

Oregon, My Oregon

Each tour is specially designed by grade level to meet the following standards

Grade 3 Standards

- 3.1. Describe how significant people, events and developments have shaped their own community and region.
- 3.9. Describe physical and human characteristics of tribal regions in Oregon and North America.
- 3.10. Identify and compare physical features of Oregon and other Northwestern states.
- 3.11. Explain the influence of humans (traders, immigrants, indigenous, current residents) on Oregon's and the Northwest's physical systems.
- 3.12. Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.
- 3.19. Identify and compare different ways of looking at an event, issue, or problem.

Grade 4 Standards

- 4.1. Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.
- 4.2. Explain how key individuals and events influenced the early growth and changes in Oregon.
- 4.8. Use geographical tools (e.g., maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
- 4.11. Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
- 4.13. Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc.).
- 4.18. Identify key industries of Oregon.

Grade 5 Standards

- 5.3. Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe instances of both cooperation and conflict between Native American Indians and European settlers.

5.11. Describe how technological developments, societal decisions, and personal practices influence sustainability in the United States.

5.12. Analyze how cooperation and conflict among people contribute to political, economic and social events and situations in the United States.

5.21. Identify and study two or more points of view of an event, issue or problem.

Grade 6 Standards

6.1. Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from people involved including, but not limited to, Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.

6.8. Analyze cause-and-effect relationships, including the importance of individuals, ideas, human interests and beliefs.

6.14. Identify physical features of the Western Hemisphere and explain their effects on people and events.

6.15. Explain how people have adapted to or changed the physical environment in the Western Hemisphere.

6.16. Explain how technological developments, societal decisions, and personal practices influence sustainability in the Western Hemisphere.

6.19. Describe the role and function of prices in the economy.

6.22. Gather, interpret, document, and use information from multiple sources, distinguishing facts from opinions and recognizing points of view.