

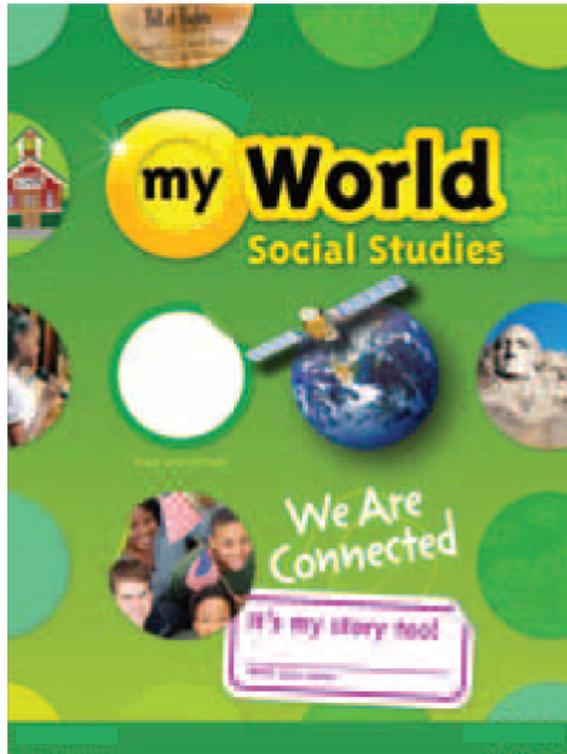
A Correlation of

Savvas

myWorld Social Studies

We Are Connected

Grade 3, ©2013



To the

College, Career & Civic Life (C3)

Framework for

Social Studies State Standards

Grades 3-5

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Table of Contents

Chapter 1, Our Communities	3
Chapter 2, Our Environment	5
Chapter 3, Communities Build a Nation	7
Chapter 4, U.S. Government	13
Chapter 5, Citizenship	15
Chapter 6, A Growing Nation	20
Chapter 7, Working in Our Communities	23
Chapter 8, Celebrating Our Communities	25
C3 Framework for Social Studies State Standards Dimensions	27

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myWorld Social Studies We Are Connected Grade 3, ©2013	C3 Framework for Social Studies State Standards Dimensions
Chapter 1, Our Communities	
<p>myStory Spark/myStory Video SE: 12 / TE: 3 myStory Video SE: 13-15 / TE: 3-4 Digital Presentations TE: 1, 2</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>
<p>Lesson 1, What Makes a Community? SE: 16-20 / TE: 6-8 Got it? Lesson Comprehension Check; Generalize, Main Idea and Details Target Skills, myStory Ideas SE: 21 / TE: 8 Reading Skills: Generalize; Try It! SE: 22-23 / TE: 10 Digital Presentations TE: 5,9</p>	<p>D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.2.3-5. Compare life in specific historical time periods to life today. D3.4.3-5. Use evidence to develop claims in response to compelling questions.</p>
<p>Lesson 2, Where Communities Are Located SE: 24-29 / TE: 12-14 Got it? Lesson Comprehension Check; Generalize, Target Skill, myStory Ideas SE: 29 / TE: 14 21st Century Skill, Map Skills Try it! Student Learning Objective Activity SE: 30-31 / TE: 16 Digital Presentations TE: 11, 15</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.</p>

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<p>Lesson 3, Three Types of Communities SE: 32-36 / TE: 18-21 Got it? Lesson Comprehension Check; Generalize Target Skill, myStory Ideas SE: 37 / TE: 20 Digital Presentations TE: 17</p>	<p>D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. D3.4.3-5. Use evidence to develop claims in response to compelling questions.</p>
<p>Chapter 1, Review and Assessment; Generalize Target Skill SE: 38-40 / TE: 22-23 myStory Book SE: 41 / TE: 23 Digital Presentation, Performance Assessments TE: 21</p>	<p>D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. D2.His.2.3-5. Compare life in specific historical time periods to life today.</p>

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Chapter 2, Our Environment	
myStory Spark SE: 42 / TE: 26 myStory Video SE: 43-45 / TE: 26-27 Digital Presentation TE: 25	D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
Lesson 1, Land and Water SE: 46-50 / TE: 29-31 Got it? Lesson Comprehension Check; Cause and Effect Target Skill, myStory Ideas SE: 51 / TE: 31 Digital Presentations TE: 28	D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions. D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
Lesson 2, Weather and Climate SE: 52-56 / TE: 33-35 Got it? Lesson Comprehension Check; Cause and Effect Target Skill, myStory Ideas SE: 57 / TE: 35 Map Skills Try It! Student Learning Objective Activity SE: 58-59 / TE: 37 Digital Presentations TE: 32, 36	D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.

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<p>Lesson 3, Using Earth's Resources SE: 60-65 / TE: 39-41 Got it? Lesson Comprehension Check; Cause and Effect Target Skill, myStory Ideas SE: 65 / TE: 41 Reading Skills: Cause and Effect Try It! Student Learning Objective Activity SE: 66-67 / TE: 43 Digital Presentations TE: 38, 42</p>	<p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>
<p>Lesson 4, Interacting With the Environment SE: 68-73 / TE: 45-47 Got it? Lesson Comprehension Check; Cause and Effect Target skill, myStory Ideas SE: 73 / TE: 47 Digital Presentations TE: 44</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</p>

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<p>Chapter 2, Review and Assessment Cause and Effect Target Skill SE: 74-76 / TE: 49-50 myStory Book SE: 77 / TE: 50 Digital Presentation, Performance Assessments TE: 48</p>	<p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>
Chapter 3, Communities Build a Nation	
<p>myStory Spark SE: 78 / TE: 53 myStory Video SE: 79-81 / TE: 53-54 Digital Presentations TE: 51, 52</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.16.3-5. Use evidence to develop a claim about the past. D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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<p>Lesson 1, America’s First Peoples SE: 82-86 / TE: 56-58 Got it? Lesson Comprehension Check; Main Idea and Details Target Skill, myStory Ideas SE: 87 / TE: 58 Reading Skills: Sequence Try It! Student Learning Objective Activity SE: 88-89 / TE: 60 Digital Presentations TE: 55, 59</p>	<p>D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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<p>Lesson 2, Early Explorers SE: 90-94 / TE: 62-64 Got it? Lesson Comprehension Check; Sequence Target Skill, myStory Ideas SE: 95 / TE: 64 21st Century Skills: Graph Skills, Timelines Try It! Student Learning Objective Activity SE: 96-97 / TE: 66 Digital Presentations TE: 61, 65</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.</p>
<p>Lesson 3, Early Spanish Communities SE: 98-102 / TE: 68-70 Got it? Lesson Comprehension Check; Summarize Target Skill, myStory Ideas SE: 103 / TE: 70 Digital Presentations TE: 67</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.</p>

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<p>Lesson 4, Early French Communities SE: 104-108 / TE: 72-74 Got it? Lesson Comprehension Check; Sequence Target Skill, myStory Ideas SE: 109 / TE: 74 Digital Presentations TE: 71</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p>
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<p>Lesson 5, Early English Communities SE: 110-114 / TE: 76-78 Got it? Lesson Comprehension Check; Main Idea and Details Target Skill, myStory Ideas SE: 115 / TE: 78 Digital Presentations TE: 75</p>	<p>D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.</p>

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<p>Lesson 6, Creating a New Nation SE: 116-120 / TE: 80-82 Got it? Lesson Comprehension Check; Sequence Target Skill, myStory Ideas SE: 121 / TE: 82 Digital Presentations TE: 79</p>	<p>D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created. D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>
<p>Chapter 3, Review and Assessment, Sequence Target Skill SE: 122-124 / TE: 84-85 myStory Book SE: 125 / TE: 85 Digital Presentation, Performance Assessment TE: 83</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>

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<p>Chapter 4, U.S. Government</p>	
<p>myStory Spark SE: 126 / TE: 88 myStory Video SE: 127-129 / TE: 88-89 Digital Presentations TE: 86, 87</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p>
<p>Lesson 1, Our Democracy SE: 130-135 / TE: 91-93 Got it? Lesson Comprehension Check; Summarize Target Skill, myStory Ideas SE: 135 / TE: 93 Reading Skills: Summarize Try It! Student Learning Objective Activity SE: 136-137 / TE: 95 Digital Presentations TE: 90, 94</p>	<p>D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>

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<p>Lesson 2, Branches of Government SE: 138-142 / TE: 97-99 Got it? Lesson Comprehension Check; Main Idea and Details Target Skill, myStory Ideas SE: 143/ TE: 99 Digital Presentations TE: 96</p>	<p>D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</p>
<p>Lesson 3, Levels of Government SE: 144-148 / TE: 101-103 Got it? Lesson Comprehension Check; Main Idea and Details Target Skill, myStory Ideas SE: 149 / TE: 103 21st Century Skill, Critical Thinking: Compare Viewpoints SE: 150-151 / TE: 105 Digital Presentations TE: 100, 104</p>	<p>D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</p>

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<p>Chapter 4, Review and Assessment, Summarize Target Skill SE: 152-154 / TE: 107-108 myStory Book SE: 155 / TE: 108 Digital Presentation, Performance Assessment TE: 106</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.</p>
Chapter 5, Citizenship	
<p>myStory Spark SE: 156 / TE: 111 myStory Video SE: 157-159 / TE: 111-112 Digital Presentations TE: 109, 110</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p>

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<p>Lesson 1, Good Citizens, Good Deeds SE: 160-164 / TE: 114-116 Got it? Lesson Comprehension Check; Fact and Opinion Target Skill, myStory Ideas SE: 165 / TE: 116 21st Century Skills, Collaboration and Creativity: Conflict and Cooperation SE: 166-167 / TE: 118 Digital Presentations TE: 113, 117</p>	<p>D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate. D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p>

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<p>Lesson 2, Taking Action for Our Rights SE: 168-172 / TE: 120-122 Got it? Lesson Comprehension Check; Fact and Opinion Target Skill, myStory Ideas SE: 173 / TE: 122 Reading Skills: Fact and Opinion SE: 174-175 / TE: 124 Digital Presentations TE: 119, 123</p>	<p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.</p>
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<p>Lesson 3, Taking Action for a Cause SE: 176-180 / TE: 126-128 Got it? Lesson Comprehension Check; Fact and Opinion Target Skill, myStory Ideas SE: 181 / TE: 128 Digital Presentations TE: 125</p>	<p>D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.</p>
<p>SE = Student Edition</p>	<p>TE = Teacher's Edition</p>

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<p>Chapter 5, Review and Assessment; Fact and Opinion Target Skill SE: 182-184 / TE: 130-131 myStory Book SE: 185 / TE: 131 Digital Presentations, Performance Assessments TE: 129</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.</p>

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Chapter 6, A Growing Nation	
<p>myStory Spark SE: 186 / TE: 134 myStory Video SE: 187-189 / TE: 134-135 Digital Presentations TE: 132, 133</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.</p>
<p>Lesson 1, New Ways to Travel SE: 190-194 / TE: 137-139 Got it? Lesson Comprehension Check; Draw Conclusions Target Skill, myStory Ideas SE: 195 / TE: 139 21st Century Skills, Critical Thinking: Primary and Secondary Sources SE: 196-197 / TE: 141 Digital Presentations TE: 136, 140</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. D3.4.3-5. Use evidence to develop claims in response to compelling questions.</p>

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<p>Lesson 2, A New Home in America SE: 198-202 / TE: 143-145 Got it? Lesson Comprehension Check; Draw Conclusions Target Skill, myStory Ideas SE: 203 / TE: 145 Digital Presentations TE: 142</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</p>
<p>Lesson 3, New Ways to Communicate SE: 204-208 / TE: 147-149 Got it? Lesson Comprehension Check; Draw Conclusions Target Skill, myStory Ideas SE: 209 / TE: 149 Reading Skills: Draw Conclusions Try It! Student Learning Objective Activity SE: 210-211 / TE: 151 Digital Presentations TE: 146, 150</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p>

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<p>Lesson 4, New Ideas SE: 212-217 / TE: 153-155 Got it? Lesson Comprehension Check; Draw Conclusions Target Skill, myStory Ideas SE: 217 / TE: 155 Digital Presentations TE: 152</p>	<p>D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p>
<p>Chapter 6, Review and Assessment Draw Conclusions Target Skill SE: 218-220 / TE: 157-158 myStory Book SE: 221 / TE: 158 Digital Presentation, Performance Assessments TE: 156</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p>

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Chapter 7, Working in Our Communities	
<p>myStory Spark SE: 222 / TE: 161 myStory Video SE: 223-225 / TE: 161-162 Digital Presentations TE: 159, 160</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p>
<p>Lesson 1, Meeting Our Needs and Wants SE: 226-230 / TE: 164-166 Got it? Lesson Comprehension Check; Main Idea and Details Target Skill, myStory Ideas SE: 231 / TE: 166 Reading Skills: Main Idea and Details SE: 232-233 / TE: 168 Digital Presentations TE: 163, 167</p>	<p>D2.Eco.1.3-5. Compare the benefits and costs of individual choices. D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.</p>
<p>Lesson 2, Producers and Consumers SE: 234-238 / TE: 170-172 Got it? Lesson Comprehension Check; Main Idea and Details Target Skill, myStory Ideas SE: 239 / TE: 172 Digital Presentations TE: 169</p>	<p>D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.</p>
<p>Lesson 3, Exchanging Goods and Services SE: 240-244 / TE: 174-176 Got it? Lesson Comprehension Check; Main Idea and Details Target Skill, myStory Ideas SE: 245 / TE: 176 Digital Presentations TE: 173</p>	<p>D2.Eco.5.3-5. Explain the role of money in making exchange easier. D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.</p>

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<p>Lesson 4, Spending and Saving SE: 246-250 / TE: 178-180 Got it? Lesson Comprehension Check; Main Idea and Details Target Skill, myStory Ideas SE: 251 / TE: 180 21st Century Skills, Graph Skills: Line Graphs Try It! Student Learning Objective Activity SE: 252-253 / TE: 182 Digital Presentations TE: 177, 181</p>	<p>D2.Eco.1.3-5. Compare the benefits and costs of individual choices. D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make. D2.Eco.5.3-5. Explain the role of money in making exchange easier. D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.</p>
<p>Lesson 5, Many Different Jobs SE: 254-258 / TE: 184-186 Got it? Lesson Comprehension Check; Main Idea and Details Target Skills, myStory Ideas SE: 259 / TE: 186 Digital Presentations TE: 183</p>	<p>D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade. D2.His.2.3-5. Compare life in specific historical time periods to life today.</p>
<p>Chapter 7, Review and Assessment Main Idea and Details Target Skill SE: 260-262 / TE: 188-189 myStory Book SE: 263 / TE: 189 Digital Presentation, Performance Assessments TE: 187</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Eco.1.3-5. Compare the benefits and costs of individual choices. D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make. D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade. D2.Eco.5.3-5. Explain the role of money in making exchange easier.</p>

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Chapter 8, Celebrating Our Communities	
<p>myStory Spark SE: 264 / TE: 192 myStory Video SE: 265-267 / TE: 192-193 Digital Presentations TE: 190, 191</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p>
<p>Lesson 1, People and Cultures SE: 268-272 / TE: 195-197 Got it? Lesson Comprehension Check; Compare and Contrast Target Skill, myStory Ideas SE: 273 / TE: 197 Reading Skills: Compare and Contrast Try it! Student Learning Objective Activity SE: 274-275 / TE: 199 Digital Presentations TE: 194, 198</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.His.10.3-5. Compare information provided by different historical sources about the past.</p>
<p>Lesson 2, Culture Through the Arts SE: 276-280 / TE: 201-203 Got it? Lesson Comprehension Check; Compare and Contrast Target Skill, myStory Ideas SE: 281 / TE: 203 Digital Presentations TE: 200</p>	<p>D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.</p>

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<p>Lesson 3, Cultural Celebrations SE: 282-287 / TE: 205-207 Got it? Lesson Comprehension Check; Compare and Contrast Target Skill, myStory Ideas SE: 287 / TE: 207 Digital Presentations TE: 204</p>	<p>D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.</p>
<p>Lesson 4, Our Nation's Diversity SE: 288-292 / TE: 209-211 Got it? Lesson Comprehension Check; Compare and Contrast Target Skill, myStory Ideas SE: 293 / TE: 211 21st Century Skills, Critical Thinking: Research Try it! Student Learning Objective Activity SE: 294-295 / TE: 213 Digital Presentations TE: 208</p>	<p>D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.</p>
<p>Chapter 8, Review and Assessment Compare and Contrast Target Skill SE: 296-298 / TE: 215-216 myStory Book SE: 299 / TE: 216 Digital Presentation, Performance Assessments TE: 214</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.</p>

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C3 Framework for Social Studies State Standards Dimensions

Dimension 1, Developing Questions & Planning Inquiries

Constructing Compelling Questions

By the end of Grade 5 individually and with others, students construct compelling questions, and...

D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).

D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

Dimension 1, Constructing Supporting Questions

Individually and with others, students construct compelling questions, and...

D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.

Dimension 1, Determining Helpful Sources

Individually and with others, students...

D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions

Dimension 2, Applying Disciplinary Concepts & Tools

CIVICS

Civic and Political Institutions

Individually and with others, students...

D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.

D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.

D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.

D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

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Dimension 2, Participation and Deliberation

Individually and with others, students...

D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.

D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.

D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

Dimension 2, Processes, Rules, and Laws

Individually and with others, students...

D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.

D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.

D2.Civ.13.3-5. Explain how policies are developed to address public problems.

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

Dimension 2, ECONOMICS

Economic Decision Making

Individually and with others, students...

D2.Eco.1.3-5. Compare the benefits and costs of individual choices.

D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.

Dimension 2, Exchange and Markets

Individually and with others, students...

D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.

D2.Eco.5.3-5. Explain the role of money in making exchange easier.

D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.

D2.Eco.7.3-5. Explain how profits influence sellers in markets.

D2.Eco.8.3-5. Identify examples of external benefits and costs.

D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.

Dimension 2, The National Economy

Individually and with others, students...

D2.Eco.10.3-5. Explain what interest rates are.

D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment.

D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides.

D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.

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Dimension 2, The Global Economy

Individually and with others, students...

D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.

D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

Dimension 2, GEOGRAPHY

Geographic Representations

Individually and with others, students...

D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.

D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

Dimension 2, Human-Environment Interaction

Individually and with others, students...

D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.

D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.

D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Dimension 2, Human Population: Spatial Patterns and Movements

Individually and with others, students...

D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Dimension 2, Global Interconnections

Individually and with others, students...

D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.

D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.

D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.

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Dimension 2, HISTORY

Change, Continuity, and Context

Individually and with others, students...

D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.

D2.His.2.3-5. Compare life in specific historical time periods to life today.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

Dimension 2, Perspectives

Individually and with others, students...

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.

D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.

Dimension 2, Historical Sources and Evidence

Individually and with others, students...

D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.

D2.His.10.3-5. Compare information provided by different historical sources about the past.

D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.

D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

Dimension 2, Causation and Argumentation

Individually and with others, students...

D2.His.14.3-5. Explain probable causes and effects of events and developments.
Begins in grades 6–8

D2.His.16.3-5. Use evidence to develop a claim about the past.

D2.His.17.3-5. Summarize the central claim in a secondary work of history.

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Dimension 3, Evaluating Sources & Using Evidence

Gathering and Evaluating Sources

Individually and with others, students...

D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.

Dimension 3, Developing Claims and Using Evidence

Individually and with others, students...

D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

D3.4.3-5. Use evidence to develop claims in response to compelling questions.

Dimension 4, Communicating Conclusions & Taking Informed Action

Communicating Conclusions

Individually and with others, students use writing, visualizing, and speaking to...

D4.1.3-5. Construct arguments using claims and evidence from multiple sources.

D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Dimension 4, Critiquing Conclusions

Individually and with others, students...

D4.4.3-5. Critique arguments.

D4.5.3-5. Critique explanations.

Dimension 4, Taking Informed Action

Individually and with others, students...

D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.