

Panorama, McMinnville School District

Third Grade			
Module 1: Civics: Citizenship and Community	Module 2: Economics: Buying, Selling, and Trading	Module 3: Geography: Landforms, Environments, and Cultures	Module 4: History: Yesterday and Today
PRIORITY STANDARDS	PRIORITY STANDARDS	PRIORITY STANDARDS	PRIORITY STANDARDS
CG.3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.		<p>HK.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.</p> <p>SSA.3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.</p>	<p>HK.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.</p>
Supporting Standards	Supporting Standards	Supporting Standards	Supporting Standards
<p>CG.3.1 Examine how different levels of city and county government provide services to members of a community.</p> <p>CG.3.2 Describe the responsibilities of people in their community and state.</p>	<p>E.3.4 Describe the relationship between producers and consumers.</p> <p>E.3.5 Explain how profit influences sellers in markets.</p> <p>FL.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)</p>		<p>SSA.3.18 Identify and compare different ways of looking at an event, issue, or problem with an emphasis on multiple perspectives.</p>
Standards Embedded in Every Module			
n/a			
<p>Additional third grade standards not covered in the modules:</p> <p>Priority:</p> <p>G.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).</p>			

G.3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.

HT.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

Supporting:

E.3.6 Identify key industries of Oregon.

G.3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.).

HK.3.12 Compare and contrast the history of the local community to other communities in a region.

HT.3.13 Apply research skills and technologies to gather information about the past in a region.

HT.3.15 Explain how sources serve different purposes for answering historical questions.

HT.3.16 Generate questions using multiple historical sources and examine their validity.

SSA.3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.

Senate Bill (SB) 13, now known as Tribal History/Shared History is state law that directs Oregon educators to teach at least one [Tribal History/Shared History lesson](#) from each content area. (More resources available from the [Confederated Tribes of Grand Ronde](#).)