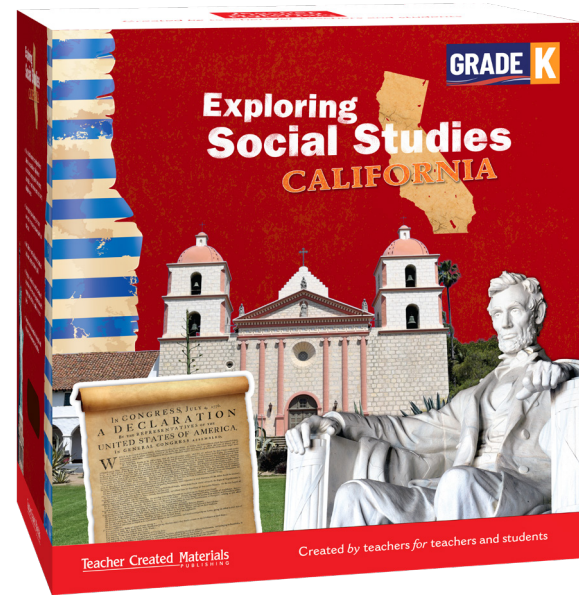
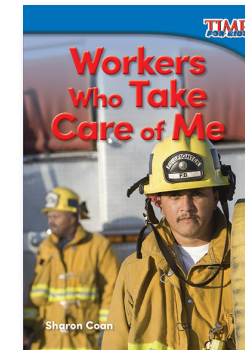
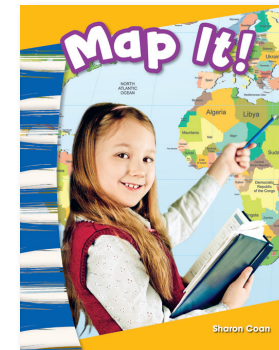
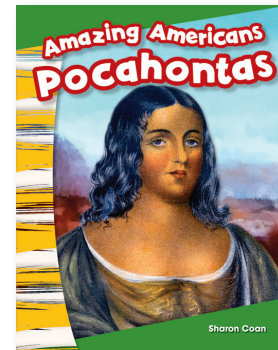


## Correlation to the California History-Social Science and ELA Standards



		Leveled Readers														Reader's Theater		Primary Sources Kit			
		Primary Source Readers: Amazing Americans: George Washington	Primary Source Readers: Amazing Americans: Pocahontas	Primary Source Readers: Exploring Calendars	Primary Source Readers: Giving Thanks	Primary Source Readers: Life at Home	Primary Source Readers: Map It!	Primary Source Readers: Meet Lady Liberty	Primary Source Readers: National Holidays	Primary Source Readers: Rules at Home	Primary Source Readers: Rules at School	Primary Source Readers: We Go to School	TIME For Kids Nonfiction Readers: Grand Old Flag	TIME For Kids Nonfiction Readers: The Boy Who Cried Wolf (Read Aloud)	TIME For Kids Nonfiction Readers: Workers at My School	TIME For Kids Nonfiction Readers: Workers in My City	TIME For Kids Nonfiction Readers: Workers Who Take Care of Me	Building Fluency through Reader's Theater: American Heroes	Building Fluency through Reader's Theater: Our Neighborhood	Primary Sources: Kindergarten	
California History-Social Science Content Standards	K.1.1	Follow rules, such as sharing and taking turns, and know the consequences of breaking them.								✓	✓									✓	
	K.1.2	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.												✓				✓			
	K.1.3	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.												✓				✓			
	K.2	Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.							✓					✓							✓
	K.3	Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.														✓	✓				✓
K.4.1	Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.						✓													✓	

# Exploring Social Studies CALIFORNIA

**GRADE K**

		Leveled Readers															Reader's Theater		Primary Sources Kit			
		Primary Source Readers: Amazing Americans: George Washington	Primary Source Readers: Amazing Americans: Pocahontas	Primary Source Readers: Exploring Calendars	Primary Source Readers: Giving Thanks	Primary Source Readers: Life at Home	Primary Source Readers: Map It!	Primary Source Readers: Meet Lady Liberty	Primary Source Readers: National Holidays	Primary Source Readers: Rules at Home	Primary Source Readers: Rules at School	Primary Source Readers: We Go to School	TIME For Kids Nonfiction Readers: Grand Old Flag	TIME For Kids Nonfiction Readers: The Boy Who Cried Wolf (Read Aloud)	TIME For Kids Nonfiction Readers: Workers at My School	TIME For Kids Nonfiction Readers: Workers in My City	TIME For Kids Nonfiction Readers: Workers Who Take Care of Me	Building Fluency through Reader's Theater: American Heroes	Building Fluency through Reader's Theater: Our Neighborhood	Primary Sources: Kindergarten		
California History-Social Science Content Standards	K.4.2	Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.						✓													✓	
	K.4.3	Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).						✓														✓
	K.4.4	Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.																	✓			✓
	K.4.5	Demonstrate familiarity with the school's layout, environs, and the jobs people do there.													✓							✓
	K.5	Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.			✓																	✓
	K.6.1	Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).				✓					✓											
	K.6.2	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.	✓	✓																		✓
	K.6.3	Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).					✓															

# Exploring Social Studies CALIFORNIA

**GRADE K**

		Leveled Readers																Reader's Theater		Primary Sources Kit		
		Primary Source Readers: Amazing Americans: George Washington	Primary Source Readers: Amazing Americans: Pocahontas	Primary Source Readers: Exploring Calendars	Primary Source Readers: Giving Thanks	Primary Source Readers: Life at Home	Primary Source Readers: Map It!	Primary Source Readers: Meet Lady Liberty	Primary Source Readers: National Holidays	Primary Source Readers: Rules at Home	Primary Source Readers: Rules at School	Primary Source Readers: We Go to School	TIME For Kids Nonfiction Readers: Grand Old Flag	TIME For Kids Nonfiction Readers: The Boy Who Cried Wolf (Read Aloud)	TIME For Kids Nonfiction Readers: Workers at My School	TIME For Kids Nonfiction Readers: Workers in My City	TIME For Kids Nonfiction Readers: Workers Who Take Care of Me	Building Fluency through Reader's Theater: American Heroes	Building Fluency through Reader's Theater: Our Neighborhood	Primary Sources: Kindergarten		
California ELA Standards	Key Ideas and Details	With prompting and support, ask and answer questions about key details in a text.		✓		✓													✓		✓	
		With prompting and support, identify the main topic and retell key details of a text.	✓						✓					✓	✓						✓	
		With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.						✓					✓				✓					✓
Craft and Structure		With prompting and support, ask and answer questions about unknown words in a text.																				
		Identify the front cover, back cover, and title page of a book.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
		Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Integration of Knowledge and Ideas		With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).						✓				✓									✓	
		With prompting and support, identify the reasons an author gives to support points in a text.			✓								✓							✓		
		With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).													✓							✓

# Exploring Social Studies CALIFORNIA

**GRADE K**

		Leveled Readers																Reader's Theater	Primary Sources Kit								
		Primary Source Readers: Amazing Americans: George Washington	Primary Source Readers: Amazing Americans: Pocahontas	Primary Source Readers: Exploring Calendars	Primary Source Readers: Giving Thanks	Primary Source Readers: Life at Home	Primary Source Readers: Map It!	Primary Source Readers: Meet Lady Liberty	Primary Source Readers: National Holidays	Primary Source Readers: Rules at Home	Primary Source Readers: Rules at School	Primary Source Readers: We Go to School	TIME For Kids Nonfiction Readers: Grand Old Flag	TIME For Kids Nonfiction Readers: The Boy Who Cried Wolf (Read Aloud)	TIME For Kids Nonfiction Readers: Workers at My School	TIME For Kids Nonfiction Readers: Workers in My City	TIME For Kids Nonfiction Readers: Workers Who Take Care of Me	Building Fluency through Reader's Theater: American Heroes	Building Fluency through Reader's Theater: Our Neighborhood	Primary Sources: Kindergarten							
California ELA Standards	Range of Reading and Level of Text Complexity	Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Text Types and Purposes	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).				✓					✓																
		Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	✓	✓	✓		✓		✓					✓							✓	✓				✓	✓
		Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.													✓												

# Exploring Social Studies CALIFORNIA

**GRADE K**

California ELA Standards		Leveled Readers															Reader's Theater		Primary Sources Kit							
		Primary Source Readers: Amazing Americans: George Washington	Primary Source Readers: Amazing Americans: Pocahontas	Primary Source Readers: Exploring Calendars	Primary Source Readers: Giving Thanks	Primary Source Readers: Life at Home	Primary Source Readers: Map It!	Primary Source Readers: Meet Lady Liberty	Primary Source Readers: National Holidays	Primary Source Readers: Rules at Home	Primary Source Readers: Rules at School	Primary Source Readers: We Go to School	TIME For Kids Nonfiction Readers: Grand Old Flag	TIME For Kids Nonfiction Readers: The Boy Who Cried Wolf (Read Aloud)	TIME For Kids Nonfiction Readers: Workers at My School	TIME For Kids Nonfiction Readers: Workers in My City	TIME For Kids Nonfiction Readers: Workers Who Take Care of Me	Building Fluency through Reader's Theater: American Heroes	Building Fluency through Reader's Theater: Our Neighborhood	Primary Sources: Kindergarten						
Production and Distribution of Writing	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.																									
Production and Distribution of Writing	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					✓		✓			✓								✓							✓
Production and Distribution of Writing	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (TIME For Kids: Workers at My School gets the check mark).																		✓							
Production and Distribution of Writing	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (The Boy Who Cried Wolf gets the check mark).														✓											

# Exploring Social Studies CALIFORNIA

**GRADE K**

## Curriculum Map

Grade K—Learning and Working Now and Long Ago



Unit	History-Social Science Standards	Readers	Primary Sources Lessons
<b>Unit 1</b> <b>Rules and Working Together</b> How can we learn and work together?	K.1.1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	Primary Source Readers: Rules at Home Primary Source Readers: Rules at School	Following Rules
	K.1.2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.1.3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.	Fiction Readers: The Boy Who Cried Wolf and Other Aesop Fables (Read Aloud) Reader's Theater: American Heroes	
<b>Unit 2</b> <b>State and Country Symbols</b> What does it mean to be an American?	K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	TIME For Kids: Nonfiction Readers: Grand Old Flag Primary Source Readers: Meet Lady Liberty	National and State Symbols
<b>Unit 3</b> <b>My Community Then and Now</b> How is life the same as and different from the past?	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	TIME For Kids: Nonfiction Readers: Workers in My City TIME For Kids: Nonfiction Readers: Workers Who Take Care of Me	My Community Then and Now
	K.6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	Primary Source Readers: Life at Home Primary Source Readers: We Go to School	

# Exploring Social Studies CALIFORNIA

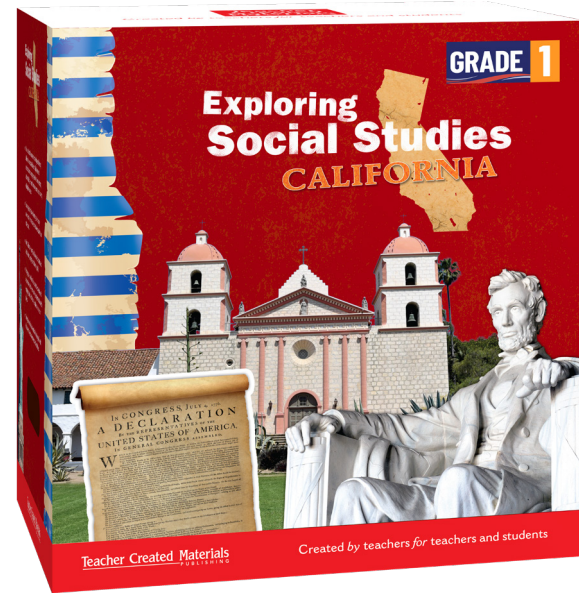
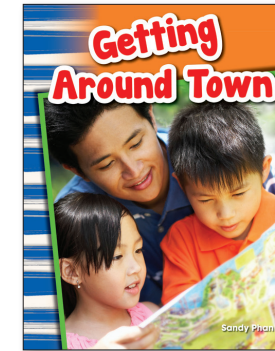
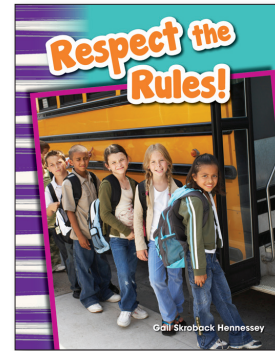
**GRADE K**

## Curriculum Map

Grade K—Learning and Working Now and Long Ago

Unit	History-Social Science Standards	Readers	Primary Sources Lessons
<b>Unit 4</b> <b>Local Geography</b> What is our neighborhood like?	K.4.1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. K.4.2 Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. K.4.3 Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).	Primary Source Readers: Map It!	Learning about Maps
	K.4.4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.	Building Fluency through Reader's Theater: Our Neighborhood	Mapping My Neighborhood
	K.4.5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.	TIME For Kids: Nonfiction Readers: Workers at My School	My School
<b>Unit 5</b> <b>Calendars and Time</b> How do we track time?	K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	Primary Source Readers: Exploring Calendars	Calendars
<b>Unit 6</b> <b>My Country Then and Now</b> What was America like long ago?	K.6.1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).	Primary Source Readers: Giving Thanks Primary Source Readers: National Holidays	
	K.6.2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.	Primary Source Readers: Amazing Americans: Pocahontas Primary Source Readers: Amazing Americans: George Washington	American Legends
<b>Culminating Activity</b>	Active Learning Lesson—Citizenship		

## Correlation to the California History–Social Science and ELA Standards



California History-Social Science Content Standards		Leveled Readers													Reader's Theater		Primary Sources Kit			
		Primary Source Readers: America Then and Now	Primary Source Readers: Be a Good Leader!	Primary Source Readers: Be Fair!	Primary Source Readers: Coming to America	Primary Source Readers: Getting Around Town	Primary Source Readers: Goods and Services Around Town	Primary Source Readers: Happy Fourth of July!	Primary Source Readers: I Pledge Allegiance to the Flag	Primary Source Readers: Immigration Stories	Primary Source Readers: Maps and Globes	Primary Source Readers: Where People Live	Primary Source Readers: Respect the Rules!	Primary Source Readers: Saving and Spending	Primary Source Readers: What Makes a Family?	Primary Source Readers: What Makes a Town?	Primary Source Readers: Who Makes the Rules?	Building Fluency through Reader's Theater: The Declaration of Independence	Building Fluency through Reader's Theater: The Star-Spangled Banner	Primary Sources: First Grade
1.1.1	Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.																✓			✓
1.1.2	Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."		✓	✓								✓								
1.2.1	Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.									✓										
1.2.2	Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.					✓														✓
1.2.3	Construct a simple map, using cardinal directions and map symbols.					✓														✓
1.2.4	Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.										✓									✓



# Exploring Social Studies CALIFORNIA

**GRADE 1**

**California History-Social Science Content Standards**

		Leveled Readers														Reader's Theater		Primary Sources Kit		
		Primary Source Readers: America Then and Now	Primary Source Readers: Be a Good Leader!	Primary Source Readers: Be Fair!	Primary Source Readers: Coming to America	Primary Source Readers: Getting Around Town	Primary Source Readers: Goods and Services Around Town	Primary Source Readers: Happy Fourth of July!	Primary Source Readers: I Pledge Allegiance to the Flag	Primary Source Readers: Immigration Stories	Primary Source Readers: Maps and Globes	Primary Source Readers: Where People Live	Primary Source Readers: Respect the Rules!	Primary Source Readers: Saving and Spending	Primary Source Readers: What Makes a Family?	Primary Source Readers: What Makes a Town?	Primary Source Readers: Who Makes the Rules?	Building Fluency through Reader's Theater: The Declaration of Independence	Building Fluency through Reader's Theater: The Star-Spangled Banner	Primary Sources: First Grade
1.3.1	Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").							✓											✓	
1.3.2	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.							✓										✓		
1.3.3	Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.								✓									✓	✓	✓
1.4.1	Examine the structure of schools and communities in the past.															✓				✓
1.4.2	Study transportation methods of earlier days.															✓				✓
1.4.3	Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.	✓																		✓
1.5.1	Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.														✓					✓
1.5.2	Understand the ways in which American Indians and immigrants have helped define Californian and American culture.				✓					✓										
1.5.3	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.														✓					✓
1.6.1	Understand the concept of exchange and the use of money to purchase goods and services.						✓							✓						✓
1.6.2	Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.						✓							✓						✓

# Exploring Social Studies CALIFORNIA

**GRADE 1**

		Leveled Readers														Reader's Theater		Primary Sources Kit			
		Primary Source Readers: America Then and Now	Primary Source Readers: Be a Good Leader!	Primary Source Readers: Be Fair!	Primary Source Readers: Coming to America	Primary Source Readers: Getting Around Town	Primary Source Readers: Goods and Services Around Town	Primary Source Readers: Happy Fourth of July!	Primary Source Readers: I Pledge Allegiance to the Flag	Primary Source Readers: Immigration Stories	Primary Source Readers: Maps and Globes	Primary Source Readers: Where People Live	Primary Source Readers: Respect the Rules!	Primary Source Readers: Saving and Spending	Primary Source Readers: What Makes a Family?	Primary Source Readers: What Makes a Town?	Primary Source Readers: Who Makes the Rules?	Building Fluency through Reader's Theater: The Declaration of Independence	Building Fluency through Reader's Theater: The Star-Spangled Banner	Primary Sources: First Grade	
California ELA Standards	Key Ideas and Details	Ask and answer questions about key details in a text.							✓											✓	
		Identify the main topic and retell key details of a text.		✓	✓				✓	✓											
		Describe the connection between two individuals, events, ideas, or pieces of information in a text.				✓		✓							✓	✓					✓
Craft and Structure		Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.															✓	✓		✓	
		Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.									✓						✓				
		Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.										✓	✓								✓
Integration of Knowledge and Ideas		Use the illustrations and details in a text to describe its key ideas.	✓				✓													✓	
		Identify the reasons an author gives to support points in a text.	✓		✓																
		Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).													✓	✓					

# Exploring Social Studies CALIFORNIA

**GRADE 1**

California ELA Standards		Leveled Readers															Reader's Theater		Primary Sources Kit	
		Primary Source Readers: America Then and Now	Primary Source Readers: Be a Good Leader!	Primary Source Readers: Be Fair!	Primary Source Readers: Coming to America	Primary Source Readers: Getting Around Town	Primary Source Readers: Goods and Services Around Town	Primary Source Readers: Happy Fourth of July!	Primary Source Readers: I Pledge Allegiance to the Flag	Primary Source Readers: Immigration Stories	Primary Source Readers: Maps and Globes	Primary Source Readers: Where People Live	Primary Source Readers: Respect the Rules!	Primary Source Readers: Saving and Spending	Primary Source Readers: What Makes a Family?	Primary Source Readers: What Makes a Town?	Primary Source Readers: Who Makes the Rules?	Building Fluency through Reader's Theater: The Declaration of Independence	Building Fluency through Reader's Theater: The Star-Spangled Banner	Primary Sources: First Grade
Range of Reading and Level of Text Complexity	With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in a text. b. Confirm predictions about what will happen next in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Text Types and Purposes	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.											✓	✓							
	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure				✓			✓	✓											✓
	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		✓														✓			
Production and Distribution of Writing	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.										✓									✓
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			✓																

# Exploring Social Studies CALIFORNIA

**GRADE 1**

		Leveled Readers														Reader's Theater		Primary Sources Kit		
		Primary Source Readers: America Then and Now	Primary Source Readers: Be a Good Leader!	Primary Source Readers: Be Fair!	Primary Source Readers: Coming to America	Primary Source Readers: Getting Around Town	Primary Source Readers: Goods and Services Around Town	Primary Source Readers: Happy Fourth of July!	Primary Source Readers: I Pledge Allegiance to the Flag	Primary Source Readers: Immigration Stories	Primary Source Readers: Maps and Globes	Primary Source Readers: Where People Live	Primary Source Readers: Respect the Rules!	Primary Source Readers: Saving and Spending	Primary Source Readers: What Makes a Family?	Primary Source Readers: What Makes a Town?	Primary Source Readers: Who Makes the Rules?	Building Fluency through Reader's Theater: The Declaration of Independence	Building Fluency through Reader's Theater: The Star-Spangled Banner	Primary Sources: First Grade
California ELA Standards	Research to Build and Present Knowledge						✓													
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓			✓			✓				✓	✓	✓		✓	✓			

# Exploring Social Studies CALIFORNIA

## GRADE 1

## Curriculum Map

### Grade 1—A Child's Place in Time and Space



Unit	Standards	Readers	Primary Sources Lessons
<b>Unit 1</b> <b>Responsibility and Citizenship</b> Who enforces the rules? What are the consequences if rules are broken?	1.1.1.—Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.	Primary Source Readers: Who Makes the Rules?	Rule-Making Process
	1.1.2.—Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”	Primary Source Readers: Respect the Rules! Primary Source Readers: Be Fair! Primary Source Readers: Be a Good Leader!	
<b>Unit 2</b> <b>Geography</b> What is our community like?	1.2.1—Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.	Primary Source Readers: Maps and Globes	
	1.2.2.—Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location. 1.2.3. Construct a simple map, using cardinal directions and map symbols.	Primary Source Readers: Getting Around Town	Mapping Our World
	1.2.4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	Primary Source Readers: Where People Live	Geographic Location
<b>Unit 3</b> <b>My Country Then and Now</b> What are important symbols, icons, and traditions of our country?	1.3.1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “My Country ‘Tis of Thee”). 1.3.2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them. 1.3.3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.	Primary Source Readers: I Pledge Allegiance to the Flag Building Fluency through Reader’s Theater: The Star-Spangled Banner Primary Source Readers: Happy Fourth of July! Building Fluency through Reader’s Theater: The Declaration of Independence	American Words and Symbols

# Exploring Social Studies CALIFORNIA

## GRADE 1

### Curriculum Map

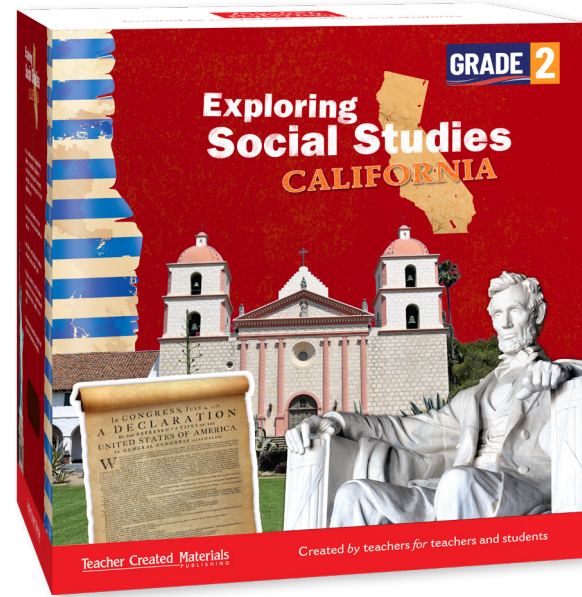
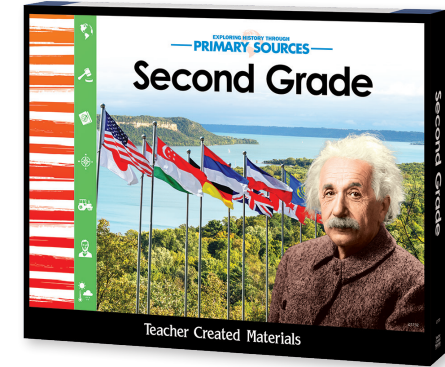
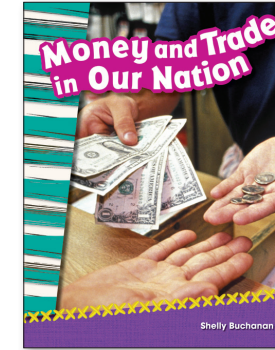
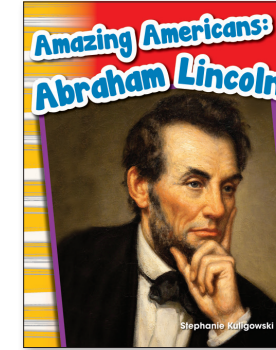
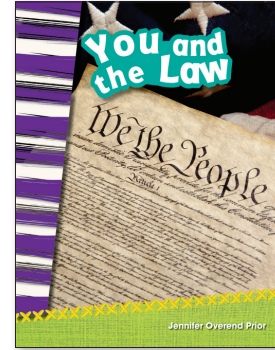
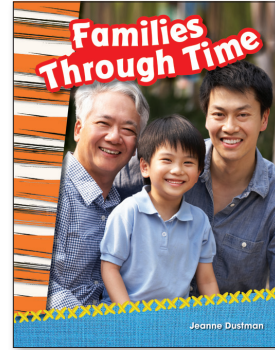
#### Grade 1—A Child’s Place in Time and Space

Unit	Standards	Readers	Primary Sources Lessons
<b>Unit 4</b> <b>My Community Then and Now</b> How is life different from the past and how is it the same?	1.4.1. Examine the structure of schools and communities in the past. 1.4.2. Study transportation methods of earlier days.	Primary Source Readers: What Makes a Town?	Schools Then and Now
	1.4.3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.	Primary Source Readers: America Then and Now	Comparing Cultures
<b>Unit 5</b> <b>American Culture</b> How do so many different people make one nation?	1.5.1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 1.5.3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	Primary Source Readers: What Makes a Family?	Living in a Community
	1.5.2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.	Primary Source Readers: Coming to America Primary Source Readers: Immigration Stories	
<b>Unit 6</b> <b>Economics</b> What types of goods and services are in our community?	1.6.1. Understand the concept of exchange and the use of money to purchase goods and services. 1.6.2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.	Primary Source Readers: Saving and Spending Primary Source Readers: Goods and Services Around Town	Goods and Services
<b>Culminating Activity</b>	Active Learning Lesson—Citizenship		

# Exploring Social Studies CALIFORNIA

## GRADE 2

### Correlation to the California History–Social Science and ELA Standards



California History-Social Science Content Standards	Standard Description	Leveled Readers															Reader's Theater		Primary Sources Kit	
		Primary Source Readers: A Family's Story	Primary Source Readers: Amazing Americans: Abraham Lincoln	Primary Source Readers: Families Through Time	Primary Source Readers: Farmers Then and Now	Primary Source Readers: Fishers Then and Now	Primary Source Readers: George Washington Carver	Primary Source Readers: Government Leaders Then and Now	Primary Source Readers: Jackie Robinson	Primary Source Readers: Mapping Our Nation	Primary Source Readers: Money and Trade in Our Nation	Primary Source Readers: Money and Trade in Our World	Primary Source Readers: Diplomacy Makes a Difference	Primary Source Readers: Women Who Changed the World	Primary Source Readers: You and the Law	Primary Source Readers: You and the U.S. Government	Science Readers: Louis Pasteur and the Fight Against Germs	Building Fluency through Reader's Theater: Camping Constitution	Building Fluency through Reader's Theater: Moving Forward	Primary Sources: Second Grade
2.1.1	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.	✓		✓																✓
2.1.2	Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.	✓		✓															✓	✓
2.1.3	Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).																			✓
2.2.1	Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).								✓											✓
2.2.2	Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.																			✓
2.2.3	Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.																			✓

# Exploring Social Studies CALIFORNIA

**GRADE 2**

		Leveled Readers															Reader's Theater		Primary Sources Kit		
		Primary Source Readers: A Family's Story	Primary Source Readers: Amazing Americans: Abraham Lincoln	Primary Source Readers: Families Through Time	Primary Source Readers: Farmers Then and Now	Primary Source Readers: Fishers Then and Now	Primary Source Readers: George Washington Carver	Primary Source Readers: Government Leaders Then and Now	Primary Source Readers: Jackie Robinson	Primary Source Readers: Mapping Our Nation	Primary Source Readers: Money and Trade in Our Nation	Primary Source Readers: Money and Trade in Our World	Primary Source Readers: Diplomacy Makes a Difference	Primary Source Readers: Women Who Changed the World	Primary Source Readers: You and the Law	Primary Source Readers: You and the U.S. Government	Science Readers: Louis Pasteur and the Fight Against Germs	Building Fluency through Reader's Theater: Camping Constitution	Building Fluency through Reader's Theater: Moving Forward	Primary Sources: Second Grade	
California History-Social Science Content Standards	2.2.4	Compare and contrast basic land use in urban, suburban, and rural environments in California.																			✓
	2.3.1	Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.						✓							✓	✓					
	2.3.2	Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.											✓					✓			✓
	2.4.1	Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.				✓	✓														✓
	2.4.2	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.									✓	✓									✓
	2.4.3	Understand how limits on resources affect production and consumption (what to produce and what to consume).									✓	✓									✓
	2.5	Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	✓					✓		✓					✓			✓			✓



# Exploring Social Studies CALIFORNIA

**GRADE 2**

		Leveled Readers															Reader's Theater		Primary Sources Kit		
		Primary Source Readers: A Family's Story	Primary Source Readers: Amazing Americans: Abraham Lincoln	Primary Source Readers: Families Through Time	Primary Source Readers: Farmers Then and Now	Primary Source Readers: Fishers Then and Now	Primary Source Readers: George Washington Carver	Primary Source Readers: Government Leaders Then and Now	Primary Source Readers: Jackie Robinson	Primary Source Readers: Mapping Our Nation	Primary Source Readers: Money and Trade in Our Nation	Primary Source Readers: Money and Trade in Our World	Primary Source Readers: Diplomacy Makes a Difference	Primary Source Readers: Women Who Changed the World	Primary Source Readers: You and the Law	Primary Source Readers: You and the U.S. Government	Science Readers: Louis Pasteur and the Fight Against Germs	Building Fluency through Reader's Theater: Camping Constitution	Building Fluency through Reader's Theater: Moving Forward	Primary Sources: Second Grade	
California ELA Standards	Key Ideas and Details	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓	✓					✓						✓					✓	
	Key Ideas and Details	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.									✓			✓							
		Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.								✓							✓		✓		
California ELA Standards	Craft and Structure	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Craft and Structure	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.						✓				✓				✓					
		Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			✓																✓
California ELA Standards	Integration of Knowledge and Ideas	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text				✓				✓										✓	
	Integration of Knowledge and Ideas	Describe how reasons support specific points the author makes in a text.											✓	✓				✓			
		Compare and contrast the most important points presented by two texts on the same topic.					✓														

# Exploring Social Studies CALIFORNIA

## GRADE 2

California ELA Standards		Leveled Readers															Reader's Theater		Primary Sources Kit	
		Primary Source Readers: A Family's Story	Primary Source Readers: Amazing Americans: Abraham Lincoln	Primary Source Readers: Families Through Time	Primary Source Readers: Farmers Then and Now	Primary Source Readers: Fishers Then and Now	Primary Source Readers: George Washington Carver	Primary Source Readers: Government Leaders Then and Now	Primary Source Readers: Jackie Robinson	Primary Source Readers: Mapping Our Nation	Primary Source Readers: Money and Trade in Our Nation	Primary Source Readers: Money and Trade in Our World	Primary Source Readers: Diplomacy Makes a Difference	Primary Source Readers: Women Who Changed the World	Primary Source Readers: You and the Law	Primary Source Readers: You and the U.S. Government	Science Readers: Louis Pasteur and the Fight Against Germs	Building Fluency through Reader's Theater: Camping Constitution	Building Fluency through Reader's Theater: Moving Forward	Primary Sources: Second Grade
Range of Reading and Level of Text Complexity	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
Text Types and Purposes	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.								✓					✓						
	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.											✓								
	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	✓									✓	✓								
	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.					✓	✓	✓												✓
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.												✓			✓				

# Exploring Social Studies CALIFORNIA

**GRADE 2**

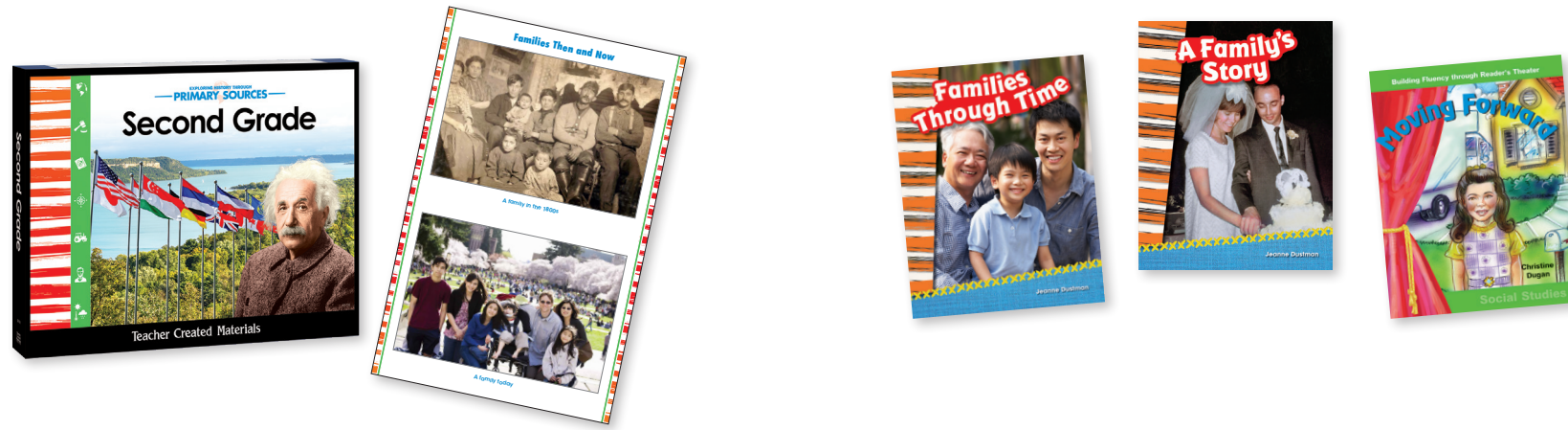
		Leveled Readers														Reader's Theater		Primary Sources Kit		
		Primary Source Readers: A Family's Story	Primary Source Readers: Amazing Americans: Abraham Lincoln	Primary Source Readers: Families Through Time	Primary Source Readers: Farmers Then and Now	Primary Source Readers: Fishers Then and Now	Primary Source Readers: George Washington Carver	Primary Source Readers: Government Leaders Then and Now	Primary Source Readers: Jackie Robinson	Primary Source Readers: Mapping Our Nation	Primary Source Readers: Money and Trade in Our Nation	Primary Source Readers: Money and Trade in Our World	Primary Source Readers: Diplomacy Makes a Difference	Primary Source Readers: Women Who Changed the World	Primary Source Readers: You and the Law	Primary Source Readers: You and the U.S. Government	Science Readers: Louis Pasteur and the Fight Against Germs	Building Fluency through Reader's Theater: Camping Constitution	Building Fluency through Reader's Theater: Moving Forward	Primary Sources: Second Grade
<b>California ELA Standards</b> Research to Build and Present Knowledge	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).					✓														
	Recall information from experiences or gather information from provided sources to answer a question.		✓	✓	✓											✓		✓	✓	

# Exploring Social Studies CALIFORNIA

**GRADE 2**

## Curriculum Map

### Grade 2—People Who Make a Difference



Unit	Standards	Readers	Primary Sources Lessons
<b>Unit 1: Families</b> How do families remember the past?	2.1.1—Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2.1.2—Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. 2.1.3—Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard). 2.2.3—Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.	Primary Source Readers: Families Through Time Primary Source Readers: A Family's Story Building Fluency through Reader's Theater: Moving Forward	Families Then and Now
<b>Unit 2: Geography</b> Why do people move?	2.2.1.—Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school). 2.2.2.—Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date. 2.2.4.—Compare and contrast basic land use in urban, suburban, and rural environments in California.	Primary Source Readers: Mapping Our Nation	North American Landforms  Rural, Urban, and Suburban Areas
<b>Unit 3: Civics and Government</b> How does government work?	2.3.1.—Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers. 2.3.2.—Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.	Primary Source Readers: You and the U.S. Government Primary Source Readers: You and the Law Primary Source Readers: Government Leaders Then and Now  Primary Source Readers: Diplomacy Makes a Difference Building Fluency through Reader's Theater: Camping Constitution	United Nations

# Exploring Social Studies CALIFORNIA

## GRADE 2

### Curriculum Map

#### Grade 2—People Who Make a Difference

Unit	Standards	Readers	Primary Sources Lessons
<b>Unit 4</b> <b>Economics</b> Who provides our goods and services?	2.4.1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.	Primary Source Readers: Farmers Then and Now Primary Source Readers: Fishers Then and Now	Farming Then and Now
	2.4.2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services. 2.4.3. Understand how limits on resources affect production and consumption (what to produce and what to consume).	Primary Source Readers: Money and Trade in Our Nation Primary Source Readers: Money and Trade in Our World	Producers and Consumers
<b>Unit 5</b> <b>Amazing Scientists</b> Amazing Scientists	2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	Primary Source Readers: George Washington Carver Science Readers: Louis Pasteur and the Fight Against Germs	Sensational Scientists
<b>Unit 6</b> <b>Inspirational People</b> How do inspirational people change our lives?	2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	Primary Source Readers: Amazing Americans: Abraham Lincoln Primary Source Readers: Women Who Changed the World Primary Source Readers: Jackie Robinson	Making a Difference
<b>Culminating Activity</b>	Active Learning Lesson—Citizenship		

# Exploring Social Studies CALIFORNIA

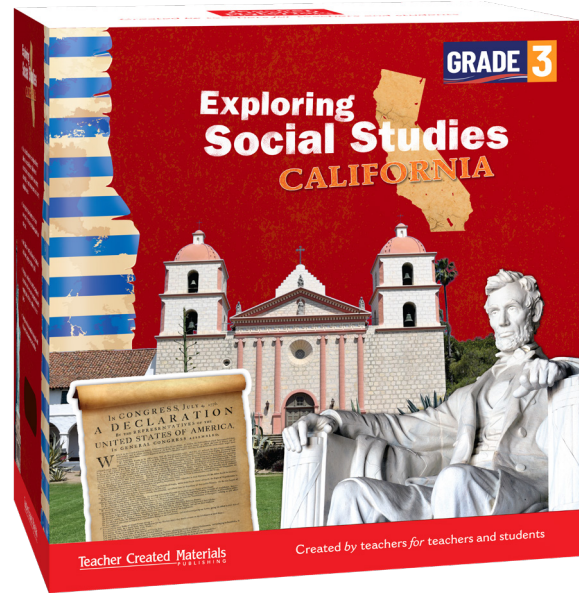
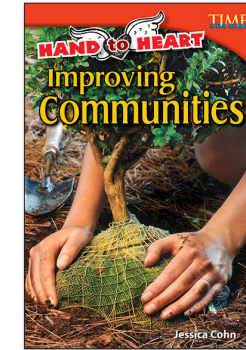
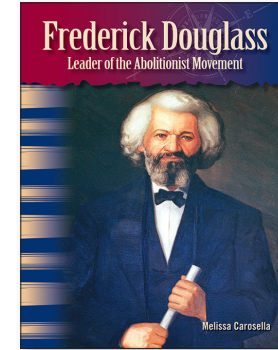
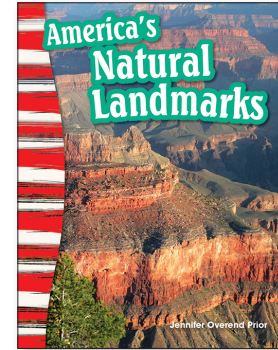
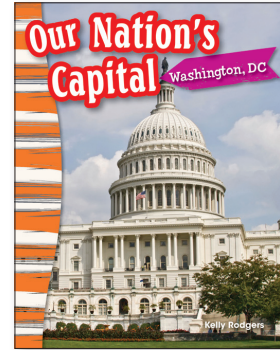
A map of California is positioned behind the text, rendered in a light brown, textured paper-like appearance.

**GRADE 2**

# Exploring Social Studies CALIFORNIA

## GRADE 3

### Correlation to the California History–Social Science and ELA Standards



California History-Social Science Content Standards		Leveled Readers															Reader's Theater		Primary Sources Kit	
		Primary Source Readers: America's Man-Made Landmarks	Primary Source Readers: America's Natural Landmarks	Primary Source Readers: California Indians	Primary Source Readers: Capital Resources and the Economy	Primary Source Readers: Doing Your Part: Serving Your Community	Primary Source Readers: Frederick Douglass	Primary Source Readers: Geographic Features	Primary Source Readers: Harriet Tubman: Leading Slaves to Freedom	Primary Source Readers: Martin Luther King Jr.: Marching for Equality	Primary Source Readers: Our Government: The Three Branches	Primary Source Readers: Our Nation's Capital: Washington, DC	Primary Source Readers: Our Natural Resources	Primary Source Readers: The U.S. Constitution and You	Primary Source Readers: Understanding Economics	Primary Source Readers: We the People: Civic Values in America	TIME For Kids Nonfiction Readers: Hand to Heart: Improving Communities	Building Fluency through Reader's Theater: Declaring Our Independence	Building Fluency through Reader's Theater: The Inventor: Benjamin Franklin	Primary Sources: Third Grade
3.1.1	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).						✓													✓
3.1.2	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).											✓								
3.2.1	Describe national identities, religious beliefs, customs, and various folklore traditions.			✓																
3.2.2	Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).			✓																
3.2.3	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.																			✓
3.2.4	Discuss the interaction of new settlers with the already established Indians of the region.																			✓

# Exploring Social Studies CALIFORNIA

**GRADE 3**

		Leveled Readers																Reader's Theater		Primary Sources Kit		
		Primary Source Readers: America's Man-Made Landmarks	Primary Source Readers: America's Natural Landmarks	Primary Source Readers: California Indians	Primary Source Readers: Capital Resources and the Economy	Primary Source Readers: Doing Your Part: Serving Your Community	Primary Source Readers: Frederick Douglass	Primary Source Readers: Geographic Features	Primary Source Readers: Harriet Tubman: Leading Slaves to Freedom	Primary Source Readers: Martin Luther King Jr.: Marching for Equality	Primary Source Readers: Our Government: The Three Branches	Primary Source Readers: Our Nation's Capital: Washington, DC	Primary Source Readers: Our Natural Resources	Primary Source Readers: The U.S. Constitution and You	Primary Source Readers: Understanding Economics	Primary Source Readers: We the People: Civic Values in America	TIME For Kids Nonfiction Readers: Hand to Heart: Improving Communities	Building Fluency through Reader's Theater: Declaring Our Independence	Building Fluency through Reader's Theater: The Inventor: Benjamin Franklin	Primary Sources: Third Grade		
California History-Social Science Content Standards	3.3.1	Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.																			✓	
	3.3.2	Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.													✓							
	3.3.3	Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.																				✓
	3.4.1	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.													✓							
	3.4.2	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.					✓										✓	✓				
	3.4.3	Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).	✓	✓								✓							✓			✓
	3.4.4	Understand the three branches of government, with an emphasis on local government.									✓											
	3.4.5	Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.																				✓
	3.4.6	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).						✓		✓	✓									✓		✓
	3.5.1	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.				✓																✓



# Exploring Social Studies CALIFORNIA

**GRADE 3**

		Leveled Readers															Reader's Theater		Primary Sources Kit		
		Primary Source Readers: America's Man-Made Landmarks	Primary Source Readers: America's Natural Landmarks	Primary Source Readers: California Indians	Primary Source Readers: Capital Resources and the Economy	Primary Source Readers: Doing Your Part: Serving Your Community	Primary Source Readers: Frederick Douglass	Primary Source Readers: Geographic Features	Primary Source Readers: Harriet Tubman: Leading Slaves to Freedom	Primary Source Readers: Martin Luther King Jr.: Marching for Equality	Primary Source Readers: Our Government: The Three Branches	Primary Source Readers: Our Nation's Capital: Washington, DC	Primary Source Readers: Our Natural Resources	Primary Source Readers: The U.S. Constitution and You	Primary Source Readers: Understanding Economics	Primary Source Readers: We the People: Civic Values in America	TIME For Kids Nonfiction Readers: Hand to Heart: Improving Communities	Building Fluency through Reader's Theater: Declaring Our Independence	Building Fluency through Reader's Theater: The Inventor: Benjamin Franklin	Primary Sources: Third Grade	
California History-Social Science Content Standards	3.5.2	Understand that some goods are made locally, some elsewhere in the United States, and some abroad.																			
	3.5.3	Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.																			
	3.5.4	Discuss the relationship of students' "work" in school and their personal human capital.				✓															

# Exploring Social Studies CALIFORNIA

**GRADE 3**

		Leveled Readers																Reader's Theater		Primary Sources Kit	
		Primary Source Readers: America's Man-Made Landmarks	Primary Source Readers: America's Natural Landmarks	Primary Source Readers: California Indians	Primary Source Readers: Capital Resources and the Economy	Primary Source Readers: Doing Your Part: Serving Your Community	Primary Source Readers: Frederick Douglass	Primary Source Readers: Geographic Features	Primary Source Readers: Harriet Tubman: Leading Slaves to Freedom	Primary Source Readers: Martin Luther King Jr.: Marching for Equality	Primary Source Readers: Our Government: The Three Branches	Primary Source Readers: Our Nation's Capital: Washington, DC	Primary Source Readers: Our Natural Resources	Primary Source Readers: The U.S. Constitution and You	Primary Source Readers: Understanding Economics	Primary Source Readers: We the People: Civic Values in America	TIME For Kids Nonfiction Readers: Hand to Heart: Improving Communities	Building Fluency through Reader's Theater: Declaring Our Independence	Building Fluency through Reader's Theater: The Inventor: Benjamin Franklin	Primary Sources: Third Grade	
California ELA Standards	Key Ideas and Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		✓												✓					
		Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓				✓			✓			✓								
		Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.								✓			✓								
	Craft and Structure	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.															✓		✓		
		Distinguish their own point of view from that of the author of a text.													✓						✓
	Integration of Knowledge and Ideas	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).							✓		✓						✓	✓			✓
		Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).			✓	✓															
		Compare and contrast the most important points and key details presented in two texts on the same topic.												✓							

# Exploring Social Studies CALIFORNIA

**GRADE 3**

		Leveled Readers															Reader's Theater		Primary Sources Kit	
		Primary Source Readers: America's Man-Made Landmarks	Primary Source Readers: America's Natural Landmarks	Primary Source Readers: California Indians	Primary Source Readers: Capital Resources and the Economy	Primary Source Readers: Doing Your Part: Serving Your Community	Primary Source Readers: Frederick Douglass	Primary Source Readers: Geographic Features	Primary Source Readers: Harriet Tubman: Leading Slaves to Freedom	Primary Source Readers: Martin Luther King Jr.: Marching for Equality	Primary Source Readers: Our Government: The Three Branches	Primary Source Readers: Our Nation's Capital: Washington, DC	Primary Source Readers: Our Natural Resources	Primary Source Readers: The U.S. Constitution and You	Primary Source Readers: Understanding Economics	Primary Source Readers: We the People: Civic Values in America	TIME For Kids Nonfiction Readers: Hand to Heart: Improving Communities	Building Fluency through Reader's Theater: Declaring Our Independence	Building Fluency through Reader's Theater: The Inventor: Benjamin Franklin	Primary Sources: Third Grade
California ELA Standards	Range of Reading and Level of Text Complexity				✓		✓										✓			
	Text Types and Purposes				✓	✓			✓											
		✓	✓							✓		✓								

# Exploring Social Studies CALIFORNIA

**GRADE 3**

		Leveled Readers														Reader's Theater		Primary Sources Kit			
		Primary Source Readers: America's Man-Made Landmarks	Primary Source Readers: America's Natural Landmarks	Primary Source Readers: California Indians	Primary Source Readers: Capital Resources and the Economy	Primary Source Readers: Doing Your Part: Serving Your Community	Primary Source Readers: Frederick Douglass	Primary Source Readers: Geographic Features	Primary Source Readers: Harriet Tubman: Leading Slaves to Freedom	Primary Source Readers: Martin Luther King Jr.: Marching for Equality	Primary Source Readers: Our Government: The Three Branches	Primary Source Readers: Our Nation's Capital: Washington, DC	Primary Source Readers: Our Natural Resources	Primary Source Readers: The U.S. Constitution and You	Primary Source Readers: Understanding Economics	Primary Source Readers: We the People: Civic Values in America	TIME For Kids Nonfiction Readers: Hand to Heart: Improving Communities	Building Fluency through Reader's Theater: Declaring Our Independence	Building Fluency through Reader's Theater: The Inventor: Benjamin Franklin	Primary Sources: Third Grade	
California ELA Standards	Production and Distribution of Writing	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.													✓			✓		✓	
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.						✓	✓												✓
		With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.																		✓	
Research to Build and Present Knowledge		Conduct short research projects that build knowledge about a topic.			✓																
		Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.										✓					✓				
Range of Writing		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						✓							✓					✓	

# Exploring Social Studies CALIFORNIA

## GRADE 3

### Curriculum Map

#### Grade 3—Continuity and Change



Unit	History-Social Science Standards	Readers	Primary Sources
<b>Unit 1: Geography and Economics</b> Why did people settle in California?	3.1.1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).	Primary Source Readers: Geographical Features	Geography
	3.1.2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).	Primary Source Readers: Our Natural Resources	
	3.5.1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. 3.5.4. Discuss the relationship of students' "work" in school and their personal human capital.	Primary Source Readers: Capital Resources and the Economy	Economics
<b>Unit 2: American Indians of California</b> Who were the first people in my community?	3.2.1. Describe national identities, religious beliefs, customs, and various folklore traditions.	Primary Source Readers: California Indians	American Indians
	3.2.2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).		
	3.2.3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.		
	3.2.4. Discuss the interaction of new settlers with the already established Indians of the region.		
<b>Unit 3 Settling California Communities</b> Why did people move to my community?	3.3.1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.		Exploration
	3.3.3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.		Communities

# Exploring Social Studies CALIFORNIA



**GRADE 3**

## Curriculum Map

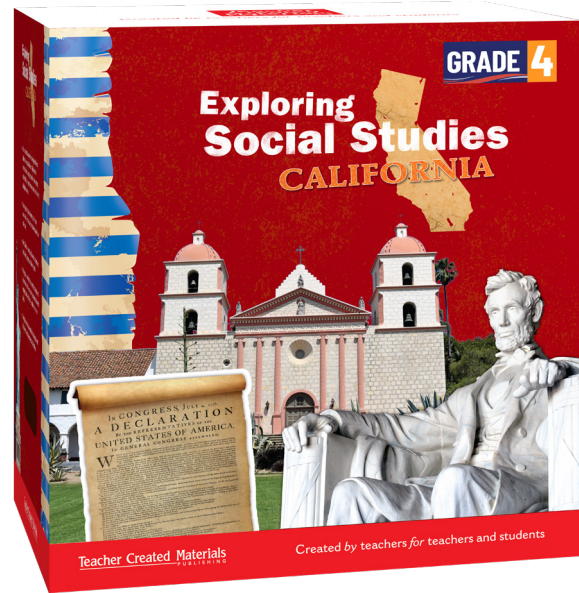
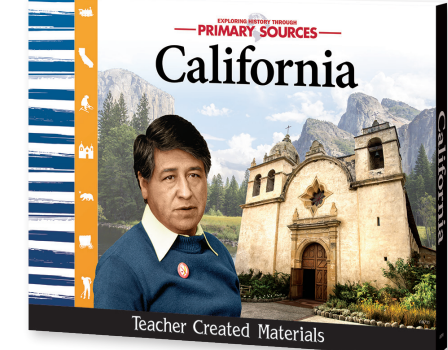
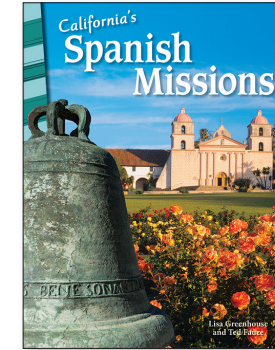
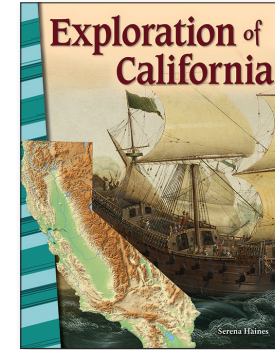
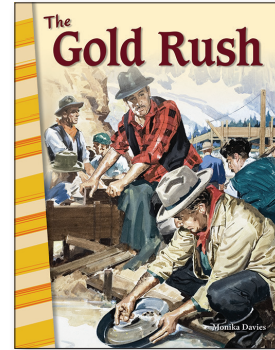
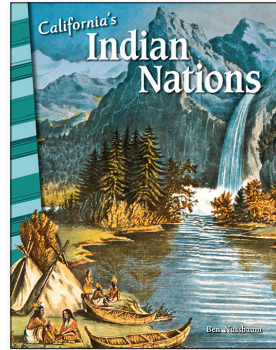
### Grade 3—Continuity and Change

Unit	History-Social Science Standards	Readers	Primary Sources
<b>Unit 3</b> <b>Settling California Communities</b> <i>(cont.)</i> Why did people move to my community?	3.3.2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. 3.5.2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad. 3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	Primary Source Readers: Understanding Economics	
	3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.	Primary Source Readers: We the People: Civic Values in America Primary Source Readers: Doing Your Part: Serving Your Community TIME For Kids Nonfiction Readers: Hand to Heart: Improving Communities	
<b>Unit 4</b> <b>American Symbols and Landmarks</b> What are some important American symbols and landmarks?	3.4.3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).	Primary Source Readers: Our Nation’s Capital: Washington, DC Primary Source Readers: America’s Man-Made Landmarks Primary Source Readers: America’s Natural Landmarks Building Fluency through Reader’s Theater: Declaring Our Independence	American Symbols
<b>Unit 5</b> <b>U.S. and Local Government</b> How does our government work?	3.4.1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.	Primary Source Readers: The U.S. Constitution and You	
	3.4.4. Understand the three branches of government, with an emphasis on local government.	Primary Source Readers: Our Government: The Three Branches	
	3.4.5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.		Local Government
<b>Unit 6</b> <b>Biographies</b> Who were some American heroes who fought for freedoms?	3.4.6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).	Building Fluency through Reader’s Theater: The Inventor: Benjamin Franklin Primary Source Readers: Harriet Tubman: Leading Slaves to Freedom Primary Source Readers: Frederick Douglass Primary Source Readers: Martin Luther King Jr.: Marching for Equality	Biographies

# Exploring Social Studies CALIFORNIA

**GRADE 4**

## Correlation to the California History–Social Science and ELA Standards



		Leveled Readers																Reader's Theater		Primary Sources Kit			
		Primary Source Readers: Biddy Mason: Becoming a Leader	Primary Source Readers: California in the 20th Century	Primary Source Readers: California: Becoming a State	Primary Source Readers: California: Towns to Cities	Primary Source Readers: California's Indian Nations	Primary Source Readers: California's Spanish Missions	Primary Source Readers: California's Complex Water System	Primary Source Readers: Californians Who Made a Difference	Primary Source Readers: Crossing a Continent	Primary Source Readers: Crossing Oceans: Immigrating to California	Primary Source Readers: Education in California	Primary Source Readers: Exploration of California	Primary Source Readers: Geography of California	Primary Source Readers: Governing the Golden State	Primary Source Readers: Junipero Serra: A Spanish Missionary	Primary Source Readers: Mexican Rule of California	Primary Source Readers: The Gold Rush	Primary Source Readers: Trails to California	Building Fluency through Reader's Theater: The Constitution of the United States	Building Fluency through Reader's Theater: The Great Depression: A Migrant Mother's Story	Primary Sources: California	
California History-Social Science Content Standards	4.1.1	Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.												✓									
	4.1.2	Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.												✓									
	4.1.3	Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.												✓									
	4.1.4	Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.												✓									
	4.1.5	Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.												✓									

# Exploring Social Studies CALIFORNIA

**GRADE 4**

		Leveled Readers																		Reader's Theater		Primary Sources Kit	
		Primary Source Readers: Bidly Mason: Becoming a Leader	Primary Source Readers: California in the 20th Century	Primary Source Readers: California: Becoming a State	Primary Source Readers: California: Towns to Cities	Primary Source Readers: California's Indian Nations	Primary Source Readers: California's Spanish Missions	Primary Source Readers: California's Complex Water System	Primary Source Readers: Californians Who Made a Difference	Primary Source Readers: Crossing a Continent	Primary Source Readers: Crossing Oceans: Immigrating to California	Primary Source Readers: Education in California	Primary Source Readers: Exploration of California	Primary Source Readers: Geography of California	Primary Source Readers: Governing the Golden State	Primary Source Readers: Junipero Serra: A Spanish Missionary	Primary Source Readers: Mexican Rule of California	Primary Source Readers: The Gold Rush	Primary Source Readers: Trails to California	Building Fluency through Reader's Theater: The Constitution of the United States	Building Fluency through Reader's Theater: The Great Depression: A Migrant Mother's Story	Primary Sources: California	
California History-Social Science Content Standards	4.2.1				✓																		✓
	4.2.2											✓											✓
	4.2.3						✓					✓				✓							✓
	4.2.4						✓									✓							✓
	4.2.5						✓									✓							✓
	4.2.6						✓									✓							✓
	4.2.7																						
	4.2.8																						✓
	4.3.1																					✓	✓
	4.3.2																					✓	✓



# Exploring Social Studies CALIFORNIA

**GRADE 4**

		Leveled Readers																	Reader's Theater		Primary Sources Kit		
		Primary Source Readers: Biddy Mason: Becoming a Leader	Primary Source Readers: California in the 20th Century	Primary Source Readers: California: Becoming a State	Primary Source Readers: California: Towns to Cities	Primary Source Readers: California's Indian Nations	Primary Source Readers: California's Spanish Missions	Primary Source Readers: California's Complex Water System	Primary Source Readers: Californians Who Made a Difference	Primary Source Readers: Crossing a Continent	Primary Source Readers: Crossing Oceans: Immigrating to California	Primary Source Readers: Education in California	Primary Source Readers: Exploration of California	Primary Source Readers: Geography of California	Primary Source Readers: Governing the Golden State	Primary Source Readers: Junipero Serra: A Spanish Missionary	Primary Source Readers: Mexican Rule of California	Primary Source Readers: The Gold Rush	Primary Source Readers: Trails to California	Building Fluency through Reader's Theater: The Constitution of the United States	Building Fluency through Reader's Theater: The Great Depression: A Migrant Mother's Story	Primary Sources: California	
California History-Social Science Content Standards	4.3.3																	✓					✓
	4.3.4	✓																✓	✓				✓
	4.3.5			✓																			✓
	4.4.1								✓														✓
	4.4.2																	✓					✓
	4.4.3																		✓				✓
	4.4.4				✓														✓				✓
	4.4.5		✓																			✓	✓
	4.4.6		✓																				

# Exploring Social Studies CALIFORNIA

## GRADE 4

California History-Social Science Content Standards			Leveled Readers																	Reader's Theater		Primary Sources Kit					
			Primary Source Readers: Biddy Mason: Becoming a Leader	Primary Source Readers: California in the 20th Century	Primary Source Readers: California: Becoming a State	Primary Source Readers: California: Towns to Cities	Primary Source Readers: California's Indian Nations	Primary Source Readers: California's Spanish Missions	Primary Source Readers: California's Complex Water System	Primary Source Readers: Californians Who Made a Difference	Primary Source Readers: Crossing a Continent	Primary Source Readers: Crossing Oceans: Immigrating to California	Primary Source Readers: Education in California	Primary Source Readers: Exploration of California	Primary Source Readers: Geography of California	Primary Source Readers: Governing the Golden State	Primary Source Readers: Junipero Serra: A Spanish Missionary	Primary Source Readers: Mexican Rule of California	Primary Source Readers: The Gold Rush	Primary Source Readers: Trails to California	Building Fluency through Reader's Theater: The Constitution of the United States	Building Fluency through Reader's Theater: The Great Depression: A Migrant Mother's Story	Primary Sources: California				
4.4.7	Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.						✓																			✓	
4.4.8	Describe the history and development of California's public education system, including universities and community colleges.																										
4.4.9	Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).								✓																✓	✓	
4.5.1	Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).																								✓		
4.5.2	Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.																									✓	
4.5.3	Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.																								✓	✓	
4.5.4	Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.																										
4.5.5	Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).					✓																					

# Exploring Social Studies CALIFORNIA

**GRADE 4**

California ELA Standards		Leveled Readers																		Reader's Theater		Primary Sources Kit		
		Primary Source Readers: Bidly Mason: Becoming a Leader	Primary Source Readers: California in the 20th Century	Primary Source Readers: California: Becoming a State	Primary Source Readers: California: Towns to Cities	Primary Source Readers: California's Indian Nations	Primary Source Readers: California's Spanish Missions	Primary Source Readers: California's Complex Water System	Primary Source Readers: Californians Who Made a Difference	Primary Source Readers: Crossing a Continent	Primary Source Readers: Crossing Oceans: Immigrating to California	Primary Source Readers: Education in California	Primary Source Readers: Exploration of California	Primary Source Readers: Geography of California	Primary Source Readers: Governing the Golden State	Primary Source Readers: Junipero Serra: A Spanish Missionary	Primary Source Readers: Mexican Rule of California	Primary Source Readers: The Gold Rush	Primary Source Readers: Trails to California	Building Fluency through Reader's Theater: The Constitution of the United States	Building Fluency through Reader's Theater: The Great Depression: A Migrant Mother's Story	Primary Sources: California		
Key Ideas and Details	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓										✓			✓								
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.										✓													
	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.							✓					✓											
Craft and Structure	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.			✓											✓	✓								
	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.									✓														
Integration of Knowledge and Ideas	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.										✓												✓	
	Explain how an author uses reasons and evidence to support particular points in a text.				✓													✓						
	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.																		✓					
Range of Reading & Level of Text Complexity	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

# Exploring Social Studies CALIFORNIA

**GRADE 4**

		Leveled Readers																Reader's Theater		Primary Sources Kit	
		Primary Source Readers: Bidly Mason: Becoming a Leader	Primary Source Readers: California in the 20th Century	Primary Source Readers: California: Becoming a State	Primary Source Readers: California: Towns to Cities	Primary Source Readers: California's Indian Nations	Primary Source Readers: California's Spanish Missions	Primary Source Readers: California's Complex Water System	Primary Source Readers: Californians Who Made a Difference	Primary Source Readers: Crossing a Continent	Primary Source Readers: Crossing Oceans: Immigrating to California	Primary Source Readers: Education in California	Primary Source Readers: Exploration of California	Primary Source Readers: Geography of California	Primary Source Readers: Governing the Golden State	Primary Source Readers: Junipero Serra: A Spanish Missionary	Primary Source Readers: Mexican Rule of California	Primary Source Readers: The Gold Rush	Primary Source Readers: Trails to California	Building Fluency through Reader's Theater: The Constitution of the United States	Building Fluency through Reader's Theater: The Great Depression: A Migrant Mother's Story
California ELA Standards	Text Types and Purposes	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>																			
	Text Types and Purposes	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>																			
	Text Types and Purposes	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>																			

# Exploring Social Studies CALIFORNIA

**GRADE 4**

		Leveled Readers																	Reader's Theater		Primary Sources Kit			
		Primary Source Readers: Bidly Mason: Becoming a Leader	Primary Source Readers: California in the 20th Century	Primary Source Readers: California: Becoming a State	Primary Source Readers: California: Towns to Cities	Primary Source Readers: California's Indian Nations	Primary Source Readers: California's Spanish Missions	Primary Source Readers: California's Complex Water System	Primary Source Readers: Californians Who Made a Difference	Primary Source Readers: Crossing a Continent	Primary Source Readers: Crossing Oceans: Immigrating to California	Primary Source Readers: Education in California	Primary Source Readers: Exploration of California	Primary Source Readers: Geography of California	Primary Source Readers: Governing the Golden State	Primary Source Readers: Junipero Serra: A Spanish Missionary	Primary Source Readers: Mexican Rule of California	Primary Source Readers: The Gold Rush	Primary Source Readers: Trails to California	Building Fluency through Reader's Theater: The Constitution of the United States	Building Fluency through Reader's Theater: The Great Depression: A Migrant Mother's Story	Primary Sources: California		
Production and Distribution of Writing	Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.				✓																			
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.													✓				✓						
	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		✓																					✓
Research to Build and Present Knowledge	Conduct short research projects that build knowledge through investigation of different aspects of a topic.							✓					✓											
	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.											✓											✓	
	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").				✓			✓		✓														
Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.																						✓	

# Exploring Social Studies CALIFORNIA

**GRADE 4**

## Curriculum Map

### Grade 4—California: A Changing State



Unit	History-Social Science Standards	Readers	Primary Sources Lessons
<b>Unit 1: Early Settlements and Exploration</b> What was life like for native Californians before other settlers arrived?	4.1.1 Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth. 4.1.2 Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations. 4.1.3 Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. 4.1.4 Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns. 4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.	Primary Source Readers: Geography of California	
	4.2.1 Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources. 4.5.5 Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).	Primary Source Readers: California's Indian Nations	Grass and Mud House
	4.2.2 Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns. 4.2.3 Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).	Primary Source Readers: Exploration of California	Old Maps of California

# Exploring Social Studies CALIFORNIA



**GRADE 4**

## Curriculum Map

### Grade 4—California: A Changing State

Unit	History-Social Science Standards	Readers	Primary Sources Lessons
<b>Unit 2</b> <b>Missions and Ranchos</b> How did people’s lives change because of the mission system?	4.2.3 Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola). 4.2.4 Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America. 4.2.5 Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos. 4.2.6 Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.	Primary Source Readers: California’s Spanish Missions Primary Source Readers: Junípero Serra: A Spanish Missionary	Mission San Carlos Borromeo de Carmelo
	4.2.7 Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America. 4.2.8 Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy. 4.3.1 Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter’s Fort.	Primary Source Readers: Mexican Rule of California	Diseno Map

# Exploring Social Studies CALIFORNIA

## GRADE 4

### Curriculum Map

#### Grade 4—California: A Changing State

Unit	History-Social Science Standards	Readers	Primary Sources Lessons
<b>Unit 3</b> <b>Gold Rush and Statehood</b> How did the discovery of gold change California and lead to statehood?	4.3.1 Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort. 4.3.2 Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico). 4.3.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).	Primary Source Readers: Trails to California	Emigrants Guide to Oregon and California
	4.3.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp). 4.4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.	Primary Source Readers: The Gold Rush	Sutter's Mill
	4.3.4 Study the lives of women who helped build early California (e.g., Biddy Mason)	Primary Source Readers: Biddy Mason: Becoming a Leader	Biddy Mason
	4.3.5 Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.	Primary Source Readers: California: Becoming a State	Bear Flag



# Exploring Social Studies CALIFORNIA

## GRADE 4

### Curriculum Map

#### Grade 4—California: A Changing State

Unit	History-Social Science Standards	Readers	Primary Sources Lessons
<b>Unit 4</b> <b>Immigration and Migration</b> What role did immigrants and migrants play in California's growth and expansion?	4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.	Primary Source Readers: Crossing a Continent	Union Pacific Railroad Flyer
	4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).	Primary Source Readers: Crossing Oceans: Immigrating to California	Chinese Gold Miners Angel Island
	4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).		
	4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).	Primary Source Readers: From Towns to Cities	
	4.1.4 Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.		
4.4.7 Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.	Primary Source Readers: California's Complex Water System	Los Angeles Aqueduct	
<b>Unit 5</b> <b>California in a Time of Expansion</b> What was life like for California during the twentieth century?	4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.	Primary Source Readers: California in the 20th Century Building Fluency through Reader's Theater: The Great Depression: A Migrant Mother's Story	Kaiser Shipyards Japanese American Relocation Flyer
	4.4.6 Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.		
	4.4.9 Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).	Primary Source Readers: Californians Who Made a Difference Building Fluency through Reader's Theater: The Great Depression: A Migrant Mother's Story	Cesar Chavez
	4.4.8 Describe the history and development of California's public education system, including universities and community colleges.	Primary Source Readers: Education in California	

# Exploring Social Studies CALIFORNIA

**GRADE 4**

## Curriculum Map

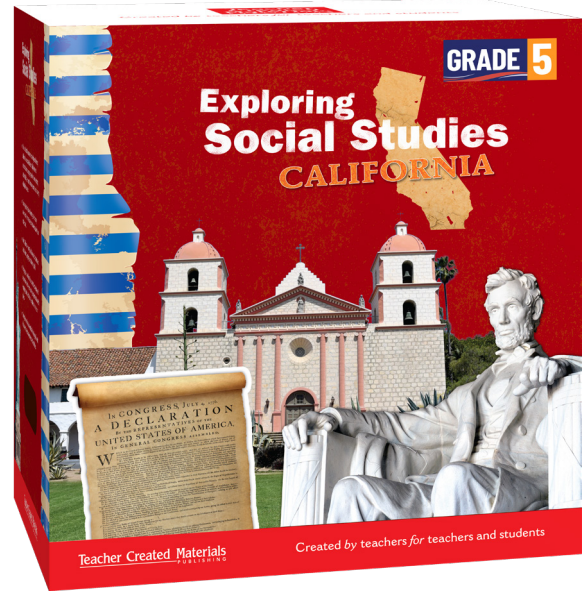
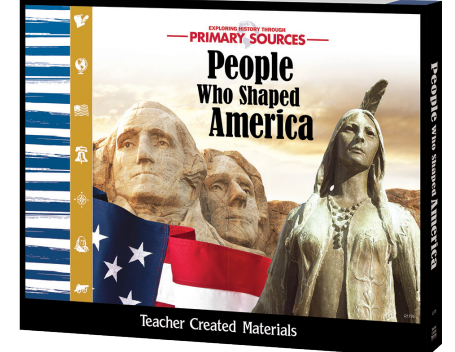
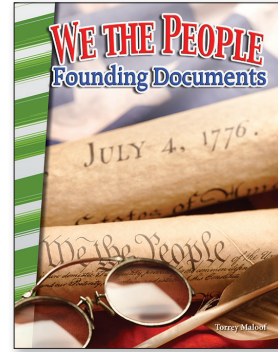
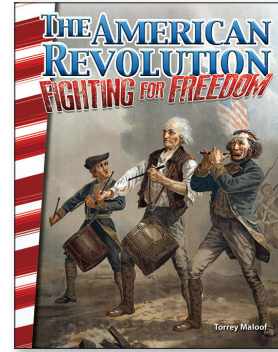
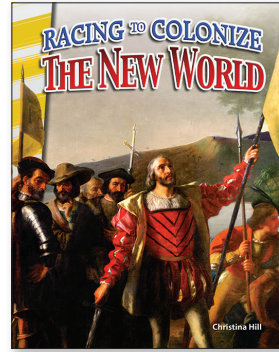
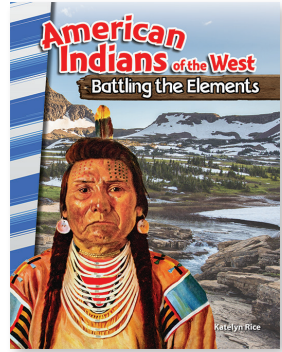
Grade 4—California: A Changing State

Unit	History-Social Science Standards	Readers	Primary Sources Lessons
<b>Unit 6</b> <b>Local, State, and Federal Government</b> How are the local, state, and federal governments organized?	4.5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments). 4.5.2 Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution. 4.5.3 Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments. 4.5.4 Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials. 4.5.5 Describe the components of California’s governance structure (e.g., cities and towns, Indian rancheri and reservations, counties, school districts).	Primary Source Readers: Governing the Golden State Building Fluency through Reader’s Theater: The Constitution of the United States	California State Constitution
<b>Culminating Activity</b>	Active Learning Lesson—Citizenship		

# Exploring Social Studies CALIFORNIA

**GRADE 5**

## Correlation to the California History–Social Science and ELA Standards



California History-Social Science Content Standards		Leveled Readers																	Reader's Theater		Primary Sources Kit						
		Primary Source Readers: 19th Century Innovations	Primary Source Readers: American Indians in the 1800s: Right and Resistance	Primary Source Readers: American Indians of the East: Woodland People	Primary Source Readers: American Indians of the Plains: Surviving the Great Expanse	Primary Source Readers: American Indians of the West: Battling the Elements	Primary Source Readers: Early Congresses	Primary Source Readers: Early Explorers	Primary Source Readers: Forming a New Government	Primary Source Readers: Phillis Wheatley	Primary Source Readers: Racing to Colonize the New World	Primary Source Readers: Reasons for a Revolution	Primary Source Readers: Settling and Unsettling the West	Primary Source Readers: The American Revolution: Fighting for Freedom	Primary Source Readers: The Great Leap Westward	Primary Source Readers: The Middle Colonies: Breadbasket of the New World	Primary Source Readers: The New England Colonies: A Place for Puritans	Primary Source Readers: The Southern Colonies: First and Last of 13	Primary Source Readers: We the People: Founding Documents	Building Fluency through Reader's Theater: Expanding and Preserving the Union: Lewis and Clark	Building Fluency through Reader's Theater: Work or Starve: Captain John Smith and the Jamestown Colony 1607–1609	Primary Sources: People Who Shaped America					
5.1.1	Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.			✓	✓	✓																					
5.1.2	Describe their varied customs and folklore traditions.			✓	✓	✓																					
5.1.3	Explain their varied economies and systems of government.			✓	✓	✓																					
5.2.1	Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).								✓																	✓	

# Exploring Social Studies

## CALIFORNIA

**GRADE 5**

		Leveled Readers																	Reader's Theater		Primary Sources Kit			
		Primary Source Readers: 19th Century Innovations	Primary Source Readers: American Indians in the 1800s: Right and Resistance	Primary Source Readers: American Indians of the East: Woodland People	Primary Source Readers: American Indians of the Plains: Surviving the Great Expanse	Primary Source Readers: American Indians of the West: Battling the Elements	Primary Source Readers: Early Congresses	Primary Source Readers: Early Explorers	Primary Source Readers: Forming a New Government	Primary Source Readers: Phillis Wheatley	Primary Source Readers: Racing to Colonize the New World	Primary Source Readers: Reasons for a Revolution	Primary Source Readers: Settling and Unsettling the West	Primary Source Readers: The American Revolution: Fighting for Freedom	Primary Source Readers: The Great Leap Westward	Primary Source Readers: The Middle Colonies: Breadbasket of the New World	Primary Source Readers: The New England Colonies: A Place for Puritans	Primary Source Readers: The Southern Colonies: First and Last of 13	Primary Source Readers: We the People: Founding Documents	Building Fluency through Reader's Theater: Expanding and Preserving the Union: Lewis and Clark	Building Fluency through Reader's Theater: Work or Starve: Captain John Smith and the Jamestown Colony 1607–1609	Primary Sources: People Who Shaped America		
California History-Social Science Content Standards	5.2.2	Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).																✓						✓
	5.2.3	Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.																						✓
	5.2.4	Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.																						
	5.3.1	Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.										✓												✓
	5.3.2	Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).																					✓	✓
	5.3.3	Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).																	✓					✓
	5.3.4	Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).		✓	✓	✓															✓			
	5.3.5	Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).				✓	✓																	
5.3.6	Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).																						✓	



# Exploring Social Studies CALIFORNIA

**GRADE 5**

		Leveled Readers																Reader's Theater		Primary Sources Kit					
		Primary Source Readers: 19th Century Innovations	Primary Source Readers: American Indians in the 1800s: Right and Resistance	Primary Source Readers: American Indians of the East: Woodland People	Primary Source Readers: American Indians of the Plains: Surviving the Great Expanse	Primary Source Readers: American Indians of the West: Battling the Elements	Primary Source Readers: Early Congresses	Primary Source Readers: Early Explorers	Primary Source Readers: Forming a New Government	Primary Source Readers: Phillis Wheatley	Primary Source Readers: Racing to Colonize the New World	Primary Source Readers: Reasons for a Revolution	Primary Source Readers: Settling and Unsettling the West	Primary Source Readers: The American Revolution: Fighting for Freedom	Primary Source Readers: The Great Leap Westward	Primary Source Readers: The Middle Colonies: Breadbasket of the New World	Primary Source Readers: The New England Colonies: A Place for Puritans	Primary Source Readers: The Southern Colonies: First and Last of 13	Primary Source Readers: We the People: Founding Documents	Building Fluency through Reader's Theater: Expanding and Preserving the Union: Lewis and Clark	Building Fluency through Reader's Theater: Work or Starve: Captain John Smith and the Jamestown Colony 1607–1609	Primary Sources: People Who Shaped America			
California History-Social Science Content Standards	5.5.3	Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.																			✓				
	5.5.4	Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).																							✓
	5.6.1	Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.																							
	5.6.2	Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).																							✓
	5.6.3	Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).																							✓
	5.6.4	Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.																							
	5.6.5	Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.																							✓
	5.6.6	Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.																							✓
	5.6.7	Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.																							✓

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**GRADE 5**

California History-Social Science Content Standards		Leveled Readers																	Reader's Theater		Primary Sources Kit	
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5.7.1	List the shortcomings of the Articles of Confederation as set forth by their critics.							✓											✓			
5.7.2	Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.							✓											✓			
5.7.3	Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.							✓											✓			✓
5.7.4	Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.							✓											✓			
5.7.5	Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.							✓											✓			
5.7.6	Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").																					✓
5.8.1	Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).	✓																				
5.8.2	Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).											✓		✓								
5.8.3	Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).													✓					✓			
5.8.4	Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).										✓		✓									

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5.8.5	Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.																								✓	
5.8.6	Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.												✓		✓											
5.9	Students know the location of the current 50 states and the names of their capitals.														✓											✓



# Exploring Social Studies CALIFORNIA

**GRADE 5**

		Leveled Readers																		Reader's Theater		Primary Sources Kit	
		Primary Source Readers: 19th Century Innovations	Primary Source Readers: American Indians in the 1800s: Right and Resistance	Primary Source Readers: American Indians of the East: Woodland People	Primary Source Readers: American Indians of the Plains: Surviving the Great Expanse	Primary Source Readers: American Indians of the West: Battling the Elements	Primary Source Readers: Early Congresses	Primary Source Readers: Early Explorers	Primary Source Readers: Forming a New Government	Primary Source Readers: Phillis Wheatley	Primary Source Readers: Racing to Colonize the New World	Primary Source Readers: Reasons for a Revolution	Primary Source Readers: Settling and Unsettling the West	Primary Source Readers: The American Revolution: Fighting for Freedom	Primary Source Readers: The Great Leap Westward	Primary Source Readers: The Middle Colonies: Breadbasket of the New World	Primary Source Readers: The New England Colonies: A Place for Puritans	Primary Source Readers: The Southern Colonies: First and Last of 13	Primary Source Readers: We the People: Founding Documents	Building Fluency through Reader's Theater: Expanding and Preserving the Union: Lewis and Clark	Building Fluency through Reader's Theater: Work or Starve: Captain John Smith and the Jamestown Colony 1607–1609	Primary Sources: People Who Shaped America	
Key Ideas and Details	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓					✓						✓										✓
	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			✓			✓							✓				✓					
	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		✓		✓						✓	✓	✓							✓		✓	
Craft and Structure	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.				✓																		
	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.								✓														✓
Integration of Knowledge and Ideas	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.																			✓			
	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).									✓						✓	✓						✓
	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.					✓																	

# Exploring Social Studies CALIFORNIA

**GRADE 5**

California ELA Standards		Leveled Readers																	Reader's Theater		Primary Sources Kit	
		Primary Source Readers: 19th Century Innovations	Primary Source Readers: American Indians in the 1800s: Right and Resistance	Primary Source Readers: American Indians of the East: Woodland People	Primary Source Readers: American Indians of the Plains: Surviving the Great Expanse	Primary Source Readers: American Indians of the West: Battling the Elements	Primary Source Readers: Early Congresses	Primary Source Readers: Early Explorers	Primary Source Readers: Forming a New Government	Primary Source Readers: Phillis Wheatley	Primary Source Readers: Racing to Colonize the New World	Primary Source Readers: Reasons for a Revolution	Primary Source Readers: Settling and Unsettling the West	Primary Source Readers: The American Revolution: Fighting for Freedom	Primary Source Readers: The Great Leap Westward	Primary Source Readers: The Middle Colonies: Breadbasket of the New World	Primary Source Readers: The New England Colonies: A Place for Puritans	Primary Source Readers: The Southern Colonies: First and Last of 13	Primary Source Readers: We the People: Founding Documents	Building Fluency through Reader's Theater: Expanding and Preserving the Union: Lewis and Clark	Building Fluency through Reader's Theater: Work or Starve: Captain John Smith and the Jamestown Colony 1607–1609	Primary Sources: People Who Shaped America
Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	✓					✓					✓		✓					✓			✓

# Exploring Social Studies CALIFORNIA

**GRADE 5**

		Leveled Readers																		Reader's Theater		Primary Sources Kit					
		Primary Source Readers: 19th Century Innovations	Primary Source Readers: American Indians in the 1800s: Right and Resistance	Primary Source Readers: American Indians of the East: Woodland People	Primary Source Readers: American Indians of the Plains: Surviving the Great Expanse	Primary Source Readers: American Indians of the West: Battling the Elements	Primary Source Readers: Early Congresses	Primary Source Readers: Early Explorers	Primary Source Readers: Forming a New Government	Primary Source Readers: Phillis Wheatley	Primary Source Readers: Racing to Colonize the New World	Primary Source Readers: Reasons for a Revolution	Primary Source Readers: Settling and Unsettling the West	Primary Source Readers: The American Revolution: Fighting for Freedom	Primary Source Readers: The Great Leap Westward	Primary Source Readers: The Middle Colonies: Breadbasket of the New World	Primary Source Readers: The New England Colonies: A Place for Puritans	Primary Source Readers: The Southern Colonies: First and Last of 13	Primary Source Readers: We the People: Founding Documents	Building Fluency through Reader's Theater: Expanding and Preserving the Union: Lewis and Clark	Building Fluency through Reader's Theater: Work or Starve: Captain John Smith and the Jamestown Colony 1607–1609	Primary Sources: People Who Shaped America					
California ELA Standards	Text Types and Purposes								✓		✓	✓													✓	✓	
		✓		✓				✓							✓					✓							✓
																									✓		✓

# Exploring Social Studies CALIFORNIA

**GRADE 5**

		Leveled Readers																		Reader's Theater		Primary Sources Kit		
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California ELA Standards	Production and Distribution of Writing	Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		✓	✓	✓															✓		✓	
		With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.					✓																	
California ELA Standards	Research to Build and Present Knowledge	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		✓																				
		Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.							✓															
		Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
California ELA Standards	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

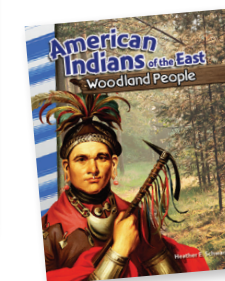
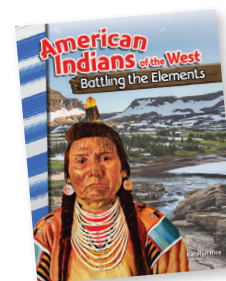
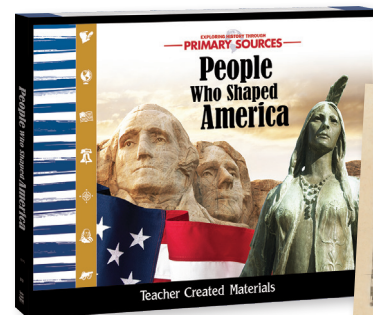
# Exploring Social Studies

## CALIFORNIA

**GRADE 5**

### Curriculum Map

#### Grade 5—United States History and Geography



Unit	Standards	Readers	Primary Sources Lessons
<b>Unit 1: Pre-Columbian America</b> What were the similarities and differences among different groups of North American Indians?	5.1.1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. 5.1.2. Describe their varied customs and folklore traditions. 5.1.3. Explain their varied economies and systems of government. 5.3.2 Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges). 5.3.3 Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War). 5.3.5 Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).	Primary Source Readers: American Indians of the West: Battling the Elements Primary Source Readers: American Indians of the Plains: Surviving the Great Expanse Primary Source Readers: American Indians of the East: Woodland People	Pocahontas George Washington

# Exploring Social Studies CALIFORNIA

**GRADE 5**

## Curriculum Map

Grade 5—United States History and Geography

Unit	Standards	Readers	Primary Sources Lessons
<b>Unit 2</b> <b>Age of Exploration</b> What were the push and pull factors for European exploration?	5.2.1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).	Primary Source Readers: Early Explorers	Sir Frances Drake
	5.2.2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).	Primary Source Readers: Racing to Colonize the New World The New England Colonies: A Place for Puritans	Henry Hudson
	5.2.3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.		
5.2.4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.			
	5.3.1 Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.		George Washington

# Exploring Social Studies CALIFORNIA

**GRADE 5**

## Curriculum Map

### Grade 5—United States History and Geography

Unit	Standards	Readers	Primary Sources Lessons
<b>Unit 3</b> <b>The 13 Colonies</b> Who moved to and settled in North America, and why did they choose to live where they did?	5.4.1 Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. 5.4.2 Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). 5.4.3 Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania). 5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.	Primary Source Readers: The New England Colonies: A Place for Puritans Primary Source Readers: The Middle Colonies: Breadbasket of the New World Building Fluency through Reader's Theater: Work or Starve: Captain John Smith and the Jamestown Colony 1607–1609	John Winthrop William Penn
	5.4.6 Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. 5.4.7 Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.	Primary Source Readers: The Southern Colonies: First and Last of 13	
	5.4.4 Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.		Jonathan Edwards

# Exploring Social Studies CALIFORNIA

**GRADE 5**

## Curriculum Map

### Grade 5—United States History and Geography

Unit	Standards	Readers	Primary Sources Lessons
<b>Unit 4</b> <b>The American Revolution</b> For what reasons was the Revolutionary War fought, and how did life change in America after the war?	5.5.1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 5.5.2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. 5.5.3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. 5.6.7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.	Primary Source Readers: Reasons for a Revolution Primary Source Readers: Early Congresses	Patrick Henry
	5.6.1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. 5.6.4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.	Primary Source Readers: The American Revolution: Fighting for Freedom	
	5.6.2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).		Benjamin Franklin
	5.5.4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).		Patrick Henry
	5.6.3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).	Primary Source Readers: Phillis Wheatley	Abigail Adams Mercy Otis Warren



# Exploring Social Studies CALIFORNIA

## GRADE 5

### Curriculum Map

#### Grade 5—United States History and Geography

Unit	Standards	Readers	Primary Sources Lessons
<b>Unit 5</b> <b>Forming a New Government</b> How did early congresses work together to create important founding documents?	5.6.6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land. 5.7.1. List the shortcomings of the Articles of Confederation as set forth by their critics.		Thomas Jefferson
	5.6.5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution. 5.7.2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights. 5.7.3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty. 5.7.4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states. 5.7.5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.	Primary Source Readers: Forming a New Government Primary Source Readers: We the People: Founding Documents	
	5.7.6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").		

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## GRADE 5

### Curriculum Map

#### Grade 5—United States History and Geography

Unit	Standards	Readers	Primary Sources Lessons
<b>Unit 6</b> <b>The Early 1800s</b> How did immigration to the United States and migration to the West affect the country?	5.8.1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).	Primary Source Readers: 19th Century Innovations Pave the Way	
	5.3.4 Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).	Primary Source Readers: American Indians in the 1800s: Right and Resistance	
	5.3.6 Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).	Primary Source Readers: The Great Leap Westward	Sequoyah
	5.8.2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions). 5.8.4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). 5.8.6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War. 5.8.5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.	Primary Source Readers: Settling and Unsettling the West Primary Source Readers: The Great Leap Westward	Kit Carson
	5.8.3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Frémont).	Building Fluency through Reader's Theater: Expanding and Preserving the Union: Lewis and Clark	
	5.9 Students know the location of the current 50 states and the names of their capitals.		Primary Sources: People Who Shaped America