

**3<sup>rd</sup> / 4<sup>th</sup> / 5<sup>th</sup> Grade**  
**Essential Standards**  
**Social Science**

Based on State Key Content Standards, compiled by Pulliam Group

<b>Strand</b>	<b>Standard 3<sup>rd</sup> Grade</b>	<b>Standard 4<sup>th</sup> Grade</b>	<b>Standard 5<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>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>	<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>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 unved 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><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</p>	<p><b>5.2 Early Exploration **</b></p> <p>2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons the Europeans chose to explore and colonize the world (e.g., The Spanish Reconquista, the Protestant Reformation, the Counter Reformation).</p>

	4. Discuss the interaction of new settlers with the already established Indians of the region.	Crespi, Junipero Serra, and Gaspar de Portola). 5. Describe the daily lives of those who occupied the presidios, missions, ranchos, and pueblos.	3. Trace the routes of major land explorers of the U.S., the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
<b>Traditions</b>	<b>3.3 Local history</b> 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. 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.	<b>4.3 California from Bear Flag Republic to statehood **</b> 1. Identify the early settlements in California, including Fort Ross and Sutter's Fort.  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).  5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.	<b>5.3 American Indians **</b> 2. Describe the cooperation between the colonists and Indians during the 1600's and 1700's (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges). 4. Discuss the role of broken treaties and massacres and factors that led to the Indians' defeat, including the resistance of Indian nations to encroachment/assimilation (The Trail of Tears). 5. Describe the internecine Indian conflicts, competing claims for control of lands (e.g., action of the Iroquois, Huron, Lakota [Sioux]).
<b>The Rule of Law</b>	<b>3.4 The Rule of the Law</b> 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.  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. 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).	<b>4.4 California as an agricultural and industrial power **</b> 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.  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.  5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.  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.	<b>5.4 The Colonial Era **</b> 1. Understand the influence of physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of Indian nations inhabiting these areas. 3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, and Quakerism in Pennsylvania). 7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.
			<b>5.5 Causes of the Revolution</b> 1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperialism, the Stamp Act, the Townsend Acts, taxes on tea). 3. Understand the people and events associated with the drafting and signing of the Declaration of Independence, the document's significance, and the key political concepts it embodies. 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, and John Adams).

			<p><b>5.6 The American Revolution</b></p> <p>1. Identify and map the major military battles, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p> <p>2. Describe the contributions of France and other nations to the outcome of the Revolution.</p>
			<p><b>5.7 The U.S. Constitution</b></p> <p>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.</p> <p>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.</p> <p>4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government.</p>
			<p><b>5.8 1789-the mid 1800's</b></p> <p>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.</p> <p>3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Lewis and Clark, Zebulon Pike, John C. Fremont).</p> <p>6. Relate how and when California, Texas, Oregon, and other western lands became states.</p>