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Indiana Academic Standards Social Studies: Grade 3



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Introduction

The Indiana Academic Standards for Grade 3 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: Grade 3 / 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 academic standards for grade 3 social studies are organized with four content areas: history, civics, geography, and economics.. 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.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*



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History

Standard 1: 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

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| 3.1.1 | <p><i>Identify and describe how Native Americans impacted the development of the local communities</i></p> <ul style="list-style-type: none">● Examples: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi, and Wyandotte; Conner Prairie's Native Americans in Indiana |
| 3.1.2 | <p><i>Explain why and how the local community was established and identify its founders and early settlers.</i></p> |
| 3.1.3 | <p><i>Describe the role of the local community and other communities in the development of the state's regions.</i></p> <ul style="list-style-type: none">● Examples: 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 | <p><i>Give examples of people, events, and developments that brought important changes to your community and the region where your community is located.</i></p> <ul style="list-style-type: none">● Examples: 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, and Research



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| 3.1.5 | <i>Create simple timelines that identify important events in various regions of the state.</i> |
| 3.1.6 | <i>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.</i> <ul style="list-style-type: none">● Examples: Libraries, museums, county historians, chambers of commerce, Web sites, digital newspapers, and archives. |
| 3.1.7 | <i>Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.</i> <ul style="list-style-type: none">● Examples: 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 | <i>Describe how one’s local community has changed over time and how it has stayed the same.</i> <ul style="list-style-type: none">● Examples: Shawnee villages in Southern Indiana and Conner Prairie settlement |
| 3.1.9 | <i>Define immigration and explain how immigration enriches community.</i> <ul style="list-style-type: none">● Examples: We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War; <i>E pluribus unum</i> (out of many, one); <i>Ellis Island</i> was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana’s only President) . |



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Civics and Government

Standard 2: 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.

- **Examples:** 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.

- **Examples:** The right to life, liberty, and the pursuit of happiness, including the five foundations of democracy (social equality, majority rule, minority rights, freedom, and integrity)

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.

Role of Citizens



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| 3.2.5 | <p><i>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.</i></p> <ul style="list-style-type: none">● Examples: <i>Being respectful, trustworthy, practicing tolerance and working with others to solve problems</i> |
| 3.2.6 | <p><i>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.</i></p> |
| 3.2.7 | <p><i>Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders, and civic issues.</i></p> |



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Geography

Standard 3: 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/country.

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

Identify the local and regional communities, including Indiana and other Midwestern states on maps using simple grid systems.

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 on a variety of maps and globes.

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.

- **Examples:** *States with a coastline with 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.*



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| 3.3.6 | <i>Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.</i> |
| 3.3.7 | <i>Compare the cultural characteristics of the local community with communities in other parts of the world.</i> |
| Physical Systems | |
| 3.3.8 | <i>Identify the major climate regions of the United States and explain their characteristics.</i> |
| 3.3.9 | <i>Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.</i> <ul style="list-style-type: none">● Examples: Growing seasons, types of crops grown, and animal hibernation and migration |
| Human Systems | |
| 3.3.10 | <i>Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.</i> <ul style="list-style-type: none">● Examples: Identify patterns of rural, urban and suburban development, including population demographics. |
| 3.3.11 | <i>Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.</i> |
| Environment and Society | |



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| 3.3.12 | <i>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.</i> |
| 3.3.13 | <i>Identify and describe how human systems and physical systems have impacted the local environment.</i> <ul style="list-style-type: none">● Examples: List examples of changes in land use in the local community. |

| Grade 3 Economics | |
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| Standard 4: 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 | <i>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.</i> |
| 3.4.2 | <i>Give examples of goods and services provided by local business and industry.</i> |
| 3.4.3 | <i>Give examples of trade in the local community and explain how trade benefits both parties.</i> |
| 3.4.4 | <i>Define interdependence and give examples of how people in the local community depend on each other for goods and services.</i> |



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| 3.4.5 | <i>List the characteristics of money and explain how money makes trade and the purchase of goods easier.</i> |
| 3.4.6 | <i>Explain that buyers and sellers interact to determine the prices of goods and services in markets.</i> |
| 3.4.7 | <i>Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</i> <ul style="list-style-type: none">● Examples: <i>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.</i> |
| 3.4.8 | <i>Gather data from a variety of resources about changes that have had an economic impact on your community.</i> <ul style="list-style-type: none">● Examples: <i>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.</i> |
| 3.4.9 | <i>Identify different ways people save their income and explain advantages and disadvantages of each.</i> <ul style="list-style-type: none">● Examples: <i>Home “piggy bank,” savings accounts</i> |



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Terminology is listed in the order it appears in standards.

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

cultural characteristics: human features, such as population, communication and transportation networks, religion and customs, employment, house types/architecture, and recreation

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.

Interdependence: reliance on each other to produce goods and services

Characteristics of money: scarce (not easily found), durable, easy to carry and easy to divide