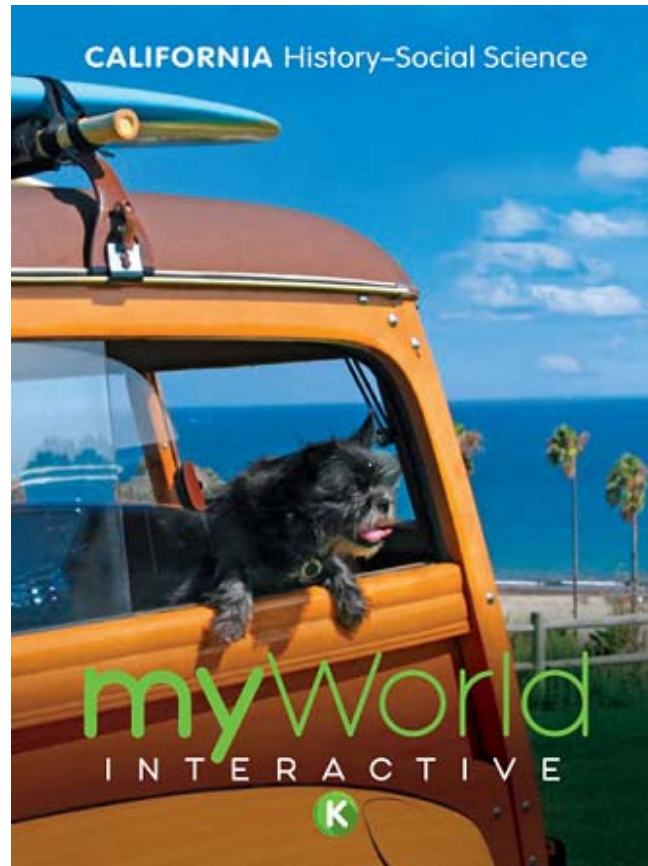


Pearson California History-Social Science Grade Kindergarten



California Standards Map 2017 History - Social Science Adoption

Publisher: Pearson Scott Foresman & Prentice Hall

Program Title: Pearson California History-Social Science: myWorld Interactive, Grade K, Student Edition Plus Digital Course

Components: Student Edition (SE), Activity Guide (AG)

Standards Map – 2017 History–Social Science Adoption Kindergarten – Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
K.1	Students understand that being a good citizen involves acting in certain ways.	SE p. 18 SE p. 20 Reading Check #3 SE p. 46			
K.1.1	Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	SE p. 5 Lesson Check #2 SE p. 7 SE p. 9 SE pp. 12-13			
K.1.2	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.	SE p. 20 SE pp. 21-23 SE pp. 26-28 SE p. 46 SE p. 54 SE p. 76 SE p. 108			
K.1.3	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.	SE p.10 SE pp. 22-25			

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			Y	N	
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.	SE pp. xxiv-CA1 SE pp. CA3-CA5 SE pp. 34-35 SE pp. 38-39 SE pp. 44-45 SE p. 55 Assessment #1			
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.	SE pp. 66-70 SE pp. 73-75 SE p. 78 Assessment #3			
K.4	Students compare and contrast the locations of people, places, and environments and describe their characteristics.	SE pp. 85-87 SE p. 102 AG p. 73			
K.4.1	Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.	SE p. 85 SE p. 109 Assessment #1 AG p. 71			
K.4.2	Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.	SE pp. 88-89 SE p. 95 Your Turn #1 SE p.106 SE p.109 Assessment #2			
K.4.3	Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).	SE p. CA6 SE pp. 91-92 SE pp. 94-95 SE p. 100 SE p. 101 Lesson Check #2 SE p. 110 Assessment #3			

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			Y	N	
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.	SE p. 89 SE p. 99 Lesson Check #4 SE p. 110 Assessment #4 AG p. 66 AG p. 72			
K.4.5	Demonstrate familiarity with the school's layout, environs, and the jobs people do there.	SE p. 66 SE p. 92 SE p.102 AG p. 74			
K.5	Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	SE pp. 126-129			
K.6	Students understand that history relates to events, people, and places of other times.	SE pp. CA11-CA13 SE pp. 142-147			
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).	SE p. 46 SE pp. 49-51 SE pp. 154-157			
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.	SE p. 28 SE pp. 46-47 SE p. 54 SE p. 106 SE p. 150 SE pp. 152-153			

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			Y	N	
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).	SE p. 14 SE pp. 70-73 SE p. 76 SE p. 78 Assessment #4 SE p. 103 SE p. 108 SE pp. 144-148 SE p. 160			
<p>Historical and Social Sciences Analysis Skills The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed <i>only in conjunction with</i> the content standards in kindergarten through grade five.</p> <p><i>In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.</i></p>					
	CHRONOLOGICAL AND SPATIAL THINKING				
(1)	Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.	SE pp. 118-119 SE pp. 124-125 SE p. 139			
(2)	Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation</i> .	SE pp. 116-117 SE p. 131 SE p. 137 Assessment #1			
(3)	Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	SE p. 73 Lesson Check #4 SE pp. 74-75 SE pp. 102-105 SE pp. 144-149			

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			Y	N	
(4)	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.	SE pp. CA6-CA7 SE pp. 88-89 SE pp. 91-92 SE p. 93 Lesson Check #4 SE pp. 94-97 SE p. 111			
(5)	Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.	SE p. 84 SE pp. 86-87 AG p. 73			
	RESEARCH, EVIDENCE, AND POINT OF VIEW				
(1)	Students differentiate between primary and secondary sources.	SE pp. CA11-CA13 SE p. 147			
(2)	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	SE p. CA11 SE p. CA12 Reading Check #2 SE pp. 42-43 SE p. 73 Reading Check #4 SE pp. 94-95 SE p. 97 Reading Check #2 SE p. 148 AG pp. 48-49 AG p. 104 AG pp. 105-106			

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			Y	N	
(3)	Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	SE pp. 26-27 SE p. 29 Assessment #2			
HISTORICAL INTERPRETATION					
(1)	Students summarize the key events of the era they are studying and explain the historical contexts of those events.	SE pp. 106-107			
(2)	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.	SE p. CA5 SE pp. 86-87 SE pp. 94-95 SE pp. 98-99 SE pp. 102-103 SE p. 110 Assessment #4 SE p. 111			
(3)	Students identify and interpret the multiple causes and effects of historical events.	SE pp. 52-53 SE p. 56 Assessment #3			
(4)	Students conduct cost-benefit analyses of historical and current events.	SE pp. 64-65 SE p. 77 Assessment #1			
Appendix					