

**Main Criteria:** Illinois Learning Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 3  
**Correlation Options:** Show Correlated

**Illinois Learning Standards**  
**Science**  
Grade: 3 - Adopted: 2014

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>IL.3-LS.</b>	<b>LIFE SCIENCE</b>
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>3-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>		Students who demonstrate understanding can:
<b>STANDARD</b>	<b>3-LS1-1.</b>	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.  <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>IL.3-LS.</b>	<b>LIFE SCIENCE</b>
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>3-LS2.</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>		Students who demonstrate understanding can:
<b>STANDARD</b>	<b>3-LS2-1.</b>	Construct an argument that some animals form groups that help members survive.  <u>Social Studies Online</u> African Safari How Coral Reefs Are Formed Who Lives On a Coral Reef?
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>IL.3-LS.</b>	<b>LIFE SCIENCE</b>
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>3-LS4.</b>	<b>Biological Evolution: Unity and Diversity</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>		Students who demonstrate understanding can:
<b>STANDARD</b>	<b>3-LS4-2.</b>	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.  <u>Social Studies Online</u> African Safari Galapagos Islands

		Galapagos Islands - Espagnol Grade 2 - Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
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.  <a href="#">Social Studies Online</a> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 - Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
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.  <a href="#">Social Studies Online</a> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STATE GOAL / DISCIPLINARY CONCEPT	IL.3-ESS.	EARTH AND SPACE SCIENCE
LEARNING STANDARD / DISCIPLINE	3-ESS2.	Earth's Systems
DESCRIPTOR / CONTENT DISCIPLINE		Students who demonstrate understanding can:
STANDARD	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.  <a href="#">Social Studies Online</a> African Safari Grade 2 - Land and Water Around Us
STANDARD	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world.  <a href="#">Social Studies Online</a> Grade 2 - Land and Water Around Us The Amazon Rainforest
STATE GOAL / DISCIPLINARY CONCEPT	IL.3-ESS.	EARTH AND SPACE SCIENCE
LEARNING STANDARD / DISCIPLINE	3-ESS3.	Earth and Human Activity
DESCRIPTOR / CONTENT DISCIPLINE		Students who demonstrate understanding can:
STANDARD	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.  <a href="#">Social Studies Online</a> Grade 3 - Geography of Our Communities

# Illinois Learning Standards

## Social Studies

Grade: 3 - Adopted: 2017

STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.K.	Third Grade: Communities Near and Far - Disciplinary Concepts
LEARNING STANDARD / DISCIPLINE	SS.CV.	Civics
DESCRIPTOR / CONTENT DISCIPLINE		Civic and Political Institutions
STANDARD	SS.CV.1.3.	Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.  <a href="#">Social Studies Online</a> Grade 2 - Living Together Grade 2 - Work and Money
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.K.	Third Grade: Communities Near and Far - Disciplinary Concepts
LEARNING STANDARD / DISCIPLINE	SS.CV.	Civics
DESCRIPTOR / CONTENT DISCIPLINE		Processes, Rules, and Laws
STANDARD	SS.CV.4.3.	Describe how people have tried to improve their communities over time.  <a href="#">Social Studies Online</a> Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.K.	Third Grade: Communities Near and Far - Disciplinary Concepts
LEARNING STANDARD / DISCIPLINE	SS.G.	Geography
DESCRIPTOR / CONTENT DISCIPLINE		Geographic Representations
STANDARD	SS.G.1.3.	Locate major landforms and bodies of water on a map or other representation.  <a href="#">Social Studies Online</a> 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
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.K.	Third Grade: Communities Near and Far - Disciplinary Concepts
LEARNING STANDARD / DISCIPLINE	SS.EC.	Economics and Financial Literacy
DESCRIPTOR / CONTENT DISCIPLINE		Economic Decision Making
STANDARD	SS.EC.1.3.	Compare the goods and services that people in the local community produce and those that are produced in other communities.  <a href="#">Social Studies Online</a> Grade 2 - Work and Money Grade 3 - I Am a Consumer

STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.K.	Third Grade: Communities Near and Far - Disciplinary Concepts
LEARNING STANDARD / DISCIPLINE	SS.H.	History
DESCRIPTOR / CONTENT DISCIPLINE		Perspectives
STANDARD	SS.H.2.3.	Describe how significant people, events, and developments have shaped their own community and region.  <a href="#">Social Studies Online</a> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.K.	Third Grade: Communities Near and Far - Disciplinary Concepts
LEARNING STANDARD / DISCIPLINE	SS.H.	History
DESCRIPTOR / CONTENT DISCIPLINE		Historical Sources and Evidence
STANDARD	SS.H.3.3.	Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.  <a href="#">Social Studies Online</a> Grade 3 - The First Americans
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.IS.	Inquiry Skills
LEARNING STANDARD / DISCIPLINE		Developing Questions and Planning Inquiries
DESCRIPTOR / CONTENT DISCIPLINE		Creating Essential Questions
STANDARD	SS.IS.1.3-5.	Develop essential questions and explain the importance of the questions to self and others.  <a href="#">Social Studies Online</a> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Ancient Rome Rome - The Eternal City
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.IS.	Inquiry Skills
LEARNING STANDARD / DISCIPLINE		Communicating Conclusions and Taking Informed Action
DESCRIPTOR / CONTENT DISCIPLINE		Critiquing Conclusions
STANDARD	SS.IS.7.3-5.	Identify a range of local problems and some ways in which people are trying to address these problems.  <a href="#">Social Studies Online</a> Grade 2 - Work and Money