

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: 2023

STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-LS1-1.	From Molecules to Organisms: Structures and Processes

INDICATOR / STANDARD 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Virtual Field Trips

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-LS2-1.	Ecosystems: Interactions, Energy, and Dynamics

INDICATOR / STANDARD 3-LS2-1. Construct an argument that some animals form groups that help members survive.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-LS4-2.	Biological Evolution: Unity and Diversity

INDICATOR / STANDARD 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STANDARD / STRAND		Grade 3
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PROFICIENCY STATEMENT / SUBSTRAND	3-LS4-3.	Biological Evolution: Unity and Diversity
INDICATOR / STANDARD	3-LS4-3.	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. <u>Virtual Field Trips</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-LS4-4.	Biological Evolution: Unity and Diversity
INDICATOR / STANDARD	3-LS4-4.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. <u>Virtual Field Trips</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Today Who Lives On a Coral Reef?
STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-ESS2-1.	Earth's Systems
INDICATOR / STANDARD	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. <u>Virtual Field Trips</u> African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography
STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-ESS2-2.	Earth's Systems

INDICATOR / STANDARD	3-ESS2- 2.	Obtain and combine information to describe climates in different regions of the world. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert
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STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-ESS3- 1.	Earth and Human Activity

INDICATOR / STANDARD	3-ESS3- 1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Virtual Field Trips Grade 3 - Geography of Our Communities
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Indiana Academic Standards
Social Studies
Grade: 3 - Adopted: 2023

STANDARD / STRAND		Grade 3 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		History – Learning Outcome: 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	3.H.1.	Identify and describe how Native Americans impacted the development of local communities. (E) Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
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INDICATOR / STANDARD	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. Virtual Field Trips Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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INDICATOR / STANDARD	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) Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Geography Washington, DC - Grades K - 5
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INDICATOR / STANDARD	3.H.8.	Define immigration and explain how immigration enriches community. (E) Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled
STANDARD / STRAND		Grade 3 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Civics and Government – Learning Outcome: Students explain what it means to be citizens of their community, state, and nation; are able to identify the functions and major services provided by local government; and use a variety of resources to gather information about their local, state, and national governments.
INDICATOR / STANDARD	3.C.1.	Discuss the reasons governments are needed and identify specific goods and services that governments provide. (E) Virtual Field Trips Grade 2 - Our Government At Work
INDICATOR / STANDARD	3.C.2.	Identify and explain the duties of and selection process for local and state government officials who make, implement, and enforce laws. Virtual Field Trips Grade 3 - How Government Helps Our Communities
INDICATOR / STANDARD	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) Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR / STANDARD	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. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
INDICATOR / STANDARD	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) Virtual Field Trips Grade 2 - Our Government At Work
STANDARD / STRAND		Grade 3 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Geography – Learning Outcome: Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, identify the distinctive physical and cultural features of their community, and explain the geographic relationships between their own community and the state and other states within the region.

INDICATOR / STANDARD	3.G.1.	Use labels and symbols to locate and identify physical and political features on maps and/or globes. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert
INDICATOR / STANDARD	3.G.2.	Label a map of the Midwest, identifying states, major rivers, lakes, and the Great Lakes. (E) Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast
INDICATOR / STANDARD	3.G.3.	Identify the local and regional communities, including Indiana and other Midwestern states, on maps using simple grid systems. (E) Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast
INDICATOR / STANDARD	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. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
INDICATOR / STANDARD	3.G.8.	Identify and describe how human systems and physical systems have impacted the local environment. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities
STANDARD / STANDARD		Grade 3 Social Studies

PROFICIENCY STATEMENT / SUBSTRAND		Economics – Learning Outcome: 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 resources 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.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. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work
INDICATOR / STANDARD	3.E.2.	Give examples of goods and services provided by local business and industry. (E) Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer
INDICATOR / STANDARD	3.E.3.	Give examples of trade in the local community, and explain how trade benefits both parties. Virtual Field Trips Grade 2 - Work and Money
INDICATOR / STANDARD	3.E.5.	List the characteristics of money, and explain how money makes trade and the purchase of goods easier. (E) Virtual Field Trips Grade 2 - Work and Money
INDICATOR / STANDARD	3.E.6.	Explain that buyers and sellers interact to determine the prices of goods and services in markets. (E) Virtual Field Trips Grade 3 - Businesses At Work
INDICATOR / STANDARD	3.E.8.	Identify different ways people save their income, and explain advantages and disadvantages of each. Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer