

Third

Social Science Standards

Civics (3.C)			
Concept	Standard	Lessons	Other examples:
Political Institutions (C.PI)	3.C.PI.1 Identify state offices, leaders, and their functions.	 TH/SH SS Lesson: Tribal Services JA Our City- Session 4	• Governor • House Minority Leader • Speaker of the House • Secretary of State • Secretary of Treasury • State Representative • State Senator
Identity, Roles, and Responsibilities (C.IR)	3.C.IR.2 Explain the differences between allies and bystanders exploring how individuals can promote democratic values such as liberty, equality, and justice when they see someone targeted for who	 Health- U5 L03: Improving Attitudes	• Teasing or bullying in school • Excluding someone on the playground • Historical examples from classroom biographies

	they are.		
	3.C.IR.3 Recognize that people's identities and individual experiences can lead to different interpretations of situations and events.	 CKLA U4, U7, U9  TH/SH Different Types of School	• Historical events • Current events • Social interactions • Literary characters • Family traditions
	3.C.IR.4 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.	 TH/SH SS Lesson Caring for People with Tribal Services	• Volunteer opportunities • Community gardens • Environmental conservation • Attending community events • Service projects
	3.C.IR.5 Describe the responsibilities of people in their community and state.	 TH/SH SS Lesson Caring for People with Tribal Services	• Helping others • Neighborhood upkeep • Following rules • Learning
Democratic Principles (C.DP)	3.C.DP.6 Explain the democratic principle of a smaller voting group (the minority) having rights that the larger voting group (the majority) cannot take away.		Note- Understanding how democracy balances the idea of majority rule with protected rights for individuals.

Civic Engagemen t (C.CE)	3.C.CE.7 Identify a local public issue and describe ways individuals and groups can engage with decision-makers to have influence in the civic life of their communities.		• Letters and emails • Petition • Attend public meeting
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Geography (3.G)			
Concept	Standard	Lessons	Other examples:
Geographic Reasoning (G.GR)	3.G.GR.1 Distinguish between physical, political, cultural, and thematic maps of Oregon and the United States.	 TH/SH SS Lesson Changing Land	• Tribal language maps • River systems • State boundaries • Resource map • Immigration/migration patterns
	3.G.GR.2 Use lines of latitude and longitude on multiple types of maps, globes, and images to locate and describe tribal lands, environmental regions, and counties of Oregon and the greater Pacific Northwest.	 CKLA U6 (L13-14)	• River systems • Urban and rural districts • Economic zones • Mountains and volcanoes
Migration and Movement (G.MM)	3.G.MM.3 Evaluate multiple theories on the populating and human movement in North and South America using	 CKLA U6	• Rimrock Draw Rock shelter • Paisley Caves • Cooper's Ferry • Fort Rock Crater

	archaeological evidence for the origins of people in North America, including in the Pacific Northwest.		
	3.G.MM.4 Investigate the causes behind global migration, distinguishing between voluntary relocation and forced displacement.	 TH/SH SS Lesson Different Types of School  CKLA U6 (13 & 14)	• Environmental displacement • Economic opportunities • Political asylum • War refugees
Human Interaction and Interconnection (G.HI)	3.G.HI.5 Compare and contrast the diverse aspects of culture represented in a community, such as individuals, events, songs, symbols, and celebrations of community.	 CKLA U4, U6, U9	• Individuals • Classroom Communities • Local Communities • State Communities
Human Environmental Interaction (G.HE)	3.G.HE.6 Describe and compare how the physical and human geography of different Oregon regions affects the attributes of local communities.	 CKLA U6 (L13 & 14)	• Oregon Coast • Willamette Valley • Rogue Valley • Cascade Range • Klamath Mountains • Deschutes-Columbia Plateau • High Desert

			• Blue Mountains
	3.G.HE.7 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.	 TH/SH Caring for Rivers, Fish, and People	• Timber • Fisheries • Agriculture

Economics (3.E)			
Concept	Standard	Lessons	Other examples:
Earning, Saving, and Spending (E.ES)	3.E.ES.1 Consider the effect of individual financial decisions on personal, community, regional, and world resources.	JA Our City Session 4	• Personal budgeting • Investment and growth • Consumption and environmental impact
	3.E.ES.2 Explain the purpose of taxes in supporting examples of public goods.		• Fire protection • Police • Public libraries • Schools • Parks
Micro and Macro (E.MI)	3.E.MI.3 Identify the relationship between supply and demand in setting the price of goods and services in the marketplace.	JA Our City Session 3 & 4	• Lemonade-stands • Concert tickets • Farmers market • Technology
	3.E.MI.4 Analyze the effect of government and business decisions on personal and community resources.		• Government regulations • Manufacturing process • Sustainable practices

Incentives, Choice, and Consumer Behavior (E.IC)	3.E.IC.5 Explain the role of advertising and peer pressure in decision-making.	 Digital Responsibility Slides	• Choosing snacks • Picking toys • Playing games/apps • Group activity
	3.E.IC.6 Explain opportunity cost and how it influences buying decisions.		• Note- Opportunity cost is the trade-off, such as choosing to stay inside and read a book instead of going to play outside. The time not spent playing outside is the opportunity cost of staying inside to read a book.
Specialization, Trade, & Interdependence (E.ST)	3.E.ST.7 Investigate examples of specialization and economic interdependence in the local community.		• A baker and a butcher • A fisher and farmer • A car mechanic and a teacher
	3.E.ST.8 With prompting and support, ask and answer questions about buying, selling, or trading something and explain how people make choices about the things they need and want.		• Price comparison • Quality comparison • Prioritizing purchases

History (3.H)			
Concept	Standard	Lessons	Other examples:
Continuity and Change (H.CH)	3.H.CH.1 Use primary and secondary sources, including conducting interviews, to research the history of the local community or region.	 CKLA U6 (L13 & 14)	• Tribal history and presence • Historical figures and places • Archival newspapers • Local museums • Journals, oral histories, music • Political cartoons, photos, maps
	3.H.CH.2 Create a timeline of noteworthy events to better understand the historical and contemporary events of the local community or region.	 TH/SH SS Lesson: Changing Land  TTH/SH Math Lesson: Counting Through Time	• Tribal history and presence • Establishment of agriculture or industry • Current issue with historic connection
Conflict and Cooperation (H.CC)	3.H.CC.3 Describe how individuals and groups in the local community and region have functioned as changemakers for equity, equality, and freedom against bias,	 TH/SH SS Lesson: Tribal Services  CKLA U6 (L14)	• Tribal sovereignty • Expanding civil rights • Removing barriers to equity and equality

	discrimination, racism, and oppression.		
Cause and Effect (H.CE)	3.H.CE.4 Describe how the inclusion or exclusion of individuals, social and ethnic groups, has shaped events and development of the local community and region.	 CKLA U6 (L13 & 14)  TH/SH Different Types of School	• Oregon's Black Exclusionary Law • Limitations on land ownership • Taxes on Black, Asian, and people of multiple races • Sundown laws • Forced tribal removal and resettlement
Communities and Pluralism (H.CP)	3.H.CP.5 Identify what individuals and families bring with them when they move to a different place.	 CKLA U6	• Memories • Cultural traits • Goods • Ideas • Language and ways of communicating
	3.H.CP.6 Describe how the identity of the local community shaped its history and compare it to other communities in the region.	 CKLA U6 (L13 & L14), U9	• Tribal presence • Immigrant cultures • Rural or urban setting • Locally available resources