



Oregon Social Science 2024

Grade 3 Standards

TCI Program Name: Social Studies Alive! Our Community and Beyond

Domain	Grade 3 Standards (Focus: Our Community and Beyond)
Concept	Essential Disciplinary Practices
Standard I. Develop questions for social science inquiry.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Reading – Primary Source – A Speech by Clara Barton Making Communities Better Reading – Primary Source – The Murrah Federal Building Bombing Government in the United States Reading – Study Your Community – How Has Our Community's Economy Changed Over Time? Understanding Our Economy Reading – Study Your Community – What Economic Issues Are Important to Our Community? Using Money Wisely Reading – Study Your Community – What Special Places Tell Our Community's Story? Finding Places in the United States Reading – Study Your Community – Where in the World Is Our Community? Understanding the Geography of the World
Standard II. Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Reading – Study Your Community – How Has Our Community Changed Over Time? Settling in the United States Reading – Study Your Community – Where in the World Is Our Community? Understanding the Geography of the World Student Text – Study Your Community – Who Were the First People in Our Region? Native Americans and Their Environments

Standard III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Reading – Study Your Community – How Has Our Community's Economy Changed Over Time?</p> <p>Understanding Our Economy</p> <p>Reading – Study Your Community – What Economic Issues Are Important to Our Community?</p> <p>Using Money Wisely</p> <p>Reading – Study Your Community – What Special Places Tell Our Community's Story?</p> <p>Finding Places in the United States</p> <p>Reading – Study Your Community – Where in the World Is Our Community?</p> <p>Understanding the Geography of the World</p>
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Standard IV. Seek and analyze diverse perspectives to develop a more complete understanding of past and current events.	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Classroom Activity – Slideshow</p> <p>Settling in the United States</p> <p>Current Events Toolkit: Identifying Perspectives</p> <p>Civics Library</p> <p>King Jr., Martin Luther (1929–1968)</p> <p>Biographies</p> <p>Reading – Primary Source – "When Is This Going to End?"</p> <p>The United States and Global Trade</p> <p>Reading – Primary Source – "A First-Time Voter's Election Day Experience"</p> <p>Citizenship and Participation</p> <p>Reading – Primary Source – "Superheroes Rise in Tough Times"</p> <p>Making a Difference in the World</p> <p>Reading – Primary Source – "When Boris Yeltsin Went Grocery Shopping in Clear Lake"</p> <p>Choices in a Free Market</p> <p>Reading – Primary Source – Interview with Edward Hong</p> <p>Settling in the United States</p> <p>Reading – Primary Source – Kids Share Hurricane Michael Stories</p> <p>Geography and the Way We Live</p> <p>Reading – Primary Source – Must Men Hate? by Sigmund Livingston</p> <p>Making Communities Better</p> <p>Reading – Primary Source – Speech About Women's Voting Rights by Susan B. Anthony</p> <p>Citizenship and Participation</p> <p>Student Text – Section 2 – Clara Barton Helps Soldiers</p> <p>Making Communities Better</p>
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	<p>Student Text – Section 2 – Why Immigrants Come to the United States Settling in the United States</p> <p>Student Text – Section 3 – César Chávez Helps Farmworkers Making Communities Better</p> <p>Student Text – Section 4 – Ruby Bridges Helps African Americans Making Communities Better</p> <p>Student Text – Section 5 – Lois Marie Gibbs Helps Make Her Community Safer Making Communities Better</p> <p>Student Text – Section 6 – Judy Heumann Helps Disabled People Making Communities Better</p> <p>Unit Project – Social Studies Stories – One Immigrant's Story Geography</p>
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<p>Standard V. Evaluate and assess how discrimination, racism, and inequality create historical narratives, individual perspectives, intersecting identities, and diverse understandings of the past and present.</p>	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Anderson, Marian (1897–1993) Biographies</p> <p>Classroom Activity – Slideshow Settling in the United States</p> <p>Economic Discrimination in History Economics Library</p> <p>Garcia, Hector P. (1914–1996) Biographies</p> <p>Heumann, Judy (1947–2023) Biographies</p> <p>Itliong, Larry (1913–1977) Biographies</p> <p>King Jr., Martin Luther (1929–1968) Biographies</p> <p>Reading – Primary Source – Must Men Hate? by Sigmund Livingston Making Communities Better</p> <p>Student Text – Introduction Making Communities Better</p> <p>Student Text – Section 5 – Life for Immigrants in the United States Settling in the United States</p> <p>Student Text – Summary Making Communities Better</p> <p>The Holocaust (6–12) Civics Library</p>
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Standard VI. Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Classroom Activity – Slideshow</p> <p>The United States and Global Trade</p> <p>Reading – Study Your Community – How Has Our Community’s Economy Changed Over Time?</p> <p>Understanding Our Economy</p> <p>Reading – Study Your Community – What Economic Issues Are Important to Our Community?</p> <p>Using Money Wisely</p> <p>Reading – Study Your Community – What Special Places Tell Our Community’s Story?</p> <p>Finding Places in the United States</p> <p>Reading – Study Your Community – Where in the World Is Our Community?</p> <p>Understanding the Geography of the World</p> <p>Student Text – Introduction</p> <p>Making a Difference in the World</p> <p>Student Text – Introduction</p> <p>Citizenship and Participation</p> <p>Student Text – Section 9 – Help Make Changes to Improve the World</p> <p>Making a Difference in the World</p> <p>Student Text – Summary</p> <p>Making a Difference in the World</p> <p>Student Text – Summary</p> <p>Citizenship and Participation</p>
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Standard VIII. Cultivate global awareness and cultural understanding to effectively engage with diverse cultures and perspectives in an interconnected world.	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Reading – Explore – Being an Ally</p> <p>Diversity in the United States</p> <p>Student Text – Introduction</p> <p>Diversity in the United States</p> <p>Student Text – Section 1 – Good Citizens Help Their Community</p> <p>Making Communities Better</p> <p>Student Text – Section 2 – Our Community Shares Different Foods</p> <p>Diversity in the United States</p> <p>Student Text – Section 3 – Our Community Shares Different Languages</p> <p>Diversity in the United States</p> <p>Student Text – Section 4 – Our Community Shares Different Holidays</p> <p>Diversity in the United States</p> <p>Student Text – Section 5 – Our Community Shares Different Traditions</p>
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	Diversity in the United States Student Text – Section 6 – Our Community Expresses Itself Diversity in the United States Student Text – Section 8 – Treat Others with Respect Making a Difference in the World Student Text – Summary Diversity in the United States
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Standard VIII. Demonstrate empathy to understand how identities shape actions of resistance and resilience among individuals and communities.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Citizenship Toolkit: Organizing a BUYcott Civics Library Citizenship Toolkit: Organizing a Public Demonstration Civics Library Citizenship Toolkit: Researching a Public Issue Civics Library Classroom Activity – Slideshow Citizenship and Participation Classroom Activity – Slideshow Making Communities Better Student Text – Section 3 – Taking Part in Peaceful Demonstrations Citizenship and Participation Student Text – Section 8 – Treat Others with Respect Making a Difference in the World
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Standard IX. Develop the necessary skills to critically analyze and evaluate digital and social media content, identify reliable sources, and become more informed and responsible digital citizens.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Citizenship Toolkit: Posting Opinions on the Internet Civics Library Classroom Activity – Slideshow The United States and Global Trade Classroom Activity – Slideshow Diversity in the United States Classroom Activity – Slideshow Native Americans and Their Environments Classroom Activity – Slideshow Understanding Our Economy Classroom Activity – Slideshow Using Money Wisely Classroom Activity – Slideshow Government in the United States Classroom Activity – Slideshow Providing Public Services Reading – Explore – A Tale of Two Cities
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Geography and the Way We Live

Reading – Explore – How Do People Use the Land and Its Resources?

Geography and the Way We Live

Reading – Explore – Ideas Move through Communication

Understanding Our Economy

Reading – Explore – Library and Information Literacy

Understanding the Geography of the World

Reading – Explore – Living on Earth

Cultures Around the World

Reading – Explore – Settling in North America and the Caribbean

Settling in the United States

Reading – Study Your Community – How Can We Take a Stand in Our Community?

Citizenship and Participation

Reading – Study Your Community – How Has Our Community Changed Over Time?

Settling in the United States

Reading – Study Your Community – How Has Our Community's Economy Changed Over Time?

Understanding Our Economy

Reading – Study Your Community – How Have People in Our Community Used the Land Over Time?

Making Communities Better

Reading – Study Your Community – What Economic Issues Are Important to Our Community?

Using Money Wisely

Reading – Study Your Community – What Special Places Tell Our Community's Story?

Finding Places in the United States

Reading – Study Your Community – Where in the World Is Our Community?

Understanding the Geography of the World

Student Text – Study Your Community – How Does Our Community Compare with Others?

Cultures Around the World

Student Text – Section 9 – Help Make Changes to Improve the World

Making a Difference in the World

Student Text – Study Your Community – How Are Native American Governments Like Our Government?

Government in the United States

Student Text – Study Your Community – How Can We Prepare for Work in Our Community?

Choices in a Free Market

	<p>Student Text – Study Your Community – How Did Native Americans Live in Our Community?</p> <p>Diversity in the United States</p> <p>Student Text – Study Your Community – How Do Service Organizations Help Our Community?</p> <p>Providing Public Services</p> <p>Student Text – Study Your Community – How Does Our Community Help the World Around Us?</p> <p>Making a Difference in the World</p> <p>Student Text – Study Your Community – What Does Our Community Trade with the World?</p> <p>The United States and Global Trade</p> <p>Student Text – Study Your Community – Who Were the First People in Our Region?</p> <p>Native Americans and Their Environments</p> <p>Student Text – Summary</p> <p>Cultures Around the World</p> <p>Unit Project – Social Studies Stories – Europeans Learn About North America</p> <p>History</p> <p>Unit Project – Unit Inquiry Project: Civics</p> <p>Civics</p> <p>Unit Project – Unit Inquiry Project: Economics</p> <p>Economics</p> <p>Unit Project – Unit Inquiry Project: Geography</p> <p>Geography</p> <p>Unit Project – Unit Inquiry Project: History</p> <p>History</p>
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<p>Standard X.</p> <p>Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.</p>	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Being a Good Citizen</p> <p>Civics Library</p> <p>Citizenship Toolkit: Attending a Public Meeting</p> <p>Civics Library</p> <p>Citizenship Toolkit: Conducting an Effective Meeting</p> <p>Civics Library</p> <p>Citizenship Toolkit: Contacting and Interviewing Experts</p> <p>Civics Library</p> <p>Citizenship Toolkit: Creating and Conducting an Opinion Survey</p> <p>Civics Library</p> <p>Citizenship Toolkit: Engaging in Civil Dialogue</p> <p>Civics Library</p>
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Citizenship Toolkit: Evaluating Candidates for Public Office

Civics Library

Citizenship Toolkit: Lobbying on an Issue

Civics Library

Citizenship Toolkit: Organizing a BUYcott

Civics Library

Citizenship Toolkit: Organizing a Fundraiser

Civics Library

Citizenship Toolkit: Organizing a Letter-Writing Campaign

Civics Library

Citizenship Toolkit: Organizing a Public Demonstration

Civics Library

Citizenship Toolkit: Planning and Hosting a Community Forum or Debate

Civics Library

Citizenship Toolkit: Registering and Preparing to Vote

Civics Library

Citizenship Toolkit: Starting a Civic Organization

Civics Library

Citizenship Toolkit: Volunteering in a Political Campaign

Civics Library

Citizenship Toolkit: Writing a Letter to the Editor

Civics Library

Citizenship Toolkit: Writing a Press Release

Civics Library

Citizenship Toolkit: Writing and Circulating a Petition

Civics Library

Citizenship in the Community

Civics Library

Classroom Activity - Slideshow

Citizenship and Participation

King Jr., Martin Luther (1929–1968)

Biographies

Leaders Vote for the Community

Civics Library

Reading - Primary Source - "A First-Time Voter's Election Day Experience"

Citizenship and Participation

Reading - Study Your Community - How Can We Take a Stand in Our Community?

Citizenship and Participation

Student Text - Introduction

Making Communities Better

	<p>Student Text – Introduction Citizenship and Participation</p> <p>Student Text – Section 1 – Good Citizens Help Their Community Making Communities Better</p> <p>Student Text – Section 1 – Local Government Government in the United States</p> <p>Student Text – Section 1 – People Choose Our Leaders Citizenship and Participation</p> <p>Student Text – Section 2 – Going to Public Meetings Citizenship and Participation</p> <p>Student Text – Section 3 – Taking Part in Peaceful Demonstrations Citizenship and Participation</p> <p>Student Text – Section 4 – Supporting a Candidate Citizenship and Participation</p> <p>Student Text – Section 5 – Voting Citizenship and Participation</p> <p>Student Text – Section 6 – Share with Other People Making a Difference in the World</p> <p>Student Text – Section 7 – Lend a Helping Hand Making a Difference in the World</p> <p>Student Text – Section 9 – Help Make Changes to Improve the World Making a Difference in the World</p> <p>Student Text – Study Your Community – How Does Our Community Help the World Around Us? Making a Difference in the World</p> <p>Student Text – Summary Citizenship and Participation</p> <p>Student Text – Summary Making Communities Better</p> <p>Unit Project – Social Studies Stories – Helping a Community in Need Civics</p> <p>Unit Project – Social Studies Stories – Making Your Voice Count Civics</p> <p>Unit Project – Unit Inquiry Project: Civics Civics</p> <p>Using the Inquiry Process to Solve Problems in Your Community Civics Library</p> <p>What Citizenship Means Civics Library</p>
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Domain	Civics (3.C)
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Concept	Political Institutions (C.PI)
Standard 3.C.PI.1. Identify state offices, leaders, and their functions.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Classroom Activity – Slideshow Government in the United States Decision Making in Government Civics Library Reading – Explore – Florida's Government Government in the United States Student Text – Introduction Government in the United States Student Text – Section 2 – State Government Government in the United States Student Text – Section 4 – Our Community Is in a State Understanding the Geography of the World Student Text – Study Your Community – How Do Service Organizations Help Our Community? Providing Public Services Student Text – Summary Government in the United States

Domain	Civics (3.C)
Concept	Identity, Roles, & Responsibilities (C.IR)
Standard 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 they are.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Reading – Explore – Being an Ally Diversity in the United States Reading – Explore – World History Extension: Four Leaders Who Have Impacted World History Making Communities Better Reading – Primary Source – Must Men Hate? by Sigmund Livingston Making Communities Better Student Text – Section 1 – Good Citizens Help Their Community Making Communities Better Student Text – Section 2 – Clara Barton Helps Soldiers Making Communities Better Student Text – Section 3 – César Chávez Helps Farmworkers Making Communities Better Student Text – Section 4 – Ruby Bridges Helps African Americans Making Communities Better Student Text – Section 5 – Lois Marie Gibbs Helps Make Her Community Safer Making Communities Better

	<p>Student Text – Section 6 – Judy Heumann Helps Disabled People Making Communities Better</p> <p>Student Text – Section 7 – Billy Frank Jr. Helps Native Americans Making Communities Better</p> <p>Student Text – Section 8 – Treat Others with Respect Making a Difference in the World</p> <p>The Holocaust (K-5) Civics Library</p>
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<p>Standard 3.C.IR.3. Recognize that people's identities and individual experiences can lead to different interpretations of situations and events.</p>	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Classroom Activity – Slideshow The United States and Global Trade</p> <p>Classroom Activity – Slideshow Diversity in the United States</p> <p>King Jr., Martin Luther (1929–1968) Biographies</p> <p>Reading – Explore – Being an Ally Diversity in the United States</p> <p>Reading – Explore – Los Angeles: The Making of a Super-City, Part One Diversity in the United States</p> <p>Reading – Explore – Settling in North America and the Caribbean Settling in the United States</p> <p>Student Text – Introduction Settling in the United States</p> <p>Student Text – Introduction Making Communities Better</p> <p>Student Text – Introduction Making a Difference in the World</p> <p>Student Text – Introduction Diversity in the United States</p> <p>Student Text – Introduction Citizenship and Participation</p> <p>Student Text – Section 1 – Good Citizens Help Their Community Making Communities Better</p> <p>Student Text – Section 1 – Our Community Shares Different Cultures Diversity in the United States</p> <p>Student Text – Section 2 – Our Community Shares Different Foods Diversity in the United States</p> <p>Student Text – Section 3 – César Chávez Helps Farmworkers Making Communities Better</p> <p>Student Text – Section 3 – Our Community Shares Different</p>
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	<p>Languages</p> <p>Diversity in the United States</p> <p>Student Text – Section 4 – Our Community Shares Different Holidays</p> <p>Diversity in the United States</p> <p>Student Text – Section 4 – Ruby Bridges Helps African Americans</p> <p>Making Communities Better</p> <p>Student Text – Section 4 – Settling in the United States</p> <p>Settling in the United States</p> <p>Student Text – Section 5 – Life for Immigrants in the United States</p> <p>Settling in the United States</p> <p>Student Text – Section 5 – Our Community Shares Different Traditions</p> <p>Diversity in the United States</p> <p>Student Text – Section 6 – Judy Heumann Helps Disabled People</p> <p>Making Communities Better</p> <p>Student Text – Section 6 – Our Community Expresses Itself</p> <p>Diversity in the United States</p> <p>Student Text – Section 8 – Treat Others with Respect</p> <p>Making a Difference in the World</p> <p>Student Text – Section 9 – Help Make Changes to Improve the World</p> <p>Making a Difference in the World</p> <p>Student Text – Summary</p> <p>Citizenship and Participation</p> <p>Student Text – Summary</p> <p>Making Communities Better</p> <p>Student Text – Summary</p> <p>Settling in the United States</p> <p>Student Text – Summary</p> <p>Making a Difference in the World</p> <p>Student Text – Summary</p> <p>Diversity in the United States</p> <p>Unit Project – Unit Inquiry Project: History</p> <p>History</p>
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<p>Standard 3.C.IR.4.</p> <p>Explain how a community relies on active civic participation and identify opportunities for student</p>	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Citizenship Toolkit: Attending a Public Meeting</p> <p>Civics Library</p> <p>Citizenship Toolkit: Conducting an Effective Meeting</p> <p>Civics Library</p> <p>Citizenship Toolkit: Contacting and Interviewing Experts</p> <p>Civics Library</p> <p>Citizenship Toolkit: Organizing a Fundraiser</p>
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participation in local and regional issues.	<p>Civics Library</p> <p>Citizenship Toolkit: Planning and Hosting a Community Forum or Debate</p> <p>Civics Library</p> <p>Citizenship Toolkit: Volunteering in a Political Campaign</p> <p>Civics Library</p> <p>Classroom Activity – Slideshow</p> <p>Citizenship and Participation</p> <p>King Jr., Martin Luther (1929–1968)</p> <p>Biographies</p> <p>Leaders Vote for the Community</p> <p>Civics Library</p> <p>Reading – Study Your Community – How Can We Take a Stand in Our Community?</p> <p>Citizenship and Participation</p> <p>Student Text – Introduction</p> <p>Making Communities Better</p> <p>Student Text – Section 1 – Local Government</p> <p>Government in the United States</p> <p>Student Text – Section 2 – Going to Public Meetings</p> <p>Citizenship and Participation</p> <p>Student Text – Section 6 – Share with Other People</p> <p>Making a Difference in the World</p> <p>Student Text – Section 7 – Lend a Helping Hand</p> <p>Making a Difference in the World</p> <p>Student Text – Section 9 – Help Make Changes to Improve the World</p> <p>Making a Difference in the World</p> <p>Student Text – Study Your Community – How Does Our Community Help the World Around Us?</p> <p>Making a Difference in the World</p> <p>Student Text – Summary</p> <p>Making Communities Better</p> <p>Unit Project – Social Studies Stories – Helping a Community in Need</p> <p>Civics</p> <p>Using the Inquiry Process to Solve Problems in Your Community</p> <p>Civics Library</p>
Standard 3.C.IR.5. Describe the responsibilities of people in their community and state.	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Being a Good Citizen</p> <p>Civics Library</p> <p>Citizenship Toolkit: Attending a Public Meeting</p> <p>Civics Library</p>

Citizenship Toolkit: Conducting an Effective Meeting

Civics Library

Citizenship Toolkit: Contacting and Interviewing Experts

Civics Library

Citizenship Toolkit: Organizing a Fundraiser

Civics Library

Citizenship Toolkit: Planning and Hosting a Community Forum or Debate

Civics Library

Citizenship Toolkit: Registering and Preparing to Vote

Civics Library

Citizenship Toolkit: Volunteering in a Political Campaign

Civics Library

Citizenship at Home

Civics Library

Citizenship in the Community

Civics Library

Classroom Activity – Slideshow

Citizenship and Participation

King Jr., Martin Luther (1929–1968)

Biographies

Leaders Vote for the Community

Civics Library

Reading – Study Your Community – How Can We Take a Stand in Our Community?

Citizenship and Participation

Student Text – Introduction

Making Communities Better

Student Text – Section 1 – Good Citizens Help Their Community

Making Communities Better

Student Text – Section 1 – Local Government

Government in the United States

Student Text – Section 1 – People Choose Our Leaders

Citizenship and Participation

Student Text – Section 2 – Going to Public Meetings

Citizenship and Participation

Student Text – Section 6 – Share with Other People

Making a Difference in the World

Student Text – Section 7 – Lend a Helping Hand

Making a Difference in the World

Student Text – Section 9 – Help Make Changes to Improve the World

Making a Difference in the World

Student Text – Study Your Community – How Does Our Community

	<p>Help the World Around Us? Making a Difference in the World</p> <p>Student Text – Summary Making Communities Better</p> <p>Unit Project – Social Studies Stories – Helping a Community in Need Civics</p> <p>Using the Inquiry Process to Solve Problems in Your Community Civics Library</p> <p>What Citizenship Means Civics Library</p>
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Domain	Civics (3.C)
Concept	Democratic Principles (C.DP)
Standard 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.	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Reading – Explore – Words of Freedom Finding Places in the United States</p> <p>Reading – Primary Source – "A First-Time Voter's Election Day Experience" Citizenship and Participation</p> <p>Reading – Primary Source – Speech About Women's Voting Rights by Susan B. Anthony Citizenship and Participation</p> <p>Student Text – Section 3 – Taking Part in Peaceful Demonstrations Citizenship and Participation</p> <p>Student Text – Section 5 – Voting Citizenship and Participation</p>

Domain	Civics (3.C)
Concept	Civic Engagement (C.CE)
Standard 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.	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Citizenship Toolkit: Attending a Public Meeting Civics Library</p> <p>Citizenship Toolkit: Conducting an Effective Meeting Civics Library</p> <p>Citizenship Toolkit: Contacting and Interviewing Experts Civics Library</p> <p>Citizenship Toolkit: Organizing a Fundraiser Civics Library</p> <p>Citizenship Toolkit: Planning and Hosting a Community Forum or Debate</p>

	<p>Civics Library</p> <p>Citizenship Toolkit: Volunteering in a Political Campaign</p> <p>Civics Library</p> <p>Classroom Activity – Slideshow</p> <p>Citizenship and Participation</p> <p>King Jr., Martin Luther (1929–1968)</p> <p>Biographies</p> <p>Leaders Vote for the Community</p> <p>Civics Library</p> <p>Reading – Study Your Community – How Can We Take a Stand in Our Community?</p> <p>Citizenship and Participation</p> <p>Student Text – Introduction</p> <p>Government in the United States</p> <p>Student Text – Introduction</p> <p>Making Communities Better</p> <p>Student Text – Section 1 – Local Government</p> <p>Government in the United States</p> <p>Student Text – Section 2 – Going to Public Meetings</p> <p>Citizenship and Participation</p> <p>Student Text – Section 6 – Share with Other People</p> <p>Making a Difference in the World</p> <p>Student Text – Section 7 – Lend a Helping Hand</p> <p>Making a Difference in the World</p> <p>Student Text – Section 9 – Help Make Changes to Improve the World</p> <p>Making a Difference in the World</p> <p>Student Text – Study Your Community – How Does Our Community Help the World Around Us?</p> <p>Making a Difference in the World</p> <p>Student Text – Summary</p> <p>Government in the United States</p> <p>Student Text – Summary</p> <p>Making Communities Better</p> <p>Unit Project – Social Studies Stories – Helping a Community in Need</p> <p>Civics</p> <p>Using the Inquiry Process to Solve Problems in Your Community</p> <p>Civics Library</p>
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Domain 3.G.	Geography (3.G)
Concept	Geographic Reasoning (G.GR)

<p>Standard 3.G.GR.1. Distinguish between physical, political, cultural, and thematic maps of Oregon and the United States.</p>	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Reading – Explore – Regions of the United States Geography and the Way We Live Student Text – Introduction Finding Places in the United States Student Text – Section 1 – The 50 States Finding Places in the United States Student Text – Section 2 – Mapping the United States Finding Places in the United States Student Text – Section 3 – The Statue of Liberty Finding Places in the United States Student Text – Section 4 – Our Community Is in a State Understanding the Geography of the World Student Text – Section 4 – The Everglades Finding Places in the United States Student Text – Section 5 – Finding Communities in a State Understanding the Geography of the World Student Text – Section 5 – The Willis Tower Finding Places in the United States Student Text – Section 6 – Mount Rushmore Finding Places in the United States Student Text – Section 7 – The Grand Canyon Finding Places in the United States Student Text – Section 8 – The Golden Gate Bridge Finding Places in the United States Student Text – Summary Finding Places in the United States</p>
<p>Standard 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.</p>	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Reading – Explore – Oregon’s Amazing Regions and Resources Geography and the Way We Live Student Text – Explore: Mapping Oregon Finding Places in the United States Student Text – Section 1 – Chinooks Native Americans and Their Environments Student Text – Section 3 – The Geography of Roseburg, Oregon Geography and the Way We Live Student Text – Study Your Community – Who Were the First People in Our Region? Native Americans and Their Environments Unit Project – Social Studies Stories – Telling Stories with Maps Geography</p>

Domain	Geography (3.G)
Concept	Migration and Movement (G.MM)
Standard 3.G.MM.3. Evaluate multiple theories on the populating and human movement in North and South America using archaeological evidence for the origins of people in North America, including in the Pacific Northwest.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Reading – Explore – The First People Arrive Settling in the United States Reading – Primary Source – "Missionary Life Among the Abnakis" Native Americans and Their Environments Student Text – Introduction Native Americans and Their Environments Student Text – Section 1 – America Before 1800 Settling in the United States Student Text – Summary Native Americans and Their Environments

Standard 3.G.MM.4. Investigate the causes behind global migration, distinguishing between voluntary relocation and forced displacement.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Student Text – Introduction Settling in the United States Student Text – Section 2 – Why Immigrants Come to the United States Settling in the United States Student Text – Section 3 – How Immigrants Come to the United States Settling in the United States Student Text – Section 5 – Life for Immigrants in the United States Settling in the United States Student Text – Summary Settling in the United States
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Domain	Geography (3.G)
Concept	Human Interaction and Interconnection (G.HI)
Standard 3.G.HI.5. Compare and contrast the diverse aspects of culture represented in a community, such as individuals, events, songs, symbols, and	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Classroom Activity – Slideshow Diversity in the United States Student Text – Section 2 – Our Community Shares Different Foods Diversity in the United States Student Text – Section 3 – Our Community Shares Different Languages

celebrations of community.	Diversity in the United States Student Text – Section 4 – Our Community Shares Different Holidays Diversity in the United States Student Text – Section 5 – Our Community Shares Different Traditions Diversity in the United States Student Text – Section 6 – Our Community Expresses Itself Diversity in the United States Unit Project – Unit Inquiry Project: History History
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Domain	Geography (3.G)
Concept	Human Environmental Interaction (G.HE)
Standard 3.G.HE.6. Describe and compare how the physical and human geography of different Oregon regions affects the attributes of local communities.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Reading – Explore – Oregon’s Amazing Regions and Resources Geography and the Way We Live Student Text – Section 3 – The Geography of Roseburg, Oregon Geography and the Way We Live Unit Project – Social Studies Stories – Telling Stories with Maps Geography

Standard 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.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Reading – Explore – Oregon’s Amazing Regions and Resources Geography and the Way We Live Reading – Study Your Community – How Do Natural Features and Resources Affect Our Community? Geography and the Way We Live Student Text – Section 3 – The Geography of Roseburg, Oregon Geography and the Way We Live Student Text – Study Your Community – What Does Our Community Trade with the World? The United States and Global Trade
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Domain 3.E.	Economics (3.E)
Concept	Earning, Saving, and Spending (E.ES)
Standard 3.E.ES.1. Consider the effect of individual financial decisions on personal,	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Economic Decisions: Costs and Benefits Economics Library Financial Literacy Toolkit: Being a Savvy Credit Card User

community, regional, and world resources.	<p>Economics Library</p> <p>Financial Literacy Toolkit: Comparison Shopping</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Creating a Budget</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Determining a Career Path</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Identifying Your Job Skills</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Investing Your Money</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Saving Your Money</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Setting Financial Goals</p> <p>Economics Library</p> <p>Financial Literacy: Budgeting, Investing, and Saving</p> <p>Economics Library</p> <p>Financial Literacy: Gaining Knowledge, Skills, and Experience</p> <p>Economics Library</p> <p>Financial Literacy: The Use of Credit</p> <p>Economics Library</p> <p>Historical Examples of Scarcity, Choice, Opportunity Cost, Benefits, and Incentives</p> <p>Economics Library</p> <p>Inflation: Buying Goods Then and Now</p> <p>Economics Library</p> <p>Reading – Explore – Making Economic Decisions</p> <p>Choices in a Free Market</p> <p>Reading – Explore – Making a Budget</p> <p>Using Money Wisely</p> <p>Reading – Explore – Scarcity: Not Enough Resources</p> <p>Understanding Our Economy</p> <p>Student Text – Section 1 – People Save Money</p> <p>Using Money Wisely</p> <p>Student Text – Section 1 – We Earn Money by Working</p> <p>Choices in a Free Market</p> <p>Student Text – Section 2 – Businesses and the Economy</p> <p>Choices in a Free Market</p> <p>Student Text – Section 2 – Ways People Save Money</p> <p>Using Money Wisely</p> <p>Student Text – Section 3 – Prices Change When Supply Is High and Demand Is Low</p> <p>Choices in a Free Market</p>
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	<p>Student Text – Section 3 – The Things We Buy Are Scarce Understanding Our Economy</p> <p>Student Text – Section 4 – Prices Change When Supply Is Low and Demand Is High Choices in a Free Market</p> <p>Student Text – Section 5 – Changes in Supply and Demand Choices in a Free Market</p> <p>Student Text – Section 5 – The Free Market Economy Understanding Our Economy</p> <p>Unit Project – Social Studies Stories – Creating a Budget Economics</p> <p>Unit Project – Unit Inquiry Project: Economics Economics</p>
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<p>Standard 3.E.ES.2. Explain the purpose of taxes in supporting examples of public goods.</p>	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Classroom Activity – Slideshow Providing Public Services</p> <p>Classroom Activity – Slideshow Government in the United States</p> <p>Student Text – Introduction Providing Public Services</p> <p>Student Text – Section 2 – Paying for Public Services Providing Public Services</p> <p>Student Text – Study Your Community – How Do Service Organizations Help Our Community? Providing Public Services</p> <p>Student Text – Summary Providing Public Services</p>
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Domain	Economics (3.E)
Concept	Micro and Macro Economics (E.MI)
<p>Standard 3.E.MI.3. Identify the relationship between supply and demand in setting the price of goods and services in the marketplace.</p>	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Classroom Activity – Slideshow Choices in a Free Market</p> <p>Economic Decisions: Costs and Benefits Economics Library</p> <p>Scarcity: How It Forces Us to Make Decisions Economics Library</p> <p>Student Text – Introduction Understanding Our Economy</p> <p>Student Text – Introduction</p>

	<p>Choices in a Free Market</p> <p>Student Text – Section 1 – We Buy and Sell Things</p> <p>Understanding Our Economy</p> <p>Student Text – Section 3 – Prices Change When Supply Is High and Demand Is Low</p> <p>Choices in a Free Market</p> <p>Student Text – Section 4 – Prices Change When Supply Is Low and Demand Is High</p> <p>Choices in a Free Market</p> <p>Student Text – Section 5 – Changes in Supply and Demand</p> <p>Choices in a Free Market</p> <p>Student Text – Summary</p> <p>Choices in a Free Market</p> <p>Student Text – Summary</p> <p>Understanding Our Economy</p> <p>Supply and Demand in the Product, Labor, and Financial Markets</p> <p>Economics Library</p> <p>The Interaction of Supply and Demand</p> <p>Economics Library</p>
<p>Standard 3.E.MI.4.</p> <p>Analyze the effect of government and business decisions on personal and community resources.</p>	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Economic Decisions: Costs and Benefits</p> <p>Economics Library</p> <p>Evaluating Policy Approaches to Economic Issues: Unemployment and Inflation</p> <p>Economics Library</p> <p>Reading – Primary Source – "When Is This Going to End?"</p> <p>The United States and Global Trade</p> <p>Student Text – Section 1 – Countries Trade What They Have for What They Want</p> <p>The United States and Global Trade</p> <p>Student Text – Section 2 – Countries Trade Natural Resources</p> <p>The United States and Global Trade</p> <p>Student Text – Section 3 – Businesses Use Their Money Wisely</p> <p>Using Money Wisely</p> <p>Student Text – Section 4 – Business and Global Trade</p> <p>The United States and Global Trade</p> <p>Student Text – Section 4 – Businesses Invest Their Money</p> <p>Using Money Wisely</p> <p>Student Text – Section 5 – Benefits and Costs of Global Trade</p> <p>The United States and Global Trade</p>

Domain	Economics (3.E)
Concept	Incentives, Choice, and Consumer Behavior (E.IC)
Standard 3.E.IC.5. Explain the role of advertising and peer pressure in decision-making.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Classroom Activity – Slideshow Using Money Wisely Financial Literacy Toolkit: Comparison Shopping Economics Library Reading – Explore – Understanding Money Using Money Wisely Reading – Explore – Yogi’s Yogurt Choices in a Free Market Unit Project – Social Studies Stories – Creating a Budget Economics

Standard 3.E.IC.6. Explain opportunity cost and how it influences buying decisions.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Historical Examples of Scarcity, Choice, Opportunity Cost, Benefits, and Incentives Economics Library Reading – Explore – Scarcity: Not Enough Resources Understanding Our Economy Student Text – Introduction Understanding Our Economy Student Text – Section 3 – The Things We Buy Are Scarce Understanding Our Economy Student Text – Section 4 – There Are Costs and Benefits to What We Buy Understanding Our Economy Student Text – Summary Understanding Our Economy
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Domain	Economics (3.E)
Concept	Specialization, Trade, and Interdependence (E.ST)
Standard 3.E.ST.7. Investigate examples of specialization and economic interdependence in the local community.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Colonies in the Western Hemisphere: Part 3: Scarcity, Specialization, and Trade Economics Library Colonies in the Western Hemisphere: Part 4: The Sugar Industry Economics Library Productive Resources: How Things Get Made Economics Library

	<p>Standard of Living</p> <p>Economics Library</p> <p>Student Text – Section 1 – Countries Trade What They Have for What They Want</p> <p>The United States and Global Trade</p> <p>Student Text – Section 2 – Countries Trade Natural Resources</p> <p>The United States and Global Trade</p> <p>Student Text – Study Your Community – What Does Our Community Trade with the World?</p> <p>The United States and Global Trade</p> <p>Trade, Specialization, and Interdependence</p> <p>Economics Library</p> <p>Trade: Imports and Exports</p> <p>Economics Library</p>
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<p>Standard 3.E.ST.8.</p> <p>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.</p>	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Classroom Activity – Slideshow</p> <p>Choices in a Free Market</p> <p>Classroom Activity – Slideshow</p> <p>Using Money Wisely</p> <p>Colonies in the Western Hemisphere: Part 2: The Influence of Geography</p> <p>Economics Library</p> <p>Colonies in the Western Hemisphere: Part 3: Scarcity, Specialization, and Trade</p> <p>Economics Library</p> <p>Currency: A Medium of Exchange</p> <p>Economics Library</p> <p>Economic Decisions: Costs and Benefits</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Comparison Shopping</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Creating a Budget</p> <p>Economics Library</p> <p>Financial Literacy: The Use of Credit</p> <p>Economics Library</p> <p>Historical Examples of Scarcity, Choice, Opportunity Cost, Benefits, and Incentives</p> <p>Economics Library</p> <p>Inflation: Buying Goods Then and Now</p> <p>Economics Library</p> <p>Reading – Explore – All About Money</p>
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Understanding Our Economy

Reading – Explore – Making Economic Decisions

Choices in a Free Market

Reading – Explore – Making a Budget

Using Money Wisely

Reading – Explore – Scarcity: Not Enough Resources

Understanding Our Economy

Reading – Explore – Understanding Money

Using Money Wisely

Reading – Explore – Yogi’s Yogurt

Choices in a Free Market

Reading – Study Your Community – How Has Our Community’s Economy Changed Over Time?

Understanding Our Economy

Reading – Study Your Community – What Economic Issues Are Important to Our Community?

Using Money Wisely

Scarcity: How It Forces Us to Make Decisions

Economics Library

Student Text – Introduction

Understanding Our Economy

Student Text – Introduction

Choices in a Free Market

Student Text – Section 1 – Countries Trade What They Have for What They Want

The United States and Global Trade

Student Text – Section 1 – We Buy and Sell Things

Understanding Our Economy

Student Text – Section 3 – The Things We Buy Are Scarce

Understanding Our Economy

Student Text – Section 4 – There Are Costs and Benefits to What We Buy

Understanding Our Economy

Student Text – Section 5 – The Free Market Economy

Understanding Our Economy

Student Text – Summary

Understanding Our Economy

Student Text – Summary

Choices in a Free Market

The Interaction of Supply and Demand

Economics Library

Unit Project – Social Studies Stories – Creating a Budget

Economics

	Unit Project – Unit Inquiry Project: Economics Economics
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Domain 3.H.	History (3.H)
Concept	Continuity and Change (H.CH)
Standard 3.H.CH.1. Use primary and secondary sources, including conducting interviews, to research the history of the local community or region.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Reading – Study Your Community – How Has Our Community’s Economy Changed Over Time? Understanding Our Economy Reading – Study Your Community – What Economic Issues Are Important to Our Community? Using Money Wisely Reading – Study Your Community – What Special Places Tell Our Community’s Story? Finding Places in the United States Reading – Study Your Community – Where in the World Is Our Community? Understanding the Geography of the World

Standard 3.H.CH.2. Create a timeline of noteworthy events to better understand the historical and contemporary events of the local community or region.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Reading – Explore – Making Economic Decisions Choices in a Free Market Reading – Explore – The First People Arrive Settling in the United States Reading – Explore – Yogi’s Yogurt Choices in a Free Market The Interaction of Supply and Demand Economics Library Unit Project – Social Studies Stories – Europeans Learn About North America History
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Domain	History (3.H)
Concept	Conflict and Cooperation (H.CC)
Standard 3.H.CC.3. Describe how individuals and groups in the local community and region have functioned as	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Citizenship Toolkit: Organizing a Fundraiser Civics Library Citizenship Toolkit: Volunteering in a Political Campaign Civics Library King Jr., Martin Luther (1929–1968)

<p>changemakers for equity, equality, and freedom against bias, discrimination, racism, and oppression.c</p>	<p>Biographies</p> <p>Leaders Vote for the Community</p> <p>Civics Library</p> <p>Reading – Study Your Community – How Can We Take a Stand in Our Community?</p> <p>Citizenship and Participation</p> <p>Student Text – Introduction</p> <p>Making Communities Better</p> <p>Student Text – Section 6 – Share with Other People</p> <p>Making a Difference in the World</p> <p>Student Text – Section 7 – Lend a Helping Hand</p> <p>Making a Difference in the World</p> <p>Student Text – Section 9 – Help Make Changes to Improve the World</p> <p>Making a Difference in the World</p> <p>Student Text – Study Your Community – How Does Our Community Help the World Around Us?</p> <p>Making a Difference in the World</p> <p>Student Text – Summary</p> <p>Making Communities Better</p> <p>Unit Project – Social Studies Stories – Helping a Community in Need</p> <p>Civics</p> <p>Using the Inquiry Process to Solve Problems in Your Community</p> <p>Civics Library</p>
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Domain	History (3.H)
Concept	Cause and Effect (H.CE)
<p>Standard 3.H.CE.4.</p> <p>Describe how the inclusion or exclusion of individuals, social and ethnic groups, has shaped events and development of the local community and region.</p>	<p><u>Social Studies Alive! Our Community and Beyond – Third Edition</u></p> <p>Classroom Activity – Slideshow</p> <p>Diversity in the United States</p> <p>Student Text – Section 2 – Our Community Shares Different Foods</p> <p>Diversity in the United States</p> <p>Student Text – Section 3 – Our Community Shares Different Languages</p> <p>Diversity in the United States</p> <p>Student Text – Section 4 – Our Community Shares Different Holidays</p> <p>Diversity in the United States</p> <p>Student Text – Section 5 – Our Community Shares Different Traditions</p> <p>Diversity in the United States</p> <p>Student Text – Section 6 – Our Community Expresses Itself</p> <p>Diversity in the United States</p>

	Unit Project – Unit Inquiry Project: History History
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Domain	History (3.H)
Concept	Communities and Pluralism (H.CP)
Standard 3.H.CP.5. Identify what individuals and families bring with them when they move to a different place.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Student Text – Section 1 – Our Community Shares Different Cultures Diversity in the United States Student Text – Section 2 – Our Community Shares Different Foods Diversity in the United States Student Text – Section 3 – Our Community Shares Different Languages Diversity in the United States Student Text – Section 4 – Our Community Shares Different Holidays Diversity in the United States Student Text – Section 5 – Life for Immigrants in the United States Settling in the United States Student Text – Section 5 – Our Community Shares Different Traditions Diversity in the United States Student Text – Section 6 – Becoming a U.S. Citizen Settling in the United States Student Text – Section 6 – Our Community Expresses Itself Diversity in the United States

Standard 3.H.CP.6. Describe how the identity of the local community shaped its history and compare it to other communities in the region.	<u>Social Studies Alive! Our Community and Beyond – Third Edition</u> Reading – Study Your Community – How Has Our Community Changed Over Time? Settling in the United States Reading – Study Your Community – Where in the World Is Our Community? Understanding the Geography of the World Student Text – Study Your Community – Who Were the First People in Our Region? Native Americans and Their Environments
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