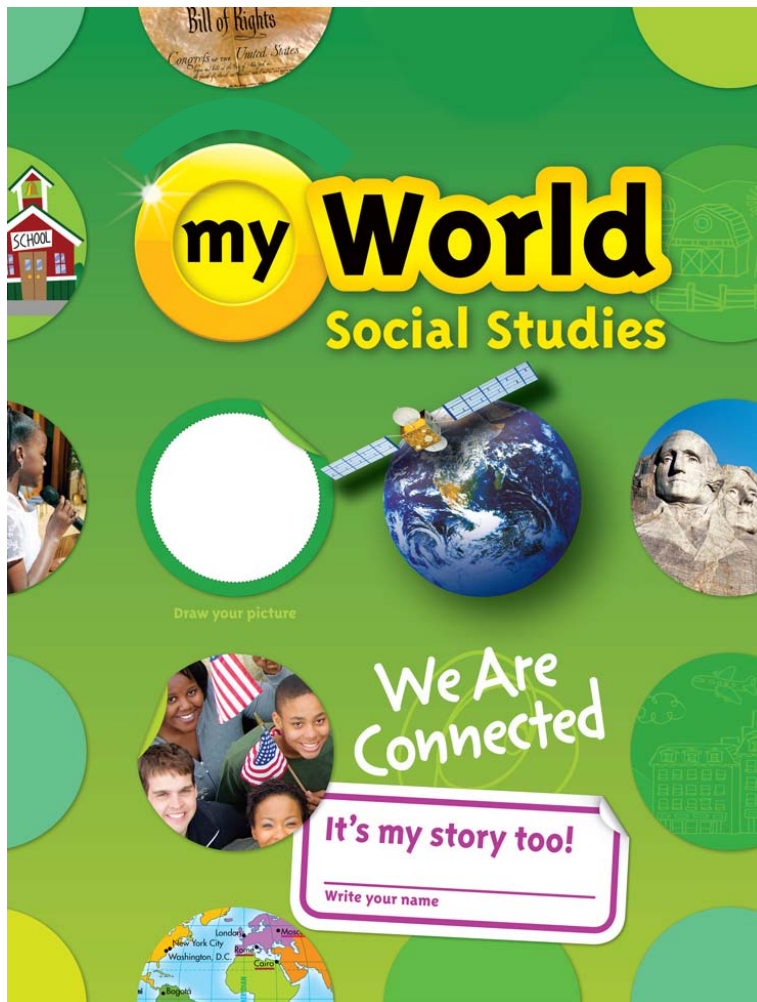


A Correlation of



To the

**Montana Standards
for Social Studies
Grade 3**

A Correlation of myWorld Social Studies, We Are Connected, Grade 3 to the Montana Standards for Social Studies

Introduction

This document demonstrates how **myWorld Social Studies** meets the Montana Standards for Social Studies, 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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Montana Standards for Social Studies	myWorld Social Studies We Are Connected, Grade 3
End of Grade 4	
Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.	
1. identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).	<p>During the myWorld Activity, students work in small groups to demonstrate their understanding of chapter content. The activities demonstrate students' ability to transfer and apply their learning to new situations.</p> <p>SW: Critical Thinking: Primary and Secondary Sources: 196-197; Critical Thinking: Research: 294-295;</p> <p>TG: Active Reading & Lesson Summary: 140, 141, 212, 213; myWorld and Me: 5, 11, 17, 28, 32, 38, 44, 55, 61, 67, 71, 75, 79, 90, 96, 100, 113, 119, 125, 136, 142, 146, 152, 163, 169, 173, 177, 183, 194, 200, 204, 208; Review and Assessment, myWorld Activity: 21, 38, 83, 106, 129, 156, 187, 214;</p> <p>Summarize: 33, 34, 39, 40, 88, 92, 97, 99, 103, 134, 137, 143, 148, 153, 154; Research: 47, 54, 64, 66, 78, 99, 103, 122, 135, 155, 176, 186, 206, 211, 213; Share Findings: 54, 66, 78, 99, 103, 122, 155, 176, 206, 211, 213</p>
2. evaluate information quality (e.g., accuracy, relevance, fact or fiction).	<p>SW: Critical Thinking: Primary and Secondary Sources: 196-197; Critical Thinking: Research: 294-295;</p> <p>TG: Active Reading & Lesson Summary: 140, 141, 212, 213; Research: 47, 54, 64, 66, 78, 99, 103, 122, 135, 155, 176, 186, 206, 211, 213;</p> <p>Share Findings: 54, 66, 78, 99, 103, 122, 155, 176, 206, 211, 213</p>
3. use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores).	<p>SW: myStory Spark: How Can I Participate? 156; Volunteering: Mentor, Tutor, Friend, 157-159; Being a Good Citizen, 160-161; Our Rights, 162; Our Responsibilities, 163; Collaboration and Creativity: Conflict and Cooperation, 166-167; myStory Book: How Can I Participate? 185</p> <p>TG: Active Reading & Lesson Summary: 110, 111, 112, 113, 114, 115, 117, 118, 131</p>

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Montana Standards for Social Studies	myWorld Social Studies We Are Connected, Grade 3
Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.	
1. explain the purpose and various levels of government.	SW: myStory Spark: Why Do We Have Government? 126; Why We Need Government, 130-131; Branches of Government, 138-143; Levels of Government, 144-149 TG: Active Reading & Lesson Summary: 87, 88, 90, 91, 96, 97, 98, 99, 100, 101, 102, 103
2. recognize local, state, tribal and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president).	SW: Levels of Government, 144-149; Review and Assessment, 154 TG: Active Reading & Lesson Summary: 100, 101, 102, 103, 106, 108
3. identify the major responsibilities of local, state, tribal and federal government.	SW: Levels of Government, 144-149; Review and Assessment, 154 TG: Active Reading & Lesson Summary: 100, 101, 102, 103, 106, 108
4. explain how governments provide for needs and wants of people by establishing order and security and managing conflict.	SW: Why We Need Government, 130-131 TG: Active Reading & Lesson Summary: 90, 91
5. identify and explain the individual's responsibilities to family, peers and the community, including the need for civility, respect for diversity and the rights of others.	SW: New England Colonies, 114; Our Rights, 162; Our Responsibilities, 163; Taking Action for Our Rights, 168-173; Taking a 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 TG: Active Reading & Lesson Summary: 78, 113, 115, 119, 120, 121, 122, 125, 126, 127, 128, 130, 131, 152, 153, 155
6. describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns).	SW: 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 TG: Active Reading & Lesson Summary: 110, 111, 112, 113, 114, 115, 117, 118, 131

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<p align="center">Montana Standards for Social Studies</p>	<p align="center">myWorld Social Studies We Are Connected, Grade 3</p>
<p>7. explore the role of technology in communications, transportation, information processing or other areas as it contributes to or helps resolve problems.</p>	<p>SW: Urban Communities, 36; New Ways to Travel, 190-195; New Ways to Communicate, 204-209; New Ideas, 212-217; Review and Assessment, 218, 219; Moving Goods Around the World, 243; Worldwide Trade, 244; Jobs Help the World, 257 TG: Active Reading & Lesson Summary: 17, 20, 142, 143, 144, 145, 146, 147, 148, 149, 152, 153, 154, 155, 156, 157, 173, 175, 176, 183, 185</p>
<p>Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</p>	
<p>1. identify and use various representations of the Earth (e.g., maps, globes, photo- graphs, latitude and longitude, scale).</p>	<p>SW: Where Communities Are Located, 24-29; Envision It! 24-25; Grid Maps, 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</p>

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Montana Standards for Social Studies	myWorld Social Studies We Are Connected, Grade 3
2. locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders).	<p>SW: Settling in a Community, 16-17; People in Communities, 19; Different Types of Maps, 28-29; Land and Water, 46-51; Weather and Climate, 52-57; Map Skills: Interpret Maps, 58-59; Natural Resources, 60-61; Got It? 65; Review and Assessment, 74; Resources All Around Us, 237; Cultures in Warm and Cold Climates, 270-271; Climates and World Cultures, 272; Culture Through the Arts, 276-281; Cultural Celebrations, 204-207; Review and Assessment, 296, 297</p> <p>TG: Active Reading & Lesson Summary: 5, 6, 7, 11, 14, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 48, 49, 169, 171, 194, 196, 197, 200, 201, 202, 203, 204, 205, 206, 207, 214, 215</p>
3. describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters).	<p>SW: Protecting Resources, 64-65; Got It? 65; The Environment Affects People, 68; People Modify Environments, 70; People and the Land, 72-73; Got It? 73; Review and Assessment, 76</p> <p>TG: Active Reading & Lesson Summary: 38, 41, 44, 45, 46, 47, 48, 50</p>
4. describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.	<p>SW: Settling in a Community, 16-17; People in Communities: My Community, 19; Cherokee of the Southeast, 83; Iroquois of the Northeast, 84; Early Explorers, 90-95; Spanish Exploration in Florida, 98-99; Spanish Settlements in California, 102; Got It? 103; Early French Communities, 104-109; Early English Communities, 110-115; Review and Assessment, 122, 123, 124; Travel by Trails and Rivers, 190-191; Americans Move West, 200</p> <p>TG: Active Reading & Lesson Summary: 5, 6, 7, 55, 56, 57, 61, 62, 63, 64, 67, 68, 70, 71, 72, 73, 74, 75, 76, 77, 78, 83, 84, 85, 136, 137, 142, 144</p>

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Montana Standards for Social Studies	myWorld Social Studies We Are Connected, Grade 3
5. use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world.	SW: Where Communities Are Located, 24– 29; Map Skills: Latitude and Longitude, 30– 31; Review and Assessment, 39; Interpret Maps, 58–59; Maps, 46–47, 49, 53, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 TG: Active Reading & Lesson Summary pages, 11–14, 16, 21, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195
6. identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes.	SW: Weather and Climate, 52-57; The Environment Affects People, 68-69; Cultures in Warm and Cold Climates, 270-271; Climates and World Cultures, 272-273; Got It? 273 TG: Active Reading & Lesson Summary: 32, 33, 34, 35, 44, 45, 194, 196, 197
7. describe and compare the ways in which people in different regions of the world interact with their physical environments.	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
Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	
1. identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.	SW: Cultural Groups, 82; Native American Groups, 82; Critical Thinking: Primary and Secondary Sources: 196-197; 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, 140, 141, 142, 143, 191, 192, 194, 195, 198, 199, 200, 201, 202, 203, 214, 215

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2. use a timeline to select, organize, and sequence information describing eras in history.	SW: Graph Skills: Timelines, 96-97 TG: Active Reading & Lesson Summary: 65, 66
3. examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.	SW: George Washington: America’s First President, 127-129; Taking Action for Our Rights, 168-173; Reading Skills: Fact and Opinion, 174, 175; Taking Action for A Cause, 176-181; Review and Assessment, 183, 184; Benjamin Franklin: A Man Who Changed History, 187-189; Joseph Bruchac: Storyteller, 265-267; Stories and Cultures, 278; Days to Honor Leaders, 283 TG: Active Reading & Lesson Summary: 87, 88, 89, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 133, 134, 135, 191, 192, 193, 200, 202, 204, 205
4. identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays, in the history of Montana, American Indian tribes, and the United States.	SW: George Washington: America’s First President, 127-129; Freedom and Happiness, 132-133; Reading Skills: Summarize, The American Flag, 136-137; Taking Action for Our Rights, 168-173; Taking Action for A Cause, 176-181; Review and Assessment, 183, 184; The Promise of America, 199; Picture: The Statue of Liberty, 199; Songs and Culture, 276-277; Sculptures, Paintings, and Culture, 279; Culture Through Traditions, 282; Days to Honor Leaders, 283; Celebrating Independence, 284; Harvest Celebrations, 286; Got It? 287; Critical Thinking, Research, 294-295; Review and Assessment, 297 TG: Active Reading & Lesson Summary: 87, 88, 89, 90, 92, 94, 95, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 142, 143, 200, 201, 202, 204, 205, 206, 207, 212, 213, 215

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5. identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications).	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, 148, 149, 152, 153, 154, 156, 157, 158
6. recognize that people view and report historical events differently.	SW: George Washington: America’s First President, 127-129; Critical Thinking: Compare Viewpoints, 150-151; Reading Skills: Fact and Opinion, 174-175; Critical Thinking: Research, 294-295 TG: Active Reading & Lesson Summary: 88, 89, 104, 105, 123, 124, 212, 213
7. explain the history, culture, and current status of the American Indian tribes in Montana and the United States.	SW: America’s First Peoples, 82-87; Reading Skills: Sequence, 88-89; Review and Assessment, 122 TG: Active Reading & Lesson Summary: 55, 56, 57, 58, 59, 60, 83, 84
Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.	
1. give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards).	SW: myStory Spark: How Do People Get What They Need? 161; Meeting Our Needs and Wants, 226-231; myStory Book: How Do People Get What They Need? 263 TG: Active Reading & Lesson Summary: 150, 151, 163, 164, 165, 166, 187, 189
2. identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community.	SW: Farmers Market: Meet Me at Third and Fairfax, 223-225; Producers and Consumers, 234-239; Exchanging Goods and Services, 240-245 TG: Active Reading & Lesson Summary: 160, 161, 162, 169, 170, 171, 172, 173, 174, 175, 176

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3. distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., interstate highway system or U.S. Postal Service).	SW: Why We Need Government, 130; Levels of Government, 144-149; Goods and Services, 234-235; Community Budgets, 250 TG: Active Reading & Lesson Summary: 90, 91, 100, 101, 102, 103, 169, 170, 180
4. describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States, and the world.	SW: Enough or Too Much? 227; Scarcity or Choice, 228; Value and Choice, 229; Choices in Communities, 230; Got It? 231; Review and Assessment, 260 TG: Active Reading & Lesson Summary: 163, 164, 165, 188
5. explain the roles of money, banking, and savings in everyday life.	SW: Trade and Barter, 240-241; Spending and Saving, 246-251 TG: Active Reading & Lesson Summary: 173, 174, 177, 178, 179, 180
6. identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising).	SW: Benjamin Franklin: A Man Who Changed History, 187-189; Railroads Cross the Country, 193; Highways Cross the Nation, 194; Airplanes, 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; Many Different Jobs, 254-259 TG: Active Reading & Lesson Summary: 133, 134, 135, 136, 138, 139, 146, 148, 149, 152, 153, 154, 183, 184, 185, 186
Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.	
1. identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity.	SW: People in Communities, 19; myStory Spark: How Is Culture Shared? 264; Joseph Bruchac: Storyteller, 265-267; Cultural Celebrations, 282-287; Our Nation’s Diversity, 288-293; myStory Book: How Is Culture Shared? 299 TG: Active Reading & Lesson Summary: 5, 7, 191, 192, 193, 204, 205, 206, 207, 208, 209, 210, 211, 214, 216

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2. describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance).	SW: Culture Through the Arts, 276-281; Cultural Celebrations, 282-287; Our Nation’s Diversity, 288-293; Review and Assessment, 296, 297, 298 TG: Active Reading & Lesson Summary: 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 214, 215
3. identify and describe ways families, groups, tribes and communities influence the individual’s daily life and personal choices.	SW: People in Communities, 19; Cultural Groups, 82; Group Cooperation, 85; Native Americans Today, 86; Cultures Through Traditions, 282 TG: Active Reading & Lesson Summary: 5, 7, 55, 56, 57, 58, 204, 205
4. identify characteristics of American Indian tribes and other cultural groups in Montana.	SW: America’s First People, 82-87; People and Cultures, 268-273; Our Nation’s Diversity, 288-293 TG: Active Reading & Lesson Summary: 55, 56, 57, 58, 194, 195, 196, 197, 208, 209, 210, 211
5. identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks).	SW: Taking Action for Our Rights, 168-173; Reading Skills: Fact and Opinion, 174, 175; Taking Action for A Cause, 176-181; Review and Assessment, 183, 184; New Ideas in Human Rights, 216-217 TG: Active Reading & Lesson Summary: 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 152, 155
6. identify roles in group situations (e.g., student, family member, peer member).	SW: myStory Spark: How Can I Participate? 156; Volunteering: Mentor, Tutor, Friend, 157-159; Being a Good Citizen, 160-161; Our Rights, 162; Our Responsibilities, 163; Collaboration and Creativity: Conflict and Cooperation, 166-167; myStory Book: How Can I Participate? 185 TG: Active Reading & Lesson Summary: 110, 111, 112, 113, 114, 115, 117, 118, 131