



Oregon Social Science Standards

Grade 3

Adopted by the State Board of Education June 2024

VERSION 2024.1



OREGON
DEPARTMENT OF
EDUCATION

I. Revisions and Additions for 2024

The 2024 Oregon Social Science Standards represent a significant revision from the 2018 Standards. These new standards reflect current educational best practices and the importance of embracing a more complete approach to history, geography, economics, and civics with the inclusion of traditionally underrepresented experiences and perspectives. Compared to previous versions from 2018 and 2021, the new standards feature:

- A restructured format based on educator feedback, improving usability and alignment with classroom needs.
- The inclusion of specific examples to provide clarification and content suggestions to support instruction and curriculum planning.
- New requirements mandated by recent legislation, including civics, ethnic studies, the Holocaust, and other genocides.

These revamped standards offer a relevant and nuanced framework for social science education in Oregon. The updated content prioritizes critical analysis, cultural awareness, and preparation for engagement in a pluralistic democracy and an increasingly interconnected world.

II. Social Science Domains and Concepts

The social science standards include four main content domains: civics, geography, economics, and history. The domains include four concepts to assist teachers and students in understanding the main ideas of each domain.

Domain 1: Civics (C)

Code	Concept
C.PI	Political Institutions
C.IR	Identity, Roles, Responsibilities
C.DP	Democratic Principles
C.CE	Civic Engagement

Domain 3: Economics (E)

Code	Concept
E.ES	Earning, Saving, and Spending
E.MI	Micro and Macro Economics
E.IC	Incentives, Choice, and Consumer Behavior
E.ST	Specialization, Trade, Interdependence

Domain 2: Geography (G)

Code	Concept
G.GR	Geographic Reasoning
G.MM	Migration and Movement
G.HI	Human Interaction and Interconnections
G.HE	Human Environmental Interaction

Domain 4: History

Code	Concept
H.CH	Continuity and Change
H.CC	Conflict and Cooperation
H.CE	Cause and Effect
H.CP	Communities and Pluralism

III. Essential Disciplinary Practices

The social sciences expand our perspectives and change how we understand the human experience. Examining the intricate relationships between individuals, communities, and societies provides vital knowledge for navigating our increasingly interconnected world. Effective social science instruction transcends rote memorization and cultivates practices that promote inquiry, critical thinking, cultural understanding, and helps young people make informed and reasoned decisions for the public good as citizens of a diverse, democratic society in an interdependent world.

The ten Essential Disciplinary Practices outlined below provide a framework for teaching the social sciences. By emphasizing skills like chronological reasoning, seeking diverse viewpoints, combating digital misinformation, and empathizing with a range of identities and lived experiences, the practices help students become informed and empowered agents of change.

These practices, integrated with the grade-level standards, equip students with content knowledge and skills to address systemic injustices, advocate for a more equitable world, and uphold the aspirational ideals of our democratic society.



Essential Disciplinary Practices Defined

Essential Disciplinary Practices	Explanation
I. Develop questions for social science inquiry.	Instruction that empowers students to generate questions can spark curiosity, identify knowledge gaps, and help students examine their assumptions. When students pose questions and consider other perspectives, they are engaged in higher-order thinking skills like analysis, evaluation, and synthesis. Considering open-ended questions about past and present societies reinforces the vital social science skills of problem identification, issue framing, and proposing solutions.
II. Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history	Understanding chronology and placing events in sequence is fundamental for students to create meaning in the social sciences and allows them to appreciate the development of and changes in traditions and institutions, as well as the identification of significant turning points and transformations. By analyzing continuities and changes over time, students identify examples of consistency, gradual evolution, and dynamic transformations.
III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narratives distinguishing between fact and opinion.	When educators introduce primary and secondary sources, students uncover vital evidence for constructing historical narratives and understanding social phenomena. By analyzing these sources, students cultivate higher-order skills like contextualizing evidence, evaluating credibility by accounting for inherent biases and distortions, corroborating across sources, and distinguishing factual claims from opinions.
IV. Seek and analyze diverse perspectives to develop a more complete understanding of past and current events.	Instruction that includes multiple diverse perspectives can provide nuance and complexity to investigating and understanding past and present societal issues. Students cultivate critical thinking by evaluating varied reasoning and worldviews. Students' ability to understand and engage respectfully with differing experiences and perspectives is crucial for sustaining a pluralistic democracy.
V. Evaluate and assess how discrimination, racism, and inequality shape historical narratives, individual perspectives, intersecting identities, and diverse understandings of the past and present.	Educators provide instruction that helps students recognize how systemic bias, discrimination, and racism often shape traditional narratives. This allows students to evaluate and critique dominant histories, as well as explore the effects of intersecting identities. As students analyze marginalization, they cultivate empathy for diverse lived experiences.

Essential Disciplinary Practices	Explanation
VI. Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.	An important objective of social science education is for students to synthesize credible information and evidence from diverse sources and perspectives to form well-reasoned and coherent arguments and propose solutions to complex societal issues. By anticipating counterarguments, considering implications, and including valid evidence and reasoning in their writing and discussions, students reinforce critical thinking skills and promote continued inquiry.
VII. Cultivate global awareness and cultural understanding to effectively engage with the interconnected world, diverse cultures, and perspectives.	Events, issues, and decisions in one part of the world have far-reaching ripple effects across nations and cultures. Developing global awareness helps students contextualize their local community and cultural experiences as part of an interconnected human story. Bridging cultural divides enhances social cohesion, civic engagement, and inclusive decision-making - cornerstones of a thriving pluralistic democracy.
VIII. Demonstrate empathy to understand how identities shape actions of resistance and resilience among individuals and communities.	Effective social science instruction cultivates respect for diverse aspects of identity such as gender, race, ethnicity, sexual orientation, religion, socioeconomic class, and disability. The standards support students in developing an understanding of the immense strengths demonstrated by communities striving for equity despite systemic barriers. Evaluating the motivations and contexts of resistance movements, protests, and everyday resilience requires students to appreciate the inequities and challenges faced by traditionally underrepresented individuals and groups.
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.	Social science instruction in digital citizenship equips students with foundational skills for our highly connected, technologically driven world. To participate responsibly in the digital realm, students apply critical thinking tools to recognize and advocate against digital misinformation, hate speech, harassment, and other unhealthy online behaviors undermining democracy. Digital citizenship skills promote creating positive, safe, legal, and ethical digital content.
X. Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.	Social science instruction aims to support citizens to actively engage in addressing society's greatest challenges. It encourages taking informed action for tangible civic application. Students utilize vital skills such as evidence-based decision-making, analysis of local and global issues, strategic planning for change, and democratic collaboration. When students apply social science knowledge and skills, they cultivate dispositions and actions demonstrating civic responsibility, ethical leadership, stewardship, and communal improvement. Through rigorous inquiry leading to real-world application and outcomes students can advocate for a more just and sustainable democratic society.

IV. Transformative SEL and Social Science Instruction

Oregon's [Transformative Social Emotional Learning Framework and Standards](#) offer essential guidance in helping districts and classroom educators establish caring, nurturing, and active social science learning environments. Transformative Social Emotional Learning can be readily integrated with the ten Essential Disciplinary Practices for Social Science and help support a classroom climate to allow the exploration and discussion of complex histories. For social and emotional learning to be transformative, the practices and approaches require setting the conditions for nurturing and attending to personal and collective well-being during social science learning. It includes:

- Culturally responsive practices that affirm and honor students' ways of being, skill development in understanding cultural differences, and honoring students' unique strengths, perspectives, and contributions.
- Systemic approaches that consider the role and impact of the broader society and the learning environment on students' behavior and how this impacts the ways students view themselves.
- Providing students with opportunities to reflect upon and understand the root causes of emotions related to our biases, stereotypes, prejudices, and discrimination.
- Nurturing student agency and voice (including non-verbal ways to communicate) as necessary parts of the educational process, supporting students to take actions that challenge and change systems.

V. Inclusive Social Science: Expanding the Narrative

Throughout the K-12 standards, students investigate how gender, race, ethnicity, sexual orientation, religion, class, and disability often shape laws, policies, and other social interactions.

Teachers should include culturally relevant examples of the histories, contributions, and perspectives of traditionally underrepresented individuals and groups, including individuals who are American Indian/Alaska Native/Native Hawaiian, Americans of African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, immigrants, or refugees, of various religious identities, lesbian, gay, bisexual, transgender, and other traditionally underrepresented groups.

Throughout the standards, the phrase "traditionally underrepresented groups/individuals" includes the above groups and reflects the legislative requirement of [ORS 329.045](#) and [OAR 581-022-2000](#). The term underrepresented refers to the absence of the history, contributions, and perspectives of individuals and groups in the traditional approach to social science standards and or within previous social science textbooks.

Grade 3 Standards (Focus: Our Community and Beyond)

In third grade, students expand their civic understanding by examining state political institutions, democratic principles like majority rule and minority rights, and ways individuals can promote democratic values. They investigate differences in perspectives based on identities and experiences. Students also analyze public issues and explore avenues for civic engagement at local and regional levels.

Integrating literacy skills like close reading of sources, evaluating evidence, and research, students build historical thinking skills when utilizing primary and secondary sources like interviews, artifacts, and archives to research their local community's history and changemakers. By creating timelines, students trace significant events and the legacy of discrimination.

The economic standards introduce concepts of supply/demand pricing, advertising influences, opportunity costs, and the purpose of taxes. Authentic activities requiring financial decision-making and analysis can cross over with math content and skills to boost math proficiency. The standards foster geographic reasoning by using maps, globes, and geographic tools to identify the physical and cultural features of Oregon and the Pacific Northwest and compare how geographic factors impact communities across Oregon's diverse regions.

Essential Disciplinary Practices

I. Develop questions for social science inquiry.	II. Use chronological thinking skills , connecting the past with the present to recognize continuity and change in human history.	III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	IV. Seek and analyze diverse perspectives to develop a more complete understanding of past and current events.	V. Evaluate and assess how discrimination, racism, and inequality create historical narratives, individual perspectives , intersecting identities, and diverse understandings of the past and present.
---	--	--	---	---

VI. Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.	VII. Cultivate global awareness and cultural understanding to effectively engage with diverse cultures and perspectives in an interconnected world.	VIII. Demonstrate empathy to understand how identities shape actions of resistance and resilience among individuals and communities.	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.	X. Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action .
--	--	---	--	--

Civics (3.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	3.C.PI.1	Identify state offices, leaders, and their functions.	• Governor • House Minority Leader • Speaker of the House • Secretary of State • Secretary of Treasury • State Representative • State Senator
Identity, Roles, & 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 they are.	• Teasing or bullying in school • Excluding someone on the playground • Historical examples from classroom biographies
	3.C.IR.3	Recognize that people's identities and individual experiences can lead to different interpretations of situations and events.	• Historical events • Current events • Social interactions • Literary characters • Family traditions

Concept	Code	Standard	Examples include, but not limited to:
	3.C.IR.4	Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.	• 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.	• 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.	• Freedom of speech • Right to vote • Freedom of assembly
Civic Engagement (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

Geography (3.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	3.G.GR.1	Distinguish between physical, political, cultural, and thematic maps of Oregon and the United States.	• 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.	• River systems • Urban and rural districts • Economic zones • Mountains and volcanoes

Concept	Code	Standard	Examples include, but not limited to:
Migration and Movement (G.MM)	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.	• Rimrock Draw Rock shelter • Paisley Caves • Cooper's Ferry • Fort Rock Crater
	3.G.MM.4	Investigate the causes behind global migration, distinguishing between voluntary relocation and forced displacement.	• 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.	• 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.	• 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.	• Timber • Fisheries • Agriculture

Economics (3.E)

Concept	Code	Standard	Examples include, but not limited to:
Earning, Saving, and Spending (E.ES)	3.E.ES.1	Consider the effect of individual financial decisions on personal, community, regional, and world resources.	• 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 Economics (E.MI)	3.E.MI.3	Identify the relationship between supply and demand in setting the price of goods and services in the marketplace.	• 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.	• 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.

Concept	Code	Standard	Examples include, but not limited to:
Specialization, Trade, and 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	Code	Standard	Examples include, but not limited to:
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.	• 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.	• 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, discrimination, racism, and oppression.	• Tribal sovereignty • Expanding civil rights • Removing barriers to equity and equality
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.	• 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.	• 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.	• Tribal presence • Immigrant cultures • Rural or urban setting • Locally available resources