

Content Standard in Social Sciences: Grade 3

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

(Emphasis on Oregon Geography and Regional/Local/ History)

3.1 HISTORY

HISTORICAL KNOWLEDGE

- 3.1.H.1 Describe how significant people, events and developments have shaped their own parish, community and region.
- 3.1.H.2 Compare and contrast the history of their own community to other communities in the region.

HISTORICAL THINKING

- 3.1.H.4 Apply research skills and technologies to gather information about the past in the region.
- 3.1.H.5 Describe local communities and regions past and present.
- 3.1.H.6 Explain how some sources are more useful for answering historical questions than others.

3.2 GEOGRAPHY

- 3.2.G.1 Identify hemispheres, continents and oceans using globes and maps.
- 3.2.G.2 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.
- 3.2.G.3 Identify links of land, regions, river systems, interstate highways between Oregon and other states.
- 3.2.G.4 Describe physical and human characteristics of tribal regions in Oregon and North America.
- 3.2.G.5 Identify and compare physical features of Oregon and other Northwestern states.
- 3.2.G.6 Explain the influence of humans (traders, immigrants, indigenous, current residents) on Oregon's and the Northwest and the Northwest's physical systems.
- 3.2.G.7 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.
- 3.2.G.8 Identify how people have adapted to and have changed the physical geography of the community.
- 3.2.G.9 Describe and demonstrate personal responsibilities to show respect for God's creations.

3.3 CIVICS AND GOVERNMENT

- 3.3.CG.1 Describe how different levels of government provide services and protect citizens.
- 3.3.CG.2 Describe the responsibilities of citizens in their community and state.
- 3.3.CG.3 Participate in community service as a response/call to live out our Catholic faith.

3.4 ECONOMICS/FINANCIAL LITERACY

- 3.4.EFL.1 Describe the relationship between producers and consumers.
- 3.4.EFL.2 Explain the issue of scarcity to personal, community, regional, and world resources.

3.5 SOCIAL SCIENCES ANALYSIS

- 3.4.EFL.1 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.
- 3.4.EFL.2 Identify and compare different ways of looking at an event, issue, or problem.
- 3.4.EFL.3 Identify how people or other living things might be affected by an event, issue, or problem.

Social Sciences

CORE STANDARDS

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences Analysis, civic responsibility and engagement, understanding global relationships, enhanced communication using appropriate social studies vocabulary, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

HISTORY (H)

1. Analyze and apply cause and effect relationships to a variety of historical issues, events and problems.
2. Analyze and apply change and continuity relationships to a variety of historical issues, events, and problems.
3. Construct, support, and refute interpretations of history using political, social, economic, and cultural perspectives by drawing from a variety of primary and secondary sources.
4. Interpret historical perspectives through personal, local, state, tribal, national, and global narratives.

GEOGRAPHY (G)

5. Apply geographic skills, concepts, and technologies (e.g., maps, GIS, Google Earth) to gather, display, and analyze spatial information.
6. Analyze economic, social, human migration, settlement, and distribution patterns.
7. Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.
8. Evaluate how human cooperation and competition for resources shape the earth's political, economic, physical, and social environments.
9. Evaluate how technological developments, societal decisions, and personal decisions and actions influence the earth's sustainability.

CIVICS AND GOVERNMENT (CG)

10. Examine the relationship between government and citizens to distinguish and evaluate the ways that civic participation occurs in local, state, tribal, national, and global communities.
11. Engage in informed and respectful deliberation of local, state, tribal, national, and global issues.
12. Analyze the structure and functions of political parties, interest groups, and the mass media and their effect on the political beliefs and behaviors of citizens.
13. Evaluate the contributions of early governments to the development of modern United States government.
14. Evaluate the various functions and processes of governments and their impact on societies and citizens, comparing and contrasting various government designs to evaluate how they serve their citizens.

15. Identify defining documents and speeches of United States government and the specific purpose and significance of each.
16. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

ECONOMICS (E)

17. Examine the structure and functions of the US economy to analyze the impact of systemic decisions on personal, local, regional, national and global economies.
18. Examine the interdependence of economic systems and institutions and its effects upon individual, local, regional, national, and global decision-making.
19. Examine economic growth and use economic indicators to evaluate the condition of market systems.
20. Explain how changes in economic markets are related to availability of resources, production, distribution, and technological developments.
21. Analyze the allocation of scarce resources through individual choice, market interaction, and public policy.

FINANCIAL LITERACY (FL)

22. Acquire the knowledge and economic reasoning skills to make sound personal financial decisions to meet long and short term goals.
23. Understand and apply key concepts of personal income potential, risk management, and investment.
24. Examine individual responsibility and the impact of decisions on personal, local, regional, national and global economies.

SOCIAL SCIENCES ANALYSIS (SSA)

25. Define and clarify an issue so that its dimensions are well understood.
26. Acquire, organize, analyze and evaluate information from primary and secondary sources.
27. Describe various perspectives on an event or issue and the reasoning behind them.
28. Analyze characteristics, causes, and consequences of an event, issue, problem or phenomenon.
29. Identify, compare, and evaluate outcomes, responses, or solutions; then reach an informed and supported conclusion.