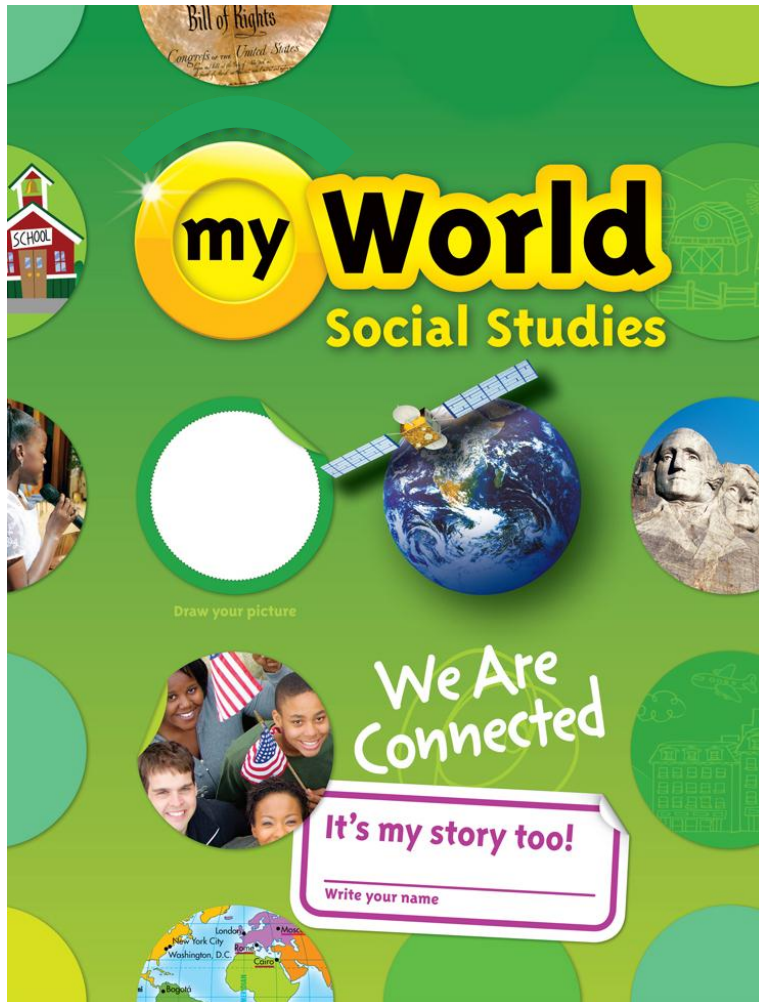


## A Correlation of



To the

# Missouri Social Studies Grade Level Expectations Grade 3

# A Correlation of Savvas myWorld Social Studies, We Are Connected, Grade 3 to the Missouri Social Studies Grade Level Expectations, Grade 3

## Introduction

This document demonstrates how **myWorld Social Studies** meets the Missouri Social Studies Grade Level Expectations for Grade 3. Correlation page references are to the Student Edition and Teacher's Edition. Alignments are cited at the page level.

### **Everyone has a story. What's yours?**

*myWorld Social Studies*™ utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that's easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

**Reinforce literacy instruction** Every minute spent teaching social studies also reinforces reading and writing instruction.

**Reduce prep time** Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

**Keep it current** Teach to the moment using *Savvas'* exclusive *myStory Book Current Events* prompts.

### **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>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
<b>Purposes and principles of the Constitution</b>	
<p><b>B.</b> Explain and give examples of how laws are made and changed within the state.</p> <p>Explain the major purposes of the Missouri Constitution.</p>	<p><b>SE:</b> Why We Need Government, 130–131; Our Rules and Laws, 164–165</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 91, 116</p>
<b>Purposes and principles of the Bill of Rights</b>	
<p><b>C.</b> Examine how individual rights are protected within our state.</p>	<p><b>SE:</b> Freedom and Government, 119; Our Democracy 130–135; Constitution of the United States, 162, 189; Our Rights, 162; Our Responsibilities, 163</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 81, 90–93</p>
<b>Role of citizens and governments in carrying out constitutional principles</b>	
<p><b>D.</b> Explain how the State of Missouri relies on responsible citizen participation and draw implications for how people should participate.</p>	<p><b>SE:</b> myStory: Volunteering, 157–159; Good Citizens, Good Deeds, 160–165; Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 111, 112, 113–116, 119–122, 125–128</p>
<b>Character traits and civic attitudes of significant individuals</b>	
<p><b>E.</b> Describe the character traits and civic attitudes of influential Missourians. See teacher resources for illustrative examples.</p>	<p><b>SE:</b> For related material see: myStory: George Washington, 127–129; Benjamin Franklin, 187–189</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 88–90, 134–136</p>
<b>Knowledge of the symbols of our state and nation</b>	
<p><b>F.</b> Explain how the National Anthem symbolizes our nation.</p> <p>Recognize and explain the significance of the Gateway Arch and the Great Seal of Missouri and other symbols of our state.</p>	<p><b>SE:</b> “The Star-Spangled Banner,” 276–277</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 201</p>

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<b>Missouri Social Studies Grade Level Expectations Grade 3</b>	<b>Savvas myWorld Social Studies We Are Connected, Grade 3</b>
<b>2. Knowledge of principles and processes of governance systems</b>	
<b>Purposes and roles of government</b>	
<b>A.</b> Explain how governments balance individual rights with common good to solve local community or state issues.	<b>SE:</b> Our Democracy 130–135; Constitution of the United States, 162, 189; Our Rights, 162; Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 <b>TG:</b> Active Reading & Lesson Summary, 90–93, 119–122, 125–128
<b>Dispute resolution</b>	
<b>B.</b> Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.	<b>SE:</b> Collaboration and Creativity: Conflict and Cooperation 166–167; Taking Action for Our Rights 168–173; Taking Action for a Cause 176–181 <b>TG:</b> Active Reading & Lesson Summary, 118, 119, 120–123, 126–129
<b>Processes of governmental systems in decision making</b>	
<b>C.</b> Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or in current events.	<b>SE:</b> For related material see: State Government, 146, 148 <b>TG:</b> Active Reading & Lesson Summary, 102, 103
<b>Functions of governmental systems</b>	
<b>D.</b> Identify and explain the functions of the three branches of government in Missouri.	<b>SE:</b> For related material see: State Government, 146, 148; also see: Branches of Government 138–143, Levels of Government, 144–149 <b>TG:</b> Active Reading & Lesson Summary, 102, 103
<b>3a. Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>Understand the movement of people from many regions of the world to North America</b>	
<b>A.</b> Describe the migration of native Americans to Missouri prior to European settlement in the state.  Describe the discovery, exploration and early settlement of Missouri by European immigrants.  Describe the reasons African peoples were enslaved and brought to Missouri.	<b>SE:</b> For related material see: America’s First Peoples, 82–87 <b>TG:</b> Active Reading & Lesson Summary, 55–58

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<b>Historical perspective / Thinking / Passage of time</b>	
<p><b>B.</b> Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.</p> <p>Examine changing cultural interactions and conflicts among Missourians after the Civil War.</p>	<p><b>SE:</b> For related material see: America’s First Peoples, 82–87; French Explorers, 93; Spain Loses Power, 102; Jamestown, 111; England’s Colonies, 112; New England Colonies, 114</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 55–58, 63, 70, 77, 78</p>
<b>Knowledge of the contributions of significant persons in U.S. history.</b>	
<p><b>C.</b> Identify and describe the historical significance of the individuals from Missouri who have made contributions to our state and nation.</p>	<p><b>SE:</b> For related material see: myStory: George Washington, 127–129; Benjamin Franklin, 187–189</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 88–90, 134–136</p>
<b>Political developments and reform movements in the U.S.</b>	
<p><b>E.</b> Discuss the causes and consequences of the Dred Scott decision on Missouri and the nation.</p>	<p><b>SE:</b> For related material see: Civil War, 216, 292</p>
<b>Westward Expansion and settlement in the US</b>	
<p><b>F.</b> Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.</p> <p>Evaluate the impact of westward expansion on the Native Americans in Missouri.</p> <p>Discuss issues of Missouri statehood.</p>	<p><b>SE:</b> For related material see: Louisiana Purchase, 108; Lewis and Clark, 190–191</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 74, 137</p>
<b>Understanding the causes and consequences of the Civil War</b>	
<p><b>G.</b> Explain Missouri’s role in the Civil War, including the concept of a border state.</p> <p>Describe the consequences of the Civil War in Missouri including on education, transportation, and communication.</p>	<p><b>SE:</b> For related material see: Civil War, 216, 292</p>

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<b>4. Knowledge of economic concepts and principles</b>	
<b>Knowledge of basic economic concepts</b>	
<p><b>A.</b> Compare and contrast private and public goods and services.</p> <p>Define natural, capital and human resources.</p> <p>Define economy.</p> <p>Explain supply and demand.</p>	<p><b>SE:</b> Using Earth's Resources, 60–65; Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 38–41, 169–172, 173–176</p>
<b>Understanding the consequences of economic decisions</b>	
<p><b>B.</b> Conduct a personal cost-benefit analysis.</p>	<p><b>SE:</b> Scarcity and Choice, 228; Value and Choice, 229; Choices in Communities, 230; Got it? 231; Spending and Saving, 246–251</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 163–166, 177–180</p>
<b>Understanding various types of taxes and their purposes</b>	
<p><b>C.</b> Define taxes and explain how taxes are generated and used.</p>	<p><b>SE:</b> For related material see: Taxes, 116–117</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 80</p>
<b>Factors that influence the economy</b>	
<p><b>D.</b> Explain factors, past and present that influence changes in our state's economy.</p>	<p><b>SE:</b> Meeting Our Needs and Wants, 226–231; Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245; Spending and Saving, 246–251; Many Different Jobs, 254–259</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 163–166, 169–172, 173–176, 177–180, 183–186</p>
<b>5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
<b>Reading and constructing maps</b>	
<p><b>A.</b> Read and construct historical and current maps.</p>	<p><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</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195</p>

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<b>Missouri Social Studies Grade Level Expectations Grade 3</b>	<b>Savvas myWorld Social Studies We Are Connected, Grade 3</b>
<b>Understanding the concept of location to make predictions and solve problems.</b>	
<p><b>B.</b> Name and locate major cities, rivers, regions, and states which border Missouri.</p> <p>Describe and use absolute location using a grid system.</p>	<p><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</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195</p>
<b>Understanding the concept of place</b>	
<p><b>C.</b> Identify and compare physical geographic characteristics of Missouri. (See teacher resources for illustrative examples)</p> <p>Describe human geographic characteristics of Missouri. (See teacher resources for illustrative examples)</p>	<p><b>SE:</b> For related material see: Different Types of Maps: Physical, 28, Rivers, 46, 47, Map Skills: Interpret Maps (elevation), 58–59, Cumberland Mountains, 200, also see: Using Earth's Resources, 60–65; People Modify Environments, 70, People and the Land, 72–73; Compare and contrast (climates), 274–275</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 38–41, 46, 47</p>
<b>Relationships within places Human- Environment Interactions</b>	
<p><b>D.</b> Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.</p>	<p><b>SE:</b> For related material see: Using Earth's Resources, 60–65, Interacting with the Environment, 68–73; myStory Book: How Do We Interact With the Planet? 77</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 38–41, 44–47</p>
<b>Understanding relationships between and among places</b>	
<p><b>E.</b> Describe how changes in communication and transportation technologies affect people's lives.</p>	<p><b>SE:</b> New Ways to Travel, 190–195; New Ways to Communicate, 204–209; New Ideas, 212–217</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 136–139, 146–149, 152–155</p>



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<b>Understanding relationships between and among regions</b>	
<p><b>F.</b> Identify regions in Missouri.</p> <p>Compare regions in Missouri. (See teacher resources for illustrative examples)</p>	<p><b>SE:</b> For related material see: Three Types of Communities, 32–37; Five Regions of the United States, 50–51; Climate Regions, 52–53; Cultural Regions, 268–269; Cultures in Warm and Cold Climates, 270–271</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 17–20, 31, 195, 196</p>
<b>Using geography to interpret, explain and predict</b>	
<p><b>G.</b> Explain how geography affected important events in Missouri history.</p>	<p><b>SE:</b> For related material see: My Community, 19; also see: Using Earth’s Resources, 60–65, Interacting with the Environment, 68–73</p> <p><b>TG:</b> Differentiated Instruction: L4 Challenge, 13; Active Reading &amp; Lesson Summary, 38–41, 44–47</p>
<b>6. Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>	
<b>Cultural characteristics of all people</b>	
<p><b>A.</b> Compare the cultural characteristics of regions in Missouri.</p>	<p><b>SE:</b> For related material see: People and Cultures, 268–273; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 204–207, 208–211</p>
<b>Methods of resolving conflicts</b>	
<p><b>B.</b> Take part in a constructive process or method for resolving conflicts.</p>	<p><b>SE:</b> Collaboration and Creativity: Conflict and Cooperation 166–167; Taking Action for Our Rights 168–173; Taking Action for a Cause 176–181</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 118, 119, 120–123, 126–129</p>
<b>Ideas and beliefs of different cultures</b>	
<p><b>C.</b> Research stories and songs that reflect the cultural history of Missouri.</p>	<p><b>SE:</b> For related material see: “The Star-Spangled Banner,” 276–277</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary, 201</p>

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<b>Cultural heritage and preservation</b>	
<b>D.</b> Describe how people in Missouri preserve their cultural heritage.	<b>SE:</b> For related material see: People and Cultures, 268–273; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293 <b>TG:</b> Active Reading & Lesson Summary, 204–207, 208–211
<b>Changing of roles of various groups</b>	
<b>E.</b> Examine the changing roles of Native Americans, Immigrants, African Americans, women and others in Missouri history.	<b>SE:</b> For related material see: America’s First Peoples, 82–87; French Explorers, 93; Spain Loses Power, 102; Jamestown, 111; England’s Colonies, 112; New England Colonies, 114; Taking Action for Our Rights 168–173; Taking Action for a Cause 176–181; A New Home in America, 198–203 <b>TG:</b> Active Reading & Lesson Summary, 55–58, 63, 70, 77, 78, 120–123, 126–129, 142–145
<b>7. Knowledge of the use of tools of social science inquiry</b>	
<b>Identify, select, analyze, and evaluate resources to create a product of social science inquiry</b>	
<b>A.</b> Select and analyze primary and secondary social studies’ sources to determine importance with guidance and support.  Create and use artifacts to share information on social studies’ topics.	<b>SE:</b> Compare Viewpoints, 150–151; Primary and Secondary Sources, 196-197; Primary Sources, 132; myStory Spark, 13–15, 43–45, 79–81, 127–129, 157–159, 187–189, 223–225, 265–267; also see: Fact and Opinion, 174–175 <b>TG:</b> Active Reading & Lesson Summary pages, 105–106, 124–125, 140–141
<b>Use visual tools to communicate information and ideas</b>	
<b>B.</b> With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.	<b>SE:</b> Graph Skills: Timelines, 96-97; Line Graphs 252–253 <b>TG:</b> Active Reading & Lesson Summary, 65–66
<b>Understanding and supporting fact, opinion, bias and point of view in sources.</b>	
<b>C.</b> Identify facts and opinions in social studies’ topics.  Identify point of view in social studies’ topics.	<b>SE:</b> Fact and Opinion, 174–175; also see: Compare Viewpoints, 150–151; Primary and Secondary Sources, 196-197; Primary Sources, 132 <b>TG:</b> Active Reading & Lesson Summary pages, 105–106, 124–125, 140–141

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<b>Conducting and presenting research with appropriate resources.</b>	
<b>D.</b> Present social studies' research to an audience using appropriate sources.	<b>SE:</b> Use the Internet, 197; Research, 294–295; also see: Compare Viewpoints, 150–151; Primary and Secondary Sources, 196–197; Primary Sources, 132 <b>TG:</b> Active Reading & Lesson Summary pages, 105–106, 140–141, 213–214
<b>Developing a research plan and identifying resources</b>	
<b>E.</b> Generate supporting questions about social studies' topics.  Use steps in a process to investigate a social studies' question.  Use appropriate sources to investigate social studies' questions.	<b>SE:</b> Research, 294–295; myStory Spark, 13–15, 43–45, 79–81, 127–129, 157–159, 187–189, 223–225, 265–267 <b>TG:</b> Active Reading & Lesson Summary pages, Active Reading & Lesson Summary pages, 213–214
<b>Conducting and presenting research with appropriate resources</b>	
<b>F.</b> Investigate an appropriate social studies' question and share results with assistance, if needed.	<b>SE:</b> Use the Internet, 197; Research, 294–295; also see: Compare Viewpoints, 150–151; Primary and Secondary Sources, 196–197; Primary Sources, 132 <b>TG:</b> Active Reading & Lesson Summary pages, 105–106, 140–141, 213–214