

1st / 2nd / 3rd Grade
Essential Standards
Social Science

Based on State Key Content Standards, compiled by Pulliam Group

Strand	Standard 1st Grade	Standard 2nd Grade	Standard 3rd Grade
Analysis Skills Chronological And Spatial Thinking	<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>
Research, Evidence, and Point of View	<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>
Historical Interpretation		<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>
Content Standards Citizenship	<p>1.1</p> <p>2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect rules by which we live, including the meaning of the "Golden Rule."</p>	<p>2.1 Now and Long ago</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>3.1 Organizing information about people and places</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 used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p>
Map Skills	<p>1.2 Types and location of places</p> <p>1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</p> <p>3. Construct a simple map, using cardinal directions and map symbols.</p> <p>4. Describe how location, weather, and environment affect the way people live, including their food, clothing, shelter, transportation, and recreation</p>	<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>3.2 American Indian nations of the local region</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>4. Discuss the interaction of new settlers with the already established Indians of the region.</p>
Traditions	<p>1.3 U.S. Traditions</p> <p>1. Recite the Pledge of Allegiance, and sing songs that express American ideals ("America").</p>		<p>3.3 Local history</p> <p>1. Research the explorers who visited here, the newcomers who settled here, and the people who</p>

	2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.		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.
The Rule of Law	1.4 Different times and places 1. Examine the structure of schools and communities in the past. 2. Study transportation methods of earlier days.		3.4 The Rule of the Law 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).
		2.5 People who made a difference 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).	
	1.6 Economic Concepts 1. Understand the concept of exchange and the use of money to purchase goods and services.		