

# Illinois Learning Standards for Social Science-3rd Grade

<b>Inquiry Skills</b>
<b>Developing Questions and Planning Inquiries</b>
<b>Constructing Essential Questions</b> SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others.
<b>Constructing Supporting Questions</b> SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry.
<b>Determining Helpful Sources</b> SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.
<b>Evaluating Sources and Using Evidence</b>
<b>Gathering and Evaluating Sources</b> SS.IS.4.3-5.: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
<b>Developing Claims and Using Evidence</b> SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions.
<b>Communicating Conclusions and Taking Informed Action</b>
<b>Communicating Conclusions</b> SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
<b>Critiquing Conclusions</b> SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.
<b>Taking Informed Action</b> SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.
<b>Civics Standards</b>
<b>Civic and Political Institutions</b> SS.CV.1.3: Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities. SS.CV.2.3: Explain how groups of people make rules to create responsibilities and protect freedoms.
<b>Participation and Deliberation: Applying Civic Virtues and Democratic Processes</b> SS.CV.3.3: Compare procedures for making decisions in the classroom, school and community.
<b>Processes, Rules and Laws</b> SS.CV.4.3: Describe how people have tried to improve their communities over time.
<b>Geography Standards</b>
<b>Geographic Representations: Spatial Views of the World</b> SS.G.1.3: Locate major landforms and bodies of water on a map or other representation.
<b>Human-Environment Interaction: Place, Regions, and Culture</b> SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places.
<b>Global Interconnections: Changing Spatial Patterns</b> SS.G.3.3: Show how consumption of products connects people to distant places.

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## Economics and Financial Literacy Standards

### Economic Decision Making

**SS.EC.1.3:** Compare the goods and services that people in the local community produce and those that are produced in other communities.

### Exchange and Markets

**SS.EC. 2.3:** Generate examples of the goods and services that governments provide.

### Financial Literacy

**SS.EC.FL.3.3:** Describe the role of banks and other financial institutions in an economy.

**SS.EC.FL. 4.3:** Explain that when people borrow, they receive something of value now and agree to repay the lender over time.

## History Standards

### Change, Continuity, and Context

**SS.H.1.3:** Create and use a chronological sequence of events.

### Perspectives

**SS.H.2.3:** Describe how significant people, events, and developments have shaped their own community and region.

### Historical Sources and Evidence

**SS.H.3.3:** Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.