

**Main Criteria:** Indiana Academic Standards  
**Secondary Criteria:** Virtual Field Trips  
**Subjects:** Science, Social Studies  
**Grade:** 3  
**Correlation Options:** Show Correlated

**Indiana Academic Standards  
 Science**

Grade: 3 - Adopted: 2016

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>Virtual Field Trips</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>Virtual Field Trips</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>Virtual Field Trips</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>Virtual Field Trips</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>Virtual Field Trips</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>Virtual Field Trips</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>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades

**Indiana Academic Standards**

**Social Studies**

Grade: 3 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.3.</b>	<b>The Local Community and Regional Communities</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>3.1.</b>	<b>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.</b>
<b>INDICATOR / STANDARD</b>		<b>Historical Knowledge</b>
<b>EXPECTATION / INDICATOR</b>	<b>3.1.1.</b>	<b>Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.</b>  <b>Virtual Field Trips</b> Grade 2 - Early Americans Grade 3 - The First Americans
<b>STANDARD / STRAND</b>	<b>IN.3.</b>	<b>The Local Community and Regional Communities</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>3.1.</b>	<b>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.</b>
<b>INDICATOR / STANDARD</b>		<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b>
<b>EXPECTATION / INDICATOR</b>	<b>3.1.6.</b>	<b>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.</b>  <b>Virtual Field Trips</b> Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
<b>EXPECTATION / INDICATOR</b>	<b>3.1.7.</b>	<b>Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.</b>  <b>Virtual Field Trips</b> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
<b>EXPECTATION / INDICATOR</b>	<b>3.1.9.</b>	<b>Define immigration and explain how immigration enriches community.</b>  <b>Virtual Field Trips</b> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures
<b>STANDARD / STRAND</b>	<b>IN.3.</b>	<b>The Local Community and Regional Communities</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>3.2.</b>	<b>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.</b>
<b>INDICATOR / STANDARD</b>		<b>Foundations of Government</b>
<b>EXPECTATION / INDICATOR</b>	<b>3.2.1.</b>	<b>Discuss the reasons governments are needed and identify specific goods and services that governments provide.</b>

		<u>Virtual Field Trips</u> Grade 2 - Our Government At Work
EXPECTATION / INDICATOR	3.2.2.	Identify and know the significance of fundamental democratic principles and ideals.  <u>Virtual Field Trips</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>Virtual Field Trips</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>Virtual Field Trips</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>Virtual Field Trips</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>Virtual Field Trips</u>

		<p>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</p>
EXPECTATION / INDICATOR	3.3.2.	<p>Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.</p> <p><u>Virtual Field Trips</u>  Grade 3 - Geography of Our Communities</p>
EXPECTATION / INDICATOR	3.3.3.	<p>Locate Indiana and other Midwestern states on maps using simple grid systems.</p> <p><u>Virtual Field Trips</u>  Grade 3 - Geography of Our Communities  Grade 4 - Southeast Region of the U.S.</p>
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.3.	<p>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.</p>
INDICATOR / STANDARD		Places and Regions
EXPECTATION / INDICATOR	3.3.5.	<p>Explain that regions are areas that have similar physical and cultural characteristics. Identify Indiana and the local community as part of a specific region.</p> <p><u>Virtual Field Trips</u>  Grade 2 -Land and Water Around Us  The Amazon Rainforest - Part 2 - Younger Grades</p>
EXPECTATION / INDICATOR	3.3.7.	<p>Compare the cultural characteristics of their community within communities in other parts of the world.</p> <p><u>Virtual Field Trips</u>  The Amazon Rainforest - Part 2 - Younger Grades</p>
STANDARD / STRAND	IN.3.	The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND	3.3.	<p>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.</p>
INDICATOR / STANDARD		Physical Systems
EXPECTATION / INDICATOR	3.3.9.	<p>Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.</p> <p><u>Virtual Field Trips</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</p>

<b>STANDARD / STRAND</b>	<b>IN.3.</b>	<b>The Local Community and Regional Communities</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>3.3.</b>	<b>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.</b>
<b>INDICATOR / STANDARD</b>		<b>Human Systems</b>
<b>EXPECTATION / INDICATOR</b>	<b>3.3.10.</b>	<b>Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.</b>  <b>Virtual Field Trips</b> <b>Grade 2 -Land and Water Around Us</b> <b>The Amazon Rainforest</b> <b>The Amazon Rainforest - Part 2 - Younger Grades</b>
<b>STANDARD / STRAND</b>	<b>IN.3.</b>	<b>The Local Community and Regional Communities</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>3.3.</b>	<b>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.</b>
<b>INDICATOR / STANDARD</b>		<b>Environment and Society</b>
<b>EXPECTATION / INDICATOR</b>	<b>3.3.13.</b>	<b>Identify and describe how human systems and physical systems have impacted the local environment.</b>  <b>Virtual Field Trips</b> <b>Grade 2 -Land and Water Around Us</b> <b>The Amazon Rainforest</b> <b>The Amazon Rainforest - Part 2 - Younger Grades</b>
<b>STANDARD / STRAND</b>	<b>IN.3.</b>	<b>The Local Community and Regional Communities</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>3.4.</b>	<b>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.</b>
<b>INDICATOR / STANDARD</b>	<b>3.4.1.</b>	<b>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.</b>
<b>EXPECTATION / INDICATOR</b>	<b>3.4.1.1.</b>	<b>Scarcity: the idea that resources are limited in relation to people's wants.</b>  <b>Virtual Field Trips</b> <b>Grade 2 - Work and Money</b>
<b>EXPECTATION / INDICATOR</b>	<b>3.4.1.2.</b>	<b>Productive Resources: human resources, natural resources, and capital resources used to produce goods and services.</b>  <b>Virtual Field Trips</b> <b>Grade 2 -Land and Water Around Us</b> <b>Grade 3 - The First Americans</b> <b>Grade 4 - Southeast Region of the U.S.</b>
<b>EXPECTATION / INDICATOR</b>	<b>3.4.1.3.</b>	<b>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</b>

		that same land instead. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
<b>STANDARD / STRAND</b>	<b>IN.3.</b>	<b>The Local Community and Regional Communities</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>3.4.</b>	<b>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.</b>
<b>INDICATOR / STANDARD</b>	<b>3.4.2.</b>	<b>Give examples of goods and services provided by local business and industry.</b>  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
<b>INDICATOR / STANDARD</b>	<b>3.4.3.</b>	<b>Give examples of trade in the local community and explain how trade benefits both parties.</b>  <u>Virtual Field Trips</u> Grade 2 - Work and Money
<b>STANDARD / STRAND</b>	<b>IN.3.</b>	<b>The Local Community and Regional Communities</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>3.4.</b>	<b>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.</b>
<b>INDICATOR / STANDARD</b>	<b>3.4.5.</b>	<b>List the characteristics of money and explain how money makes trade and the purchase of goods easier.</b>
<b>EXPECTATION / INDICATOR</b>	<b>3.4.5.1.</b>	<b>Characteristics of money: scarce (not easily found), durable, easy to carry and easy to divide.</b>  <u>Virtual Field Trips</u> Grade 2 - Work and Money
<b>STANDARD / STRAND</b>	<b>IN.3.</b>	<b>The Local Community and Regional Communities</b>
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<b>INDICATOR / STANDARD</b>	<b>3.4.6.</b>	<b>Explain that buyers and sellers interact to determine the prices of goods and services in markets.</b>  <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
<b>INDICATOR / STANDARD</b>	<b>3.4.9.</b>	<b>Identify different ways people save their income and explain advantages and disadvantages of each.</b>  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer