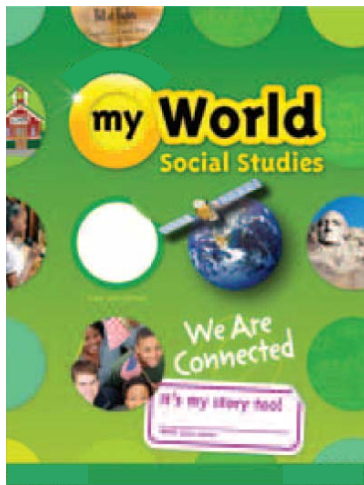
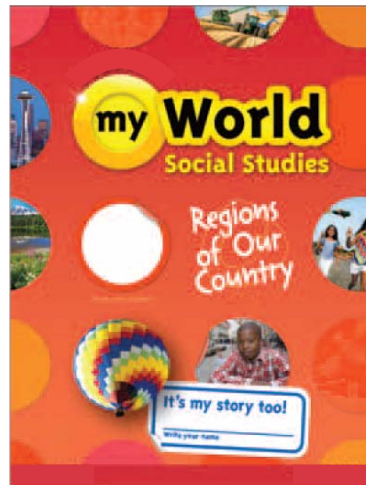


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Chapters 3-7



Chapters 1, 5-9

To the

**West Virginia Next Generation
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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 West Virginia Next Generation Content Standards and Objectives for Social Studies – Grade 3. Correlation page references are to the Student Edition. Alignments are cited at the page level.

Everyone has a story. What's yours?

myWorld Social Studies™ utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that's easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

Reinforce literacy instruction Every minute spent teaching social studies also reinforces reading and writing instruction.

Reduce prep time Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

Keep it current Teach to the moment using *Savvas'* exclusive *myStory Book Current Events* prompts.

Prepare students for the next level Embedded interactive skills instruction prepares students for lifelong learning.

Interactive Student Text

Interactive *Student Worktexts* promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

Student Materials

- Kindergarten Flip Book
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Guide
- Kindergarten Teacher Lesson Plan Blackline Masters
- Accelerating Progress for English Language Learner's Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans, high-stakes assessment support, and more

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Civics	
SS.3.C.1 identify and explain the following commonly held American democratic values, principles and beliefs: <ul style="list-style-type: none"> • diversity • rule of law • family values • community service • justice • liberty 	We Are Connected SE: America's First Peoples, 82–87; Our Democracy 130–135; Good Citizens, Good Deeds 160–165; Collaboration and Creativity: Conflict and Cooperation 166–167; Taking Action for Our Rights 168–173; Taking Action for a Cause 176–181; A New Home in America, 198–203
SS.3.C.2 determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy.	We Are Connected SE: Government on Native American reservations, 86; Why We Need Government, 130-131; King George III, 132
SS.3.C.3 investigate significant cultural contributions of various groups creating our multicultural society.	We Are Connected SE: America's First Peoples, 82–87; Early Spanish Communities 98–103; Early French Communities, 104–109; Early English Communities, 110c115; Taking Action for Our Rights 168–173; A New Home in America, 198–203 Regions of Our Country SE: <u>African Americans:</u> Africans, enslaved, 156, 202; African Americans: rights of, 156, 205, poets, 155, inventors, 160, in Congress, 205, music of, 207, pioneers, 238, explorers, 270, cowboys, 276 <u>European Immigrants:</u> Little Italy, 138; Immigrants Come the Northeast, 158–159; The Contributions of Immigrants, 160; Andrew Carnegie, 161; Reform movements to help immigrants, 162–163; Immigrants Come the Midwest, 237 <u>Hispanic Americans:</u> Immigrants from Mexico and Central America, 278 <u>Native Americans:</u> Native Americans of the Northeast, 152–153; Native Americans of the Southeast, 200, 201; forced removals, 203, 236, 275; Native Americans of the Midwest, 234; Native American Trade in the 1200s, 240; Ancient Cultures of the Region, 268; Native Americans of the 1500s, 269; Native American reservations, 272

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SS.3.C.4 examine historical conflicts and their resolutions (e.g., conflict between Native Americans and Explorers, Boston Tea Party and Civil Rights Movement).	We Are Connected SE: Trouble Between Spain and France, 100–101; French and Indian War, 108; Jamestown, 111; Creating a New Nation, 116–121; Taking Action for Our Rights 168–173
SS.3.C.5 examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag’s colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran’s Day and Memorial Day).	We Are Connected SE: Fourth of July (Independence Day), 126, 133; Thanksgiving, 114
SS.3.C.6 participate in a local service project and discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities.	We Are Connected SE: Being a Good Citizen, 160–161; Doing community service on national holidays, 283; Write three good deeds a citizen might do in the community, 182; myStory Book: How can I participate?, 185
Economics	
SS.3.E.1 study bank services including checking accounts, savings accounts and borrowing and create a mock budget.	We Are Connected SE: Spending and Saving, 246–251; Review (Describe what people can do to make spending and saving easier), 261 Regions of Our Country SE: For related material: Banking Industry, 139, 169, 170
SS.3.E.2 construct and interpret graphs that illustrate the basic concept of the exchange of goods and services as related to supply and demand and the impact of scarcity of resources.	We Are Connected SE: For related material see: Meeting Our Needs and Wants, 226–231; Exchanging Goods and Services, 240–245
SS.3.E.3 sequence the path of a product from the raw material to the final product.	We Are Connected SE: For related material see: Producers and Consumers, 234–239
SS.3.E.4 use charts, maps and other data sources to correlate occupations with the economy and the available resources of a region (e.g., West Virginia has coal mining; Pennsylvania has steel mills; etc.).	We Are Connected SE: For related material see: Many Different Jobs, 254–259 Regions of Our Country SE: The Southeast: A Land of Many Resources, 194–199

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SS.3.E.5 correlate competition for products with increases in advertising and changes in pricing.	We Are Connected SE: For related material see: Meeting Our Needs and Wants, 226–231; Exchanging Goods and Services, 240–245
Geography	
SS.3.G.1 use global information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.)	We Are Connected SE: Maps, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205 Regions of Our Country SE: Satellite Images, SSH12, 166, 180; Map and Globe Handbook, SSH11–SSH21
SS.3.G.2 distinguish between a continent, country, state and capital.	We Are Connected SE: Maps, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205 Regions of Our Country SE: Continents, SSH12; Political Maps, SSH16; Use a Grid, SSH 19; Map Skills, 306–307
SS.3.G.3 label maps to demonstrate knowledge of map skills (e.g., label cardinal directions, intermediate directions, borders, continents, oceans, equator, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole and Prime Meridian).	Regions of Our Country SE: Map and Globe Handbook: Reading Globes, SSH 12; Earth’s Hemispheres, SSH 13; Maps Show Direction, SSH14; Maps Show Distance, SSH15; Political Maps, SSH16; Physical Maps, SSH17; Elevation Maps, SSH18; Use a Grid, SSH19; Use Latitude and Longitude for Exact Location, SSH 20; Maps Show Events, SSH21; Map Skills: Apply, 187, 307
SS.3.G.4 using a grid system, locate specific points on a map and explain the use of lines of latitude and longitude	Regions of Our Country SE: Use a Grid System, SSH19; Map Grids, 186–187, 306–307
SS.3.G.5 explain the reason time zones were developed, identify the four time zones of North America and calculate the variance in time from one zone to another.	Regions of Our Country Teachers can introduce this concept as students read the following: Use Latitude and Longitude for Exact Location, SSH20
SS.3.G.6 use a map scale to determine the distance between two given points.	Regions of Our Country SE: Map and Globe Handbook: Maps Show Distance, SSH15; Use Latitude and Longitude for Exact Location, SSH20; Map Skills: Use a Road Map and Scale, 186–187; Latitude and Longitude, 306–307

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SS.3.G.7 recognize, define and illustrate world geographic features (e.g., peninsulas, islands, mountains, canyons, plateaus, mesas, harbors, gulfs, rivers, deserts, forests, valleys and plains).	Regions of Our Country SE: Land and Regions in the United States, 4–9; Review and Assessment, 31
SS.3.G.8 compare and contrast regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment.	Regions of Our Country SE: Land and Regions in the United States, 4–9; Weather and Climate, 10–15; Regions and Resources, 18–23; People and the Land, 24–29
SS.3.G.9 create a legend to identify the path of major explorers and chart those journeys on a world map (e.g., Marco Polo, Christopher Columbus, John Cabot, Hernando Cortes and Sir Walter Raleigh).	We Are Connected SE: Early Explorers 90–95 Regions of Our Country SE: Teachers can use the following maps for this objective: Explorers in the Americas, SSH21; The Southeast 1513-1718, 201
SS.3.G.10 obtain information from appropriate types of maps, globes, charts, graphs and timelines in a research project (e.g., political, physical and historical)	We Are Connected SE: Graph Skills, 96–97, 252–253; Maps, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 Regions of Our Country SE: Analyze Maps, SSH14–SS19, SSH21, 6, 8, 11, 14, 16, 27, 141, 143, 149, 153, 158, 168, 181, 182, 186, 190, 197, 198, 201, 221, 222, 231, 235, 255, 256, 258, 263, 276, 295, 296, 306, 310, 315, 322; Analyze Charts, 13, 188, 242, 279, 312; Analyze Globes, SSH12–SSH13, SSH20; Analyze Graphs, 7, 229, 282
History	
Cluster 1 Examine the settlement of North America by Native Americans.	
SS.3.H.CL1.1 illustrate the spread of the Native American population into the various regions of North America.	We Are Connected SE: America’s First Peoples, 82–87 Regions of Our Country SE: Native Americans of the Northeast, 152–153; Native Americans of the Southeast, 200; Explorers and Settlers, 200–201; Native Americans of the Midwest, 234–235; Ancient Cultures of the Regions (Southwest), 268; Native Americans of the Southwest, 269; Native American Past, 314–315

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SS.3.H.CL1.2 determine settlement patterns based on natural resources.	<p>We Are Connected SE: America's First Peoples, 82–87</p> <p>Regions of Our Country SE: For related material see: Native Americans of the Northeast, 152–153; Native Americans of the Southeast, 200; Native Americans of the Midwest, 234–235; Ancient Cultures of the Regions (Southwest), 268; Native American Past, 314–315</p>
SS.3.H.CL1.3 explain how Native American groups adapted to geographic factors of a given region.	<p>We Are Connected SE: Cherokee of the Southeast, 83; Iroquois of the Northeast, 84; Main Idea and Details, 87</p> <p>Regions of Our Country SE: Native Americans of the Northeast, 152–153; Native Americans of the Southeast, 200; Native Americans of the Midwest, 234–235; Ancient Cultures of the Regions (Southwest), 268; Native American Past, 314–315</p>
SS.3.H.CL1.4 compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used)	<p>We Are Connected SE: Cherokee of the Southeast, 83; Iroquois of the Northeast, 84; Main Idea and Details, 87</p> <p>Regions of Our Country SE: Students can use the following references to fulfill this objective: Native Americans, 152–153, 200, 234–235, 268, 314–315</p>
SS.3.H.CL1.5 make historical inferences by analyzing artifacts and illustrations.	<p>We Are Connected SE: Artifacts, 82, 83; Illustrations, 84, 85</p> <p>Regions of Our Country SE: Artifacts, 152, 200, 268, 314; Illustration, 234</p>

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SS.3.H.CL1.6 analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers).	<p>We Are Connected SE: Cultural Groups, 82; Cherokee of the Southeast, 83; Iroquois of the Northeast, 84; Spanish Exploration in Florida, 98-99; Spanish Settlements in California, 102-103; French Lose Power in North America, 108; Early English Communities, 110-115; A New Home in America, 198-203</p> <p>Regions of Our Country SE: Native Americans of the Northeast, 152-153; Explorers and Settlers, 200-201; The Spanish Arrive, 270; The Colonial Period, 271; Early Spanish Settlers, 316</p>
Cluster 2 Determine the causes and effects of European exploration.	
SS.3.H.CL2.1 chronologically organize major explorers and determine the reasons for their journeys (e.g., Marco Polo, Amerigo Vespucci, Christopher Columbus, John Cabot, Hernando Cortes, Balboa, Ponce de Leon, Sir Walter Raleigh, etc.)	<p>We Are Connected SE: Early Explorers 90-95; Graph Skills: Timelines, 96-97</p> <p>Regions of Our Country SE: Explorers and Settlers, 200-201</p>
SS.3.H.CL2.2 investigate the motives for exploration by the various European nations (e.g., England, Spain, France, Portugal, etc.)	<p>We Are Connected SE: Early Explorers 90-95</p> <p>Regions of Our Country SE: The Spanish Arrive, 270</p>
SS.3.H.CL2.3 determine the information the explorers gained from their journeys.	<p>We Are Connected SE: Early Explorers 90-95</p> <p>Regions of Our Country SE: For related material see: Native Americans of the Northeast, 152-153; Explorers and Settlers, 200-201; Early Spanish Settlers, 316</p>

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SS.3.H.CL2.4 explain how their travels impacted the Native Americans and the world.	<p>We Are Connected SE: Cultural Groups, 82; Cherokee of the Southeast, 83; Iroquois of the Northeast, 84; Spanish Exploration in Florida, 98-99; Spanish Settlements in California, 102-103; French Lose Power in North America, 108; Early English Communities, 110–115; A New Home in America, 198–203</p> <p>Regions of Our Country SE: Native Americans of the Northeast, 152–153; Explorers and Settlers, 200–201; The Spanish Arrive, 270; The Colonial Period, 271; Early Spanish Settlers, 316</p>
West Virginia History	
SS.3.WV.1 locate counties, county seats and bordering states on a West Virginia map.	<p>Regions of Our Country SE: For related material see: Map: The Southeast, Political, 181</p>
SS.3.WV.2 use a grid system to locate natural and man-made items on a map.	<p>Regions of Our Country SE: For related material see: Use a Grid System, SSH19; Map Grids, 186–187, 306–307</p>
SS.3.WV.3 identify the four physical geographic regions of West Virginia, the major communities and the natural resources found within each region.	<p>Regions of Our Country SE: Opportunities to address this objective may be found with the following: Land and Water of the Southeast, 180–185; Climate of the Southeast, 188–193; A Land of Many Resources, 194–199; Southern Life, 206–211</p>
SS.3.WV.4 investigate the eight tourist regions of West Virginia.	<p>Regions of Our Country SE: Students can explore this objective in connection with the following: Southern Life, 206–211</p>