

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

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**Washington State K-12 Learning Standards and Guidelines**

**Science**

**Grade: 3 - Adopted: 2014**

DOMAIN	WA.3-LS.	LIFE SCIENCE
BIG IDEA / CORE CONTENT	3-LS1.	From Molecules to Organisms: Structures and Processes
CORE CONTENT / CONTENT STANDARD		Students who demonstrate understanding can:

CONTENT  
STANDARD /  
PERFORMANCE  
EXPECTATION

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.

**Social Studies Online**

**Galapagos Islands**

**Grade 4 - West Region Geography**

**How Coral Reefs Are Formed**

DOMAIN	WA.3-LS.	LIFE SCIENCE
BIG IDEA / CORE CONTENT	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics
CORE CONTENT / CONTENT STANDARD		Students who demonstrate understanding can:

CONTENT  
STANDARD /  
PERFORMANCE  
EXPECTATION

3-LS2-1.

Construct an argument that some animals form groups that help members survive.

**Social Studies Online**

**African Safari**

**Amazon Rainforest - Grades 2-5**

**How Coral Reefs Are Formed**

**The Sahara Desert**

**Who Lives On a Coral Reef?**

DOMAIN	WA.3-LS.	LIFE SCIENCE
BIG IDEA / CORE CONTENT	3-LS4.	Biological Evolution: Unity and Diversity
CORE CONTENT / CONTENT STANDARD		Students who demonstrate understanding can:

CONTENT STANDARD / PERFORMANCE EXPECTATION	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.  <b><u>Social Studies Online</u></b> 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?
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CONTENT STANDARD / PERFORMANCE EXPECTATION	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.  <b><u>Social Studies Online</u></b> 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?
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CONTENT STANDARD / PERFORMANCE EXPECTATION	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.  <b><u>Social Studies Online</u></b> 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?
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DOMAIN	WA.3-ESS.	EARTH AND SPACE SCIENCE
BIG IDEA / CORE CONTENT	3-ESS2.	Earth's Systems
CORE CONTENT / CONTENT STANDARD		Students who demonstrate understanding can:

CONTENT STANDARD / PERFORMANCE EXPECTATION	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.  <b><u>Social Studies Online</u></b> African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography
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CONTENT STANDARD / PERFORMANCE EXPECTATION	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">The Sahara Desert</a>
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DOMAIN	WA.3-ESS.	EARTH AND SPACE SCIENCE
BIG IDEA / CORE CONTENT	3-ESS3.	Earth and Human Activity
CORE CONTENT / CONTENT STANDARD		Students who demonstrate understanding can:

CONTENT STANDARD / PERFORMANCE EXPECTATION	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> <a href="#">Grade 3 - Geography of Our Communities</a>
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#### Washington State K-12 Learning Standards and Guidelines

##### Social Studies

Grade: 3 - Adopted: 2019

DOMAIN		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.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - A Country of Cultures</a>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	C1.3.2.	Recognize and apply the key ideals of unity and diversity within the context of the community.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - A Country of Cultures</a>
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DOMAIN		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.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
CONTENT STANDARD / PERFORMANCE EXPECTATION	C2.3.2.	Identify the basic function of government and laws in the community or city.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Living Together</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
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.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Living Together</a> <a href="#">Grade 2 - Work and Money</a>

DOMAIN		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.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
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DOMAIN		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.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
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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.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Our Government At Work</a>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	C4.3.3.	Demonstrate that voting is a civic duty.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Our Government At Work</a>
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DOMAIN		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.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - I Am a Consumer</a>
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DOMAIN		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	E2.3.2.	Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Businesses At Work</a>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	E2.3.3.	Explain why individuals and businesses specialize and trade.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - Businesses At Work</a>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	E2.3.4.	Explain the role of money in making exchange easier.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	E2.3.5.	Explain how profits influence sellers in markets.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Businesses At Work</a> <a href="#">Grade 3 - I Am a Consumer</a>
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DOMAIN		Economics
BIG IDEA / CORE CONTENT	E3:	Understands the government's role in the economy.

<b>CORE CONTENT / CONTENT STANDARD</b>		<b>Enduring Understanding – Knows that the government has a role in the economy.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	E3.3.1.	Describe how local taxation supports one's community.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
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<b>DOMAIN</b>		<b>Economics</b>
<b>BIG IDEA / CORE CONTENT</b>	<b>E4:</b>	<b>Understands the economic issues and problems that all societies face.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>		<b>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.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	E4.3.1.	Identify the positive and negative impacts of trade among and between cultural groups.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - Businesses At Work</a>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	E4.3.2.	Explain how trade leads to increasing economic interdependence among cultural groups.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - Businesses At Work</a>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	E4.3.3.	Explain the effects of increasing economic interdependence on different groups within participating cultural groups.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
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<b>DOMAIN</b>		<b>Geography</b>
<b>BIG IDEA / CORE CONTENT</b>	<b>G1:</b>	<b>Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>		<b>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.</b>

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.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
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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.  <b><u>Social Studies Online</u></b> 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 Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5
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DOMAIN		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.  <b><u>Social Studies Online</u></b> 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 Grade 4 - Northeast Grade 4 - West Region Early Beginnings
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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.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Rome - The Eternal City
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CONTENT STANDARD / PERFORMANCE EXPECTATION	G2.3.3.	Compare the traditions, beliefs, and values of cultural groups in North America.  <b><u>Social Studies Online</u></b> Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
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DOMAIN		History
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<b>BIG IDEA / CORE CONTENT</b>	<b>H2:</b>	<b>Understands and analyzes causal factors that have shaped major events in history.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>		<b>Enduring Understanding – Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.</b>

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.

**Social Studies Online**  
[Amazon Rainforest - Grades 2-5](#)  
[Amazon Rainforest - People and Threats - Grades 2-5](#)  
[Exploring Cuba](#)  
[Grade 2 - Living Together](#)  
[Grade 3 - A Country of Cultures](#)  
[Grade 4 - West Region Early Beginnings](#)

CONTENT STANDARD / PERFORMANCE EXPECTATION H2.3.2. Explain probable causes and effects of events and developments locally.

**Social Studies Online**  
[Grade 3 - How The Country Was Settled](#)  
[Grade 3 - The First Americans](#)  
[Grade 4 - Midwest Region Early Beginnings](#)  
[Grade 4 - Midwest Region Today](#)  
[Grade 4 - Northeast](#)  
[Grade 4 - Southwest Region Early Beginnings](#)  
[Grade 4 - West Region Early Beginnings](#)  
[Grade 4 - West Region Today](#)  
[Rome - The Eternal City](#)

<b>DOMAIN</b>		<b>History</b>
<b>BIG IDEA / CORE CONTENT</b>	<b>H3:</b>	<b>Understands that there are multiple perspectives and interpretations of historical events.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>		<b>Enduring Understanding – Understands that historical events can be interpreted differently by different individuals, families, and communities.</b>

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.

**Social Studies Online**  
[Grade 4 - Northeast](#)  
[Grade 4 - West Region Geography](#)

CONTENT STANDARD / PERFORMANCE EXPECTATION H3.3.2. Explain connections among historical contexts and people's perspectives at the time.

**Social Studies Online**  
[Grade 4 - Northeast](#)  
[Grade 4 - West Region Geography](#)

CONTENT STANDARD / PERFORMANCE EXPECTATION H3.3.3. Describe how people's perspectives shaped the historical sources they created.

**Social Studies Online**  
[Grade 4 - Northeast](#)  
[Grade 4 - West Region Geography](#)

<b>DOMAIN</b>		<b>History</b>
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<b>BIG IDEA / CORE CONTENT</b>	<b>H4:</b>	<b>Understands how historical events inform analysis of contemporary issues and events.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>		<b>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.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION H4.3.1. Recognize and explain how significant cultural events have implications for current decisions.

**Social Studies Online**

**Grade 2 - Our Government At Work**