

## Grade 3

### 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 relationship between producers and consumers.
- 3.5 Explain how profit influences sellers in markets.
- 3.6 Identify key industries of Oregon.

### Multicultural Studies

- 3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local issues. (Civics)
- 3.9 Describe and compare human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.) (Geography)
- 3.11 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social 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 (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the local community and region.
- 3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events. (History)

### Financial Literacy

- 3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how my 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.

### History (Local, State, National, and World) (Focus: Our Community and Beyond [Emphasis on Oregon Geography and Local/Regional History])

### Historical Knowledge

- 3.11 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent) and

religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the communities and regions.

- 3.12 Compare and contrast the history of the local community to other communities in a 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 and compare different ways of looking at 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.