

2018 3RD GRADE SOCIAL SCIENCES CROSSWALK

Civics and Government

Points of Emphasis

Students continue to build on previous learning by examining the importance of active civic engagement for democracy. Students identify opportunities for participation in the community.

Possible Essential Questions

What is role of local government?

Why are some positions elected and others appointed?

How do I get involved in the community?

Civics and Government Crosswalk

| 2011 Grade Level Standards | 2018 Grade Levels Standards |
|--|---|
| 3.14. Describe how different levels of government provide services and protect citizens. | 3.1 Examine how different levels of city and county government provide services to members of a community. |
| 3.15. Describe the responsibilities of citizens in their community and state. | 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

Points of Emphasis

Students are introduced to the concept of supply and demand, circular flow, and profit. Important local and state industries are explored as examples of how income is generated.

Possible Essential Questions

Who produces the products that we purchase?

Why don't we produce everything we need in local factories?

Who decides the price of items in the store?

Economics Crosswalk

| 2011 Grade Level Standards | 2018 Grade Levels Standards |
|--|--|
| 3.16. Describe the relationship between producers and consumers. | 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

Points of Emphasis

The 2018 standards identify multicultural studies' standards. Each standard is also found embedded in one of the traditional social studies domains. Local decisions must determine how these required standards will be addressed.

Possible Essential Questions

Multicultural Studies Crosswalk

| 2011 Grade Level Standards | 2018 Grade Levels Standards |
|----------------------------|--|
| | 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

Points of Emphasis

For 2018 Financial Literacy and Economics are in distinct domains. Students analyze how financial decisions represent opportunity costs as individuals and in their surrounding environment.

Possible Essential Questions

How do I decide when to spend and when to save?

Does what I buy matter?

Financial Literacy Crosswalk

| 2011 Grade Level Standards | 2018 Grade Levels Standards |
|--|--|
| 3.16. Describe the relationship between producers and consumers. | 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) |
| 3.17. Explain the issue of scarcity to personal, community, regional, and world resources. | |

Geography

Points of Emphasis

Several of the previous geography standards have shifted to Grade 4. Students will utilize the tools and vocabulary of geography as well as technology to identify and analyze human impact on the physical and human environment.

Possible Essential Questions

What do maps represent?

Do rivers divide or unite?

What is the impact of creating an interstate highway?

How does the difference in climate effect how people live in Oregon?

Geography Crosswalk

| 2011 Grade Level Standards | 2018 Grade Levels Standards |
|---|---|
| 3.6. Identify hemispheres, continents and oceans using globes and maps. | 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). |
| 3.7. Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes. | 3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.). |
| 3.8. Identify links of land, regions, river systems, interstate highways between Oregon and other states. | 3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them. |

History

Focus

Our Community and Beyond

Points of Emphasis

Standards now include specific references to multiple traditionally marginalized groups. Students explore how various groups and individuals have shaped local history and provide explanations for their

differing experience. Primary and secondary sources are utilized for understanding of the past and to generate student constructed questions.

Possible Essential Questions

What happens when cultures come together in the same space?

How is our history different from...? (The city, the other side of the mountain, etc.)

Why are there 9 "federally recognized" tribes?

History Crosswalk

| | 2011 Grade Level Standards | 2018 Grade Levels Standards |
|-----------------------------|---|--|
| Historical Knowledge | 3.1. Describe how significant people, events and developments have shaped their own community and region. | 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. |
| | 3.2. Compare and contrast the history of their own community to other communities in the region. | 3.12 Compare and contrast the history of the local community to other communities in a region. |
| Historical Thinking | 3.3. Apply research skills and technologies to gather information about the past in the region. | 3.13 Apply research skills and technologies to gather information about the past in a region. |
| | 3.4. Describe local communities and regions past and present. | 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 |
| | 3.5. Explain how some sources are more useful for answering historical questions than others. | 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

Points of Emphasis

Social Science Analysis should be used for all domains with emphasis on students preparing to take informed action and with an understanding of the multiple perspectives on an issue or problem.

Possible Essential Questions

What information should I trust to better understand this issue?

Do all my sources have to be written?

Social Science Analysis Crosswalk

| 2011 Grade Level Standards | 2018 Grade Levels Standards |
|---|---|
| 3.18. Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence. | 3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence. |
| 3.19. Identify and compare different ways of looking at an event, issue, or problem. | 3.18 Identify and compare different ways of looking at an event, issue, or problem with an emphasis on multiple perspectives. |
| 3.20. Identify how people or other living things might be affected by an event, issue, or problem. | 3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem. |