



**Indiana**  
**Department of Education**

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Indiana Superintendent of Public Instruction

# Indiana Academic Standards Correlation Guide Grade 3

**Indiana Department of Education**

**College and Career Readiness**

## GRADE 3 STANDARDS – 2007

### *The Local Community and Regional Communities*

*In Grade 3, students study continuity and change in their local community and in communities in other states and regions. They also learn how people have created and shaped their communities over time; the roles of citizens and functions of government in the community, state and nation; and how people in communities interact with their environment, develop and use technology, and use human and natural resources.*

*The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 3 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of Individuals, Society and Culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.*

#### **Standard 1 — History**

Students will describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

#### **Standard 2 — Civics and Government**

Students will explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about local, state and national governments; and demonstrate understanding of democratic principles and practices.

#### **Standard 3 — Geography**

Students will explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, and will begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, and explain the geographic relationships within their own community with the state and other states within the region.

#### **Standard 4 — Economics**

Students will explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.

## GRADE 3 STANDARDS – 2014

### *The Local Community and Regional Communities*

Through active learning experiences, third grade students gain knowledge and process information about their local community from a variety of resources. They identify important historical events, places, and persons from the past and make connections with their present community. Third grade students explore their own community, including its: (1) geographic location, (2) human and material resources, (3) major work and services, and (4) basic beliefs and values. Students begin to understand other communities in the state and the world through simple comparative studies. For third graders, the study of history emphasizes continuity and change. Concepts of time and space should unfold through such direct experiences as historic role playing, interviews, and the construction of simple maps and charts. Through group work and projects, students should increase communications and decision-making skills and build civic values relating to responsible community citizenship. Skills to receive special emphasis include: (1) using cardinal and intermediate directions and common map symbols; (2) locating their community, major land and water forms, and reference points on maps and globes; (3) making simple generalizations about change, both past and future, and the influence of geographic relationships; (4) giving examples of the diversity of goods and services; (5) exploring the heritage of their own and selected communities; and (6) demonstrating responsible decision-making and citizenship skills.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 3 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

#### **Standard 1 — History**

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#### **Standard 2 — Civics and Government**

Students explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about local, state and national governments; and demonstrate understanding of democratic principles and practices.

#### **Standard 3 — Geography**

Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, explain the geographic relationships between their own community and the state and other states within the region, and compare the geographic characteristics of their own community with communities in other parts of the world.

#### **Standard 4 — Economics**

Students explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather

## GRADE 3 STANDARDS – 2007

### Standard 1: History

*Students will describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.*

#### Historical Knowledge

**3.1.1** Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.

**Example:** Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte

**3.1.2** Explain why and how the local community was established and identify its founders and early settlers.

**3.1.3** Describe the role of the local community and other communities in the development of the state's regions.

**Example:** Fort Wayne was an early trade center because of the convergence of three rivers in the area. Moving the state capitol to Indianapolis encouraged growth in the central region of Indiana.

**3.1.4** Give examples of people, events and developments that brought important changes to the regions of Indiana. (Individuals, Society and Culture)

**Example:** Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.

#### Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

**3.1.5** Create simple timelines that identify important events in various regions of the state.

**3.1.6** Use a variety of community resources to gather information about the regional communities. (Individuals, Society and Culture)

**Example:** Libraries, museums, county historians, chambers of commerce, Web sites, and digital newspapers and archives

**3.1.7** Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.

**Example:** Abraham Lincoln, George Washington, John Chapman (Johnny Appleseed) and Harriet Tubman

## GRADE 3 STANDARDS – 2014

### STANDARD 1: HISTORY

*Students describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past*

#### Historical Knowledge

**3.1.1** Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.

Example: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte  
<http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx>

**3.1.2** Explain why and how the local community was established and identify its founders and early settlers.

**3.1.3** Describe the role of the local community and other communities in the development of the state's regions.

**Example:** Fort Wayne was an early trade center because of the convergence of three rivers in the area. Moving the state capitol to Indianapolis encouraged growth in the central region of Indiana.

**3.1.4** Give examples of people, events and developments that brought important changes to your community and the region where your community is located.

**Example:** Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.

#### Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

**3.1.5** Create simple timelines that identify important events in various regions of the state.

**3.1.6** Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts and architecture.

**Example:** Libraries, museums, county historians, chambers of commerce, Web sites, and digital newspapers and archives

**3.1.7** Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.

**Example:** Compare fictional accounts of the exploits of George Washington and John Chapman (Johnny Appleseed) with historical accounts; Compare a piece of historical fiction about Abraham Lincoln or Harriet Tubman with a primary source

## GRADE 3 STANDARDS – 2007

- 3.1.8** Write and illustrate descriptions of local communities and regions in Indiana past and present.  
**Example:** Shawnee villages in Southern Indiana and Conner Prairie settlement

## GRADE 3 STANDARDS – 2014

- 3.1.8** Describe how your community has changed over time and how it has stayed the same.  
**Example:** Shawnee villages in Southern Indiana and Conner Prairie settlement
- 3.1.9** Define immigration and explain how immigration enriches community. We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War
- E pluribus unum (out of many, one) <http://greatseal.com/mottoes/unum.html>
  - Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) <http://www.history.com/topics/ellis-island>

### Standard 2: Civics and Government

*Students will explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about their local, state and national governments; and demonstrate understanding of democratic principles and practices.*

### STANDARD 2: Civics and Government

*Students explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about their local, state and national governments; and demonstrate understanding of democratic principles and practices.*

#### Foundations of Government

- 3.2.1** Discuss the reasons governments are needed and identify specific goods and services that governments provide.  
**Example:** Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.
- 3.2.2** Identify fundamental democratic principles and ideals.  
**Example:** The right to life, liberty and the pursuit of happiness

#### Functions of Government

- 3.2.3** Identify the duties of and selection process for local and state government officials who make, implement and enforce laws.
- 3.2.4** Explain that the United States has different levels of government (local, state and national) and that each has special duties and responsibilities.

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#### Functions of Government

- 3.2.3** Identify and explain the duties of and selection process for local and state government officials who make, implement and enforce laws.
- 3.2.4** Explain that the United States has three levels of government (local, state and national) and that each level has special duties and responsibilities.

## GRADE 3 STANDARDS – 2007

### Roles of Citizens

- 3.2.5** Explain the importance of being a good citizen\* of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship\*.  
**Example:** Being respectful, trustworthy, practicing tolerance and working with others to solve problems
- 3.2.6** Explain the role citizens have in making decisions and rules within the community, state and nation.  
**Example:** Participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way
- 3.2.7** Use a variety of information resources\* to gather information about local, state and regional leaders and civic issues.  
**Example:** Identify leaders and issues from school newsletters, newspaper headlines, photographs, editorial cartoons, television, podcasts, governmental Web sites and other information resources.
- citizen: a member of a community, state or nation
  - information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations
  - citizenship: the act of practicing one's rights and responsibilities as a member of a community, state or nation

## GRADE 3 STANDARDS – 2014

### Roles of Citizens

- 3.2.5** Explain the importance of being a responsible citizen\* of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship\*.  
**Example:** Being respectful, trustworthy, practicing tolerance and working with others to solve problems
- **citizen:** someone with rights and responsibilities in a particular community, city, state or country
  - **citizenship:** the act of practicing one's rights and responsibilities as a member of a community, state or nation
- 3.2.6** Explain the role citizens have in making decisions and rules within the community, state and nation such as participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way
- 3.2.7** Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders and civic issues.

## GRADE 3 STANDARDS – 2007

### Standard 3:Geography

*Students will explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, and will begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, and explain the geographic relationships within their own community with the state and other states within the region.*

#### The World in Spatial Terms

**3.3.1** Use labels and symbols to locate and identify physical and political features on maps and globes. Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.

**3.3.2** Locate Indiana and other Midwestern states on maps using simple grid systems.

**3.3.3** Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another.

#### Places and Regions

**3.3.4** Explain that regions\* are areas that have similar physical and cultural characteristics\*. Identify Indiana and the local community as part of a specific region. (Individuals, Society and Culture)

**Example:** States touching the Great Lakes are part of the Great Lakes Region. The same states are also considered part of the “Lower Midwest” because of their location relative to other states.

**3.3.5** Observe and describe the physical characteristics of Indiana using words and illustrations and compare them to the characteristics of neighboring states.

- regions: areas that have common characteristics. Some regions have finite or absolute boundaries, such as political units like a country, state or school district. Some regions have blurred boundaries, such as crop or climate regions or a region based on primary language. Regions also can be entirely perceptual. An example is the “Midwest,” where boundaries vary widely according to people’s perception.
- cultural characteristics: human features, such as population characteristics, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures

## GRADE 3 STANDARDS – 2014

### STANDARD 3: Geography

Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, explain the geographic relationships between their own community and the state and other states within the region, and compare the geographic characteristics of their own community with communities in other parts of the world.

#### The World in Spatial Terms

**3.3.1** Use labels and symbols to locate and identify physical and political features on maps and/or globes.

**3.3.2** Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.

**3.3.3** Locate Indiana and other Midwestern states on maps using simple grid systems.

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#### Places and Regions

**3.3.5** Explain that regions are areas that have similar physical and cultural characteristics\*. Identify Indiana and the local community as part of a specific region.

**Example:** States touching the Great Lakes are part of the Great Lakes Region. The same states are also considered part of the Midwest because of their location relative to other states.

- **\*cultural characteristics:** human features, such as population, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures.

**3.3.6** Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.

**3.3.7** Compare the cultural characteristics of their community within communities in other parts of the world.

## GRADE 3 STANDARDS – 2007

### Physical Systems

**3.3.6** Explain the basic Earth/sun relationship\*, including how it influences climate, and identify major climate regions of the United States.

**3.3.7** Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.

**Example:** Growing seasons, types of crops grown, and animal hibernation and migration

- Earth/sun relationship: the Earth revolves around the sun and this process takes one year. The Earth tilts on its axis causing the seasons.

### Human Systems

**3.3.8** Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.

**Example:** Use Web sites, educational software, atlases and governmental sources such as local chambers of commerce and recreation departments to identify patterns of rural, urban and suburban development, including population demographics.

**3.3.9** Identify factors that make the region unique, including cultural diversity, industry, the arts and architecture. (Individuals, Society and Culture)

### Environment and Society

**3.3.10** Use a variety of information resources\* to identify regional environmental issues and examine the ways that people have tried to solve these problems.

**3.3.11** Identify and describe the relationship between human systems and physical systems and the impact they have on each other.

**Example:** List examples of changes in land use in the local community.

- information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

## GRADE 3 STANDARDS – 2014

### Physical Systems

**3.3.8** Identify the major climate regions of the United States and explain their characteristics

**3.3.9** Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.

**Example:** Growing seasons, types of crops grown, and animal hibernation and migration

### Human Systems

**3.3.10** Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.

**Example:** Identify patterns of rural, urban and suburban development, including population demographics.

**3.3.11** Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.

### Environment and Society

**3.3.12** Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems.

**3.3.13** Identify and describe how human systems and physical systems have impacted the local environment.

**Example:** List examples of changes in land use in the local community.

## GRADE 3 STANDARDS – 2007

### Standard 4: Economics

*Students will explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.*

- 3.4.1** Give examples from the local community that illustrate the scarcity\* of productive resources\*. Explain how this scarcity requires people to make choices and incur opportunity costs\*.
- 3.4.2** Give examples of goods\* and services\* provided by local business and industry.
- 3.4.3** Give examples of trade\* in the local community and explain how trade benefits both parties.
- 3.4.4** Define interdependence\* and give examples of how people in the local community depend on each other for goods and services.
- 3.4.5** List the characteristics of money\* and explain how money\* makes trade easier.
- 3.4.6 – moved to bottom
- 3.4.7** Explain that buyers and sellers interact to determine the prices\* of goods and services in markets.
- 3.4.8** Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.  
**Example:** When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.

## GRADE 3 STANDARDS – 2014

### STANDARD 4: Economics

*Students explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants and needs; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.*

- 3.4.1** Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs\*.
- **Scarcity:** the idea that resources are limited in relation to people's wants
  - **Productive Resources:** human resources, natural resources, and capital resources used to produce goods and services
  - **Opportunity cost:** term used in economics, to mean the value of the best alternative that would have been chosen instead. For example, if a city decides to build a hospital on some vacant land, the opportunity cost is the other things that might have been done with that same land instead.
- 3.4.2** Give examples of goods and services provided by local business and industry.
- 3.4.3** Give examples of trade in the local community and explain how trade benefits both parties.
- 3.4.4** Define interdependence and give examples of how people in the local community depend on each other for goods and services.
- **Interdependence:** reliance on each other to produce goods and services
- 3.4.5** List the characteristics of money and explain how money makes trade and the purchase of goods easier.
- **Characteristics of money:** scarce (not easily found), durable, easy to carry and easy to divide
- 3.4.6** Explain that buyers and sellers interact to determine the prices of goods and services in markets.
- 3.4.7** Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.  
**Example:** When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.



## GRADE 3 STANDARDS – 2007

**3.4.9** Gather data from a variety of information resources\* about a change that will have an economic impact on the community.

**Example:** Invite a community leader to discuss the decision to build a bigger baseball park in the community. Use the local chamber of commerce and government Web sites to research the impact a new recreation center will have on young people and their families.

**3.4.6** Identify different ways people save their income and explain advantages and disadvantages of each.

**Example:** Home “piggy bank,” savings accounts, etc.

- scarcity: the idea that resources are limited in relation to people’s wants
- productive resources: human resources, natural resources and capital resources
- opportunity cost: in making a choice, opportunity cost is the best alternative you do not choose
- goods: tangible objects, such as food or toys, that can satisfy people’s wants
- services: actions that someone does for someone else, such as dental care or trash removal
- trade: the voluntary buying and selling of goods and services
- interdependence: reliance on each other to produce goods and services
- characteristics of money: scarce (not easily found or duplicated), durable, easy to carry and easy to divide
- money: objects widely accepted in exchange for goods and services
- price: payment in money for goods, service or resources
- information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

## GRADE 3 STANDARDS – 2014

**3.4.8** Gather data from a variety of resources about changes that have had an economic impact on your community.

**Example:** Invite a community leader to discuss the decision to build a bigger baseball park in the community. Use the local chamber of commerce and government Web sites to research the impact a new recreation center will have on young people and their families.

**3.4.9** Identify different ways people save their income and explain advantages and disadvantages of each.

**Example:** Home “piggy bank,” savings accounts, etc.