

# **History / Social Science Standards**

## *Level 3*

### **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.

**History/Social Science  
Unifying Standards  
Levels K – 12**

- 1.0 Historical Literacy:** Students understand history as an interpretive study of continuity and change within a chronological framework. They know the major events, eras, concepts, people, topics and issues that define and influence United States and world history. They analyze cause and effect relationships, consequences and patterns, make interpretations, judgments and draw conclusions from data using a variety of historical documents that reflect multiple perspectives.
- 2.0 Cultural Literacy:** Students understand the rich, complex nature of a given culture. They recognize that our nation is composed of people from around the world who represent diverse backgrounds, ways of life and various perspectives which are valued and respected. They understand that a culture captures and expresses ideas, beliefs and values over time.
- 3.0 Geographic Literacy:** Students recognize the relationships among place, location, human and environmental interaction, movement, and region. They know that human and environmental processes shape the characteristics of places and regions, and influence historical events and issues. They use, analyze, design, interpret and evaluate geographic information.
- 4.0 Economic Literacy:** Students analyze and understand economic systems and concepts. They explain the basic processes of supply and demand, market economies and distribution of scarce resources. They interpret trends and basic indicators of economic performance in order to analyze economic and political issues.
- 5.0 Sociopolitical Literacy:** Students understand political and social systems, the origins of our national identity, the relationship between a society and its laws, and the differences between democratic and non-democratic systems. They realize that a democracy depends on the participation of responsible, informed, and ethical citizens.
- 6.0 Historical Thinking:** Students develop and apply historical understanding as they read, research, analyze and interpret information from a variety of sources and points of view. They make connections and communicate their thinking through writing, reading, speaking and multi-media presentations.

(c) = State Standard      (p) PUSD addition      rw= aligned to grade level reading and writing standards  
(n/a) not a focus to address in this unit

**FOCUS GOALS**  
**LEVEL 3**

**1.0 Historical Literacy**

- 1.1 Identify and sequence events in the local history of San Diego and describe how each period of settlement left its mark on the land.

**2.0 Cultural Literacy**

- 2.1 Identify and describe the culture of the American Indian nations that lived in the local region long ago and in the recent past.
- 2.2 Identify contributions people make in creating a sense of community among citizens.

**3.0 Geographic Literacy**

- 3.1 Describe, collect and analyze information about the physical and human geography of the local region.

**4.0 Economic Literacy**

- 4.1 Describe the basic economy of the local region.

**5.0 Sociopolitical Literacy**

- 5.1 Understand and explain the role of rules and laws in our daily lives, and the basic structure of the United States government.

**6.0 Historical Thinking**

- 6.1 Apply Language Arts literacy skills when making historical connections.

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# HISTORY / SOCIAL SCIENCE

## Level 3

### *CONTINUITY AND CHANGE*

#### **1.0 Historical Literacy**

##### **1.1 Identify and sequence events in the local history of San Diego and describe how each period of settlement left its mark on the land.**

- Use data from historical and community resources to sequence local events. (c3)
- Research the explorers, the newcomers, and the people who continue to come to the local region. (c3.1)
- Describe the impact of local events on the land. (c2)
- Investigate why the community was established, how individuals and families contributed, and how the community has changed over time, by using primary sources (e.g., maps, photographs, oral histories, letters, newspapers).(c3.3)

#### **2.0 Cultural Literacy**

##### **2.1 Identify and describe the culture of the American Indian nations that lived in the local region long ago and in the recent past.**

- Investigate national identities, religious beliefs, customs and various folklore traditions. (c2.1)
- Describe the effects of interaction with new settlers and natives of the region. (c2.4)

##### **2.2 Identify contributions people make in creating a sense of community among citizens.**

- Read stories about important local and national landmarks, symbols and documents that build community spirit and pride among citizens (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). (c4.3)
- Investigate the lives of American heroes who took risks to secure freedoms (e.g., biographies of Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, and Martin Luther King, Jr.). (c4.6)

#### **3.0 Geographic Literacy**

##### **3.1 Describe, collect and analyze information about the physical and human geography of the local region.**

- Identify geographical features found in the local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, and lakes). (c3.1.)
- Trace the ways in which people have used resources and modified the physical environment of the local region (e.g., a dam constructed upstream changed a river or coastline.). (c1.2)

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- Explain how physical geography including climate, influenced the way local Indian nations adapted to their natural environment (e.g., how they obtained their food, clothing, and tools). (c2.2)
- Gather data from maps, tables, graphs, photographs, and charts to organize and interpret information about environments. (c1.0)

#### **4.0 Economic Literacy**

##### **4.1 Describe the basic economy of the local region.**

- Describe how local producers have used natural resources, human resources and capital resources to produce goods and services in the past and the present. (c5.1)
- Identify items made locally, elsewhere in the U.S., and abroad. (c5.2)
- Explain how individuals make economic choices that involve tradeoffs and the evaluation of benefits and costs. (c5.3)
- Recognize how students' "work" in school develops their personal human capital. (c5.4)
- Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. (c3.2)
- Describe economic systems of American Indians, particularly those with tribal constitutions.(c2.3)

#### **5.0 Sociopolitical Literacy**

##### **5.1 Understand and explain the role of rules and laws in our daily lives, and the basic structure of the United States government.**

- Explain why we have rules, laws, and the U.S. Constitution; the role of citizenship in promoting rules and laws; and the consequences for violating rules and laws. (c4.1)
- Define the concept of public virtue and the role of citizens, including how to participate in a classroom community, and in civic life. (c4.2)
- Explain how the three branches of government work with an emphasis on local government. (c4.4)
- Explain how states and sovereign tribes participate in the state and federal government systems. (c4.5)

#### **6.0 Historical Thinking**

##### **6.1 Apply Language Arts literacy skills when making historical connections**

- Learn and use historical vocabulary encountered through reading. (p1.0)
- Locate and extract specific information and look for cause /effect and problem/solution relationships to analyze and evaluate historical text (p2.0)
- Use reference sources and tools to gather, organize and interpret historical information. (w3.1)
- Write narratives about history that convey insight into why an event is memorable, using sensory details to describe people, places, things or events. (W2.0)

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