

Main Criteria: Washington State K-12 Learning Standards and Guidelines

Secondary Criteria: Social Studies Grade 3 2017

Subject: Social Studies

Grade: 3

Correlation Options: Show All

Washington State K-12 Learning Standards and Guidelines

Social Studies

Grade: 3 - Adopted: 2019

EALR		Social Studies Skills
BIG IDEA / CORE CONTENT	SSS1:	Uses critical reasoning skills to analyze and evaluate claims.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that there are many sides to an argument and can share one’s own side with evidence-based research.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS1.3.1.	Explain the purpose of documents and the concepts used in them. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 6: The Origin of the American Government Social Studies 3B- Module 6: Republican Principles of Government
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS1.3.2.	Evaluate if information is well accepted and relevant, or if information is clear, specific, and detailed. No Correlations
EALR		Social Studies Skills
BIG IDEA / CORE CONTENT	SSS2:	Uses inquiry-based research.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows how to ask a variety of quality questions and find appropriate materials to find the answers to those questions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS2.3.1.	Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 1: Natural, Human, and Capital Resources
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS2.3.2.	Explain how and why compelling questions are important to others (e.g., peers, adults). No Correlations
EALR		Social Studies Skills
BIG IDEA / CORE CONTENT	SSS3:	Deliberates public issues.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that there are many ideas, issues, and conflicts going on in the world around one and can listen in order to understand the different points of view and use one’s own voice to enact change.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS3.3.1.	Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.
		No Correlations
EALR		Social Studies Skills
BIG IDEA / CORE CONTENT	SSS4:	Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one’s own knowledge and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS4.3.1.	Draw conclusions using clear, specific, and accurate examples in a paper or presentation.
		No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS4.3.2.	Give clear attribution to sources within writing or presentations.
		No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS4.3.3.	Use distinctions between fact and opinion to determine the credibility of multiple sources.
		No Correlations
EALR		Civics
BIG IDEA / CORE CONTENT	C1:	Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that different communities create rules to promote the common good and individual liberties.
CONTENT STANDARD / PERFORMANCE EXPECTATION	C1.3.1.	Recognize the key ideals of unity and diversity.
		No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	C1.3.2.	Recognize and apply the key ideals of unity and diversity within the context of the community.
		No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	C1.3.3.	Use deliberative processes when making decisions or reaching judgement as a group.
		No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	C1.3.4.	Identify core virtues and democratic principles found in classroom and school rules.
		<p><u>Social Studies Grade 3 2017</u></p> <p>Social Studies 3B- Module 4: Government Structure: The Kush of Ancient Africa</p> <p>Social Studies 3B- Module 4: The Need for Laws and Government</p>

		Social Studies 3B- Module 4: The Purpose of Laws and Government
EALR		Civics
BIG IDEA / CORE CONTENT	C2:	Understands the purposes, organization, and function of governments, laws, and political systems.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Recognizes that one has rights and responsibilities as a citizen in one’s own community.
CONTENT STANDARD / PERFORMANCE EXPECTATION	C2.3.1.	Describe the basic organization of government in the community or city. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 6: Your Local Government
CONTENT STANDARD / PERFORMANCE EXPECTATION	C2.3.2.	Identify the basic function of government and laws in the community or city. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 4: Government Structure: The Kush of Ancient Africa Social Studies 3B- Module 4: The Need for Laws and Government Social Studies 3B- Module 4: The Purpose of Laws and Government Social Studies 3B- Module 5: The Purpose and Nature of Government Social Studies 3B- Module 6: Your Local Government
CONTENT STANDARD / PERFORMANCE EXPECTATION	C2.3.3.	Explain the reasons for rules in the home or in school, and compare rules and laws in the local community. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 4: Government Structure: The Kush of Ancient Africa Social Studies 3B- Module 4: The Need for Laws and Government Social Studies 3B- Module 4: The Purpose of Laws and Government
CONTENT STANDARD / PERFORMANCE EXPECTATION	C2.3.4.	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 2: Specialization Social Studies 3B- Module 3: Jobs In the Community
EALR		Civics
BIG IDEA / CORE CONTENT	C3:	Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that there are different communities nearby and that there may be different rules for different communities.

CONTENT STANDARD / PERFORMANCE EXPECTATION	C3.3.1.	Explain that tribes have lived in North America since time immemorial. No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	C3.3.2.	Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 5: Government Structure: The Cherokee
CONTENT STANDARD / PERFORMANCE EXPECTATION	C3.3.3.	Explain how tribes of North America work to help the people of their tribes. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 5: Government Structure: The Cherokee
EALR		Civics
BIG IDEA / CORE CONTENT	C4:	Understands civic involvement.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Understands that when one shows concern for the well-being of one’s classroom, school, and community, one is being “civic minded.”
CONTENT STANDARD / PERFORMANCE EXPECTATION	C4.3.1.	Recognize that civic participation involves being informed about public issues, taking action, and voting in elections. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 3: In the Community Social Studies 3B- Module 5: The Purpose and Nature of Government
CONTENT STANDARD / PERFORMANCE EXPECTATION	C4.3.2.	Explain the many ways people become knowledgeable about issues in their communities: they read, discuss, communicate, and vote. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 5: The Purpose and Nature of Government
CONTENT STANDARD / PERFORMANCE EXPECTATION	C4.3.3.	Demonstrate that voting is a civic duty. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 5: The Purpose and Nature of Government
EALR		Economics
BIG IDEA / CORE CONTENT	E1:	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Can make decisions about how to use resources to benefit oneself and others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	E1.3.1.	Identify the costs and benefits of individual choices.

		<u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 3: In the Community Social Studies 3B- Module 3: The Role of Choice
CONTENT STANDARD / PERFORMANCE EXPECTATION	E1.3.2.	Identify positive and negative incentives that influence the decisions people make. No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	E1.3.3.	Describe how individual choices are influenced by various cultural norms. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 3: Jobs In the Community Social Studies 3B- Module 3: The Role of Choice
EALR		Economics
BIG IDEA / CORE CONTENT	E2:	Understands the components of an economic system.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Understands the basic elements of a community’s economic system, including producers, distributors, and consumers of goods and services.
CONTENT STANDARD / PERFORMANCE EXPECTATION	E2.3.1.	Recognize how the economic systems of groups are influenced by community and cultural laws, values, and customs. No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	E2.3.2.	Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 1: Natural, Human and Capital Resources Social Studies 3B- Module 1: Natural, Human and Capital Resources II
CONTENT STANDARD / PERFORMANCE EXPECTATION	E2.3.3.	Explain why individuals and businesses specialize and trade. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 1: The Resources of Ancient Africa Social Studies 3B- Module 2: Specialization Social Studies 3B- Module 2: Interdependence Social Studies 3B- Module 2: Review: Specialization and Interdependence
CONTENT STANDARD / PERFORMANCE EXPECTATION	E2.3.4.	Explain the role of money in making exchange easier. No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	E2.3.5.	Explain how profits influence sellers in markets. No Correlations

CONTENT STANDARD / PERFORMANCE EXPECTATION	E2.3.6.	Identify examples of external benefits (acquired relationships) and costs (things given up). No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	E2.3.7.	Describe the role of financial institutions in an economy. No Correlations
EALR		Economics
BIG IDEA / CORE CONTENT	E3:	Understands the government's role in the economy.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that the government has a role in the economy.
CONTENT STANDARD / PERFORMANCE EXPECTATION	E3.3.1.	Describe how local taxation supports one's community. No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	E3.3.2.	Explain the ways in which the government pays for the goods and services it provides. No Correlations
EALR		Economics
BIG IDEA / CORE CONTENT	E4:	Understands the economic issues and problems that all societies face.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	E4.3.1.	Identify the positive and negative impacts of trade among and between cultural groups. No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	E4.3.2.	Explain how trade leads to increasing economic interdependence among cultural groups. No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	E4.3.3.	Explain the effects of increasing economic interdependence on different groups within participating cultural groups. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 2: Interdependence
EALR		Geography
BIG IDEA / CORE CONTENT	G1:	Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that the use of tools (e.g., maps, globes, charts, graphs) is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us.

CONTENT STANDARD / PERFORMANCE EXPECTATION	G1.3.1.	Examine and use maps and globes to understand the regions of North America in the past and present. No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	G1.3.2.	Investigate the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the United States. <u>Social Studies Grade 3 2017</u> Social Studies 3A- Module 5: Native Americans: Mapping Their Land Social Studies 3A- Module 5: The United Landscape Social Studies 3A- Module 6: Life on the U.S. Frontier
EALR		Geography
BIG IDEA / CORE CONTENT	G2:	Understands human interaction with the environment.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that the human-environment interactions are essential aspects of human life in all societies and they occur at local-to-regional scale. Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.
CONTENT STANDARD / PERFORMANCE EXPECTATION	G2.3.1.	Explain how the environment affects cultural groups and how groups affect the environment. No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	G2.3.2.	Examine the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education. <u>Social Studies Grade 3 2017</u> Social Studies 3A- Module 2: Ancient Phoenician Culture Social Studies 3B- Module 1: Natural, Human and Capital Resources II Social Studies 3B- Module 1: The Resources of Ancient Africa Social Studies 3B- Module 2: Review: Specialization and Interdependence Social Studies 3B- Module 3: The Role of Choice
CONTENT STANDARD / PERFORMANCE EXPECTATION	G2.3.3.	Compare the traditions, beliefs, and values of cultural groups in North America. <u>Social Studies Grade 3 2017</u> Social Studies 3A- Module 2: Native Americans: The Cherokee Social Studies 3A- Module 3: Native Americans: The Hopi Social Studies 3A- Module 3: Native Americans: The Sioux Social Studies 3A- Module 5: Native Americans: Mapping Their Land

		<p>Social Studies 3B- Module 2: Interdependence</p> <p>Social Studies 3B- Module 2: Review: Specialization and Interdependence</p> <p>Social Studies 3B- Module 2: Specialization</p> <p>Social Studies 3B- Module 5: Government Structure: The Cherokee</p> <p>Social Studies 3B- Module 5: Government Structure: The Hopi</p>
EALR		Geography
BIG IDEA / CORE CONTENT	G3:	Understands the geographic context of global issues and events.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that people, products, and ideas can move, connecting local and global communities to each other.
CONTENT STANDARD / PERFORMANCE EXPECTATION	G3.3.1.	Explain that learning about the geography of North America helps us understand cultures from around the world.
		No Correlations
EALR		History
BIG IDEA / CORE CONTENT	H1:	Understands historical chronology.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	H1.3.1.	Create timelines to show events connected to their cultural identities.
		<p><u>Social Studies Grade 3 2017</u></p> <p>Social Studies 3A- Module 6: Heritage Mapping</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	H1.3.2.	Compare the similarities and differences between their own cultural timelines and those of others.
		<p><u>Social Studies Grade 3 2017</u></p> <p>Social Studies 3A- Module 6: Heritage Mapping</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	H1.3.3.	Use timelines to explain the context of history.
		No Correlations
EALR		History
BIG IDEA / CORE CONTENT	H2:	Understands and analyzes causal factors that have shaped major events in history.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.
CONTENT STANDARD / PERFORMANCE EXPECTATION	H2.3.1.	Demonstrate how contributions made by various cultural and ethnic groups have shaped the history of the community and world.
		<p><u>Social Studies Grade 3 2017</u></p> <p>Social Studies 3A- Module 1: Ancient Hebrew Culture 3</p> <p>Social Studies 3A- Module 1: Ancient Hebrew Culture 1</p>

		Social Studies 3A- Module 1: Ancient Hebrew Culture 2 Social Studies 3B- Module 1: Natural, Human and Capital Resources II
CONTENT STANDARD / PERFORMANCE EXPECTATION	H2.3.2.	Explain probable causes and effects of events and developments locally. No Correlations
EALR		History
BIG IDEA / CORE CONTENT	H3:	Understands that there are multiple perspectives and interpretations of historical events.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Understands that historical events can be interpreted differently by different individuals, families, and communities.
CONTENT STANDARD / PERFORMANCE EXPECTATION	H3.3.1.	Recognize and explain that there are multiple cultural perspectives through a study of important individual or major events. No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	H3.3.2.	Explain connections among historical contexts and people’s perspectives at the time. No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	H3.3.3.	Describe how people’s perspectives shaped the historical sources they created. No Correlations
EALR		History
BIG IDEA / CORE CONTENT	H4:	Understands how historical events inform analysis of contemporary issues and events.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	H4.3.1.	Recognize and explain how significant cultural events have implications for current decisions. No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	H4.3.2.	Use evidence to develop a claim about our past community’s history. No Correlations
CONTENT STANDARD / PERFORMANCE EXPECTATION	H4.3.3.	Summarize how different kinds of historical sources are used to explain events in the past. <u>Social Studies Grade 3 2017</u> Social Studies 3B- Module 3: The Role of Choice