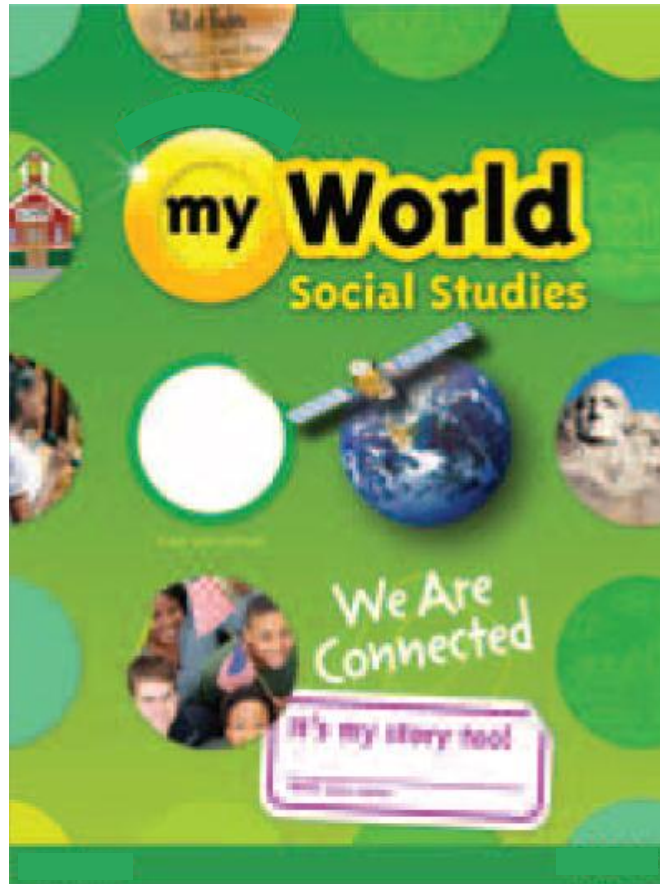


A Correlation of



©2013

To the

North Carolina Essential Standards Social Studies Grade 3

**A Correlation of myWorld Social Studies, We Are Connected, ©2013
to the
North Carolina Essential Standards, Social Studies**

Introduction

This document demonstrates how **myWorld Social Studies** ©2013 meets the North Carolina Essential Standards, Social Studies, for Grade 3. Correlation page references are to the Student Worktext, and the Teacher’s Guide. Alignments are cited at the page level.

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

- Kindergarten Flip Book
- 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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North Carolina Essential Standards Social Studies	myWorld Social Studies We Are Connected, ©2013
Grade 3	
History	
Essential Standard - 3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities.	
Clarifying Objectives	
3.H.1.1 Explain key historical events that occurred in the local community and regions over time.	SE: What Makes a Community, 16–21; Early English Communities, 110–115 TG: Active Reading & Lesson Summary pages 5–8, 75–78
3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.	SE: George Washington, 127–129; Thomas Jefferson, 118, 119, 132–133, 190–191; Benjamin Franklin, 113, 118, 119, 187–189; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary pages 87–89, 119–122, 125–128
3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.	SE: Creating a New Nation, 116–121; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary pages 79–82, 119–122, 125–128
Essential Standard - 3.H.2 Use historical thinking skills to understand the context of events, people and places.	
Clarifying Objectives	
3.H.2.1 Explain change over time through historical narratives. (events, people and places)	SE: America’s First Peoples, 82–87; Early Explorers, 90–95; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; Creating a New Nation, 116–121; George Washington, 127–129; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181; New Ways to Travel, 190–195; A New Home in America, 198–203, New Ways to Communicate, 204–209; New Ideas, 212–217 TG: Active Reading & Lesson Summary pages 55–58, 61–64, 67–70, 71–74, 75–78, 79–82, 119–128, 142–155

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3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.	SE: 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 TG: Active Reading & Lesson Summary pages 3-4, 26-27, 53-54, 88-89, 111-112, 134-135, 262-162, 192-193
Geography and Environmental Literacy	
Essential Standard - 3.G.1 Understand the earth’s patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).	
Clarifying Objectives	
3.G.1.1 Find absolute and relative locations of places within the local community and region.	SE: Absolute and Relative Location, 26, 29 TG: Active Reading & Lesson Summary page 13, 14
3.G.1.2 Compare the human and physical characteristics of places.	SE: What Makes a Community? 16-21; Three Types of Communities, 32-37; Land and Water, 46-51; People Modify Environments, 70; Effects of Population, 71 TG: Active Reading & Lesson Summary pages 5-8, 17-20, 28-31, 46, 47
3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.	SE: What Makes a Community? 16-21; Three Types of Communities, 32-37; Using Earth’s Resources, 60-65; Interacting With the Environment, 68-73 TG: Active Reading & Lesson Summary pages 17-20, 38-41, 44-47
3.G.1.4 Explain how the movement of goods, people and ideas impact the community.	SE: Transportation, 35-36, 214; New Ways to Travel, 190-195; A New Home in America, 198-203; Moving Goods Around the World, 243 TG: Active Reading & Lesson Summary pages 19, 136-139, 142-145
3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).	SE: Communities in Regions, 18; Five Regions of the United States, 50-51; Early Spanish Communities, 98-103; Early French Communities, 104-109; Early English Communities, 110-115; Cultural Regions, 268-269 TG: Active Reading & Lesson Summary pages 7, 31, 67-70, 71-74, 75-78, `95

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3.G.1.6 Compare various regions according to their characteristics.	SE: Communities in Regions, 18; Five Regions of the United States, 50–51; Climate Regions, 52–53; Cultural Regions, 268–269; Cultures in Warm and Cold Climates, 270–271 TG: Active Reading & Lesson Summary pages 7, 30–31, 195, 196
Economics and Financial Literacy	
Essential Standard - 3.E.1 Understand how the location of regions affects activity in a market economy.	
Clarifying Objectives	
3.E.1.1 Explain how location impacts supply and demand.	SE: Supply and Demand, 242 TG: Active Reading & Lesson Summary page 175
3.E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).	SE: Using Earth’s Resources, 60–65; Interacting With the Environment, 68–73; Resources All Around Us, 237 TG: Active Reading & Lesson Summary pages 38–41, 44–47, 171
3.E.2 Understand entrepreneurship in a market economy.	
Clarifying Objectives	
3.E.2.1 Explain why people become entrepreneurs.	SE: For related material see: Wright Brothers, 194; Alexander Graham Bell, 206; Radio and Television, 207; New Ideas, 212–217
3.E.2.2 Give examples of entrepreneurship in various regions of our state.	SE: For related material see: Wright Brothers, 194; Alexander Graham Bell, 206; Radio and Television, 207; New Ideas, 212–217
Civics and Government	
Essential Standard - 3.C&G.1 Understand the development, structure and function of local government.	
Clarifying Objectives	
3.C&G.1.1 Summarize the historical development of local governments.	SE: England’s Colonies, 112; Settling the Middle Colonies, 113; New England Colonies, 114; Local Government, 144–145 TG: Active Reading & Lesson Summary pages 77–78, 101
3.C&G.1.2 Describe the structure of local government and how it functions to serve citizens.	SE: Local Government, 144–145 TG: Active Reading & Lesson Summary page 101

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3.C&G.1.3 Understand the three branches of government, with an emphasis on local government.	SE: Branches of Government, 138–143 TG: Active Reading & Lesson Summary pages 96–99
Essential Standard - 3.C&G.2 Understand how citizens participate in their communities.	
Clarifying Objectives	
3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.	SE: Good Citizens, Good Deeds, 160–165; Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 TG: Active Reading & Lesson Summary pages 113–116, 119–122, 125–128
3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community’s natural environment.	SE: Protecting Resources, 64–65; also see Jacques-Yves Cousteau, 43–45 TG: Active Reading & Lesson Summary pages 26–27, 41
3.C&G.2.3 Apply skills in civic engagement and public discourse (school, community)	SE: Critical Thinking: Compare Viewpoints, 150–151; Good Citizens, Good Deeds, 160–165; Conflict and Collaboration: Conflict and Cooperation, 166–167 TG: Active Reading & Lesson Summary pages 105, 113–116, 118
Culture	
Essential Standard - 3.C.1 Understand how diverse cultures are visible in local and regional communities.	
Clarifying Objectives	
3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.	SE: People and Cultures, 268–273; Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293 TG: Active Reading & Lesson Summary pages 194–197, 200–203, 204–207, 208–211
3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.	SE: Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293 TG: Active Reading & Lesson Summary pages 200–203, 204–207, 208–211
3.C.1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).	SE: Culture Through Traditions, 282; Our Nation’s Diversity, 288–293 TG: Active Reading & Lesson Summary pages 208–211