

Standards Correlation

Indiana Academic Standards

3rd Grade Social Studies Standards

In third grade, students will learn about the traits of good citizens as well as the geography, people, history, and basic economics of Indiana. Evidence of specific coverage can be found in the lessons listed below, though it may take the full chapter before students are able to demonstrate mastery of each standard.

Key: **IJ:** Inquiry Journal; **RC:** Research Companion; **TE:** Teacher Edition; **IO:** IMPACT Online; **IEM:** IMPACT Explorer Magazine; **IEM TG:** IMPACT Explorer Magazine Teaching Guide

Standard 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.

Historical Knowledge

3.1.1 Identify and describe how Native Americans impacted the development of the local communities.
Examples: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi, and Wyandotte; Conner Prairie's Native Americans in Indiana

Be a Social Studies Detective (TE, RC): Special Purpose Maps; **Explore Indiana (IO):** Indiana Communities Long Ago; **Chapter 4, Lesson 1 (TE, IJ, RC):** Conflict and Cooperation

3.1.2 Explain why and how the local community was established and identify its founders and early settlers.

Explore Indiana (IO): Newcomers and New Settlements; **Explore Indiana (IO):** How Your Community Changed Over Time; **Chapter 1, Lesson 2 (RC):** Grouping Communities into Regions; **Chapter 4, Lesson 1 (TE, RC):** Conflict and Cooperation

3.1.3 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.

Explore Indiana (IO): Engage with the Essential Question; **Chapter 1, Lesson 1 (TE, RC):** Locating and Describing Our Communities; **Chapter 4, Lesson 1 (TE, IJ):** Conflict and Cooperation; **Chapter 4, Lesson 2 (TE, RC):** Moving to a New Land; **Chapter 4, Lesson 3 (IO):** How a Canal Made a Community Grow

3.1.4 Give examples of people, events, and developments that brought important changes to your community and the region where your community is located.
Examples: Developments in transportation, such as the building of canals, roads and railroads, connected communities, and caused changes in population or industry.

Explore Indiana (IO): People You Should Know; **Explore Indiana (IO):** Indiana Communities Bring Change; **Chapter 1, Lesson 2 (TE, RC):** Grouping Communities into Regions; **Chapter 2, Lesson 2 (TE, IJ):** People in a Community Affect Their Environment; **Chapter 4, Lesson 3 (TE, RC):** Communities: Then and Now; **Chapter 4, Lesson 3 (IO):** How a Canal Made a Community Grow; **Chapter 4 (IEM, IEM TG):** A Neighborhood Changes; **Chapter 4 (IEM, IEM TG):** In My Neighborhood; **Chapter 4 (IEM, IEM TG):** Take Action!

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research

3.1.5 Create simple timelines that identify important events in various regions of the state.

Explore Indiana (IO): Immigration Enriches Communities; **Explore Indiana (IO):** How Your Community Changed Over Time; **Explore Indiana (IO):** Connections in Action; **Chapter 4, Engage (TE, IJ):** Inquiry Project; **Chapter 4, Take Action (TE, IJ):** Inquiry Project

<p>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.</p> <p>Examples: Libraries, museums, county historians, chambers of commerce, Web sites, digital newspapers, and archives.</p>	<p>Chapter 1, Lesson 1 (TE): Locating and Describing Our Communities; Chapter 3, Engage (TE, IJ): Inquiry Project; Chapter 3, Lesson 5 (TE, RC): Connecting Communities; Chapter 3, Take Action (TE, IJ): Inquiry Project; Chapter 3 (IEM, IEM TG): What Is Culture?; Chapter 3 (IEM, IEM TG): Take Action!; Chapter 4, Engage (TE, IJ): Inquiry Project; Chapter 4, Lesson 6 (TE, RC): Special Places; Chapter 4, Take Action (TE, IJ): Inquiry Project; Chapter 4, Take Action (TE, RC): More to Explore</p>
<p>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.</p> <p>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.</p>	<p>Chapter 1, Lesson 2 (TE, RC): Grouping Communities into Regions; Chapter 3, Lesson 2 (TE, IJ): Culture in Different U.S. Communities; Chapter 3 (IEM, IEM TG): An Unfair Law; Chapter 4 Investigate (TE, RC): Connect Through Literature; Chapter 5 Investigate (TE, RC): Connect Through Literature; Chapter 5, Lesson 5 (TE, RC): Heroes Help Their Communities</p>
<p>3.1.8 Describe how one’s local community has changed over time and how it has stayed the same.</p> <p>Examples: Shawnee villages in Southern Indiana and Conner Prairie settlement</p>	<p>Explore Indiana (IO): How Your Community Changed Over Time; Explore Indiana (IO): Report Your Findings; Explore Indiana (IO): Connections in Action; Chapter 1, Lesson 3 (TE, RC): Climate in a Community; Chapter 4, Lesson 3 (TE, RC): Communities: Then and Now; Chapter 4 (IEM, IEM TG): A Neighborhood Changes; Chapter 4 (IEM, IEM TG): In My Neighborhood; Chapter 4 (IEM, IEM TG): Take Action!</p>
<p>3.1.9 Define immigration and explain how immigration enriches community.</p> <p>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 (Indiana’s only President).</p>	<p>Explore Indiana (IO): Immigration Enriches Communities; Chapter 3, Lesson 3 (TE, IJ, RC): Immigrants and Community Culture; Chapter 3 (IEM, IEM TG): An Unfair Law</p>

Standard 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.

Foundations of Government

<p>3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.</p> <p>Examples: Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.</p>	<p>Chapter 5, Lesson 1 (TE, RC): Our Democratic Way of Life; Chapter 5 (IEM, IEM TG): Celebrate Our Symbols; Chapter 5 (IEM, IEM TG): Check It Out! Libraries</p>
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<p>3.2.2 Identify and know the significance of fundamental democratic principles and ideals.</p> <p>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)</p>	<p>Chapter 3 (IEM, IEM TG): An Unfair Law; Chapter 5, Lesson 1 (TE, RC): Our Democratic Way of Life; Chapter 5, Lesson 1 (IO): Investigate Indiana: The Five Foundations of Democracy; Chapter 5 (IEM, IEM TG): Celebrate Our Symbols</p>
<p>3.2.3 Identify and explain the duties of and selection process for local and state government officials who make, implement and enforce laws.</p>	<p>Chapter 5, Lesson 2 (TE, RC, IJ): Branches of Government; Chapter 5, Lesson 3 (TE, IJ, RC): Communities Need Government; Chapter 5 (IEM, IEM TG): Celebrate Our Symbols; Chapter 5 (IEM, IEM TG): That Became a Law?</p>
<p>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.</p>	<p>Chapter 5, Lesson 2 (TE, RC): Branches of Government</p>
<p>Roles of Citizens</p>	
<p>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.</p> <p>Examples: Being respectful, trustworthy, practicing tolerance and working with others to solve problems</p>	<p>Chapter 5, Lesson 2 (TE, RC): Branches of Government; Chapter 5, Lesson 3 (TE, IJ, RC): Communities Need Government; Chapter 5, Lesson 4 (TE, RC): Everybody Must Follow Rules; Chapter 5, Lesson 4 (IO): City Year Volunteers; Chapter 5, Lesson 6 (IO): More to Explore: Choose Ways to Make a Difference; Chapter 5 (IEM, IEM TG): A Helping Hand; Chapter 5 (IEM, IEM TG): Take Action!</p>
<p>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.</p>	<p>Chapter 5, Engage (TE, IJ): Inquiry Project; Chapter 5, Lesson 3 (TE, IJ, RC): Communities Need Government; Chapter 5, Lesson 3 (IO): Get Involved! Interactive Town Hall; Chapter 5, Lesson 4 (TE, RC): Everybody Must Follow Rules; Chapter 5, Lesson 6 (IO): Choose Ways to Make a Difference; Chapter 5, Take Action (TE, IJ): Inquiry Project; Chapter 5 (IEM, IEM TG): Take Action!</p>
<p>3.2.7 Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders, and civic issues.</p>	<p>Chapter 5, Lesson 3 (TE, RC): Communities Need Government; Chapter 5, Lesson 6 (TE, RC): Citizens Help Build Strong Communities</p>
<p>Standard 3 Geography <i>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.</i></p>	
<p>The World in Spatial Terms</p>	
<p>3.3.1 Use labels and symbols to locate and identify physical and political features on maps and/or globes.</p>	<p>Be a Social Studies Detective (TE, RC): Explore Geography; Chapter 1, Lesson 1 (TE, RC): Locating and Describing Our Communities</p>
<p>3.3.2 Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.</p>	<p>Chapter 1, Lesson 1 (TE, RC): Locating and Describing Our Communities; Chapter 1, Lesson 2 (TE, RC): Grouping Communities into Regions; Chapter 1, Lesson 2 (IO): Indiana in the Midwest; Chapter 1, Lesson 4 (TE, RC): Physical Characteristics of a Community</p>
<p>3.3.3 Identify the local and regional communities, including Indiana and other Midwestern states on maps using simple grid systems.</p>	<p>Be a Social Studies Detective (IO): Using Grids in Maps; Chapter 1, Lesson 1 (TE, RC): Locating and Describing Our Communities; Chapter 1, Lesson 1 (IO): Where in the World Is Indiana?; Chapter 1, Lesson 2 (IO): Regions of the United States</p>

<p>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.</p>	<p>Chapter 1, Lesson 1 (TE, RC): Locating and Describing Our Communities; Chapter 1, Lesson 1 (IO): Where in the World Is Indiana?</p>
<p>Places and Regions</p>	
<p>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.</p> <p>Examples: States 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.</p>	<p>Chapter 1, Lesson 1 (TE, IJ, RC): Locating and Describing Our Communities; Chapter 1, Lesson 2 (TE, RC): Grouping Communities into Regions; Chapter 1, Lesson 2 (IO): Indiana in the Midwest; Chapter 1, Lesson 3 (TE, RC): Climate in a Community; Chapter 1, Lesson 4 (TE, IJ, RC): Physical Characteristics of a Community; Chapter 1 (IEM, IEM TG): The Lake Effect; Chapter 3, Lesson 1 (TE, RC): How a Culture Is Defined; Chapter 3, Lesson 2 (TE, RC): Culture in Different U.S. Communities; Chapter 3, Lesson 3 (TE, RC): Immigrants and Community Culture; Chapter 3, Lesson 4 (TE, RC): Cultural Comparison; Chapter 3, Lesson 4 (TE, RC): Connecting Communities</p>
<p>3.3.6 Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.</p>	<p>Chapter 1, Engage (TE, IJ): Inquiry Project; Chapter 1, Lesson 1 (TE, RC): Locating and Describing Our Communities; Chapter 1, Lesson 2 (TE, RC): Grouping Communities into Regions; Chapter 1, Lesson 2 (IO): Indiana in the Midwest; Chapter 1, Lesson 3 (TE, RC): Climate in a Community; Chapter 1, Lesson 4 (TE, RC): Physical Characteristics of a Community; Chapter 1, Take Action (TE, IJ): Inquiry Project; Chapter 1 (IEM, IEM TG): Where Do Americans Live?; Chapter 1 (IEM, IEM TG): Take Action!; Chapter 2, Lesson 1 (RC, TE): The Environment Affects People in a Community</p>
<p>3.3.7 Compare the cultural characteristics of the local community with communities in other parts of the world.</p>	<p>Chapter 1, Engage (TE, IJ): Inquiry Project; Chapter 1, Lesson 1 (TE, RC): Locating and Describing Our Communities; Chapter 1, Lesson 1 (IO): Where in the World Is Indiana?; Chapter 1, Lesson 2 (TE, RC): Grouping Communities into Regions; Chapter 1, Take Action (TE, IJ): Inquiry Project; Chapter 3, Lesson 1 (TE, RC): How a Culture Is Defined; Chapter 3, Lesson 1 (IO): More to Explore: Festivals Around the World; Chapter 3, Lesson 2 (TE, RC): Culture in Different U.S. Communities; Chapter 3, Lesson 3 (TE, RC): Immigrants and Community Culture; Chapter 3, Lesson 4 (TE, RC): Cultural Comparison; Chapter 3, Lesson 5 (TE, RC): Connecting Communities; Chapter 4, Lesson 1 (TE, RC): Conflict and Cooperation; Chapter 4, Lesson 2 (TE, RC): Moving to a New Land; Chapter 4, Lesson 3 (TE, RC): Communities: Then and Now; Chapter 4, Lesson 4 (TE, RC): How People and Events Change Communities; Chapter 4, Lesson 5 (TE, RC): Changing Communities; Chapter 4, Lesson 6 (TE, RC): Special Places</p>
<p>Physical Systems</p>	
<p>3.3.8 Identify the major climate regions of the United States and explain their characteristics.</p>	<p>Chapter 1, Lesson 3 (TE, IJ, RC): Climate in a Community; Chapter 1 (IEM, IEM TG): Tornado Alley; Chapter 1 (IEM, IEM TG): The Lake Effect</p>

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<p>3.3.9 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.</p> <p>Examples: Growing seasons, types of crops grown, and animal hibernation and migration</p>	<p>Explore Indiana (IO): Indiana Communities Long Ago; Chapter 1, Lesson 3 (TE, IJ, RC): Climate in a Community; Chapter 1, Lesson 4 (TE, RC): Physical Characteristics of a Community; Chapter 1 (IEM, IEM TG): Tornado Alley; Chapter 1 (IEM, IEM TG): Climate Change; Chapter 1 (IEM, IEM TG): The Lake Effect; Chapter 2, Lesson 2 (TE, RC): People in a Community Affect Their Environment; Chapter 2, Lesson 3 (TE, IJ, RC): Environmental Issues Today; Chapter 5, Lesson 6 (TE, IJ, RC): Citizens Help Build Strong Communities; Chapter 6 (IEM, IEM TG): America’s Crops; Reference Sources (TE, RC): Geography Handbook</p>
<h2>Human Systems</h2>	
<p>3.3.10 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.</p> <p>Examples: Identify patterns of rural, urban and suburban development, including population demographics.</p>	<p>Explore Indiana (IO): Indiana Today; Chapter 1, Lesson 1 (IJ): Locating and Describing Our Communities; Chapter 1, Lesson 2 (TE, RC): Grouping Communities into Regions; Chapter 1, Lesson 3 (IJ): Climate in a Community; Chapter 2, Lesson 2 (TE, RC): People in a Community Affect Their Environment; Chapter 2, Lesson 3 (TE, RC): Environmental Issues Today; Chapter 4, Lesson 2 (IJ): Moving to a New Land; Chapter 4, Lesson 4 (IJ): How People and Events Change Communities</p>
<p>3.3.11 Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.</p>	<p>Explore Indiana (IO): Indiana Communities Long Ago; Explore Indiana (IO): Newcomers and New Settlements; Chapter 1, Lesson 2 (TE, RC): Grouping Communities into Regions; Chapter 1, Lesson 3 (TE, RC): Climate in a Community; Chapter 1, Lesson 5 (TE): Resources in a Community; Chapter 2, Lesson 1 (TE, IJ, RC): The Environment Affects People in a Community; Chapter 2, Lesson 2 (TE, RC): People in a Community Affect Their Environment; Chapter 3, Lesson 1 (TE, RC): How a Culture Is Defined; Chapter 3, Lesson 2 (TE, RC): Culture in Different U.S. Communities</p>
<h2>Environment and Society</h2>	
<p>3.3.12 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.</p>	<p>Chapter 1, Lesson 1 (IJ): Locating and Describing Our Communities; Chapter 1, Lesson 5 (IJ): Resources in a Community; Chapter 2, Engage (TE, IJ): Inquiry Project; Chapter 2, Lesson 1 (TE, RC): The Environment Affects People in a Community; Chapter 2, Lesson 2 (TE, RC): People in a Community Affect Their Environment; Chapter 2, Lesson 3 (TE, RC): Environmental Issues Today; Chapter 2 (IEM, IEM TG): Where You Live Affects How You Live; Chapter 2, Take Action (TE, IJ): Inquiry Project; Chapter 3, Lesson 4 (IJ): Cultural Comparison; Chapter 5, Lesson 6 (TE, IJ, RC): Citizens Help Build Strong Communities</p>
<p>3.3.13 Identify and describe how human systems and physical systems have impacted the local environment.</p> <p>Examples: List examples of changes in land use in the local community.</p>	<p>Explore Indiana (IO): Engage with the Essential Question; Explore Indiana (IO): Newcomers and New Settlements; Explore Indiana (IO): How Your Community Changed Over Time; Chapter 1, Lesson 4 (TE, RC): Physical Characteristics of a Community; Chapter 1, Lesson 5 (TE, RC): Resources in a Community; Chapter 2, Lesson 2 (TE, IJ, RC): People in a Community Affect Their Environment; Chapter 2, Lesson 3 (TE, IJ, RC): Environmental Issues Today; Chapter 2 (IEM, IEM TG): The Hoover Dam; Chapter 2 (IEM, IEM TG): Trashing the Ocean; Chapter 4, Lesson 4 (TE, RC): How People and Events Change Communities; Chapter 5, Lesson 6 (TE, IJ, RC): Citizens Help Build Strong Communities; Chapter 6, Lesson 1 (TE, RC): Resources in an Economy</p>

Standard 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.

<p>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.</p>	<p>Chapter 6, Engage (TE, IJ): Inquiry Project; Chapter 6, Lesson 1 (IO): Investigate Indiana: Making Economic Choices; Chapter 6, Lesson 3 (TE, IJ, RC): Markets and Trade; Chapter 6, Take Action (TE, IJ): Inquiry Project</p>
<p>3.4.2 Give examples of goods and services provided by local business and industry.</p>	<p>Chapter 1, Lesson 1 (TE, RC): Locating and Describing Our Communities; Chapter 1, Lesson 3 (TE, RC): Climate in a Community; Chapter 1, Lesson 4 (TE, RC): Physical Characteristics of a Community; Chapter 4, Lesson 1 (TE, RC): Conflict and Cooperation; Chapter 4, Lesson 2 (TE, RC): Moving to a New Land; Chapter 4, Lesson 3 (TE, RC): Communities: Then and Now; Chapter 4, Lesson 5 (TE, RC): Changing Communities; Chapter 5, Lesson 3 (TE, RC): Communities Need Government; Chapter 5, Lesson 4 (TE, RC): Everybody Must Follow Rules; Chapter 6, Engage (TE, IJ): Inquiry Project; Chapter 6, Lesson 1 (TE, IJ, RC): Resources in an Economy; Chapter 6, Lesson 2 (TE, IJ, RC): Goods and Services; Chapter 6, Lesson 3 (TE, IJ, RC): Markets and Trade; Chapter 6, Lesson 4 (TE, IJ, RC): Changing Economies; Chapter 6, Lesson 5 (TE, IJ, RC): Using Money Wisely; Chapter 6, Take Action (TE, IJ): Inquiry Project; Chapter 6 (IEM, IEM TG): America's Crops; Chapter 6 (IEM, IEM TG): Fresh From the Farmer</p>
<p>3.4.3 Give examples of trade in the local community and explain how trade benefits both parties.</p>	<p>Chapter 1, Lesson 5 (TE, RC): Resources in a Community; Chapter 3, Lesson 1 (TE, RC): How a Culture Is Defined; Chapter 3, Lesson 5 (TE, RC): Connecting Communities; Chapter 4, Lesson 3 (TE, RC): Communities: Then and Now; Chapter 6, Engage (TE, IJ): Inquiry Project; Chapter 6, Lesson 3 (TE, IJ, RC): Markets and Trade; Chapter 6, Lesson 3 (IO): Investigate Indiana: Interdependence and Trade; Chapter 6, Lesson 5 (TE, IJ, RC): Using Money Wisely; Chapter 6, Take Action (TE, IJ): Inquiry Project; Chapter 6 (IEM, IEM TG): Fresh From the Farmer</p>
<p>3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services.</p>	<p>Chapter 6, Engage (TE, IJ): Inquiry Project; Chapter 6, Lesson 3 (TE, IJ, RC): Markets and Trade; Chapter 6, Lesson 3 (IO): Investigate Indiana: Interdependence and Trade; Chapter 6, Take Action (TE, IJ): Inquiry Project; Chapter 6 (IEM, IEM TG): Fresh From the Farmer</p>
<p>3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier.</p>	<p>Chapter 6, Engage (TE, IJ): Inquiry Project; Chapter 6, Lesson 5 (TE, RC): Using Money Wisely; Chapter 6, Lesson 5 (IO): Investigate Indiana: Money Spending, Money Saving; Chapter 6, Take Action (TE, IJ): Inquiry Project</p>
<p>3.4.6 Explain that buyers and sellers interact to determine the prices of goods and services in markets.</p>	<p>Chapter 6, Engage (TE, IJ): Inquiry Project; Chapter 6, Lesson 1 (TE, IJ, RC): Resources in an Economy; Chapter 6, Lesson 3 (TE, IJ, RC): Markets and Trade; Chapter 6, Take Action (TE, IJ): Inquiry Project</p>

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<p>3.4.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</p> <p>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.</p>	<p>Chapter 6, Lesson 5 (TE, IJ, RC): Using Money Wisely</p>
<p>3.4.8 Gather data from a variety of resources about changes that have had an economic impact on your community.</p> <p>Examples: 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.</p>	<p>Chapter 6, Lesson 2 (TE, IJ): Goods and Services</p>
<p>3.4.9 Identify different ways people save their income and explain advantages and disadvantages of each.</p> <p>Examples: Home “piggy bank,” savings accounts</p>	<p>Chapter 6, Lesson 1 (TE, RC): Resources in an Economy; Chapter 6, Lesson 1 (IO): More to Explore: What Are the Roles of Banks; Chapter 6, Lesson 5 (TE, RC): Using Money Wisely; Chapter 6, Lesson 5 (IO): Investigate Indiana: Money Spending, Money Saving</p>

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Indiana English Language Arts Standards

IMPACT Coverage

IMPACT Social Studies supports the deep interconnectedness of content and literacy. Students learn to read, write, speak, listen, and use language effectively across every chapter. The citations below provide examples but are not an exhaustive list of where skills are included.

Key: **IJ:** Inquiry Journal; **RC:** Research Companion; **TE:** Teacher Edition; **IO:** IMPACT Online;

IEM: IMPACT Explorer Magazine; **IEM TG:** IMPACT Explorer Magazine Teaching Guide

READING

Reading: *Literature*

Key Ideas and Textual Support

3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Chapter 1 (IEM, IEM TG): Poetry Corner: Strawberry Season/Tiempo de fresa; **Chapter 2, Investigate (TE, RC):** Connect Through Literature; **Chapter 3 (IEM, IEM TG):** Connect Through Literature: Our State Fair; **Chapter 3, Investigate (TE, RC):** Connect Through Literature; **Chapter 4 (IEM, IEM TG):** Poetry Corner: In My Neighborhood; **Chapter 4, Investigate (TE, RC):** Connect Through Literature; **Chapter 5 (IEM, IEM TG):** Connect Through Literature: The Dog Wash; **Chapter 5, Investigate (TE, RC):** Connect Through Literature; **Chapter 6 (IEM, IEM TG):** Poetry Corner: If It Did Grow on Trees

3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Chapter 2, Investigate (TE, RC): Connect Through Literature; **Chapter 4, Investigate (TE, RC):** Connect Through Literature; **Chapter 4 (IEM, IEM TG):** The Dust Bowl Migration; **Chapter 4 (IEM, IEM TG):** In My Neighborhood

Synthesis and Connection of Ideas

3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Chapter 1 (IEM, IEM TG): A Day at the Docks; **Chapter 4 (IEM, IEM TG):** The Dust Bowl Migration

Reading: *Nonfiction*

Key Ideas and Textual Support

<p>3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Chapter 1, Lesson 1 (TE, IJ, RC): Locating and Describing Our Communities; Chapter 1, Lesson 2 (TE, IJ, RC): Grouping Communities into Regions; Chapter 1, Lesson 4 (IO): Investigate Compare and Contrast; Chapter 1, Lesson 5 (TE, IJ, RC): Resources in a Community; Chapter 1, Lesson 5 (IO): Investigate Drawing Conclusions; Chapter 2, Lesson 1 (IO): Investigate Making Inferences; Chapter 2, Lesson 2 (TE, IJ, RC): People in a Community Affect Their Environment; Chapter 2, Lesson 2 (IO): Investigate Cause and Effect; Chapter 2, Lesson 3 (TE, IJ, RC): Environmental Issues Today; Chapter 3, Lesson 1 (TE, IJ, RC): How a Culture Is Defined; Chapter 3, Lesson 2 (TE, IJ, RC): Culture in Different U.S. Communities; Chapter 3, Lesson 5 (IO): Investigate Making Inferences; Chapter 4, Lesson 1 (TE, IJ, RC): Conflict and Cooperation; Chapter 4, Lesson 4 (TE, IJ, RC): How People and Events Change Communities; Chapter 4, Lesson 5 (TE, IJ, RC): Changing Communities; Chapter 4, Lesson 6 (TE, IJ, RC): Special Places; Chapter 4, Lesson 6 (IO): Investigate Drawing Conclusions; Chapter 5, Lesson 2 (TE, IJ, RC): Branches of Government; Chapter 5, Lesson 3 (TE, IJ, RC): Communities Need Government; Chapter 5, Lesson 6 (TE, IJ, RC): Citizens Help Build Strong Communities; Chapter 5, Lesson 6 (IO): Investigate Drawing Conclusions; Chapter 6, Lesson 1 (TE, IJ, RC): Resources in an Economy; Chapter 6, Lesson 2 (TE, IJ, RC): Goods and Services; Chapter 6, Lesson 3 (IO): Investigate Sequence; Chapter 6, Lesson 5 (TE, IJ, RC): Using Money Wisely <i>This standard is also covered throughout the IMPACT Explorer Magazine and the IMPACT Explorer Magazine Teaching Guide.</i></p>
<p>3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Chapter 1, Lesson 2 (TE, IJ): Grouping Communities into Regions; Chapter 1, Lesson 2 (IO): Investigate Main Idea and Details; Chapter 1, Lesson 3 (TE, IJ): Climate in a Community; Chapter 1, Lesson 2 (IO): Investigate Main Idea and Details; Chapter 1, Lesson 4 (TE): Physical Characteristics of a Community; Chapter 3, Lesson 4 (TE, RC): Cultural Comparison; Chapter 4, Lesson 2 (TE, IJ, RC): Moving to a New Land; Chapter 4, Lesson 2 (IO): Investigate Main Idea and Details; Chapter 4, Lesson 3 (TE, IJ, RC): Communities: Then and Now; Chapter 5, Lesson 1 (TE, IJ, RC): Our Democratic Way of Life; Chapter 5, Lesson 1 (IO): Investigate Main Idea and Details; Chapter 5, Lesson 2 (TE, IJ, RC): Branches of Government; Chapter 5, Lesson 2 (IO): Investigate Main Idea and Details; Chapter 6, Lesson 1 (TE, IJ): Resources in an Economy; Chapter 6, Lesson 1 (IO): Investigate Main Idea and Details; Chapter 6, Lesson 4 (TE): Changing Economies; Chapter 6, Lesson 5 (TE, IJ): Using Money Wisely <i>This standard is also covered throughout the IMPACT Explorer Magazine and the IMPACT Explorer Magazine Teaching Guide.</i></p>
<p>3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.</p>	<p>Chapter 2, Lesson 2 (TE, IJ, RC): People in a Community Affect Their Environment; Chapter 2, Lesson 2 (IO): Investigate Cause and Effect; Chapter 2, Lesson 3 (IO): Investigate Problem and Solution; Chapter 3, Lesson 2 (IO): Investigate Compare and Contrast; Chapter 3, Lesson 5 (TE, IJ, RC): Connecting Communities; Chapter 4, Lesson 1 (IO): Investigate Chronology; Chapter 4, Lesson 3 (IO): Investigate Compare and Contrast; Chapter 4, Lesson 4 (IO): Investigate Problem and Solution; Chapter 5, Lesson 5 (IO): Investigate Cause and Effect; Chapter 5, Lesson 5 (TE, IJ, RC): Heroes Help Their Communities; Chapter 5, Lesson 6 (TE, IJ, RC): Citizens Help Build Strong Communities; Chapter 6, Lesson 3 (TE, IJ): Markets and Trade; Chapter 6, Lesson 3 (IO): Investigate Sequence</p>

Standards Correlation

Structural Elements and Organization	
<p>3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).</p>	<p>Chapter 1, Investigate (TE, RC): Connect Through Literature; Chapter 1 (IEM, IEM TG): Paving the Way West, A Day at the Docks; Chapter 2 (IEM, IEM TG): The Hoover Dam, A Day in the Life of a Marine Biologist, Disaster!; Chapter 3, Lesson 1 (TE, IJ): How a Culture Is Defined; Chapter 3 (IEM, IEM TG): Messengers of the Inca Empire; Chapter 4 (IEM, IEM TG): Dust Bowl Migration; Chapter 5 (IEM, IEM TG): The Story of the Statue of Liberty; Chapter 5 (IEM, IEM TG): Then and Now: Check It Out! Libraries; Chapter 6 (IEM, IEM TG): Women at Work, You've Got to Move It!</p>
Synthesis and Connection of Ideas	
<p>3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.</p>	<p>Chapter 2, Lesson 2 (IO): You Decide: Who Said It Better?; Chapter 3, Lesson 4 (TE): Cultural Comparison; Chapter 4, Lesson 4 (TE, RC): How People and Events Change Communities</p>
<p>3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Chapter 1, Lesson 4 (TE, IJ): Physical Characteristics of a Community; Chapter 2, Lesson 3 (IJ, RC): Environmental Issues Today; Chapter 3, Lesson 2 (TE, IJ): Culture in Different U.S. Communities; Chapter 3, Lesson 3 (IO): Compare the Sources; Chapter 3, Lesson 4 (TE): Cultural Comparison; Chapter 4, Lesson 3 (TE, IJ, RC): Communities: Then and Now</p>
Reading: <i>Vocabulary</i>	
Vocabulary Building	
<p>3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.</p>	<p>Chapter 4, Lesson 5 (TE, RC): Changing Communities <i>This standard is also covered by the Explore Words activities found in every lesson of IMPACT Online.</i></p>
Vocabulary in Literature and Nonfiction Texts	
<p>3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.</p>	<p>Chapter 2, Lesson 1 (TE, IJ, RC): The Environment Affects People in a Community <i>This standard is also covered by the Explore Words activities found in every lesson of IMPACT Online, as well as the Build Meaning & Support Language section for each lesson in the IMPACT Teacher's Edition.</i></p>
WRITING	
Writing Genres: Argumentative, Informative, and Narrative	
<p>3.W.3.1 Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • State the opinion in an introductory statement or section. • Support the opinion with reasons in an organized way • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section. 	<p>Chapter 1, Engage (TE, IJ): Inquiry Project; Chapter 1, Lesson 2 (TE, IJ): Grouping Communities into Regions; Chapter 1, Lesson 5 (TE, IJ): Resources in a Community; Chapter 1, Take Action (TE, IJ): Inquiry Project; Chapter 2, Engage (TE, IJ): Inquiry Project; Chapter 2, Take Action (TE, IJ): Inquiry Project; Chapter 3, Lesson 3 (TE, IJ): Immigrants and Community Culture; Chapter 3, Lesson 4 (TE, IJ): Cultural Comparison; Chapter 4, Lesson 1 (TE, IJ): Conflict and Cooperation; Chapter 4, Lesson 5 (TE, IJ): Changing Communities; Chapter 5, Lesson 2 (TE, IJ): Branches of Government; Chapter 6, Lesson 2 (IO): Build Your Own Advertisement</p>

<p>3.W.3.2 Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • State the topic, develop a main idea for the introductory paragraph, and group related information together. • Develop the topic with facts and details. • Connect ideas within categories of information using words and phrases. • Use text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a concluding statement or section. 	<p>Chapter 1, Lesson 1 (TE, IJ): Locating and Describing Our Communities; Chapter 1, Lesson 3 (TE, IJ): Climate in a Community; Chapter 1, Lesson 4 (TE, IJ): Physical Characteristics of a Community; Chapter 2, Lesson 1 (TE, IJ): The Environment Affects People in a Community; Chapter 2, Lesson 2 (TE, IJ): People in a Community Affect Their Environment; Chapter 2, Lesson 3 (TE): Environmental Issues Today; Chapter 3, Lesson 1 (TE, IJ): How a Culture Is Defined; Chapter 3, Lesson 2 (TE, IJ): Culture in Different U.S. Communities; Chapter 4, Engage (TE, IJ): Inquiry Project; Chapter 4, Lesson 2 (TE, IJ): Moving to a New Land; Chapter 4, Lesson 3 (TE, IJ): Communities: Then and Now; Chapter 4, Lesson 6 (TE, IJ): Special Places; Chapter 4, Take Action (TE, IJ): Inquiry Project; Chapter 5, Lesson 3 (TE, IJ): Communities Need Government; Chapter 5, Lesson 4 (TE): Everybody Must Follow Rules; Chapter 5, Lesson 5 (TE, IJ): Heroes Help Their Communities; Chapter 5, Lesson 6 (TE, IJ): Citizens Help Build Strong Communities; Chapter 6, Lesson 1 (TE, IJ): Resources in an Economy; Chapter 6, Lesson 2 (TE, IJ, RC): Goods and Services; Chapter 6, Lesson 5 (TE, IJ): Using Money Wisely</p>
<p>3.W.3.3 Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Establish an introduction (e.g., situation, narrator, characters). • Include specific descriptive details and clear event sequences. • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending. 	<p>Chapter 3, Lesson 5 (TE, IJ): Connecting Communities; Chapter 6, Lesson 3 (TE, IJ): Markets and Trade; Chapter 6, Lesson 4 (TE, IJ): Changing Economies</p>
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>	
<p>3.W.5 Conduct short research on a topic.</p>	<p>Be a Social Studies Detective (IO): More to Explore: Evaluating Sources; Chapter 1, Lesson 4 (TE, IJ, RC): Physical Characteristics of a Community; Chapter 2, Lesson 3 (TE, IJ): Environmental Issues Today; Chapter 3, Lesson 5 (TE, IJ, RC): Connecting Communities; Chapter 4, Lesson 3 (TE, IJ, RC): Communities: Then and Now; Chapter 4, Lesson 4 (TE, IJ, RC): How People and Events Change Communities; Chapter 5, Lesson 1 (TE, IJ, RC): Our Democratic Way of Life; Chapter 5, Lesson 6 (TE, IJ, RC): Citizens Help Build Strong Communities; Chapter 6, Lesson 2 (TE, IJ, RC): Goods and Services</p>
<p>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</p>	
<p>3.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p>	
<p>3.W.6.1b Verbs</p>	<p>Chapter 3, Lesson 3 (TE): Immigrants and Community Culture; Chapter 6, Lesson 4 (TE): Changing Economies; Chapter 6, Lesson 5 (TE): Using Money Wisely</p>
<p>3.W.6.1c Adjectives/ Adverbs</p>	<p>Chapter 4, Lesson 1 (TE): Conflict and Cooperation</p>
<p>3.W.6.1e Usage</p>	<p>Chapter 3, Lesson 2 (TE): Culture in Different U.S. Communities; Chapter 5, Lesson 6 (TE): Citizens Help Build Strong Communities</p>

Standards Correlation

3.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:

3.W.6.2a Capitalization	Chapter 1, Lesson 4 (TE): Physical Characteristics of a Community
3.W.6.2b Punctuation	Chapter 5, Lesson 3 (TE): Communities Need Government
3.W.6.2c Spelling	Chapter 4, Lesson 6 (TE): Special Places

SPEAKING AND LISTENING

Speaking and Listening

Discussion and Collaboration

3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	Chapter 1, Lesson 2 (TE, IJ, RC): Grouping Communities into Regions; Chapter 2, Lesson 2 (TE, IJ, RC): People in a Community Affect Their Environment; Chapter 2, Lesson 3 (IO): Water Shortages: A Global Crisis; Chapter 3, Lesson 5 (TE, IJ, RC): Connecting Communities; Chapter 4, Lesson 1 (TE, IJ, RC): Conflict and Cooperation; Chapter 4, Lesson 2 (IO): Burj Khalifa; Chapter 5, Lesson 3 (IO): Get Involved! Interactive Town Hall; Chapter 5, Lesson 4 (TE, IJ, RC): Everybody Must Follow Rules; Chapter 6, Lesson 3 (TE, IJ, RC): Markets and Trade; Chapter 6, Lesson 5 (IO): Be a Money Ruler <i>This standard is also covered throughout the IMPACT Explorer Magazine, the IMPACT Explorer Magazine Teaching Guide, and the More to Explore features in most lessons of IMPACT Online.</i>
3.SL.2.2 Explore ideas under discussion by drawing on readings and other information.	Chapter 4, Lesson 5 (TE, IJ, RC): Changing Communities
3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	Chapter 1, Lesson 1 (TE): Locating and Describing Our Communities; Chapter 3, Lesson 1 (TE): How a Culture Is Defined; Chapter 3, Lesson 4 (TE): Cultural Comparison; Chapter 4, Lesson 6 (TE, IJ, RC): Special Places; Chapter 5, Lesson 3 (TE, IJ, RC): Communities Need Government; Chapter 6, Lesson 1 (TE): Resources in an Economy
3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	Chapter 5, Lesson 6 (TE, IJ, RC): Citizens Help Build Strong Communities
3.SL.2.5 Explain personal ideas and understanding in reference to the discussion.	Chapter 2, Lesson 3 (TE, RC, IJ): Environmental Issues Today; Chapter 3, Lesson 3 (TE): Immigrants and Community Culture; Chapter 5, Lesson 1 (TE, IJ, RC): Our Democratic Way of Life

Comprehension

3.SL.3.1 Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	Chapter 1, Lesson 1 (IO): Shubuya Street Crossing, Google Maps; Chapter 1, Lesson 3 (IO): Severe Weather; Chapter 3, Lesson 2 (IO): One Day in New York; Chapter 4, Lesson 2 (TE, IJ, RC): Moving to a New Land; Chapter 4, Lesson 4 (IO): Teenagers Volunteer to Build Homes; Chapter 5, Lesson 5 (IO): City Year Volunteers; Chapter 6, Lesson 4 (IO): Everything Must Go!; Chapter 6, Lesson 5 (IO): Be a Money Ruler
3.SL.3.2 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Chapter 6, Lesson 2 (TE): Goods and Services

Presentation of Knowledge and Ideas

3.SL.4.1 Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.

Chapter 1, Take Action (TE, IJ): Inquiry Project; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 3, Take Action (TE, IJ):** Inquiry Project; **Chapter 4, Take Action (TE, IJ):** Inquiry Project; **Chapter 5, Take Action (TE, IJ):** Inquiry Project; **Chapter 6, Take Action (TE, IJ):** Inquiry Project

3.SL.4.2 Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

Chapter 1, Take Action (TE, IJ): Inquiry Project; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 3, Take Action (TE, IJ):** Inquiry Project; **Chapter 4, Take Action (TE, IJ):** Inquiry Project; **Chapter 5, Take Action (TE, IJ):** Inquiry Project; **Chapter 6, Take Action (TE, IJ):** Inquiry Project

MEDIA LITERACY

Media Literacy

3.ML.2.1 Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.

Be a Social Studies Detective (IO): More to Explore: Evaluating Sources; **Chapter 6, Lesson 2 (IO):** Build Your Own Advertisement