A Correlation of

Savvas
myWorld Social Studies
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To the

Nebraska
Social Studies Standards

Grade 3
introduction

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. This document demonstrates how myWorld Social Studies ©2013 meets the Nebraska Social Studies Standards for Grade 3. Correlation page references are to the Student Edition and Teacher’s Guide. 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.

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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.

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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
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- Kindergarten Teacher Lesson Plan Blackline Masters
- 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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SE = Student Edition  TG = Teacher’s Guide
### Nebraska Social Studies Standards

**Grade 3**

### myWorld Social Studies

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#### Civics

**K-12 Civics:** Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

#### Forms and Functions of Government

**SS 3.1.1** Students will identify and explain the structure and function of their local governments.

| SS 3.1.1.a Identify the structure and functions of local government | **SE:** Local Government, 144–145; Governments Working Together, 148; Got it? 149  
**TG:** Active Reading & Lesson Summary pages 100–101, 103 |
| --- | --- |
| SS 3.1.1.b Describe the reasons for laws in our community | **SE:** Our Rules and Laws, 164–165  
**TG:** Active Reading & Lesson Summary page 116 |
| SS 3.1.1.c Identify and explain a variety of roles leaders, citizens, and others play in local government | **SE:** Local Government, 144–145; Got it? 149  
**TG:** Active Reading & Lesson Summary pages 100–101, 103 |

#### Civic Participation

**SS 3.1.2** Students will understand the impact of individual and group decisions at a local level.

| SS 3.1.2 a Identify rights and responsibilities of citizens (e.g., voting, public service projects,) at the local level | **SE:** Freedom and Government, 119; Our Democracy 130–135; Constitution of the United States, 162, 189; Our Rights, 162; Our Responsibilities, 163  
**TG:** Active Reading & Lesson Summary, 81, 90–93 |
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<tr>
<td>SS 3.1.2.b Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day, Flag Day)</td>
<td><strong>SE:</strong> American Flag, 116, 136, 276, 277, 279; Liberty Bell, 284; Statue of Liberty, 27, 199, 279, 284; “The Star-Spangled Banner,” 276–277; Supreme Court Building, 142; White House, 138, 141; Mt. Rushmore, 140; Fourth of July, 32, 126, 133, 282, 284; Thanksgiving, 114, 282, 286; Martin Luther King, Jr. Day, 283</td>
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<tbody>
<tr>
<td>SS 3.1.2.c Identify ways students can be engaged to have an impact in their local community</td>
<td>SE: How Can I Participate? 156, 185; Volunteering, 157–159; Good Citizens, Good Deeds, 160–165; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading &amp; Lesson Summary pages 110–111</td>
</tr>
<tr>
<td>SS 3.1.2.d Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner</td>
<td>SE: Critical Thinking: Compare Viewpoints, 150–151; Conflict and Cooperation, 166–167; Reading Skills: Fact and Opinion, 174–175 TG: Active Reading &amp; Lesson Summary, 105, 124</td>
</tr>
<tr>
<td>SS 3.1.2e Identify local leaders and the impact of their decisions that effect public policy</td>
<td>SE: For related material see: Local Government, 144–145; Got it? 149</td>
</tr>
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</table>

**Economics**

**K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.**

**Markets**

**SS 3.2.1 Students will understand markets are places where buyers and sellers exchange goods and services.**

**SS 3.2.1.a Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)**


**SS 3.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.**

**SS 3.2.2.a Classify natural, human, and capital resources (e.g., tools, soil, water, farmers and machinery)**

| SE: Resources All Around Us, 237 TG: Active Reading & Lesson Summary page 171 |

**SS 3.2.2.b Discuss why producers combine resources to make goods and services (profit)**

| SE: Producers and Consumers, 234–239 TG: Active Reading & Lesson Summary pages 169–172 |

**SS 3.2.2.c Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)**

| SE: For related material see: Resources All Around Us, 237 TG: Active Reading & Lesson Summary page 171 |
## Nebraska Social Studies Standards Grade 3

### Institutions

**SS 3.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.**

- **SS 3.2.3.a** Identify historical examples of trading among early settlers

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- **SE:** Trade and Barter, 240–241
- **TG:** Active Reading & Lesson Summary page 174

### Financial Literacy

**SS 3.2.6 Students will use knowledge of currency to solve real-world problems.**

- **SS 3.2.6.a** Given a budget, students will be able to make choices as to what to purchase and what to give up

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- **SE:** Scarcity and Choice, 228; Value and Choice, 229; Choices in Communities, 230; Got it? 231; Budgets, 250
- **TG:** Active Reading & Lesson Summary pages 165, 166, 180

### Government

**SS 3.2.10 Students will understand what goods and services local governments provide.**

- **SS 3.2.10.a** Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement)

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- **SE:** Local Government, 144–145; State Government, 146; National Government, 147; Government Work Together, 148; Got it? 149
- **TG:** Active Reading & Lesson Summary pages 100–103

### Globalization

**SS 3.2.12 Students will describe how the local community trades with the rest of the world.**

- **SS 3.2.12.a** Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)

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- **SE:** For related material see: Exchanging Goods and Services, 240–245
- **TG:** Active Reading & Lesson Summary pages 173–176

- **SS 3.2.12.b** Give examples of other countries' currencies

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- **SE:** Paying for Goods and Services, 246
- **TG:** Active Reading & Lesson Summary page 178

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**Geography**

**K-12 Geography**: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

**The World in Spatial Terms**

**SS 3.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.**

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| SS 3.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions) | **SE**: Parts of a Map, 24; Grid Maps, 25; Absolute and Relative Location, 26; Measuring Distance, 27; Different Types of Maps, 28–29; 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  
**TG**: Active Reading & Lesson Summary pages 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195 |
| SS 3.3.1.b Apply map skills (e.g., identify location and distribution of physical and human features rivers/roads, identify relative and absolute locations, east/west, north/south, left/right, next to, identify cities and towns) | **SE**: 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  
**TG**: Active Reading & Lesson Summary pages 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195 |
| SS 3.3.1.c Analyze why things are located where they are in the community (e.g., **Why are stores located on main streets? Why is my house located compared to the school?**) | **SE**: Where Communities Are Located, 24–29  
**TG**: Active Reading & Lesson Summary pages 11–14 |
| SS 3.3.1.d Locate places on maps and globes (e.g., Missouri River, Platte River, Rocky Mountains, Nebraska, the student’s city) | **SE**: 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  
**TG**: Active Reading & Lesson Summary pages 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195 |
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| SS 3.3.1.e Identify the continents, oceans, and hemispheres | SE: Hemisphere, 26; Land and Water, 46–51  
TG: Active Reading & Lesson Summary pages 28–31 |

#### Places and Regions

**SS 3.3.2 Students will compare the characteristics of places and regions.**

| SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/residential areas, hills, waterways) | SE: Climate Regions, 52–53; Cultural Regions, 268–269; Cultures in Warm and Cold Climates, 270–271; Climates and World Cultures, 272–273  
TG: Active Reading & Lesson Summary, 31, 33, 194–197 |
| SS 3.3.2.b Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state) | SE: Reading Skill: Compare and Contrast, 274–275; 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; Climates and World Cultures, 272–273  
TG: Active Reading & Lesson Summary, 17–20; 31, 33, 194–197 |
| SS 3.3.2.c Explain and give examples of how places and regions change over time | SE: Communities Change Over Time, 20–21  
TG: Active Reading & Lesson Summary page 8 |

#### Physical Systems

**SS 3.3.3 Students will identify natural processes in their physical world.**

| SS 3.3.3.a Identify the Earth’s physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition) | SE: Land and Water, 46–51; Weather and Climate, 52–57  
TG: Active Reading & Lesson Summary pages 28–31, 32–35 |
| SS 3.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands) | SE: Land and Water, 46–51; Weather and Climate, 52–57  
TG: Active Reading & Lesson Summary pages 28–31, 32–35 |

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### Human Systems

**SS 3.3.4 Students will compare and contrast the characteristics of culture locally.**

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<tbody>
<tr>
<td>SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)</td>
<td>SE: People and Cultures, 268–273; Compare and Contrast, 274–275; Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293</td>
</tr>
<tr>
<td>SS 3.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)</td>
<td>SE: Compare and Contrast, 274–275; Our Nation’s Diversity, 288–293</td>
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<td>TG: Active Reading &amp; Lesson Summary pages 198–199, 208–211</td>
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### Human/Environment Interaction

**SS 3.3.5 Students will identify the relationship between humans and the physical environment.**

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<tr>
<th>Nebraska Standard</th>
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<tr>
<td>SS 3.3.5.a Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)</td>
<td>SE: Where Communities Are Located, 24–29; Three Types of Communities, 32–37; Interacting With the Environment, 68–73</td>
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<td>TG: Active Reading &amp; Lesson Summary, 11–14, 17–20, 44–47</td>
</tr>
<tr>
<td>SS 3.3.5.b Explain how human activities change Earth (e.g., agriculture, transportation, industry)</td>
<td>SE: Three Types of Communities, 32–37; Interacting With the Environment, 68–73</td>
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<td>TG: Active Reading &amp; Lesson Summary, 17–20, 44–47</td>
</tr>
<tr>
<td>SS 3.3.5.c Explain the importance of Earth’s natural resources (e.g., minerals, air, water, land)</td>
<td>SE: Using Earth’s Resources, 60–65</td>
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<td>TG: Active Reading &amp; Lesson Summary pages, 38–41</td>
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<tr>
<td>SS 3.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)</td>
<td>SE: Three Types of Communities, 32–37; Interacting With the Environment, 68–73</td>
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<td>TG: Active Reading &amp; Lesson Summary, 17–20, 44–47</td>
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## Nebraska Social Studies Standards

### Grade 3

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<tr>
<td><strong>Application of Geography to Issues and Events</strong></td>
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<tr>
<td><strong>SS 3.3.6 Students will use geographic skills to make connections to issues and events.</strong></td>
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<tr>
<td>SS 3.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., <em>How could the building of a highway bring more business to a community?</em>)</td>
<td><strong>SE:</strong> Interacting With the Environment, 68–73; How Do We Interact with Our Planet? 77 <strong>TG:</strong> Active Reading &amp; Lesson Summary, 44–47</td>
</tr>
<tr>
<td>SS 3.3.6.b Identify how geography impacts spatial problem solving (e.g., a new school must be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city)</td>
<td><strong>SE:</strong> Interacting With the Environment, 68–73; How Do We Interact with Our Planet? 77 <strong>TG:</strong> Active Reading &amp; Lesson Summary, 44–47</td>
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### History

**K-12 History:** Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

### Chronological Thinking

**SS 3.4.1 Students will describe and analyze chronological relationships and patterns.**

| SS 3.4.1.a Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia) | **SE:** Past and Present 78; Graph Skills: Timelines, 96-97 **TG:** Active Reading & Lesson Summary, 66 |
| SS. 3.4.1.b Identify calendar time in years, decades, centuries, and millennia. | **SE:** For related material see: Graph Skills: Timelines, 96-97 **TG:** Active Reading & Lesson Summary page 66 |
| SS 3.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer) | **SE:** Opportunities to address this objective may be found with the following: Cultural Celebrations, 282–287 |

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| SS 3.4.1.d Describe how individuals, events, and ideas have changed communities past and present | **SE:** 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 61–64, 67–70, 71–74, 75–78, 79–82, 119–128, 142–145 |

**Historical Comprehension**

**SS 3.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.**

| SS 3.4.2.a Describe the role of historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., local cultural figures, landmarks, celebrations, and cultural events) | **SE:** 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; People and Cultures, 268–273; Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation's Diversity, 288–293  

| SS 3.4.2.b Describe how their community has changed over the course of time using maps and other artifacts | **SE:** Communities Change Over Time, 20–21  
**TG:** Active Reading & Lesson Summary page 8 |


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<td><strong>Multiple Perspectives</strong></td>
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<td><strong>SS 3.4.3 Students will describe multiple perspectives of events.</strong></td>
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| SS 3.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community events) | **SE:** For related material see: Compare Viewpoints, 150–151; Primary and Secondary Sources, 196–197  
**TG:** Active Reading & Lesson Summary pages 104–105, 140–141 |
| **Historical Analysis and Interpretation** |                                               |
| **SS 3.4.4 Students will identify past and current events, issues, and problems.** |                                               |
| SS 3.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration | **SE:** Primary and Secondary Sources, 196–197; Research, 294–295  
**TG:** Active Reading & Lesson Summary pages 140–141, 212–213 |
| SS 3.4.4.b Describe alternative courses of action in community history (e.g., How are transportation routes determined?) | **SE:** For related material see: Interacting With the Environment, 68–73  
**TG:** Active Reading & Lesson Summary pages 44–47 |
| SS 3.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning laws) | **SE:** myStory Spark, 156; Volunteering: Mentor, Tutor, Friend, 157–159; Being a Good Citizen, Good Deeds, 160–165; Conflict and Collaboration, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181  
**TG:** Active Reading & Lesson Summary pages 111, 112–116, 118, 119–122, 125–128 |
| SS 3.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area) | **SE:** Reading Skills: Cause and Effect, 66–67; 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; New Ways to Travel, 190–195; A New Home in America, 198–203; New Ways to Communicate, 204–209; New Ideas, 212–217 |
| SS 3.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events) | **SE:** How Does Our Past Affect Our Present? 78, 125; Write, 87 |
## Nebraska Social Studies Standards Grade 3

### Historical Research Skills

**SS 3.4.5 Students will develop historical research skills.**

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| **SS 3.4.5.a Develop questions about their community history** | **SE**: Research, 294–295; also see: myStory Book activities, 41, 77, 125, 155, 185, 221, 263, 299  
  **TG**: Active Reading & Lesson Summary pages 212–213 |
| **SS 3.4.5.b Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)** | **SE**: For related material see: Primary and Secondary Sources, 196–197; Research, 294–295  
  **TG**: Active Reading & Lesson Summary pages 140–141, 212–213 |
| **SS 3.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources)** | **SE**: For related material see Interpret Maps, 58–59; Sequence, 88–89; Summarize, 136–137; Compare Viewpoints, 150–151; Primary and Secondary Sources, 196–197; Line Graphs, 252–253; Compare and Contrast, 274–275; Research, 294–295; also see: myStory Book activities, 41, 77, 125, 155, 185, 221, 263, 299 |
| **SS 3.4.5.d Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)** | **SE**: Opportunities to address this objective may be found with the following: Research, 294–295; myStory Book, 125, 299 |

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