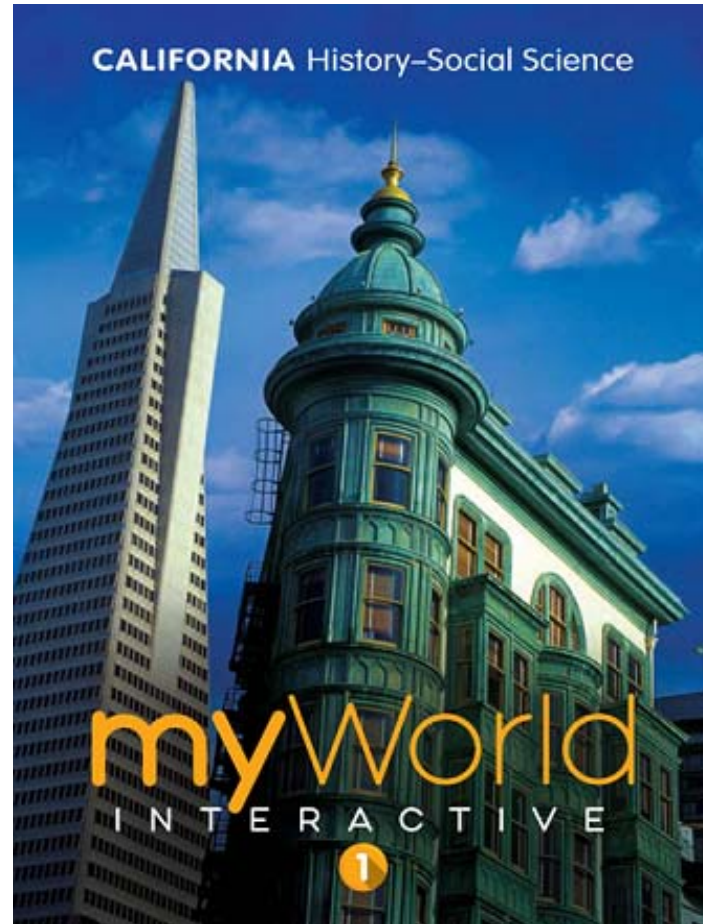


Pearson California History-Social Science Grade 1



**California Standards Map
2017 History - Social Science Adoption**

Publisher: Pearson Scott Foresman & Prentice Hall

Program Title: Pearson California History-Social Science: myWorld Interactive, Grade 1, Student Edition Plus Digital Course

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

Standards Map – 2017 History–Social Science Adoption Grade One – A Child’s Place in Time and Space

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
1.1	Students describe the rights and individual responsibilities of citizenship.	SE pp. 4-6 SE pp. 10-12 SE p. 13 Lesson Checks #5, #6 SE pp. 16-17 SE p. 31 SE p. 34			
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.	SE p. 22 SE pp. 24-31 SE p. 30 Reading Check #3 SE pp. 32-33			
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.”	SE pp. 5-6 SE p. 7 Lesson Check #6 SE p. 12 SE p. 15 SE pp. 18-19 SE p. 35 Assessment #1 AG p. 12			

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			Y	N	
1.2	Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.	SE pp. CA1-CA4 SE pp. 43-44 SE p. 45 Lesson Check #5 SE p. 46 SE p. 49 Reading Check #4 SE p. 58			
1.2.1	Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.	SE p. 49 Lesson Check #6 SE pp. 59-60 SE p. 61 Lesson Check #6 SE p. 70 Assessment #4 SE p. 126 Reading Check #2			
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.	SE p. 54 SE p. 55 Reading Check #2 SE p. 55 Lesson Check #3			
1.2.3	Construct a simple map, using cardinal directions and map symbols.	SE p. 49 Lesson Check #7 SE pp. 52-55 SE p. 61 Lesson Check #6 SE p. 71			
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.	SE pp. 63-65 SE p. 70 Assessment #3			
1.3	Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.	SE pp. 76-83 SE pp. 102-105 SE p. 107 Assessment #2 SE p. 108 Assessment #4 AG p. 54			

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			Y	N	
1.3.1	Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “My Country 'Tis of Thee”).	SE p. xxiv SE pp. 72-73 SE p. 77 SE pp. 92-93 SE p. 94			
1.3.2	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.	SE pp. 97-99 SE pp. 102-105 SE p. 108 Assessment #4			
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.	SE p. xxiv SE pp. 76-83 SE pp. 86-89 AG p. 54 AG pp. 56-59			
1.4	Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.	SE pp. 120-122 SE pp. 124-128 SE p. 129 Lesson Check #7 SE pp. 130-134 SE p. 135 Lesson Check #4 SE p. 140 Assessment #5			
1.4.1	Examine the structure of schools and communities in the past.	SE pp. 121-122 SE p. 123 Lesson Check #6 SE pp. 124-125 AG p. 74			
1.4.2	Study transportation methods of earlier days.	SE pp. 134-135 SE p. 140 Assessment #4			

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			Y	N	
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.	SE pp. 124-128 SE pp. 130-131 SE pp. 136-137 SE pp. 169-171 SE p. 175 Lesson Check #6 SE p. 212			
1.5	Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.	SE pp. CA3-CA4 SE pp. 148-149 SE pp. 150-155			
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.	SE pp. 146-149 SE pp. 158-161			
1.5.2	Understand the ways in which American Indians and immigrants have helped define Californian and American culture.	SE pp. 146-147 SE p. 149 SE pp. 152-154 SE pp. 162-165 SE pp. 166-167 SE pp. 169-171 AG p. 99			
1.5.3	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	SE p. 128 SE pp. 172-175 AG p.100 AG pp. 102-103			

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			Y	N	
1.6	Students understand basic economic concepts and the role of individual choice in a free-market economy.	SE pp. 186-193 SE pp. 196-208 SE p. 199 Lesson Check #6 AG pp. 124-127			
1.6.1	Understand the concept of exchange and the use of money to purchase goods and services.	SE pp. 188-189 SE pp. 196-198 SE p. 200 SE p. 202 SE pp. 204-205 SE p. 213 Assessment #3 AG pp. 112-113			
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.	SE p. 198 SE p. 199 Lesson Check #5 SE pp. 206-209 SE pp. 210-211 AG pp. 124-127			
<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 p. 122 Reading Check #3 SE p. 140 Assessment #4 SE pp. 176-177			

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			Y	N	
(2)	Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation.</i>	SE p. 114 SE p. 122 SE p. 123 Lesson Check #5 SE p. 139 Assessment #2			
(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 pp. CA14-CA15 SE pp. 112-113 SE pp. 118-137 SE p. 140 Assessment #5			
(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. 46-49 SE pp. 52-53 SE pp. 56-57 SE p. 70 Assessment #4			
(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. 44 SE p. 63 SE p. 65 Lesson Check #6 SE pp. 66-67 SE p. 168 SE p. 171 Lesson Check #3			
	RESEARCH, EVIDENCE, AND POINT OF VIEW				
(1)	Students differentiate between primary and secondary sources.	SE pp. CA14-CA17			

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			Y	N	
(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. CA14 SE p. CA16 SE pp. 56-57 SE p. 95 SE p. 100 SE p. 135 Lesson Check #5 SE pp. 166-167 AG pp. 47-48			
(3)	Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	SE pp. 8-9 AG pp. 56-59			
HISTORICAL INTERPRETATION					
(1)	Students summarize the key events of the era they are studying and explain the historical contexts of those events.	SE pp. 66-67 SE p. 85 SE p. 86 Reading Check #1 SE p. 95 SE p. 98 SE p. 103			
(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 pp. 42-43 SE pp. 62-64 SE p. 70 Assessment #3			
(3)	Students identify and interpret the multiple causes and effects of historical events.	SE pp. 85-88 SE pp. 89 Lesson Check #4 SE pp. 90-91 SE p. 93 Lesson Check #4 SE p. 99 Lesson Check #4			

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Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
(4)	Students conduct cost-benefit analyses of historical and current events.	SE p. 89 SE pp. 204-205 SE p. 214 Assessment #4			
Appendix:					

California Department of Education
January 2017