INDIANA DEPARTMENT of EDUCATION

2024 INDIANA CONTENT CONNECTORS
SOCIAL STUDIES

GRADE 3

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Indiana Content Connectors Context and Purpose

Introduction

The Indiana Content Connectors for Grade 3 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana's Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state's alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

What are the Content Connectors and how should they be used?

The Indiana Content Connectors are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector 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. These content connectors must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content connectors.

Acknowledgments

Grade 3 Social Studies

Standards and content connectors identified as essential for mastery by the end of the grade level are indicated with gray shading and an "E."

Indiana Academic Standards	Content Connectors
History	
3.H.1: Identify and describe how Native Americans impacted the development of local communities. (E) • **Examples:** Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi, Wyandotte.	**3.H.1a:** Identify how Native Americans impacted the development of local communities. (E) • **Examples:** Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi, Wyandotte.
3.H.2: Explain why and how the local community was established, and identify its founders and early settlers.	**3.H.2a:** Identify founders and early settlers and identify ways founders established local communities.
3.H.3: Describe the role of the local community and other communities in the development of the state's regions. • **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.H.3a:** Identify that a local community is part of the state's region. • **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.H.4: Give examples of people, events, and developments that brought important changes to your community and the region where your community is located. (E) • **Examples:** Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.	**3.H.4a:** Give an example of a person, event, or development that brought change to your community. • **Examples:** Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.
3.H.5: Create simple timelines that identify important events in various regions of the state.	**3.H.5a:** Create a simple timeline that identifies four important events in your region of the state.

3.H.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. ● **Examples:** libraries, museums, county historians, chambers of commerce, websites, digital newspapers, archives.	**3.H.6a:** Using a variety of resources, identify factors that make your region unique, including cultural diversity, industry, the arts, and/or architecture. ● **Examples:** libraries, museums, websites.
3.H.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. (E) ● **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.H.7a:** Distinguish between fact and fiction in a historical account by comparing historical accounts to fictional characters and events in stories. ● **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.H.8: Define immigration and explain how immigration enriches community. (E) ● **Examples**: 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); Ellis Island was opened (January 1,1892) during the administration of President Benjamin Harrison.	**3.H.8a:** Define immigration and identify a way immigration enriches community. (E) ● **Examples:** 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); Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison.
Civics and Government	
3.C.1: Discuss the reasons governments are needed and identify specific goods and services that governments provide. (E) ● **Examples:** Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.	**3.C.1a:** Identify three reasons the government is needed and a service or good it provides. (E) ● **Examples:** Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.

3.C.2: Identify and explain the duties of and selection process for local and state government officials who make, implement, and enforce laws.	**3.C.2a:** Identify the duties of local and state government officials who make, implement, and enforce laws.
3.C.3: Explain that the United States has three levels of government (i.e., local, state, and national), and that each level has special duties and responsibilities. (E)	**3.C.3a:** Identify the three levels of the United States government (i.e., local, state, and national) and one responsibility of each level. (E)
3.C.4: Explain the importance of being a responsible citizen of your community, state, and nation. Identify people in your community and state who exhibit the characteristics of good citizenship. ● **Examples:** being respectful, trustworthy, practicing tolerance, working with others to solve problems.	**3.C.4a:** Identify people in your community and state who are responsible citizens and identify traits that show they are good citizens.
3.C.5: 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. (E)	**3.C.5a:** Identify ways citizens make decisions and rules within the community, state, and nation. (E) ● **Examples:** participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.
Geography	
3.G.1: Use labels and symbols to locate and identify physical and political features on maps and/or globes.	**3.G.1a:** Use labels or symbols to locate and identify physical features on maps and/or globes.
3.G.2: Label a map of the Midwest, identifying states, major rivers, lakes, and the Great Lakes. (E)	**3.G.2a:** Locate states, major rivers, and the Great Lakes on a map of the Midwest. (E)
3.G.3: Identify the local and regional communities, including Indiana and other Midwestern states, on maps using simple grid systems. (E)	**3.G.3a:** Identify local communities on maps using simple grid systems. (E)
3.G.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. (E)	**3.G.4a:** Identify the northern, southern, eastern, and western hemispheres, and cardinal or intermediate directions on a map and a globe. (E)

3.G.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 that have 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.	**3.G.5a:** Identify regions as areas that have similar physical and/or cultural characteristics and identify Indiana and/or the local community as part of a specific region. ● **Examples:** States that have 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.
3.G.6: Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.	**3.G.6a:** Compare and contrast the physical characteristics of Indiana to a neighboring state using words, illustrations, maps, photographs, and/or other resources.
3.G.7: Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.	**3.G.7a:** List three ways Native Americans and early settlers of Indiana adapted to or modified their environment to survive.
3.G.8: Identify and describe how human systems and physical systems have impacted the local environment. ● **Examples**: List examples of changes in land use in the local community.	**3.G.8a:** Identify how human systems and physical systems have impacted the local environment. ● **Examples:** List examples of changes in land use in the local community.
**Economics**	
3.E.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.E.1a:** Identify an example from the local community that illustrates the scarcity of productive resources and identify how this makes people decide what to choose and incur opportunity cost.
3.E.2: Give examples of goods and services provided by local business and industry. (E)	**3.E.2a:** Identify one or more goods or services provided by local business and industry. (E)
3.E.3: Give examples of trade in the local community, and explain how trade benefits both parties.	**3.E.3a:** Give two examples of trade in the local community and explain the trade benefits for both parties.
3.E.4: Define interdependence, and give examples of how people in the local community depend on each other for goods and services.	**3.E.4a:** Provide an example of how people in the local community depend on each other for goods and services.

3.E.5: List the characteristics of money, and explain how money makes trade and the purchase of goods easier. (E)	**3.E.5a:** Identify one or more characteristics of money and how money can make the purchase of goods easier. (E)
3.E.6: Explain that buyers and sellers interact to determine the prices of goods and services in markets. (E)	**3.E.6a:** Explain or identify how buyers and sellers interact to determine the prices of goods and services in markets. (E)

3.E.7: Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.
 	
   ● **Examples:** 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.
	3.E.7a: Identify the benefits and costs in an example of consumers making choices or decisions when making a purchase.
	
	   ● **Examples:** 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.

3.E.8: Identify different ways people save their income, and explain advantages and disadvantages of each.
 	
   ● **Examples:** home "piggy bank," savings accounts.
	3.E.8a: Identify one or more ways people save their income and an advantage or disadvantage of each.
	
	   ● **Examples:** home "piggy bank," savings accounts.