

**2<sup>nd</sup> / 3<sup>rd</sup> / 4<sup>th</sup> Grade**  
**Essential Standards**  
**Social Science**

Based on State Key Content Standards, compiled by Pulliam Group

<b>Strand</b>	<b>Standard 2<sup>nd</sup> Grade</b>	<b>Standard 3<sup>rd</sup> Grade</b>	<b>Standard 4<sup>th</sup> Grade</b>
<b>Analysis Skills Chronological And Spatial Thinking</b>	<p>1. Students place events and people in time sequence; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past.</p> <p>4. Students use map and globe skills to determine the locations of places and interpret information from a legend, scale, or symbol representations.</p>	<p>1. Students place events and people in time sequence; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past.</p> <p>4. Students use map and globe skills to determine the locations of places and interpret information from a legend, scale, or symbol representations.</p>	<p>1. Students place events and people in time sequence; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past.</p> <p>4. Students use map and globe skills to determine the locations of places and interpret information from a legend, scale, or symbol representations.</p>
<b>Research, Evidence, and Point of View</b>	<p>1. Students differentiate between primary and secondary sources.</p> <p>3. Students distinguish fact from fiction by comparing documentation to stories.</p>	<p>1. Students differentiate between primary and secondary sources.</p> <p>3. Students distinguish fact from fiction by comparing documentation to stories.</p>	<p>1. Students differentiate between primary and secondary sources.</p> <p>3. Students distinguish fact from fiction by comparing documentation to stories.</p>
<b>Historical Interpretation</b>	<p>3. Students identify and interpret the multiple causes and effects of historical events.</p>	<p>3. Students identify and interpret the multiple causes and effects of historical events.</p>	<p>1. Students summarize the key events of the era they are studying and explain the historical context of those events.</p> <p>3. Students identify and interpret the multiple causes and effects of historical events.</p>
<b>Content Standards Citizenship</b>	<p><b>2.1 Now and Long ago</b></p> <p>1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.</p> <p>2. Compare and contrast their daily lives with those of their parents, grandparents and/or guardians.</p> <p>3. Place important events in their lives in the order in which they occurred (e.g., on a timeline or storyboard).</p>	<p><b>3.1 Organizing information about people and places</b></p> <p>1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>2. Trace the ways in which people have unweaved the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p>	<p><b>4.1 Geography of California</b></p> <p>3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environment affect human activity.</p> <p>4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes. Explain their effects on the growth of towns.</p> <p>5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population, and transportation.</p>
<b>Map Skills</b>	<p>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).</p> <p>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.</p>	<p><b>3.2 American Indian nations of the local region</b></p> <p>1. Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adopted to their natural environment (food, clothing, tools).</p>	<p><b>4.2 Pre-Columbian to the mission/ranch period</b></p> <p>1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, and religious beliefs.</p> <p>3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries and Indians (e.g., Juan Crespi, Junipero Serra, and Gaspar de Portola).</p>

		4. Discuss the interaction of new settlers with the already established Indians of the region.	5. Describe the daily lives of those who occupied the presidios, missions, ranchos, and pueblos.
<b>Traditions</b>		<p><b>3.3 Local history</b></p> <p>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.</p> <p>3. Trace why their community was established, how people 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.</p>	<p><b>4.3 California from Bear Flag Republic to statehood **</b></p> <p>1. Identify the early settlements in California, including Fort Ross and Sutter's Fort.</p> <p>3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Guadalupe Vallejo, and Louise Clapp).</p> <p>5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.</p>
<b>The Rule of Law</b>		<p><b>3.4 The Rule of the Law</b></p> <p>1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and consequences for those who violate rules and laws.</p> <p>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.</p> <p>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 flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, and the U.S. Capitol).</p>	<p><b>4.4 California as an agricultural and industrial power **</b></p> <p>2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns, and economic conflicts between diverse groups of people.</p> <p>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.</p> <p>5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.</p> <p>6. Describe the development and locations of new industries since 1900, such as aerospace, electronics, commercial agriculture, oil, and trade links with the Pacific Basin.</p>
	<p><b>2.5 People who made a difference</b></p> <p>1. 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., use biographies in the reading program of people like Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Maier, Jackie Robinson, and Sally Ride).</p>		

\*\* denotes standards that may be tested at the 8<sup>th</sup> grade