



GRADE 3: The Local Community and Regional Communities

Subject/Course 0470 Level 3

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

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.

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.



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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

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

Indiana Academic Standards	Content Connectors
<p>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</p> <p>http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx</p>	<p>3.1.1a.1: Identify Native American Woodland Indians who lived in the region when European settlers arrived. Example: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte</p> <p>http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx</p>
<p>3.1.2: Explain why and how the local community was established and identify its founders and early settlers.</p>	<p>3.1.2.a.1: Identify founders and early settlers of the local community.</p>
<p>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.</p>	<p>3.1.3.a.1 Recognize the development of your local community and its effect on 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.</p>
<p>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.</p>	<p>3.1.4.a.1: 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.</p>

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

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Indiana Academic Standards	Content Connectors
3.1.5: Create simple timelines that identify important events in various regions of the state.	3.1.5.a.1: 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	3.1.6.a.1: Identify resources that make your community and region unique. Example: Libraries, museums, county historians, chambers of commerce
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	3.1.7.a.1: Distinguish between fact and fiction in a historical account. 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
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	3.1.8.a.1: 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. <ul style="list-style-type: none"> 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	3.1.9.a.1: Define immigration. <ul style="list-style-type: none"> 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 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.

Indiana Academic Standards	Content Connectors
Foundations of Government	3.2.1.a.1: Identify specific goods and services that governments provide.
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.	3.2.1.a.2: List reasons governments are needed. Example: Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.
3.2.2: Identify and know the significance of fundamental democratic principles and ideals.	3.2.2.a.1: Identify the fundamental democratic principles. Example: The right to life, liberty and the pursuit of happiness

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Indiana Academic Standards	Content Connectors
Example: The right to life, liberty and the pursuit of happiness	
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.	3.2.3.a.1: Identify how local and state government officials are selected.
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 Roles of Citizens	3.2.4.a.1: Identify that the United States has three levels of government (local, state and national).
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 <ul style="list-style-type: none"> • 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 	3.2.5.a.1: Identify people who are good citizens in your community, the state, or the nation. Example: Being respectful, trustworthy, practicing tolerance and working with others to solve problems <ul style="list-style-type: none"> • 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	3.2.6.a.1: List ways citizens make decisions and rules within the community, state or 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 information from a variety of resources to demonstrate an understanding of local, state and regional leaders and civic issues.	3.2.7.a.1: Demonstrate an understanding of local, state and regional leaders and community issues.

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.

Indiana Academic Standards	Content Connectors
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.	3.3.1.a.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.	3.3.2.a.1: 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.	3.3.3.a.1: Locate Indiana and other Midwestern states on a United States map.

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Indiana Academic Standards	Content Connectors
<p>3.3.4: Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another</p>	<p>3.3.4.a.1: Identify the northern, southern, eastern and western hemispheres; cardinal directions.</p>
<p>Places and Regions</p> <p>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.</p> <p>*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.</p>	<p>3.3.5.a.1: List physical and cultural characteristics of your community. Identify Indiana and the local community as part of a specific region. Example:*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.</p>
<p>3.3.6: Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.</p>	<p>3.3.6.a.1: Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources. 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.</p>
<p>3.3.7: Compare the cultural characteristics of their community within communities in other parts of the world.</p>	<p>3.3.7.a.1: Compare and contrast cultural characteristics of their community within communities in other parts of the world.</p>
<p>Physical Systems</p> <p>3.3.8: Identify the major climate regions of the United States and explain their characteristics</p>	<p>3.3.8.a.1: Label the major climate regions of the United States.</p> <p>3.3.8.a.2: Define characteristics of climate regions.</p>
<p>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</p>	<p>3.3.9.a.1: Describe how climate affects plants and animals. Example: Growing seasons, types of crops grown, and animal hibernation and migration</p>
<p>Human Systems</p> <p>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.</p>	<p>3.3.10.a.1: Interpret on a map rural, urban and suburban areas of the state. Example: Identify patterns of rural, urban and suburban development, including population demographics.</p>
<p>3.3.11: Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.</p>	<p>3.3.11.a.1: Compare how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.</p>
<p>Environment and Society</p>	<p>3.3.12.a.1: Identify regional environmental issues.</p>



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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.	3.3.12.a.2: List ways that people have tried to solve these environmental issues.
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.	3.3.13.a.1: List examples of human systems and physical systems that have impacted the local environment. Example: List examples of changes in land use in the local community.

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.

Indiana Academic Standards	Content Connectors
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*. <ul style="list-style-type: none"> • 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 <i>the value of the best alternative that would have been chosen instead</i>. For example, if a city decides to build a hospital on some vacant land, the opportunity cost is the <i>other</i> things that might have been done with that same land instead. 	3.4.1.a.1: Identify scarcity, productive resources and opportunity cost in the local community. <ul style="list-style-type: none"> • 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 <i>the value of the best alternative that would have been chosen instead</i>. For example, if a city decides to build a hospital on some vacant land, the opportunity cost is the <i>other</i> 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.	3.4.2.a.1: 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.	3.4.3.a.1: Understand trade is the exchange of goods and services
3.4.4: Define interdependence and give examples of how people in the local community depend on each other for goods and services. <ul style="list-style-type: none"> • Interdependence: reliance on each other to produce goods and services 	3.4.3.a.2: Give examples of trade in the local community and explain how trade benefits both parties.
3.4.5: List the characteristics of money and explain how money makes trade and the purchase of goods easier. <ul style="list-style-type: none"> • Characteristics of money: scarce (not easily found), durable, easy to carry and easy to divide 	3.4.5.a.1: List the characteristics of money and explain how money makes trade and the purchase of goods easier. <ul style="list-style-type: none"> • 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.	3.4.6.a.1: Explain that buyers and sellers interact to determine the prices of goods and services in markets.



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<p>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.</p>	<p>3.4.7.a.1: List wants and needs when making choices as consumers and producers. Example: When a family is deciding to make a purchase, they have to compare the benefits and cost of the purchase.</p>
<p>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.</p>	<p>3.4.8.a.1: List 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.</p>
<p>3.4.9: Identify different ways people save their income and explain advantages and disadvantages of each. Example: Home “piggy bank,” savings accounts, etc.</p>	<p>3.4.9.a.1: Identify different ways people save their income. Example: Home “piggy bank,” savings accounts, etc.</p>