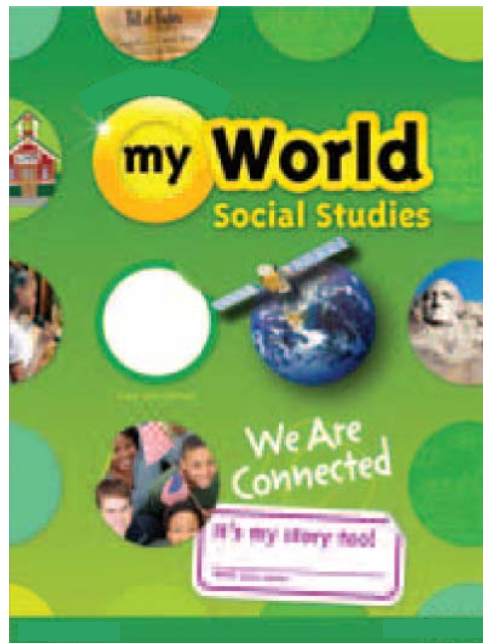


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To the

Nebraska
Social Studies Standards

Grade 3

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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.

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
- 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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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
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)	SE: 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

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SS 3.1.2.c Identify ways students can be engaged to have an impact in their local community	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 & Lesson Summary pages 110–111
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	SE: Critical Thinking: Compare Viewpoints, 150–151; Conflict and Cooperation, 166–167; Reading Skills: Fact and Opinion, 174–175 TG: Active Reading & Lesson Summary, 105, 124
SS 3.1.2e Identify local leaders and the impact of their decisions that effect public policy	SE: For related material see: Local Government, 144–145; Got it? 149
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)	SE: Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245 TG: Active Reading & Lesson Summary pages 169–177
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

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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	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	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)	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)	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	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.	
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., <i>Why are stores located on main streets? Where is my house located compared to the school?</i>)	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.	
SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)	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 TG: Active Reading & Lesson Summary, 194–197, 200–203, 204–207, 208–211
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)	SE: Compare and Contrast, 274–275; Our Nation’s Diversity, 288–293 TG: Active Reading & Lesson Summary pages 198–199, 208–211
Human/Environment Interaction	
SS 3.3.5 Students will identify the relationship between humans and the physical environment.	
SS 3.3.5.a Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)	SE: Where Communities Are Located, 24–29; Three Types of Communities, 32–37; Interacting With the Environment, 68–73 TG: Active Reading & Lesson Summary, 11–14, 17–20, 44–47
SS 3.3.5.b Explain how human activities change Earth (e.g., agriculture, transportation, industry)	SE: Three Types of Communities, 32–37; Interacting With the Environment, 68–73 TG: Active Reading & Lesson Summary, 17–20, 44–47
SS 3.3.5.c Explain the importance of Earth’s natural resources (e.g., minerals, air, water, land)	SE: Using Earth’s Resources, 60–65 TG: Active Reading & Lesson Summary pages, 38–41
SS 3.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)	SE: Three Types of Communities, 32–37; Interacting With the Environment, 68–73 TG: Active Reading & Lesson Summary, 17–20, 44–47

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Application of Geography to Issues and Events	
SS 3.3.6 Students will use geographic skills to make connections to issues and events.	
SS 3.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., <i>How could the building of a highway bring more business to a community</i>)	SE: Interacting With the Environment, 68–73; How Do We Interact with Our Planet? 77 TG: Active Reading & Lesson Summary, 44–47
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)	SE: Interacting With the Environment, 68–73; How Do We Interact with Our Planet? 77 TG: Active Reading & Lesson Summary, 44–47
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 TG: Active Reading & Lesson Summary, 61–64, 67–70, 71–74, 75–78, 79–82, 88–89, 119–122, 125–128, 194–197, 200–203, 204–207, 208–211
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
SS 3.4.2.c Describe primary and secondary sources	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, 3–4, 26–27, 53–54, 88–89, 111–112, 134–135, 262–162, 192–193

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Multiple Perspectives	
SS 3.4.3 Students will describe multiple perspectives of events.	
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., <i>How are transportation routes determined?</i>)	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 Citizens, 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

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Historical Research Skills	
SS 3.4.5 Students will develop historical research skills.	
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