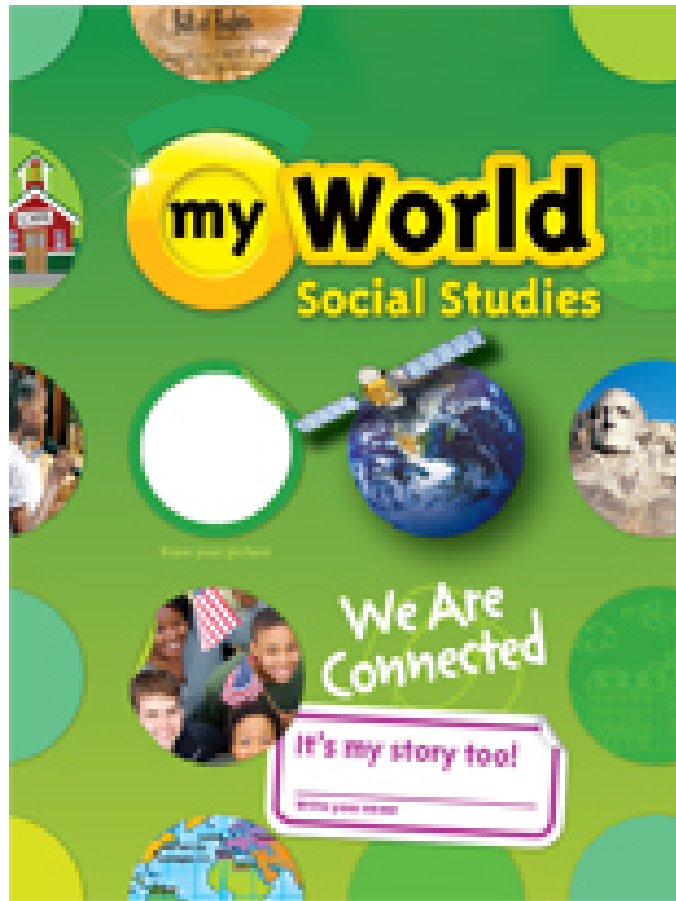


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To the
New York State
Social Studies Framework
Grade 3

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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 New York State Social Studies Framework for Grade 3. Correlation page references are to the Student Worktext and Teacher's Guide.

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

- 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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Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies We Are Connected, Grade 3, ©2013
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.	<p>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</p> <p>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</p>
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>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</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; Summarize, 22, 34, 40, 88, 92, 97, 99, 103, 134, 137, 148, 154, 192, 202, 205</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>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</p> <p>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>

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Craft and Structure	
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.	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
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
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
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: 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

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<p style="text-align: center;">Common Core Learning Standards for English Language Arts and Literacy</p>	<p style="text-align: center;">myWorld Social Studies We Are Connected, Grade 3, ©2013</p>
<p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>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</p> <p>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</p>
<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</p> <p>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>

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Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies We Are Connected, Grade 3, ©2013
Range of Reading and Level of Text Complexity	
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>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</p> <p>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.</p> <p>Key: L1: Special Needs L2: Extra Support L3: On-level L4: Challenge</p> <p>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>
Writing Standards	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an 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>

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<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement of section. 	<p>SE: myStory Spark, 42, 78, 126, 156, 186, 264, Keys to Good Writing, 9; Writing Traits, 10; myStory Book, 41, 77, 125, 155, 185, 221, 263, 299</p> <p>TG: L4-Write About your Community, 10; Choice A-Writing Activity, 21; Write a Paragraph, L3-128, L2-145, 155, 203; Write a Newspaper Article, L4-135, L4-145; L4-Travel Brochure, 47; Write a Paragraph, L3-128, L4- 203; Captions, L2-82, L2-135; Write Sentences, L4-43; Write Details, L1-L4:34; Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<p>SE: Keys to Good Writing, 9; Writing Traits, 10; myStory Book (write about event in your past), 125; also see: Reading Skills: Sequence (fill in chart), 89;</p> <p>TG: Write a Narrative, 4; Write a Journal Entry, 31</p>
Production and Distribution of Writing	
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>SE: The Writing Process, 9; The Writing Traits, 10; Write, 21: L1-L4; 23, 33, 51, 57, 59, 71, 75, 76, 87, 103, 115, 123, 135, 137, 147, 152, 153, 154, 167, 182, 184, 215, 218, 219, 220, 231, 239, 245, 251, 259, 262, 273, 279, 287, 289, 296, 297, 298; myStory Book, 41, 77, 125, 155, 185, 221, 263</p> <p>TG: Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214; Differentiated Instruction: Writing Activities, 4: L1-L4; 10: L1-L4; 19: L1-L4; 31: L1-L4; 34: L1-L4; 43: L1-L4; 60, 82, 116, 124, 128, 135: L1-L4; 145: L1-L4; 155, 172: L1-L4; 182: L1-L4; 186, 203</p>

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5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<p>SE: The Writing Process, 9; The Writing Traits, 10; myStory Book, 41, 77, 125, 155, 185, 221, 263</p> <p>TG: Differentiated Instruction: Writing Activities, 4: L1-L4; 10: L1-L4; 19: L1-L4; 31: L1-L4; 34: L1-L4; 43: L1-L4; 60, 82, 116, 124, 128, 135: L1-L4; 145: L1-L4; 155, 172: L1-L4; 182: L1-L4; 186: L4, 203: L2-4</p>
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<p>SE: 21st Century Learning Online Tutor, 11; myStory Book, 41, 77, 125, 155, 185, 221, 263; Research, 294-295</p> <p>TG: Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214; Research and Digital Presentation, 212</p>
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic.	<p>SE: Research, 294-295; also see: 21st Century Learning Online Tutor Checklist, 11; Reading Skills: Sequence, 88–89, Summarize, 136–137</p> <p>TG: Search for Non-Fiction Texts, 10; Differentiated Instruction: Research Activities, L3-L4: 47, L4-54, L3-L4: 64, L4-66, L4-78, L4-99, L4-103, L4-122, L4-128, L4-155, L2-L4: 176, L4-186, L4-197, L4-206; Research and Digital Presentation, 212</p>
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<p>SE: The Writing Process, 9; The Writing Traits, 10; Write, 21: L1-L4; 23, 33, 51, 57, 59, 71, 75, 76, 87, 103, 115, 123, 135, 137, 147, 152, 153, 154, 167, 182, 184, 215, 218, 219, 220, 231, 239, 245, 251, 259, 262, 273, 279, 287, 289, 296, 297, 298; myStory Book, 41, 77, 125, 155, 185, 221, 263</p> <p>TG: Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214; Differentiated Instruction: Writing Activities, 4: L1-L4; 10: L1-L4; 19: L1-L4; 31: L1-L4; 34: L1-L4; 43: L1-L4; 60, 82, 116, 124, 128, 135: L1-L4; 145: L1-L4; 155, 172: L1-L4; 182: L1-L4; 186, 203</p>

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Range of Writing	
<p>9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE: The Writing Process, 9; The Writing Traits, 10; myStory Book, 41, 77, 125, 155, 185, 221, 263</p> <p>TG: Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214; Differentiated Instruction: Writing Activities, 4: L1-L4; 10: L1-L4; 19: L1-L4; 31, 34: L1-L4; 43: L1-L4; 60, 82, 116, 124, 128, 135: L1-L4; 145: L1-L4; 155, 172: L1-L4; 182: L1-L4; 186, 203</p>
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 <i>myWorld Social Studies</i> 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>

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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>SE: For related material 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>
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<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: 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>
Presentation of Knowledge and Ideas	
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>SE: My World and Me, 23, 50, 85, 108, 131, 158, 189, 216; myStory Book, 41, 77, 125, 155, 185, 221, 263;</p> <p>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>

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<p>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.</p>	<p>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</p>
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>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>

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New York State Social Studies Framework Grade 3: Social Studies Practices	myWorld Social Studies, We Are Connected, ©2013
A. Gathering, Using, and Interpreting Evidence	
1. Develop questions about a world community.	SE: What Makes a Community?, 16–21; Review and Assessment, 38; myStory Book, 41 TG: Active Reading & Lesson Summary pages, 5–8, 22, 23
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).	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 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
3. Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.	SE: Critical Thinking: Compare Viewpoints, 150–151, Primary and Secondary Sources, 196–197, Research, 294–295 TG: Active Reading & Lesson Summary pages, 104, 105, 140, 141, 212, 213
4. Identify arguments of others.	SE: Critical Thinking: Compare Viewpoints, 150–151, Primary and Secondary Sources, 196–197; Reading Skills: Fact and opinion, 174–175 TG: Active Reading & Lesson Summary pages, 104, 105, 123, 124, 140, 141
5. Identify inferences.	SE: Reading Skills: Draw Conclusions, 7, 210–211, Got it? Draw Conclusions, 217 TG: Active Reading & Lesson Summary pages, 150, 151
6. Recognize arguments and identify evidence.	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

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New York State Social Studies Framework Grade 3: Social Studies Practices	myWorld Social Studies, We Are Connected, ©2013
7. Create an understanding of the past by using primary and secondary sources.	SE: Critical Thinking: Primary and Secondary Sources, 196–197, Research, 294–295 TG: Active Reading & Lesson Summary pages, 140, 141, 212, 213
B. Chronological Reasoning and Causation	
1. Explain how three or more events are related to one another.	SE: Reading Skills: Sequence, 88–89; Graph Skills: Timelines, 96–97; Got it! (history chapters), 87, 95, 103, 109, 115, 121, 173, 203 TG: Active Reading & Lesson Summary pages, 58, 59, 60, 64, 65, 66, 70, 74, 78, 82, 122, 145
2. Employ mathematical skills to measure time in years and centuries.	SE: Reading Skills: Sequence, 88–89; Graph Skills: Timelines, 96–97 TG: Active Reading & Lesson Summary pages, 58, 59, 64, 65
3. Identify causes and effects using examples from his/her life or from a current event or history.	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 TG: Active Reading & Lesson Summary pages, 31, 35, 41, 42, 43, 45, 47, 57, 59, 60, 65, 66, 92, 143, 175
4. Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.	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
5. Recognize continuity and change over periods of time.	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

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6. Recognize periods of time such as decades and centuries.	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
7. Recognize and identify patterns of continuity and change in world communities.	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 TG: Active Reading & Lesson Summary pages, 31, 35, 41, 42, 43, 45, 47, 57, 59, 60, 65, 66, 92, 143, 175
C. Comparison and Contextualization	
1. Identify a world region by describing a characteristic that places within it have in common.	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
2. Identify multiple perspectives by comparing and contrasting people’s point of view in differing world communities.	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 TG: Active Reading & Lesson Summary pages, 104, 105, 194–197, 204–207, 208–211

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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>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>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>

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D. Geographic Reasoning	
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.	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
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).	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
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
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
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

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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
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
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
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
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
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
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

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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
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
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
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
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
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

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Grade 3: Communities Around the World	
<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>	
<i>Geography, Humans, and the Environment</i>	
3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.	
3.1a Earth is comprised of water and large land masses that can be divided into distinct regions.	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 TG: Active Reading & Lesson Summary pages, 17–20, 28–31, 33, 36, 37, 195, 196
➤ Students will identify the continents and oceans using globes and maps.	SE: Landforms and Bodies of Water, 46–47 TG: Active Reading & Lesson Summary page, 29
➤ Students will locate the selected world communities in relation to oceans and continents.	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

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<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>➤ 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>➤ 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>	<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>➤ 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>	<p>SE: Land and Water, 46-51; Atlas, R1-R3, R6-R7 TG: Active Reading & Lesson Summary page, 29</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 TG: Active Reading & Lesson Summary, 12, 13, 14, 16, 22, 29, 37, 68, 68, 72, 74, 77, 138, 145, 195</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>
3.2b World communities can be located in relation to each other and to principle parallels and meridians.	<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>
<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>
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>
<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>

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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>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>➤ 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>➤ 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>	<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>

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<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. 	SE: Protecting Resources, 64-65; People and the Land, 72–73; myStory Book, 77 TG: Active Reading & Lesson Summary, 41, 47, 50
<i>Time, Continuity, and Change</i>	
3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.	
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.	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
<ul style="list-style-type: none"> ➤ Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community. 	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
<ul style="list-style-type: none"> ➤ Students will examine symbols of each selected world community. 	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
3.4b Arts, music, dance, and literature develop through a community’s history.	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

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<ul style="list-style-type: none"> ➤ Students will explore the arts, music, dance, and literature for each selected world community. 	<p>SE: People and Cultures, 268–273; Culture through the Arts, 276–281; Cultural Celebrations, 282–287</p> <p>TG: Active Reading & Lesson Summary, 194–197, 200–203, 204–207</p>
<i>Development, Movement, and Interaction of Cultures</i>	
3.5 Communities share cultural similarities and differences across the world.	
3.5a The structure and activities of families and schools share similarities and differences across world communities.	<p>SE: Families and schools, 84, 151, 164, 165, 170, 176, 177, 183, 201, 229, 259, 282, 283, 286</p> <p>TG: Active Reading & Lesson Summary,</p>
<ul style="list-style-type: none"> ➤ Students will compare and contrast the structure and activities of families and schools in each selected community with their own. 	<p>SE: Families and schools, 84, 151, 164, 165, 170, 176, 177, 183, 201, 229, 259, 282, 283, 286</p> <p>TG: Active Reading & Lesson Summary,</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>SE: Cultural Celebrations, 282–287</p> <p>TG: Active Reading & Lesson Summary, 204–207</p>
<ul style="list-style-type: none"> ➤ Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices. 	<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</p> <p>TG: Active Reading & Lesson Summary pages, 5–8, 67–70, 71–74, 75–78, 138, 142–145, 194–197, 204–207, 208–211</p>

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<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>3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.</p>	
<p>3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.</p>	<p>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</p>
<p>➤ 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.</p>	<p>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</p>
<p>➤ Students will examine people, goods, and ideas from each selected world community that have diffused into other communities and their impact on those communities.</p>	<p>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</p>

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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
➤ 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
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
➤ 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.	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

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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.	SE: Why We Need Government, 130–131; Our Rules and Laws, 164–165 TG: Active Reading & Lesson Summary, 91, 116
➤ 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.	SE: Why We Need Government, 130–131; Our Rules and Laws, 164–165 TG: Active Reading & Lesson Summary, 91, 116
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.	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
➤ 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.	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
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.	
3.8a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.	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
➤ Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each 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

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3.8b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.	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
➤ Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people.	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
3.8c When faced with prejudice and discrimination, people can take steps to support social action and change.	SE: Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 TG: Active Reading & Lesson Summary, 119–122, 125–128
➤ Students will investigate steps people can take to support social action and change.	SE: Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 TG: Active Reading & Lesson Summary, 119–122, 125–128
<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
➤ 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

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<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
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
<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. 	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
<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. 	SE: Producers and Consumers, 234–239; Many Different Jobs, 254–259 TG: Active Reading & Lesson Summary, 169–172, 183–186
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?	
3.10a Communities around the world produce goods and provide services.	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
<ul style="list-style-type: none"> ➤ Students will determine what goods are produced and services are provided in each selected world community. 	SE: Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245 TG: Active Reading & Lesson Summary, 169–172, 173–176

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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>
<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>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>
<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>
<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>
<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</p> <p>TG: Active Reading & Lesson Summary page 175</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</p> <p>TG: Active Reading & Lesson Summary, 136–139, 142–145, 146–149</p>