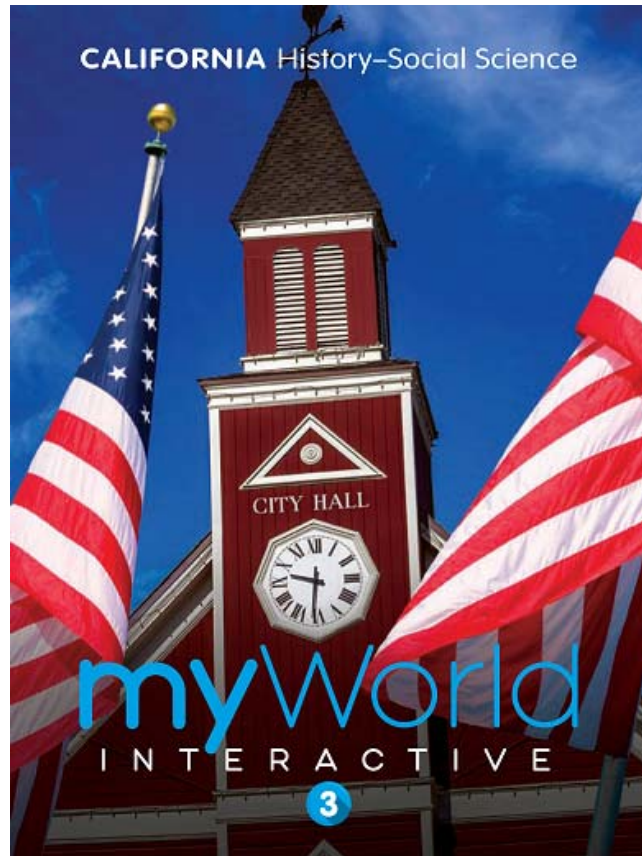


Pearson California History-Social Science Grade 3



California Standards Map 2017 History - Social Science Adoption

Publisher: Pearson Scott Foresman & Prentice Hall

Program Title: Pearson California History-Social Science: myWorld Interactive, Grade 3, Student Edition Plus Digital Course

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

Standards Map – 2017 History–Social Science Adoption Grade Three – Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
3.1	Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.	SE pp. CA12-CA15 SE pp. 4-7 SE pp. 12-16 SE p. 17 Reading Check #3 SE pp. 18-19 SE p. 27 Reading Check #5 SE p. 31 Map SE p. 43 Map SE p. 46 Reading Check #3 SE pp. 170-171			
3.1.1	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).	SE pp. CA0-CA1 SE p. CA12 SE pp. 5-7 SE pp. 13-16 SE p. 17 Reading Check #3			

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			Y	N	
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).	SE pp. CA14-CA15 SE pp. 20-26 SE p. 27 Reading Check #5 SE pp. 51-52 SE pp. 54-57 SE pp. 105-109 SE pp. 110-111 SE p. 237			
3.2	Students describe the American Indian nations in their local region long ago and in the recent past.	SE pp. 40-47 SE pp. 50-57 SE pp. 60-66 SE p. 67 Lesson Check #5 SE pp. 98-102 SE p. 103 Reading Check #3 SE pp. 154-159			
3.2.1	Describe national identities, religious beliefs, customs, and various folklore traditions.	SE pp. 40-47 SE pp. 60-66			
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).	SE pp. 48-49 SE pp. 51-52 SE pp. 56-57 SE p. 71 Image			
3.2.3	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.	SE p. 66 SE p. 67 Lesson Check #6 SE pp. 154-159			

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			Y	N	
3.2.4	Discuss the interaction of new settlers with the already established Indians of the region.	SE p. CA24 SE pp. 98-102 SE p. 103 Lesson Check #4, #6			
3.3	Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.	SE pp. 76-77 SE pp. 96-97 SE pp. 106-109 SE pp. 160-161 AG p. 51			
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.	SE p. CA4 SE pp. 80-87 SE pp. 90-95 SE pp. 122-124 SE p. 125 Lesson Check #5			
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.	SE pp. 90-95 SE pp. 228-229			

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			Y	N	
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.	SE p. CA22 SE p. 50 Photograph SE p. 52 Photograph SE p. 54 Photograph SE p. 56 Photograph SE p. 63 SE pp. 78-79 SE pp. 89-94 SE p. 102 Photograph SE p. 108 Image SE p. 112 Photograph SE pp. 113-115 SE pp. 118-119 SE p. 125 SE p. 125 Reading Check #3 SE p. 130 Assessment #10 SE p. 131 SE p. 234 AG p. 51			
3.4	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	SE pp. 136-143 SE pp. 182-186 SE p. 187 Lesson Check #5			
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.	SE p. 137 SE pp. 182-184 SE p. 186 SE p. 187 Lesson Check #5 SE pp. 188-189 SE p. 221 Assessment #6			

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			Y	N	
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.	SE p. 178 SE pp. 180-181 SE pp. 190-193 SE p. 221 Assessment #7			
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).	SE pp. CA2-CA3 SE pp. 162-167 SE p. 169 Lesson Check #6			
3.4.4	Understand the three branches of government, with an emphasis on local government.	SE p. CA3 SE pp. 134-135 SE pp. 138-139 SE pp. 146-148			
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.	SE p. 137 SE p. 140 SE pp. 142-143 SE p. 144 SE pp. 154-159			
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.).	SE pp. 198-205 SE p. 207 Lesson Check #7, #8 SE pp. 208-209 SE p. 221 Assessment #5			

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			Y	N	
3.5	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.	SE pp. 228-231 SE pp. 244-249 SE pp. 250-251 SE pp. 260-262 Assessment #5, #6, #10			
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.	SE pp. 228-231 SE pp. 236-241 SE p. 260 Assessment #1-#4			
3.5.2	Understand that some goods are made locally, some elsewhere in the United States, and some abroad.	SE pp. 230-233			
3.5.3	Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	SE pp. 245-249 SE pp. 250-251 SE pp. 260-262 Assessment #5, #6, #10			
3.5.4	Discuss the relationship of students' "work" in school and their personal human capital.	SE pp. 252-256 SE p. 257 Lesson Check #6-#7			

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			Y	N	
<p>Historical and Social Sciences Analysis Skills</p> <p>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. 96-97 SE p. 128 Assessment #4 SE pp. 160-161			
(2)	Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation</i> .	SE p. 81 SE p. 92 SE pp. 113-114 SE p. 116 SE p. 117 Lesson Check #4			
(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. 108-109 SE pp. 112-116 SE pp. 160-161 SE pp. 170-171 SE pp. 234-235 SE p. 260 Assessment #4			
(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-CA10 SE p. 84 Map			

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			Y	N	
(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. CA11			
	RESEARCH, EVIDENCE, AND POINT OF VIEW				
(1)	Students differentiate between primary and secondary sources.	SE pp. CA21-CA23 SE p. 28 SE p. 118			
(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 pp. CA21-CA25 SE p. 63 Photograph SE p. 102 Photograph SE p. 108 Image SE pp. 118-119 SE p. 125 SE pp. 152-153 SE pp. 234-235 SE p. 262 Assessment #9 AG p. 96			
(3)	Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	SE pp. 208-209 SE p. 222 Assessment #10			

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			Y	N	
	HISTORICAL INTERPRETATION				
(1)	Students summarize the key events of the era they are studying and explain the historical contexts of those events.	SE p. 95 Reading Check #4 SE p. 137 Reading Check #1 SE p. 169 Reading Check #4 SE pp. 242-243 SE p. 260 Assessment #4			
(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. CA1 SE pp. CA12-CA15 SE pp. 4-5 SE p. 7 Reading Check #3 SE p. 33 Assessment #6 SE pp. 41-47 SE pp. 104-109			
(3)	Students identify and interpret the multiple causes and effects of historical events.	SE pp. 92-93 SE pp. 110-111 SE pp. 129-130 Assessment #5, #7, #11			

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			Y	N	
(4)	Students conduct cost-benefit analyses of historical and current events.	SE pp. 246-249 SE pp. 250-251 SE p. 261 Assessment #6			
Appendix:					

California Department of Education
January 2017