

Main Criteria: Indiana Academic Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Indiana Academic Standards

Science

Grade: 3 - Adopted: 2016

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

STANDARD / STRAND	IN.3.ESS.	Earth and Space Science (ESS)
PROFICIENCY STATEMENT / SUBSTRAND	3.ESS.1.	Obtain and combine information to determine seasonal weather patterns across the different regions of the United States. <u>Social Studies Online</u> African Safari Grade 2 - Land and Water Around Us
PROFICIENCY STATEMENT / SUBSTRAND	3.ESS.2.	Develop solutions that could be implemented to reduce the impact of weather related hazards. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.ESS.3.	Observe the detailed characteristics of rocks and minerals. Identify and classify rocks as being composed of different combinations of minerals. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities
STANDARD / STRAND	IN.3.LS.	Life Science (LS)
PROFICIENCY STATEMENT / SUBSTRAND	3.LS.2.	Plan and conduct an investigation to determine the basic needs of plants to grow, develop, and reproduce. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us
PROFICIENCY STATEMENT / SUBSTRAND	3.LS.3.	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
PROFICIENCY STATEMENT / SUBSTRAND	3.LS.4.	Construct an argument that some animals form groups that help members survive. <u>Social Studies Online</u> African Safari

		How Coral Reefs Are Formed Who Lives On a Coral Reef?
STANDARD / STRAND	IN.3-5.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	3-5.IC.2.	Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades

Indiana Academic Standards

Social Studies

Grade: 3 - Adopted: 2014

STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.1.	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.
INDICATOR / STANDARD		Historical Knowledge
EXPECTATION / INDICATOR	3.1.1.	Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived. <u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - The First Americans
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.1.	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.
INDICATOR / STANDARD		Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research
EXPECTATION / INDICATOR	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. <u>Social Studies Online</u> Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
EXPECTATION / INDICATOR	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. <u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
EXPECTATION / INDICATOR	3.1.9.	Define immigration and explain how immigration enriches community. <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures

STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.2.	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.
INDICATOR / STANDARD		Foundations of Government
EXPECTATION / INDICATOR	3.2.1.	Discuss the reasons governments are needed and identify specific goods and services that governments provide. <u>Social Studies Online</u> Grade 2 - Our Government At Work
EXPECTATION / INDICATOR	3.2.2.	Identify and know the significance of fundamental democratic principles and ideals. <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.2.	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.
INDICATOR / STANDARD		Functions of Government
EXPECTATION / INDICATOR	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. <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.2.	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.
INDICATOR / STANDARD		Roles of Citizens
EXPECTATION / INDICATOR	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. <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities
EXPECTATION / INDICATOR	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. <u>Social Studies Online</u> Grade 2 - Our Government At Work
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.3.	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.
INDICATOR / STANDARD		The World in Spatial Terms
EXPECTATION / INDICATOR	3.3.1.	Use labels and symbols to locate and identify physical and political features on maps and/or globes. <u>Social Studies Online</u> African Safari Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / INDICATOR	3.3.2.	Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities
EXPECTATION / INDICATOR	3.3.3.	Locate Indiana and other Midwestern states on maps using simple grid systems. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.3.	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.
INDICATOR / STANDARD		Places and Regions
EXPECTATION / INDICATOR	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. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us The Amazon Rainforest - Part 2 - Younger Grades
EXPECTATION / INDICATOR	3.3.7.	Compare the cultural characteristics of their community within communities in other parts of the world. <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.3.	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.
INDICATOR / STANDARD		Physical Systems

EXPECTATION / INDICATOR	3.3.9.	Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there. <u>Social Studies Online</u> African Safari Exploring Cuba Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southeast Region of the U.S. The Amazon Rainforest
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.3.	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.
INDICATOR / STANDARD		Human Systems
EXPECTATION / INDICATOR	3.3.10.	Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.3.	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.
INDICATOR / STANDARD		Environment and Society
EXPECTATION / INDICATOR	3.3.13.	Identify and describe how human systems and physical systems have impacted the local environment. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.4.	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.
INDICATOR / STANDARD	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.
EXPECTATION / INDICATOR	3.4.1.1.	Scarcity: the idea that resources are limited in relation to people's wants. <u>Social Studies Online</u> Grade 2 - Work and Money

EXPECTATION / INDICATOR	3.4.1.2.	Productive Resources: human resources, natural resources, and capital resources used to produce goods and services. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
EXPECTATION / INDICATOR	3.4.1.3.	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. <u>Social Studies Online</u> Grade 3 - I Am a Consumer
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.4.	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.
INDICATOR / STANDARD	3.4.2.	Give examples of goods and services provided by local business and industry. <u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
INDICATOR / STANDARD	3.4.3.	Give examples of trade in the local community and explain how trade benefits both parties. <u>Social Studies Online</u> Grade 2 - Work and Money
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.4.	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.
INDICATOR / STANDARD	3.4.5.	List the characteristics of money and explain how money makes trade and the purchase of goods easier.
EXPECTATION / INDICATOR	3.4.5.1.	Characteristics of money: scarce (not easily found), durable, easy to carry and easy to divide. <u>Social Studies Online</u> Grade 2 - Work and Money
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.4.	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.
INDICATOR / STANDARD	3.4.6.	Explain that buyers and sellers interact to determine the prices of goods and services in markets. <u>Social Studies Online</u> Grade 3 - Businesses At Work

INDICATOR / STANDARD	3.4.9.	Identify different ways people save their income and explain advantages and disadvantages of each. <u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
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