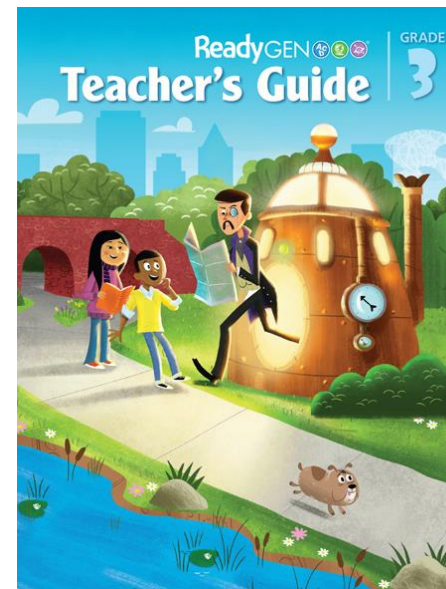
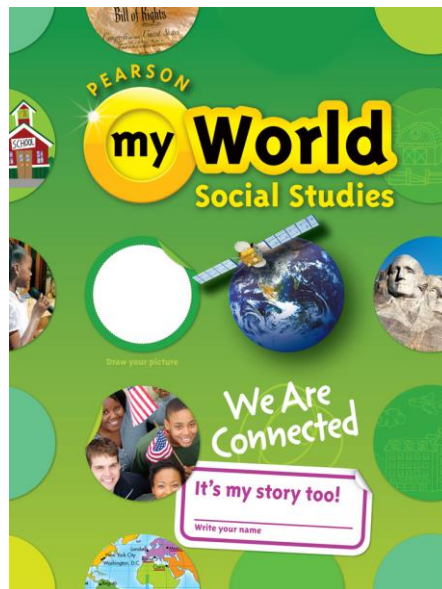


A Correlation of



To the New York State Social Studies Framework Grade 3

A Correlation of myWorld Social Studies, We Are Connected, and Ready Gen to the New York State Social Studies Framework, Grade 3

Introduction

This document demonstrates how *Savvas myWorld Social Studies* and *Savvas ReadyGEN* meet the New York State Social Studies Framework for Grade 3. Correlation page references are to the myWorld Social Studies, Student Edition, Teacher's Guide and the ReadyGEN Text Collection.

ReadyGEN ©2016 is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

Everyone has a story. What's yours?

Savvas 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 *Savvas myWorld Social Studies*, you can get to the heart of social studies in the time you have.

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Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies We Are Connected, Grade 3	ReadyGEN Text Collection
Reading Standards for Informational Text		
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	SE: Got It? 21, 29, 37, 51, 57, 59, 65, 73, 87, 95, 103, 109, 115, 121, 135, 143, 149, 165, 173, 181, 195, 203, 209, 217, 231, 239, 245, 251, 259, 273, 281, 287, 293; Review and Assessment, 38–40, 74–76, 122–124, 152–154, 182–184, 218–220, 260–262, 296–29 TG: Check Comprehension, 6, 7, 8, 12, 14, 18, 20, 26, 29, 31, 46, 53, 63, 68, 76, 77, 88, 92, 97, 99, 101, 111, 115, 122, 128, 161, 165, 175, 176, 178, 185; Ask Questions, 155, 203, 205, 210	TG: Unit 1: Mod B: The Moon Seems to Change; About Earth; Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: Weather; On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster; Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl; Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	SE: Identify Main Ideas and Details, Questions: Main Idea and Details, 7, 17, 21, 25, 55, 83, 87, 115, 143, 145, 149, 181, 213, 215, 228, 231, 235, 239, 245, 248, 251, 256, 259, 261, 290; Summarize, 4, 103, 147, 119, 135, 136-137, 141, 147, 152, 154, 165 TG: Main Ideas and Details, 3, 6, 8, 19, 161, 164, 166, 171, 174, 175, 179, 185, 186; Identify Central Issues, 26, 53, 56, 62, 63, 77, 80, 81, 92, 97, 115, 134, 148, 161, 178, 179, 192, 210, 211; Summarize, 22, 34, 40, 88, 92, 97, 99, 103, 134, 137, 148, 154, 192, 202, 205	TG: Unit 1: Mod B: The Moon Seems to Change; About Earth; Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Deep Down and Other Extreme Places to Live; City Homes; Unit 3: Mod B: Weather; On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster; Unit 4: Mod A: Brave Girl; Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution

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<p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>SE: Reading Skills: Cause and Effect, 66–67; Sequence, 88–89; Questions: Cause and Effect, 2, 51, 57, 65, 69, 73, 75, 85, 133, 199, 242; Sequence, 3, 91, 95, 101, 102, 109, 114, 121, 124, 148, 207, 255; Timelines, 96–97 TG: Cause and Effect, 13, 26, 30, 33, 34, 41, 45, 46, 56, 63, 64, 72, 76, 77, 88, 93, 103, 114, 116, 121, 127, 134, 138, 143, 144, 148, 149, 153, 161, 165, 176, 180, 185, 192, 195, 197; Sequence, 53, 57, 58, 63, 69, 73, 78, 81</p>	<p>TG: Unit 1: Mod B: About Earth; Unit 3: Mod B: Weather; On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster; Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl; Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution</p>
Craft and Structure		
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>SE: Vocabulary, 17, 25, 33, 53, 61, 69, 83, 91, 99, 105, 111, 117, 131, 139, 145, 161, 169, 177, 191, 199, 205, 213, 227, 235, 241, 247, 255, 269, 277, 283, 289 TG: Academic Vocabulary, 3, 12, 13, 26, 30, 46, 81, 91, 98, 101, 102, 111, 134, 196, 201; Content and Language, 6, 12, 18, 29, 33, 39, 43, 45, 56, 68, 72, 76, 80, 91, 97, 101, 114, 120, 137, 143, 147, 153, 164, 170, 174, 178, 184, 195, 201, 205, 209</p>	<p>TG: Benchmark Vocabulary/Language Analysis: Unit 1: Mod B: The Moon Seems to Change; About Earth; Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: Weather; On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster; Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl; Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution</p>

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5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	SE: Reading Skills: Sequence, 88–89, Summarize, 136–137 TG: Students as Digital Citizens, Search for Non-Fiction Texts, 10; Research and Digital Presentation, 212	TG: Unit 1: Mod B: The Moon Seems to Change; About Earth; Unit 2: Mod B: Deep Down and Other Extreme Places to Live; Unit 4: Mod B: What Is a Government?
6. Distinguish their own point of view from that of the author of a text.	SE: Critical Thinking: Comparing Viewpoints, 150–151; Primary and Secondary Sources, 196–197; Reading Skills: Fact and Opinion, 174–175 TG: Author’s Purpose, 88, 134, 143, 210; Fact and Opinion, 72, 76, 111, 115, 120	TG: Unit 1: Mod B: The Moon Seems to Change; Unit 2: Mod B: Deep Down and Other Extreme Places to Live; Unit 4: Mod A: Brave Girl; Mod B: What Is a Government?; Who Really Created Democracy?
Integration of Knowledge and Ideas		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	SE: Map Skills, 30–31; 58–59, Graph Skills, 96–97, 252–253; Maps, 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268, Charts, 19, 36, 88, 89, 133, 166, 207, 210, 211, 249, 285, 294; Envision It!, 16, 24, 32, 46, 52, 60, 68, 82, 90, 98, 104, 110, 116, 130, 138, 144, 160, 168, 176, 190, 198, 204, 212, 226, 234, 240, 246, 254, 268, 276, 282, 288, Got It? 21, 29, 37, 51, 57, 59, 65, 73, 87, 95, 103, 109, 115, 121, 135, 143, 149, 165, 173, 181, 195, 203, 209, 217, 231, 239, 245, 251, 259, 273, 281, 287, 293; Generalize, 1, 21, 22-23, 29, 35, 37, 38, 269	TG: 1 Unit 1: Mod B: The Moon Seems to Change; About Earth; Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: Living Through a Natural Disaster; Unit 4: Mod A: Brave Girl; Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution

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	(Continued) TG: Analyze Charts, 20; Analyze Graphs, 40; Analyze Images, 26, 82, 116; Analyze Maps, 29, 30, 33, 39, 62, 74, 137, 145, 147, 195; Analyze Visuals, 3, 8, 13, 14, 18, 20, 26, 33, 34, 39, 45, 57, 92, 134, 139, 143, 149, 153, 186, 195, 196, 197, 203, 207, 209; Generalize, 3, 7, 12, 13, 18	
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	SE: Reading Skills: Cause and Effect, 66–67; Sequence, 88–89; Compare and Contrast, 274–275; Questions: Cause and Effect, 2, 51, 57, 65, 69, 73, 75, 85, 133, 199, 242; Sequence, 3, 91, 95, 101, 102, 109, 114, 121, 124, 148, 207, 255; Compare and Contrast, 8, 36, 84, 227, 241, 250, 259, 261, 273, 281, 283, 287, 291, 293, 297 TG: Cause and Effect, 13, 26, 30, 33, 34, 41, 45, 46, 56, 63, 64, 72, 76, 77, 88, 93, 103, 114, 116, 121, 127, 134, 138, 143, 144, 148, 149, 153, 161, 165, 176, 180, 185, 192, 195, 197; Sequence, 53, 57, 58, 63, 69, 73, 78, 81; Compare and Contrast, 3, 12, 13, 14, 19, 29, 35, 39, 91, 93, 103, 144, 154, 192, 196, 197, 203, 206, 207, 210	TG: Unit 1: Mod B: About Earth; Unit 2: Mod B: Deep Down and Other Extreme Places to Live; Unit 3: Mod B: Weather; On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster; Unit 4: Mod A: Brave Girl; Who Really Created Democracy?

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<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>SE: Critical Thinking: Comparing Viewpoints, 150–151; Reading Skills: Compare and Contrast, 274–275; also see: Compare and Contrast, 8, 36, 84, 227, 241, 250, 259, 261, 273, 274–275, 281, 283, 287, 291, 293, 297 TG: Compare and Contrast, 3, 12, 13, 14, 19, 29, 35, 39, 91, 93, 103, 144, 154, 192, 196, 197, 203, 206, 207, 210; Make Comparisons, 8, 53, 58, 116, 121, 126, 134, 138, 166, 171, 174, 175, 180, 185</p>	<p>TG: Unit 1: Mod B: The Moon Seems to Change; About Earth; Unit 2: Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: Weather; On the Same Day in March: A Tour of the World’s Weather; Unit 4: Mod A: Rosa Parks: Hero of Our Time; Mod B: What Is a Government?</p>
Range of Reading and Level of Text Complexity		
<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>SE: Chapter Openers, 13–15, 43–45, 79–81, 127–129, 157–159, 187–189, 223–225, 265–267; Reading Skills, 22–23, 66–67, 88–89, 136–137, 174–175, 210–211, 232–233, 274–275; Critical Thinking Skills, 150–151, 196–197, 294–295 TG: Leveled Reader, 2, 25, 52, 87, 110, 133, 160, 191; also see Differentiated Instruction activities in every lesson that allow students to learn social studies knowledge and skills at their own level. Key: L1: Special Needs L2: Extra Support L3: On-level L4: Challenge Research Activities, 37: L1-L4; 47: L1-L4; 54, 62, 64, 66, 74: L1-L4; 78, 99, 103: L1-L4; 122: L1-L4; 128, 155, 166: L1-L4; 176, 186, 197: L1-L4; 206: L1-L4</p>	<p>TG: Unit 1: Mod B: The Moon Seems to Change; About Earth; Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: Weather; On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster; Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl; Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution</p>

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Writing Standards		
Text Types and Purposes		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state and opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 	<p>SE: myStory Spark, 12, 126, 222, Keys to Good Writing, 9; Writing Traits, 10</p> <p>TG: Differentiated Instruction: Persuasive Letter, 124</p>	<p>TG: Unit 1: Mod A: “Location, Location, Location”, 18-20, 28-30, 38-40, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130; Unit 3: Mod A: Performance-Based Assessment: Opinion Task: Write About the Power of Stories, 192-199; Unit 4: Mod A: Center Options: Writing Center, 10; Back of the Bus, 18-20, 28-30, 38, 40, 48-50; Brave Girl, 58-60, 68-70; Below Deck: A Titanic Story; 149; Performance-Based Assessment: Opinion Task: Write About People or Characters, 192-199; Unit 4: Mod B: What Is a Government?, 215, 230, 240, 245, 260, 268, 269, 270; Who Really Created Democracy?, 279, 280, 310; Performance-Based Assessment: Opinion Task: Write About Our Government, 392-399</p>

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Speaking and Listening Standards		
Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their ideas and understanding in light of the discussion.</p> <p>e. Seek to understand and communicate with individuals from different cultural backgrounds.</p>	<p>SE: Many opportunities exist in Savvas myWorld Social Studies for academic discussion in individual, small group, and whole class settings. These discussion activities allow students to explain their own ideas and understand the ideas of others.</p> <p>TG: Big Question, 23, 50, 53, 85, 108, 131, 158, 189, 216; Differentiated Instruction: Discussion (Special Needs), 103: L1-L4; 128, 166: L1-L4; 206: L1-L4; Discussion (Extra Support), 128, 149, 172: L1-L4; 193: L1-L4; Group Work (On-Level), 47: L1-L4; Discussion (On-Level), 135: L1-L4; 149, 162, 206: L1-L4; Discuss Cause and Effect (Challenge), 27: L1-L4; Discussion (Challenge), 211: L2-L4</p>	<p>The objective is met throughout the program. Refer to the following examples:</p> <p>TG: Unit 1: Mod A: Turn and Talk: 12, 112, 132; Mod B: Lesson Close Read: 163, 213, 223; Unit 2: Mod A: Turn and Talk: 22, 62, 122; Mod B: Small Group Discussion: 164, 174, 194, 204; Unit 3: Mod A: Fluency: 17, 67, 127; Mod B: Small Group Time: 225, 245, 255; Unit 4: Mod A: Lesson Close Read: 13, 83, 123, 263; Mod B: Small Group Options: 176, 196, 226, 266; Unit 5: Mod A: Turn and Talk: 12, 42, 112, 182; Mod B: Small Group Discussions: 214, 244, 254, 274; Unit 6: Mod A: Small Group Options: 16, 56, 86, 126; Mod B: Turn and Talk: 172, 192, 222, 252, 262</p>

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<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SE: For supporting material please see: Reading Skills: Main Idea and Details, 232–233; Questions: Main Idea and Details, 7, 17, 21, 25, 55, 83, 87, 115, 143, 145, 149, 181, 213, 215, 228, 231, 235, 239, 245, 248, 251, 256, 259, 261, 290</p> <p>TG: Main Ideas and Details, 3, 6, 8, 19, 161, 164, 166, 171, 174, 175, 179, 185, 186; Identify Central Issues, 26, 53, 56, 62, 63, 77, 80, 81, 92, 97, 115, 134, 148, 161, 178, 179, 192, 210, 211</p>	<p>TG: Unit 1: Mod B: The Moon Seems to Change, 212, 213, 214, 215, 216, 217; Mod B: Treasure in the Trees, 252, 253, 292, 293, 294, 295, 296;</p> <p>Unit 2: Mod A: The Athabascans: Old Ways and New Ways, 12, 13, 14, 15, 16, 17, 22, 23, 132, 133, 134, 135; The Year of Miss Agnes, 84; Unit 3: Mod A: Knots on a Counting Rope, 22; Storm in the Night, 72, 92, 94, 96, 97; Paul Bunyan, 122, 132, 142, 144, 146, 147; “The Myth of Icarus” and “Anasi’s Long, Thin Legs”, 172, 174, 176, 177, 182; Mod B: Weather, 212, 272; On the Same Day in March: A Tour of the World’s Weather, 282, 302; Living Through a Natural Disaster, 312, 342, 372; Unit 4: Mod A: Brave Girl, 82, 83, 84, 85, 86, 87; Mod B: What Is a Government?, 212, 214, 216, 217, 242; Who Really Created Democracy?, 292, 302; A More Perfect Union: The Story of Our Constitution, 322</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Opportunities to address this standard may be found on pages:</p> <p>SE: Big Question, 23, 50, 53, 85, 108, 131, 158, 189, 216; My World and Me, 23, 50, 85, 108, 131, 158, 189, 216; myStory Book, 41, 77, 125, 155, 185, 221, 263</p>	<p>TG: Unit 1: Mod A: “Location, Location, Location”, 16, 36, 37; The Case of the Gasping Garbage; 46, 56, 76, 86, 96, 106, 116, 126; Thunder Cake, 136, 137, 156, 166, 176, 186; Mod B: The Moon Seems to Change, 216, 226, 236, 237; Treasure in the Trees, 246, 266, 286, 296; About Earth; 306, 316, 326;</p>

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	<p>(Continued)</p> <p>TG: Ask Questions, 155, 203, 205, 210; Formulate Questions, 57, 68, 115, 121; Differentiated Instruction: Interview, 172: L1-L4; Write Interview Questions, 116; Presentation, 78, 103: L1-L4; 155, 197: L1-L4; 206: L1-L4</p>	<p>(Continued)</p> <p>Unit 2: Mod A: The Athabascans: Old Ways and New Ways, 16, 26; The Year of Miss Agnes, 36, 37, 46, 56, 66, 76, 86, 96, 116, 126, 136; The Frog Princess, 156, 166, 176; Performance-Based Assessment: Narrative Task, Observe to Write a Narrative, 196; Mod B: City Homes, 216, 226, 236, 237; Deep Down and Other Extreme Places to Live; 246, 256, 266, 286, 306, 316, 326; The Song of Sky and Sand, 346; Unit 3: Mod A: Knots on a Counting Rope, 16, 36, 37, 46, Storm in the Night, 56, 76, 86, 96, 106; Paul Bunyan, 116, 126, 136, 137, 156, 166, 186; "The Myth of Icarus" and "Anasi's Long, Thin Legs", 176; Storm in the Night, 186; Mod B: Weather, 216, 226, 236, 237, 246, 266; On the Same Day in March: A Tour of the World's Weather, 286, 296, 306; Living Through a Natural Disaster, 316, 326; Unit 4: Mod A: Back of the Bus, 16, 26, 36, 37, 46; Brave Girl, 56, 66, 96, 106; Poems: "Brother Against Brother," "Dare," and "Where?", 126; Below Deck: A Titanic Story, 136, 137, 166, 176; Drama: <i>Rescue the Puffings!</i>, 186; Mod B: What Is a Government?, 216, 226, 236, 237, 246, 256, 266; Who Really Created Democracy?, 306, 316; A More Perfect Union: The Story of Our Constitution, 326, 336, 337, 346</p>

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Presentation of Knowledge and Ideas		
<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>SE: My World and Me, 23, 50, 85, 108, 131, 158, 189, 216; myStory Book, 41, 77, 125, 155, 185, 221, 263; TG: Differentiated Instruction, 4: L1-L4; 7, 10: L1-L4; 13, 16: L1-L4; 19: L1-L4; 27: L1-L4; 31: L1-L4; 33, 34: L1-L4; 37: L1-L4; 41: L1-L4; 43: L1-L4; 47: L1-L4; 54, 57: L1-L4; 64, 66, 70: L1-L4; 74: L1-L4; 78, 82, 89: L1-L4; 92: L1-L4; 95: L1-L4; 99, 103: L1-L4; 105: L1-L4; 112, 116, 118: L1-L4; 122: L1-L4; 124, 128, 135: L1-L4; 139, 141, 145: L1-L4; 149, 151, 155, 162, 166: L1-L4; 168: L1-L4; 172: L1-L4; 176, 180, 182: L1-L4; 186, 193: L1-L4; 197: L1-L4; 199: L1-L4; 203, 206: L1-L4; 211, 213: L1-L4</p>	<p>TG: Unit 1: Mod A: “Location, Location, Location”, 17; The Case of the Gasping Garbage, 47, 57, 77, 87, 97, 107, 117, 127; Thunder Cake, 157, 167, 177, 187; Mod B: The Moon Seems to Change, 217, 227; Treasure in the Trees, 247, 267, 287, 297; About Earth, 307, 317, 327, 347, 377, 387; Unit 2: Mod A: The Athabascans: Old Ways and New Ways, 17, 27; The Year of Miss Agnes, 47, 57, 67, 87, 107, 117; Thunder Cake, 147, 157, 177; Performance-Based Assessment: Narrative Task, Observe to Write a Narrative, 197; Unit 2: Mod B: City Homes, 217, 227; Deep Down and Other Extreme Places to Live, 247, 267, 287, 317, 327; The Song of Sky and Sand, 347, 357, 377, 387; Unit 3: Mod A: Knots on a Counting Rope, 17, 47; Storm in the Night, 57, 77, 87, 97, 107, 187; Paul Bunyan, 117, 127, 157, 167; “The Myth of Icarus” and “Anasi’s Long, Thin Legs”, 177, 187; Mod B: Weather, 217, 227, 247, 267; On the Same Day in March: A Tour of the World’s Weather, 287, 297, 307; Living Through a Natural Disaster, 317, 327, 347, 377, 387; Unit 4: Mod A: Back of the Bus, 17, 27, 47, 107; Brave Girl; 67, 77, 87; Poems: “Brother Against Brother,” “Dare,” and “Where?”, 127; Below Deck: A Titanic Story, 147, 157, 167; Drama: <i>Rescue the Puffings!</i>, 187;</p>

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		(Continued) Mod B: What Is a Government?, 217, 227, 247, 257, 267; Who Really Created Democracy?, 307, 317; A More Perfect Union: The Story of Our Constitution, 327, 357, 367, 377, 387
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Opportunities to address this standard may be found on pages: SE: Big Question, 23, 50, 53, 85, 108, 131, 158, 189, 216 TG: Differentiated Instruction: Presentation, 78, 103: L1-L4; 122: L1-L4; 155, 197: L1-L4; 206: L1-L4; 211; Project, 57: L1-L4; 64; Retell, 54, 112; Act out, 47: L1-L4; Write Interview Questions, 116; Interview, 172: L1-L4	TG: Unit 1: Mod A: “Location, Location, Location”, 40; Unit 2: Mod A: The Frog Princess, 150; Unit 4: Mod A: Drama: <i>Rescue the Puffings!</i> , 189, 190; Mod B: What Is a Government?, 212
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	TG: Differentiated Instruction, 4: L1-L4; 7, 10: L1-L4; 13, 16: L1-L4; 19: L1-L4; 27: L1-L4; 31: L1-L4; 33, 34: L1-L4; 37: L1-L4; 41: L1-L4; 43: L1-L4; 47: L1-L4; 54, 57: L1-L4; 64, 66, 70: L1-L4; 74: L1-L4; 78, 82, 89: L1-L4; 92: L1-L4; 95: L1-L4; 99, 103: L1-L4; 105: L1-L4; 112, 116, 118: L1-L4; 122: L1-L4; 124, 128, 135: L1-L4; 139, 141, 145: L1-L4; 149, 151, 155, 162, 166: L1-L4; 168: L1-L4; 172: L1-L4; 176, 180, 182: L1-L4; 186, 193: L1-L4; 197: L1-L4; 199: L1-L4; 203, 206: L1-L4; 211, 213: L1-L4	TG: Unit 1: Mod A: The Case of the Gasping Garbage, 81, 91, 121, 131; Mod B: Treasure in the Trees, 301; Teacher Resources: TR4–TR5, TR20–TR23; Unit 2: Mod A: The Frog Princess, 161, 171; Teacher Resources: TR4–TR5, TR20–TR23; Unit 3: TR4–TR5, TR20–TR23; Unit 4: TR4–TR5, TR20–TR23

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A. Gathering, Using, and Interpreting Evidence		
1. Develop questions about a world community.	<p>SE: What Makes a Community?, 16–21; Review and Assessment, 38; myStory Book, 41</p> <p>TG: Active Reading & Lesson Summary pages, 5–8, 22, 23</p>	<p>TG: Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live; Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392-399</p>
2. Recognize and use different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).	<p>SE: Reading Skills, 22–23, 66–67, 88–89, 136–137, 174–175, 210–211, 232–233, 274–275; Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59; Graph Skills: Timelines, 96–97; Critical Thinking: Compare Viewpoints, 150–151, Primary and Secondary Sources, 196–197, Research, 294–295</p> <p>TG: Active Reading & Lesson Summary pages, 9, 10, 15, 16, 36, 37, 42, 43, 59, 60, 65, 66, 94, 95, 104, 105, 123, 124, 140, 141, 150, 151, 167, 168, 198, 199, 212, 213</p>	<p>TG: Unit 1: Mod B: Treasure in the Trees, 258, 259, 260, 378, 379, 380; Performance-Based Assessment: Informative/Explanatory Task, Write a Magazine Article, 392, 394; Unit 2: Mod A: The Athabascans: Old Ways and New Ways, 18, 19, 20; The Frog Princess, 149, 150; Mod B: City Homes, 219; Deep Down and Other Extreme Places to Live, 328, 329, 330; Unit 3: Mod A: Paul Bunyan, 128, 129, 130, 138, 139, 140; Unit 4: Mod A: Center Options: Research Center, 11; Poem: “The Little Black-Eyed Rebel”, 118, 119, 120; Poems: “Brother Against Brother,” “Dare,” and “Where?”, 128, 129; Below Deck: A Titanic Story, 137</p>

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3. Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.	<p>SE: Critical Thinking: Compare Viewpoints, 150–151, Primary and Secondary Sources, 196–197, Research, 294–295</p> <p>TG: Active Reading & Lesson Summary pages, 104, 105, 140, 141, 212, 213</p>	<p>TG: Unit 1: Mod B: Treasure in the Trees, 258, 259, 260, 378, 379, 380; Performance-Based Assessment: Informative/Explanatory Task, Write a Magazine Article, 392, 394; Unit 2: Mod A: The Athabascans: Old Ways and New Ways, 18, 19, 20; The Frog Princess, 149, 150; Mod B: City Homes, 219; Deep Down and Other Extreme Places to Live, 328, 329, 330; Unit 3: Mod A: Paul Bunyan, 128, 129, 130, 138, 139, 140; Unit 4: Mod A: Center Options: Research Center, 11; Poem: “The Little Black-Eyed Rebel”, 118, 119, 120; Poems: “Brother Against Brother,” “Dare,” and “Where?”, 128, 129; Below Deck: A Titanic Story, 137</p>
4. Identify arguments of others.	<p>SE: Critical Thinking: Compare Viewpoints, 150–151, Primary and Secondary Sources, 196–197; Reading Skills: Fact and opinion, 174–175</p> <p>TG: Active Reading & Lesson Summary pages, 104, 105, 123, 124, 140, 141</p>	<p>TG: Unit 1: Mod B: Treasure in the Trees, 266; Unit 2: Mod A: The Year of Miss Agnes, 73; Unit 3: Mod A: Knots on a Counting Rope, 108; Unit 4: Mod B: A More Perfect Union: The Story of Our Constitution, 336;</p>
5. Identify inferences.	<p>SE: Reading Skills: Draw Conclusions, 7, 210–211, Got it? Draw Conclusions, 217</p> <p>TG: Active Reading & Lesson Summary pages, 150, 151</p>	<p>TG: Unit 1: Mod B: About Earth, 343; Unit 2: Mod B: The Song of Sky and Sand, 343, 353, 363; Teacher’s Resources, TR57; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather, 303; Unit 4: Mod A: Back of the Bus, 23; Brave Girl, 83; Mod B: A More Perfect Union: The Story of Our Constitution, 383</p>

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<p>6. Recognize arguments and identify evidence.</p>	<p>SE: Critical Thinking: Compare Viewpoints, 150–151, Reading Skills: Fact and opinion, 174–175; Primary and Secondary Sources, 196–197 TG: Active Reading & Lesson Summary pages, 104, 105, 123, 124, 140, 141</p>	<p>TG: Unit 3: Mod A: Performance-Based Assessment: Opinion Task: Write About the Power of Stories, 192-199; Unit 4: Mod A: Performance-Based Assessment: Opinion Task: Write About People or Characters, 192-199; Mod B: Performance-Based Assessment: Opinion Task: Write About Our Government, 392-399</p>
<p>7. Create an understanding of the past by using primary and secondary sources.</p>	<p>SE: Critical Thinking: Primary and Secondary Sources, 196–197, Research, 294–295 TG: Active Reading & Lesson Summary pages, 140, 141, 212, 213</p>	<p>TG: Unit 1: Mod B: Treasure in the Trees, 258, 259, 260, 378, 379, 380; Performance-Based Assessment: Informative/Explanatory Task, Write a Magazine Article, 392, 394; Unit 2: Mod A: The Athabascans, 18, 19, 20; The Frog Princess, 149, 150; Mod B: City Homes, 219; Deep Down and Other Extreme Places to Live, 328, 329, 330; Unit 3: Mod A: Paul Bunyan, 128, 129, 130, 138, 139, 140; Unit 4: Mod A: Center Options: Research Center, 11; Poem: “The Little Black-Eyed Rebel”, 118, 119, 120; Poems: “Brother Against Brother,” “Dare,” and “Where?”, 128, 129; Below Deck: A Titanic Story, 137</p>

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New York State Social Studies Framework Grade 3: Social Studies Practices	myWorld Social Studies, We Are Connected	ReadyGEN Text Collection
B. Chronological Reasoning and Causation		
1. Explain how three or more events are related to one another.	<p>SE: Reading Skills: Sequence, 88–89; Graph Skills: Timelines, 96–97; Got it! (history chapters), 87, 95, 103, 109, 115, 121, 173, 203</p> <p>TG: Active Reading & Lesson Summary pages, 58, 59, 60, 64, 65, 66, 70, 74, 78, 82, 122, 145</p>	<p>TG: Unit 1: Mod A: The Case of the Gasping Garbage; Mod B: About Earth; Unit 3: Mod B: Weather; On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster; Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl; Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution</p>
2. Employ mathematical skills to measure time in years and centuries.	<p>SE: Reading Skills: Sequence, 88–89; Graph Skills: Timelines, 96–97</p> <p>TG: Active Reading & Lesson Summary pages, 58, 59, 64, 65</p>	<p>TG: Unit 2: Mod A: The Athabascans: Old Ways and New Ways; The Year of Miss Agnes; Unit 4: Mod B: A More Perfect Union: The Story of Our Constitution</p>
3. Identify causes and effects using examples from his/her life or from a current event or history.	<p>SE: Reading Skills: Cause and effect, 66–67; Questions: Cause and Effect, 2, 51, 57, 65, 69, 73, 75, 85, 133, 199, 242; also see: Reading Skills: Sequence, 88–89; Graph Skills: Timelines, 96–97</p> <p>TG: Active Reading & Lesson Summary pages, 31, 35, 41, 42, 43, 45, 47, 57, 59, 60, 65, 66, 92, 143, 175</p>	<p>TG: Unit 3: Mod B: Living Through a Natural Disaster; Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl; Unit 4: Mod B: Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution</p>

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<p>4. Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.</p>	<p>SE: Reading Skills: Cause and effect, 66–67; Reading Skills: Sequence, 88–89; Graph Skills: Timelines, 96–97; also see: Questions: Cause and Effect, 2, 51, 57, 65, 69, 73, 75, 85, 133, 199, 242 TG: Active Reading & Lesson Summary pages, 31, 35, 41, 42, 43, 45, 47, 57, 59, 60, 65, 66, 92, 143, 175</p>	<p>TG: Unit 1: Mod A: “Location, Location, Location”; The Case of the Gasping Garbage; Unit 2: Mod A: The Year of Miss Agnes; Unit 3: Mod A: Storm in the Night; “The Myth of Icarus”; Mod B: Living Through a Natural Disaster; Unit 4: Mod B: A More Perfect Union: The Story of Our Constitution</p>
<p>5. Recognize continuity and change over periods of time.</p>	<p>SE: Reading Skills: Sequence, 88–89; Graph Skills: Timelines, 96–97; Sequence, 3, 91, 95, 101, 102, 109, 114, 121, 124, 148, 207, 255 TG: Active Reading & Lesson Summary pages, 59, 60, 62, 64, 65, 66, 69, 70, 74, 78, 82, 85, 103, 148, 184</p>	<p>TG: Unit 1: Mod B: The Moon Seems to Change; Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl; Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution</p>
<p>6. Recognize periods of time such as decades and centuries.</p>	<p>SE: Reading Skills: Sequence, 88–89; Graph Skills: Timelines, 96–97; Sequence, 3, 91, 95, 101, 102, 109, 114, 121, 124, 148, 207, 255 TG: Active Reading & Lesson Summary pages, 59, 60, 62, 64, 65, 66, 69, 70, 74, 78, 82, 85, 103, 148, 184</p>	<p>TG: Unit 1: Mod B: The Moon Seems to Change; Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Unit 4: Mod B: A More Perfect Union: The Story of Our Constitution</p>

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7. Recognize and identify patterns of continuity and change in world communities.	<p>SE: Reading Skills: Cause and Effect, 66–67; Sequence, 88–89; Graph Skills: Timelines, 96–97; Questions: Cause and Effect, 2, 51, 57, 65, 69, 73, 75, 85, 133, 199, 242; Sequence, 3, 91, 95, 101, 102, 109, 114, 121, 124, 148, 207, 255</p> <p>TG: Active Reading & Lesson Summary pages, 31, 35, 41, 42, 43, 45, 47, 57, 59, 60, 65, 66, 92, 143, 175</p>	<p>TG: Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster; Unit 4: Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution</p>
C. Comparison and Contextualization		
1. Identify a world region by describing a characteristic that places within it have in common.	<p>SE: 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>TG: Active Reading & Lesson Summary pages, 17–20, 31, 195, 196</p>	<p>TG: Unit 3: Mod B: Weather; Unit 4: Mod B: What Is a Government?</p>
2. Identify multiple perspectives by comparing and contrasting people’s point of view in differing world communities.	<p>SE: Critical Thinking: Compare Viewpoints, 150–151; People and Cultures, 268–273; Culture Through the Arts, 276–281; Cultural Celebrations 282–287; Our Nation’s Diversity 288–293</p> <p>TG: Active Reading & Lesson Summary pages, 104, 105, 194–197, 204–207, 208–211</p>	<p>TG: Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live; Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392-399</p>

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<p>3. Describe a historical event in a world community.</p>	<p>SE: America’s First Peoples, 82–87; Reading Skills: Sequence, 88–89; Early Explorers 90–95; Graph Skills: Timelines, 96–97; Early Spanish Communities 98–103; Early French Communities, 104–109; Early English Communities, 110–115; Creating a New Nation, 116–121; Taking Action for Our Rights 168–173; Taking Action for a Cause 176–181; A New Home in America, 198–203 TG: Active Reading & Lesson Summary pages, 55–58, 59, 60, 65, 66, 67–78, 79–82, 113–116, 119–122, 125–128, 142–145</p>	<p>TG: Unit 3: Mod B: Living Through a Natural Disaster; Unit 4: Mod A: Back of the Bus; Rosa Parks: Hero of Our Time; Brave Girl; Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution</p>
<p>4. Recognize the relationship among geography, economics, and history in world communities.</p>	<p>SE: What Makes a Community? 16–21; People Modify Environments, 70; Effects of Population, 71; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; Railroads Cross the Country, 193; A New Home in America, 198–203 TG: Active Reading & Lesson Summary pages, 5–8, 46, 67–70, 71–74, 75–78, 138, 142–145</p>	<p>TG: Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster; Unit 4: Mod B: Who Really Created Democracy?</p>

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<p>5. Describe a historical development in a world community with specific details including time and place.</p>	<p>SE: America’s First Peoples, 82–87; Reading Skills: Sequence, 88–89; Early Explorers 90–95; Graph Skills: Timelines, 96–97; Early Spanish Communities 98–103; Early French Communities, 104–109; Early English Communities, 110–115; Creating a New Nation, 116–121; Taking Action for Our Rights 168–173; Taking Action for a Cause 176–181; A New Home in America, 198–203 TG: Active Reading & Lesson Summary pages, 55–58, 59, 60, 65, 66, 67–78, 79–82, 113–116, 119–122, 125–128, 142–145</p>	<p>TG: Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster; Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl; Mod B: Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution</p>
<p>D. Geographic Reasoning</p>		
<p>1. Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.</p>	<p>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, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195</p>	<p>TG: Unit 1: Mod A: “Location, Location, Location”; Mod B: The Moon Seems to Change; About Earth; Unit 2: Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster</p>
<p>2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).</p>	<p>SE: 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 TG: Active Reading & Lesson Summary pages, 17–20, 31, 195, 196</p>	<p>TG: Unit 1: Mod B: About Earth; Unit 2: Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: Weather; On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster</p>

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3. Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.	SE: Three Types of Communities, 32–37; Weather and Climate, 52–57; Using Earth’s Resources, 60–65; Interacting With the Environment, 68–73; Cultures in Warm and Cold Climates, 270–271; Climates and World Cultures, 272–273 TG: Active Reading & Lesson Summary pages, 11–14, 17–20, 32–35, 38–41, 44–47, 194–197	TG: Unit 1: Mod B: About Earth; Unit 2: Mod B: City Homes; Poetry: “City Song”; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: Weather; On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster
4. Recognize a process that applies to population and a resulting pattern.	SE: What Makes a Community? 16–21; People Modify Environments, 70; Effects of Population, 71; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; Railroads Cross the Country, 193; A New Home in America, 198–203 TG: Active Reading & Lesson Summary pages, 5–8, 46, 67–70, 71–74, 75–78, 138, 142–145	TG: Unit 2: Mod B: City Homes; Deep Down and Other Extreme Places to Live; Poetry: “City Song”
5. Describe how human activities alter places and regions.	SE: Using Earth’s Resources, 60–65; Interacting With the Environment, 68–73 TG: Active Reading & Lesson Summary pages, 38–41	TG: Unit 1: Mod A: The Case of the Gasping Garbage; Unit 2: Mod B: City Homes

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E. Economics and Economic Systems		
1. Examine how scarcity affects the decisions about the use of resources by people and governments; examine the cost and benefits of economic decisions.	SE: Scarcity and Choice, 228; Value and Choice, 229; Choices in Communities, 230; Got it? 231 TG: Active Reading & Lesson Summary, 165, 166	TG: For supporting material please see: Unit 2: Mod A: The Athabascans: Old Ways and New Ways
2. Identify the variety of resources available in a particular world community used to produce goods and/or provide services.	SE: Using Earth’s Resources, 60–65; People Modify Environments, 70; People and the Land, 72–73; Meeting Our Needs and Wants, 226–231; Producers and Consumers, 234–239 TG: Active Reading & Lesson Summary, 38–41, 46, 47, 163–166, 169–172	TG: Unit 1: Mod A: “Location, Location, Location”; Thunder Cake
3. Identify the products found in world communities and the various ways people in those communities pay for products.	SE: Value and Choice, 229; Exchanging Goods and Services, 240–245; Spending and Saving, 246–251 TG: Active Reading & Lesson Summary, 165, 173–176, 177–180	TG: Unit 1: Mod A: “Location, Location, Location”
4. Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.	SE: Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245 TG: Active Reading & Lesson Summary, 169–172, 173–176	TG: Unit 1: Mod A: “Location, Location, Location”
5. Explore the types of governments in world communities and services they provide to citizens.	SE: Levels of Government, 144–149 TG: Active Reading & Lesson Summary pages, 100–103	TG: Unit 4: Mod B: What Is a Government?; Who Really Created Democracy?; Performance-Based Assessment: Opinion Task: Write About Our Government, 392–399

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F. Civic Participation		
1. Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.	SE: Critical Thinking: Compare Viewpoints, 150–151; also see: myStory Spark, 156; Being a Good Citizen, 160–161; Conflict and Collaboration, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary, 111, 114, 118, 119–122, 125–128	TG: Unit 3: Mod A: Performance-Based Assessment: Opinion Task: Write About the Power of Stories, 192-199; Unit 4: Mod A: Poetry: “Brother Against Brother”; Performance-Based Assessment: Opinion Task: Write About People or Characters, 192-199; Mod B: Performance-Based Assessment: Opinion Task: Write About Our Government, 392-399
2. Participate in activities that focus on a classroom, school, or world community issue or problem.	SE: myStory Spark, 156; Being a Good Citizen, 160–161; Conflict and Collaboration, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary, 111, 114, 118, 119–122, 125–128	TG: Unit 1: Mod A: The Case of the Gasping Garbage; Unit 4: Mod A: Back of the Bus; Rosa Parks: Hero of Our Time; Brave Girl
3. Identify different types of political systems found in world communities.	SE: Our Democracy, 130–135; Branches of Government, 138–143; Levels of Government, 144–149 TG: Active Reading & Lesson Summary, 90–93, 96–99, 100–103	TG: Unit 4: Mod B: What Is a Government?; A More Perfect Union: The Story of Our Constitution; Poetry: “America,” “Washington D.C.”
4. Identify opportunities for and the role of the individual in social and political participation in the school, community, or world 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, 113–116, 119–122, 125–128	TG: Unit 4: Mod B: Performance-Based Assessment: Opinion Task: Write About Our Government, 392-399

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5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	SE: Critical Thinking: Compare Viewpoints, 150–151; also see: myStory Spark, 156; Being a Good Citizen, 160–161; Conflict and Collaboration, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary, 111, 114, 118, 119–122, 125–128	TG: Unit 3: Mod A: Performance-Based Assessment: Opinion Task: Write About the Power of Stories, 192-199; Unit 4: Mod A: Performance-Based Assessment: Opinion Task: Write About People or Characters, 192-199; Poetry: “The Little Black-Eyed Rebel,” “Brother Against Brother,” “Dare”; Mod B: Performance-Based Assessment: Opinion Task: Write About Our Government, 392-399
6. Identify situations in which social actions are required and suggest solutions.	SE: Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 TG: Active Reading & Lesson Summary, 119–122, 125–128	TG: Unit 4: Mod A: Back of the Bus; Rosa Parks: Hero of Our Time; Brave Girl; Poetry: “The Little Black-Eyed Rebel,” “Brother Against Brother”
7. Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles.	SE: George Washington, 119, 120, 127–129; Thomas Jefferson, 118, 119, 132–133, 190–191; Branches of Government, 138–143; Levels of Government, 144–149 TG: Active Reading & Lesson Summary, 81, 82, 88, 89, 92, 96–99, 100–103	TG: Unit 4: Mod B: What Is a Government?; A More Perfect Union: The Story of Our Constitution; Poetry: “America,” “Washington D.C.”
8. Identify rights and responsibilities within the community and compare them to those in world communities.	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, 113–116, 119–122, 125–128	TG: Unit 4: Mod A: Back of the Bus; Rosa Parks: Hero of Our Time; Brave Girl; Mod B: What Is a Government?

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<p align="center">New York State Social Studies Framework Grade 3: Communities Around the World</p>	<p align="center">myWorld Social Studies, We Are Connected</p>	<p align="center">ReadyGEN Text Collection</p>
<p>In “Communities around the World” students learn about communities around the globe and global citizenship. Students bring with them knowledge about their community. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as social action.</p> <p>Teachers must select at least three communities that may reflect the diversity of their local community for extensive study. These communities should represent different regions of the world, types of communities (urban, suburban, and rural), and governmental structures.</p> <p>The key ideas, conceptual understandings, and content specifications guide the study of communities while exploring the major themes of social studies. The various world communities, key ideas and the social studies practices may be presented in any order.</p>		
<p><i>Geography, Humans, and the Environment</i></p>		
<p>3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.</p>		
<p>3.1a Earth is comprised of water and large land masses that can be divided into distinct regions.</p>	<p>SE: Three Types of Communities, 32–37; Land and Water, 46–51; Climate Regions, 52–53; Interpret Maps, 58–59; Cultures in Warm and Cold Climates, 270–271</p> <p>TG: Active Reading & Lesson Summary pages, 17–20, 28–31, 33, 36, 37, 195, 196</p>	<p>TG: Unit 1: Mod B: About Earth; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather</p>
<p>➤ Students will identify the continents and oceans using globes and maps.</p>	<p>SE: Landforms and Bodies of Water, 46–47</p> <p>TG: Active Reading & Lesson Summary page, 29</p>	<p>TG: Unit 1: Mod B: About Earth</p>

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<p>➤ Students will locate the selected world communities in relation to oceans and continents.</p>	<p>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, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195</p>	<p>TG: Unit 1: Mod B: About Earth; Unit 2: Mod B: Deep Down and Other Extreme Places to Live; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather</p>
<p>3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.</p>	<p>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, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195</p>	<p>TG: For supporting material please see: Unit 1: Mod B: About Earth; Unit 2: Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather</p>
<p>➤ Students will identify the differences between a globe and a map.</p>	<p>SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31 TG: Active Reading & Lesson Summary, 11–14, 16</p>	<p>TG: For supporting material please see: Unit 1: Mod B: About Earth; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather</p>

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<ul style="list-style-type: none"> ➤ Students will examine a variety of maps for at least two of the selected world communities looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, vegetation, and resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city). 	<p>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</p> <p>TG: Active Reading & 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>	<p>TG: For supporting material please see: Unit 1: Mod B: About Earth; Unit 2: Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather</p>
<ul style="list-style-type: none"> ➤ Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify differences for at least one of the selected world communities 	<p>SE: Land and Water, 46-51; Atlas, R1-R3, R6-R7</p> <p>TG: Active Reading & Lesson Summary page, 29</p>	<p>TG: Unit 1: Mod B: About Earth; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather</p>
<p>3.2 The location of world communities can be described using geographic tools and vocabulary.</p>		
<p>3.2a World communities can be located on globes and maps.</p>	<p>SE: Political maps, 24, 25, 26, 27, 28, 29, 30, 31, 39, 46, 47, 47, 58, 99, 104, 108, 112, 193, 202, 268</p> <p>TG: Active Reading & Lesson Summary, 12, 13, 14, 16, 22, 29, 37, 68, 68, 72, 74, 77, 138, 145, 195</p>	<p>TG: Unit 2: Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster</p>

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<ul style="list-style-type: none"> ➤ Students will examine where each selected world community is located. 	<p>SE: Political maps, 24, 25, 26, 27, 28, 29, 30, 31, 39, 46, 47, 47, 58, 99, 104, 108, 112, 193, 202, 268</p> <p>TG: Active Reading & Lesson Summary, 12, 13, 14, 16, 22, 29, 37, 68, 68, 72, 74, 77, 138, 145, 195</p>	<p>TG: For supporting material please see: Unit 2: Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: Living Through a Natural Disaster</p>
<p>3.2b World communities can be located in relation to each other and to principle parallels and meridians.</p>	<p>SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31</p> <p>TG: Active Reading & Lesson Summary, 11–14, 16</p>	<p>TG: For supporting material please see: Unit 2: Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather</p>
<ul style="list-style-type: none"> ➤ Students will examine the location of each selected world community relative to the United States and other selected world communities. Students will locate each selected world community in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions. 	<p>SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31</p> <p>TG: Active Reading & Lesson Summary, 11–14, 16</p>	<p>TG: For supporting material please see: Unit 2: Mod B: City Homes; Deep Down and Other Extreme Places to Live; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather; Living Through a Natural Disaster</p>

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3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.		
3.3a Geographic factors influence where people settle and their lifestyle. Some factors are more suitable for settlement while others act as a deterrent.	<p>SE: Settling in a Community, 16–17; Three Types of Communities, 32–37; 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</p> <p>TG: Active Reading & Lesson Summary, 5, 6, 17–20, 67–78, 136–139, 142–145</p>	<p>TG: Unit 1: Mod B: About Earth; Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live; Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392–399;</p> <p>Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather</p>
<ul style="list-style-type: none"> ➤ Students will examine the geographic factors of each selected world community including physical features and climate, noting how certain factors are likely to support settlement and larger populations. 	<p>SE: Three Types of Communities, 32–37; Land and Water, 46–51; Climate Regions, 52–53; Interpret Maps, 58–59; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; Cultures in Warm and Cold Climates, 270–271</p> <p>TG: Active Reading & Lesson Summary, 17–20, 28–31, 33, 36, 37, 67–78, 195, 196</p>	<p>TG: Unit 1: Mod B: About Earth; Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live; Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392–399; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather</p>

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<p>➤ Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors.</p>	<p>SE: Arizona Communities, 13–15; What Makes a Community, 16–21; Mission San Luis: A Multicultural Community, 79–81; America’s First Peoples, 82–87; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; Farmer’s Market, 223–225 TG: Active Reading & Lesson Summary, 2–4, 5–8, 52–54, 55–58, 67–78, 160, 161, 162</p>	<p>TG: Unit 1: Mod B: About Earth; Performance-Based Assessment: Informative/Explanatory Task, Write a Magazine Article, 392-399; Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live; Mod B: Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392-399; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather</p>
<p>3.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.</p>	<p>SE: Using Earth’s Resources, 60–65; People Modify Environments, 70; People and the Land, 72–73; Meeting Our Needs and Wants, 226–231; Producers and Consumers, 234–239 TG: Active Reading & Lesson Summary, 38–41, 46, 47, 163–166, 169–172</p>	<p>TG: Unit 1: Mod B: About Earth; Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live; “Poetry: City Song”; Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392-399</p>
<p>➤ Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs.</p>	<p>SE: Three Types of Communities, 32–37; Land and Water, 46–51; Climate Regions, 52–53; Interpret Maps, 58–59; America’s First Peoples, 82–87; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; Cultures in Warm and Cold Climates, 270–271 TG: Active Reading & Lesson Summary, 17–20, 28–31, 33, 36, 37, 55–58, 67–78, 195, 196</p>	<p>TG: Unit 1: Mod B: About Earth; Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live; “Poetry: City Song”; Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392-399</p>

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<ul style="list-style-type: none"> ➤ Students will investigate how human activities and the use of technology have altered the environment bringing about unintended consequences for each of the selected world communities and their own community. 	<p>SE: Using Earth’s Resources, 60–65; People Modify Environments, 70; People and the Land, 72–73; Meeting Our Needs and Wants, 226–231; Producers and Consumers, 234–239</p> <p>TG: Active Reading & Lesson Summary, 38–41, 46, 47, 163–166, 169–172</p>	<p>TG: Unit 1: Mod B: About Earth; Unit 2: Mod B: City Homes; Deep Down and Other Extreme Places to Live; “Poetry: City Song”; Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392-399</p>
<ul style="list-style-type: none"> ➤ Students will explore actions that are being taken to protect the environment in the selected world communities and in their own community. 	<p>SE: Protecting Resources, 64-65; People and the Land, 72–73; myStory Book, 77</p> <p>TG: Active Reading & Lesson Summary, 41, 47, 50</p>	<p>TG: For supporting material please see: Unit 1: Mod B: About Earth; Treasure in the Trees; Unit 4: Mod A: Drama: <i>Rescue the Puffings!</i></p>
<i>Time, Continuity, and Change</i>		
3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.		
<p>3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.</p>	<p>SE: Critical Thinking: Primary and Secondary Sources, 196–197; People and Cultures, 268–273; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293</p> <p>TG: Active Reading & Lesson Summary, 194–197, 204–207, 208–211</p>	<p>TG: Unit 2: Mod A: The Frog Princess: A Tlingit Legend from Alaska; Mod B: The Song of Sky and Sand; Knots on a Counting Rope; Unit 3: Mod A: Paul Bunyan; “The Myth of Icarus” and “Anasi’s Long, Thin Legs”; Performance-Based Assessment: Opinion Task: Write About the Power of Stories, 192-199; Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl</p>

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<p>➤ Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.</p>	<p>SE: Critical Thinking: Primary and Secondary Sources, 196–197; People and Cultures, 268–273; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293 TG: Active Reading & Lesson Summary, 194–197, 204–207, 208–211</p>	<p>TG: Unit 2: Mod A: The Frog Princess: A Tlingit Legend from Alaska; Mod B: The Song of Sky and Sand; Knots on a Counting Rope; Unit 3: Mod A: Paul Bunyan; “The Myth of Icarus” and “Anasi’s Long, Thin Legs”; Performance-Based Assessment: Opinion Task: Write About the Power of Stories, 192-199; Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl</p>
<p>➤ Students will examine symbols of each selected world community.</p>	<p>SE: American Flag, 116, 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 TG: Active Reading & Lesson Summary, 82</p>	<p>TG: For related material see: Unit 2: Mod A: The Frog Princess: A Tlingit Legend from Alaska; Mod B: The Song of Sky and Sand; Knots on a Counting Rope; Unit 3: “The Myth of Icarus” and “Anasi’s Long, Thin Legs”; Mod A: Performance-Based Assessment: Opinion Task: Write About the Power of Stories, 192-199; Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl</p>
<p>3.4b Arts, music, dance, and literature develop through a community’s history.</p>	<p>SE: People and Cultures, 268–273; Culture through the Arts, 276–281; Cultural Celebrations, 282–287 TG: Active Reading & Lesson Summary, 194–197, 200–203, 204–207</p>	<p>TG: Unit 2: Mod A: The Year of Miss Agnes; The Frog Princess: A Tlingit Legend from Alaska; Mod B: The Song of Sky and Sand; Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392-399; Unit 3: Mod A: Paul Bunyan; “The Myth of Icarus” and “Anasi’s Long, Thin Legs”</p>

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<p>➤ Students will explore the arts, music, dance, and literature for each selected world community.</p>	<p>SE: People and Cultures, 268–273; Culture through the Arts, 276–281; Cultural Celebrations, 282–287 TG: Active Reading & Lesson Summary, 194–197, 200–203, 204–207</p>	<p>TG: Unit 2: Mod A: The Year of Miss Agnes; The Frog Princess: A Tlingit Legend from Alaska; Mod B: The Song of Sky and Sand; Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392-399; Unit 3: Mod A: Paul Bunyan; “The Myth of Icarus” and “Anasi’s Long, Thin Legs”</p>
<p><i>Development, Movement, and Interaction of Cultures</i></p>		
<p>3.5 Communities share cultural similarities and differences across the world.</p>		
<p>3.5a The structure and activities of families and schools share similarities and differences across world communities.</p>	<p>SE: Families and schools, 84, 151, 164, 165, 170, 176, 177, 183, 201, 229, 259, 282, 283, 286 TG: Active Reading & Lesson Summary,</p>	<p>TG: Unit 2: Mod B: City Homes; Deep Down and Other Extreme Places to Live; The Song of Sky and Sand; Poetry: “City Song,” Walking Home from School”; Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392-399</p>
<p>➤ Students will compare and contrast the structure and activities of families and schools in each selected community with their own.</p>	<p>SE: Families and schools, 84, 151, 164, 165, 170, 176, 177, 183, 201, 229, 259, 282, 283, 286 TG: Active Reading & Lesson Summary,</p>	<p>TG: Unit 2: Mod B: Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392-399</p>

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<p>3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.</p>	<p>SE: Cultural Celebrations, 282–287 TG: Active Reading & Lesson Summary, 204–207</p>	<p>TG: Unit 2: Mod A: The Year of Miss Agnes; The Frog Princess: A Tlingit Legend from Alaska; The Frog Princess: A Tlingit Legend from Alaska; Mod B: Deep Down and Other Extreme Places to Live</p>
<p>➤ Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.</p>	<p>SE: What Makes a Community? 16–21; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; Railroads Cross the Country, 193; A New Home in America, 198–203; People and Cultures, 268–273; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293 TG: Active Reading & Lesson Summary pages, 5–8, 67–70, 71–74, 75–78, 138, 142–145, 194–197, 204–207, 208–211</p>	<p>TG: Unit 2: Mod B: Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392–399</p>
<p>➤ Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.</p>	<p>SE: Cultural Celebrations, 282–287 TG: Active Reading & Lesson Summary, 204–207</p>	<p>TG: Unit 2: Mod B: Performance-Based Assessment: Informative/Explanatory Task: Compare and Contrast Communities, 392–399</p>

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3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.		
3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.	SE: Spanish Settlements in California, 102–103; The French Come to North America, 104–105; Champlain Builds Quebec City, 106; England’s Colonies, 112; Settling the Middle Colonies, 113; New England Colonies, 114; A New Home in America, 198–203; Cultural Regions, 268–269; Our Nation’s Diversity, 288–292 TG: Active Reading & Lesson Summary, 70, 73, 77, 78, 142–145, 195, 208–211	TG: Unit 4: Mod A: Rosa Parks: Hero of Our Time; Mod B: Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution Also, for related material see: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live
<ul style="list-style-type: none"> ➤ Students will examine people, goods, and ideas that have diffused from other communities into each selected world community and the impact of the people, goods, and ideas on these communities. 	SE: Champlain Builds Quebec City, 106; England’s Colonies, 112; A New Home in America, 198–203; Cultural Regions, 268–269; Our Nation’s Diversity, 288–292 TG: Active Reading & Lesson Summary, 142–145, 195, 208–211	TG: Unit 4: Mod A: Rosa Parks: Hero of Our Time; Mod B: Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution Also, for related material see: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live
<ul style="list-style-type: none"> ➤ Students will examine people, goods, and ideas from each selected world community that have diffused into other communities and their impact on those communities. 	SE: Spanish Settlements in California, 102–103; Champlain Builds Quebec City, 106; England’s Colonies, 112; Settling the Middle Colonies, 113; New England Colonies, 114 TG: Active Reading & Lesson Summary, 70, 73, 77	TG: Unit 4: Mod A: Rosa Parks: Hero of Our Time; Mod B: Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution Also, for related material see: The Athabascans: Old Ways and New Ways; Mod B: City Homes; Deep Down and Other Extreme Places to Live

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<i>Civic Ideals and Practices</i>		
3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.		
3.7a The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.	SE: Freedom and Government, 119; Our Democracy, 130–135; Branches of Government, 138–143; Levels of Government, 144–149 TG: Active Reading & Lesson Summary, 90–93, 96–99, 100–103	TG: Unit 4: Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution; Poetry: “America,” “Washington, D.C.”
➤ Students will examine what type of government is found in each selected world community and compare and contrast it with United States government as well as other selected world communities.	SE: Freedom and Government, 119; Our Democracy, 130–135; Branches of Government, 138–143; Levels of Government, 144–149 TG: Active Reading & Lesson Summary, 90–93, 96–99, 100–103	TG: Unit 4: Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution; Poetry: “America,” “Washington, D.C.”
3.7b The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.	SE: Group Cooperation, 85; Native Americans Today, 86; George Washington, 119, 120, 127–129; Thomas Jefferson, 118, 119, 132–133, 190–191; Branches of Government, 138–143; Levels of Government, 144–149; Immigrants from the East, 202 TG: Active Reading & Lesson Summary, 57, 58, 81, 82, 88, 89, 92, 96–99, 100–103, 145	TG: Unit 4: Mod B: What Is a Government?; A More Perfect Union: The Story of Our Constitution

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<ul style="list-style-type: none"> ➤ Students will examine different processes of selecting leaders, solving problems, and making decisions in nations and communities and compare and contrast them to the process used in the United States. 	<p>SE: Group Cooperation, 85; Native Americans Today, 86; George Washington, 119, 120, 127–129; Thomas Jefferson, 118, 119, 132–133, 190–191; Branches of Government, 138–143; Levels of Government, 144–149; Immigrants from the East, 202</p> <p>TG: Active Reading & Lesson Summary, 57, 58, 81, 82, 88, 89, 92, 96–99, 100–103, 145</p>	<p>TG: For supporting material please see: Unit 4: Mod B: What Is a Government?; A More Perfect Union: The Story of Our Constitution</p>
<p>3.7c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.</p>	<p>SE: Why We Need Government, 130–131; Our Rules and Laws, 164–165</p> <p>TG: Active Reading & Lesson Summary, 91, 116</p>	<p>TG: Unit 4: Mod B: What Is a Government?; Performance-Based Assessment: Opinion Task: Write About Our Government, 392–399</p>
<ul style="list-style-type: none"> ➤ Students will examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in each selected world community and compare and contrast it with the process in the United States as well as other selected world communities. 	<p>SE: Why We Need Government, 130–131; Our Rules and Laws, 164–165</p> <p>TG: Active Reading & Lesson Summary, 91, 116</p>	<p>TG: Unit 4: Mod B: What Is a Government?; Performance-Based Assessment: Opinion Task: Write About Our Government, 392–399</p>
<p>3.7d The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.</p>	<p>SE: Native Americans Today, 86; Our Democracy 130–135; Good Citizens, Good Deeds, 160–165; Immigrants from the East, 202</p> <p>TG: Active Reading & Lesson Summary, 58, 90–93, 113–116, 145</p>	<p>TG: Unit 4: Mod B: What Is a Government?; A More Perfect Union: The Story of Our Constitution; Performance-Based Assessment: Opinion Task: Write About Our Government, 392–399</p>

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<p>➤ Students will examine the role of the citizen in each selected world community and how this role is similar to or different from the role a citizen plays in the United States as well as other selected world communities.</p>	<p>SE: Native Americans Today, 86; Our Democracy 130–135; Good Citizens, Good Deeds, 160–165; Immigrants from the East, 202 TG: Active Reading & Lesson Summary, 58, 90–93, 113–116, 145</p>	<p>TG: For supporting material please see: Unit 4: Mod B: What Is a Government?; A More Perfect Union: The Story of Our Constitution; Performance-Based Assessment: Opinion Task: Write About Our Government, 392-399</p>
<p>3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.</p>		
<p>3.8a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.</p>	<p>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, 113–116, 119–122, 125–128</p>	<p>TG: Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl; Poetry: “Brother Against Brother,” “Where?”; Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution; Performance-Based Assessment: Opinion Task: Write About Our Government, 392-399</p>
<p>➤ Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each world community.</p>	<p>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, 113–116, 119–122, 125–128</p>	<p>TG: Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl; Poetry: “Brother Against Brother,” “Where?”; Mod B: What Is a Government?; Who Really Created Democracy?; A More Perfect Union: The Story of Our Constitution; Performance-Based Assessment: Opinion Task: Write About Our Government, 392-399</p>

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<p>3.8b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.</p>	<p>SE: Spain Loses Power, 102; Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181; Chinese Exclusion Act, 202 TG: Active Reading & Lesson Summary, 70, 119–122, 125–128, 145</p>	<p>TG: Unit 4: Mod A: Back of the Bus; Rosa Parks: Hero of Our Time; Brave Girl</p>
<p>➤ Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people.</p>	<p>SE: Spain Loses Power, 102; Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181; Chinese Exclusion Act, 202 TG: Active Reading & Lesson Summary, 70, 119–122, 125–128, 145</p>	<p>TG: Unit 4: Mod A: Back of the Bus; Rosa Parks: Hero of Our Time; Brave Girl</p>
<p>3.8c When faced with prejudice and discrimination, people can take steps to support social action and change.</p>	<p>SE: Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 TG: Active Reading & Lesson Summary, 119–122, 125–128</p>	<p>TG: Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl; Poetry: “Brother Against Brother,” “Where?”; Mod B: What Is a Government?</p>
<p>➤ Students will investigate steps people can take to support social action and change.</p>	<p>SE: Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 TG: Active Reading & Lesson Summary, 119–122, 125–128</p>	<p>TG: Unit 4: Mod A: Rosa Parks: Hero of Our Time; Brave Girl; Poetry: “Brother Against Brother,” “Where?”; Mod B: What Is a Government?</p>

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<i>Creation, Expansion, and Interaction of Economic Systems</i>		
3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.		
3.9a World communities use human and natural resources in different ways.	SE: Using Earth’s Resources, 60–65; Interacting with the Environment, 68–73; myStory Book: How Do We Interact With the Planet? 77; Resources All Around Us, 237; Planning for a Job (use of natural resources), 255; Jobs Today and Long Ago, 258 TG: Active Reading & Lesson Summary pages, 38–41, 44–47, 50, 171, 184, 186	TG: Unit 1: Mod A: “Location, Location, Location”; Thunder Cake; Mod B: Treasure in the Trees; About Earth; Unit 2: Mod B: The Song of Sky and Sand
<ul style="list-style-type: none"> ➤ Students will investigate available resources for each selected world community and how these resources are used to meet basic needs and wants. 	SE: Using Earth’s Resources, 60–65; myStory Book: How Do We Interact With the Planet? 77; Resources All Around Us, 237; Planning for a Job (use of natural resources), 255; Jobs Today and Long Ago, 258 TG: Active Reading & Lesson Summary pages, 38–41, 50, 171, 184, 186	TG: For supporting material please see: Unit 1: Mod A: “Location, Location, Location”; Thunder Cake; Mod B: Treasure in the Trees; About Earth; Unit 2: Mod B: The Song of Sky and Sand
<ul style="list-style-type: none"> ➤ Students will explore the concepts of surplus and scarcity in relation to resources for each selected world community. 	SE: Scarcity and Choice, 228; Value and Choice, 229; Choices in Communities, 230; Got it? 231 TG: Active Reading & Lesson Summary, 165, 166	TG: For supporting material please see: Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: The Song of Sky and Sand
3.9b People in communities have various ways of meeting their basic needs and earning a living.	SE: My Community, 19; Meeting Our Needs and Wants, 226–231 TG: Active Reading & Lesson Summary, 7, 163–166	TG: For supporting material please see: Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: The Song of Sky and Sand

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<ul style="list-style-type: none"> ➤ Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community. 	<p>SE: My Community, 19; Meeting Our Needs and Wants, 226–231; Producers and Consumers, 234–239 TG: Active Reading & Lesson Summary, 7, 169–172, 163–166</p>	<p>TG: For supporting material please see: Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: The Song of Sky and Sand</p>
<ul style="list-style-type: none"> ➤ Students will examine the various ways people earn a living and how this has changed, if at all, over time in each selected world community. 	<p>SE: Producers and Consumers, 234–239; Many Different Jobs, 254–259 TG: Active Reading & Lesson Summary, 169–172, 183–186</p>	<p>TG: For supporting material please see: Unit 2: Mod A: The Athabascans: Old Ways and New Ways; Mod B: The Song of Sky and Sand</p>
<p>3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?</p>		
<p>3.10a Communities around the world produce goods and provide services.</p>	<p>SE: Using Earth’s Resources, 60–65; myStory Book: How Do We Interact With the Planet? 77; Producers and Consumers, 234–239; Planning for a Job (use of natural resources), 255; Jobs Today and Long Ago, 258 TG: Active Reading & Lesson Summary, 38–41, 50, 169–172, 184, 186</p>	<p>TG: Unit 1: Mod A: “Location, Location, Location”; Thunder Cake; Mod B: About Earth</p>
<ul style="list-style-type: none"> ➤ Students will determine what goods are produced and services are provided in each selected world community. 	<p>SE: Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245 TG: Active Reading & Lesson Summary, 169–172, 173–176</p>	<p>TG: For supporting material please see: Unit 1: Mod A: “Location, Location, Location”; Thunder Cake</p>

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<ul style="list-style-type: none"> ➤ Students will examine how the goods are produced within each selected world community. 	<p>SE: Using Earth’s Resources, 60–65; myStory Book: How Do We Interact With the Planet? 77; Producers and Consumers, 234–239; Planning for a Job (use of natural resources), 255; Jobs Today and Long Ago, 258</p> <p>TG: Active Reading & Lesson Summary, 38–41, 50, 169–172, 184, 186</p>	<p>TG: For supporting material please see: Unit 1: Mod A: “Location, Location, Location”; Thunder Cake</p>
<ul style="list-style-type: none"> ➤ Students will investigate who receives the goods that are produced in each selected world community. 	<p>SE: Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245</p> <p>TG: Active Reading & Lesson Summary, 169–172, 173–176</p>	<p>TG: Unit 1: Mod A: “Location, Location, Location”; Thunder Cake</p>
<p>3.10b World communities have needs, wants, and limited resources. To meet their needs and wants communities trade with others. Technological developments in transportation and communication have influenced trade.</p>	<p>SE: Meeting Our Needs and Choices, 226–231; Exchanging Goods and Services, 240–245</p> <p>TG: Active Reading & Lesson Summary, 163–166, 173–176</p>	<p>TG: For supporting material please see: Unit 2: Mod B: City Homes; Unit 3: Mod B: On the Same Day in March: A Tour of the World’s Weather</p>
<ul style="list-style-type: none"> ➤ Students will examine each selected world community in terms of what products and/or services it exports to other communities. 	<p>SE: Worldwide Trade, 244</p> <p>TG: Active Reading & Lesson Summary pages, 176</p>	<p>TG: Outside the scope of the program.</p>
<ul style="list-style-type: none"> ➤ Students will examine each selected world community in terms of what products and/or services it imports from other communities. 	<p>SE: Worldwide Trade, 244</p> <p>TG: Active Reading & Lesson Summary pages, 176</p>	<p>TG: Outside the scope of the program.</p>

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<ul style="list-style-type: none"> ➤ Students will explore the basic economic concepts of supply and demand and how they influence prices and trade. 	<p>SE: Supply and Demand, 242 TG: Active Reading & Lesson Summary page 175</p>	<p>Outside the scope of the program.</p>
<ul style="list-style-type: none"> ➤ Students will examine how technological developments in transportation and communication have influenced trade over time. 	<p>SE: New Ways to Travel, 190–195; A New Home in America, 198–203; New Ways to Communicate, 204–209 TG: Active Reading & Lesson Summary, 136–139, 142–145, 146–149</p>	<p>TG: For supporting material please see : Unit 2: Mod B: City Homes</p>