

Third Grade

OREGON State Standards

Social Science Standards

Civics and Government

3.1 Examine how different levels of city and county government provide services to members of a community.

3.2 Describe the responsibilities of people in their community and state.

3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.

Economics

3.4 * Describe the use of stereotypes and targeted marketing in creating demand for consumer products.

3.5 Explain how profit influences sellers in markets

3.6 Identify key industries of Oregon.

Financial Literacy

3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how individual financial actions have an impact on myself/others/resources).

Geography

3.8 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural).

3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.).

3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them

Historical Knowledge (Focus: Our Community and Beyond [Emphasis on Oregon Geography and Local/Regional History])

3.11 * Describe how the inclusion or exclusion of individuals, social and ethnic groups, including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups has shaped events and development of the local community and region.

3.12 * Describe how the identity of the local community shaped its history and compare to other communities in the region.

Historical Thinking

3.13 Apply research skills and technologies to gather information about the past in a region

3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events

3.15 Explain how sources serve different purposes for answering historical questions.

3.16 Generate questions using multiple historical sources and examine their validity.

Social Science Analysis

3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.

3.18 * Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.

3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.