## California Historical and Social Sciences Content Standards--Grade 3 Correlated to Reading Essentials in Social Studies Perfection Learning Corporation

														Р	erfe	ectic	n L	earr	ning	Cor	pora	ation	l																		
Grade 3	Australia	Brazil	China	Russia	United Kinodom		Midwest	Northeast	Southeast	Southwest	West	Elecitons	Executive Brance	Judicial Branch	Legislative Branch	State and Local Governments	Mt. Rushmore	Star Spangled Banner	Statue of Liberty	Vietnam	Washington DC	Oregon Trail	Immigrants	Civil War	Freedom Machines	Bosses and Workers	China	Egypt	Greece	Rome	Vikings	Ancient Government	Democracy	Fuedalism	Monarchy	Socialism	Canada	India	Japan	Mexico	South Africa
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	X		x	x	x			× :	×	X	X																X	X	X		X						X		X	X	X
Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes)		x		х	X			<b>x</b> :			X																			x	x						X			X	
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)	x	x	x	X	×	×		<b>x</b> 2	x	X	X																x	X	X	x	x						X	×	X	X	x
3.2 Students describe the American Indian nations in their local region long ago and in the recent past						×			X		X																										X				
Describe national identities, religious beliefs, customs, and various folklore traditions						Х	: >	<b>x</b> 2	х	X	Х																														
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)						x	\(\times\)	× );	X	X	X																														

Grade 3	Australia	Brazil	China	Russia	United Kingdom	Midwest	Northeast	Southeast	Southwest	West	Elecitons	Executive Brance	Judicial Branch	Legislative Branch	State and Local Governments	Mt. Rushmore	Star Spangled Banner	Statue of Liberty	Vietnam	Washington DC	Oregon Trail	Immigrants	Civil War	Freedom Machines	Bosses and Workers	China	Egypt	Greece	Rome	Vikings	Ancient Government	Democracy	Fuedalism	Monarchy	Socialism	Canada	India	Japan	Mexico	South Africa
Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments						X	X	x	X	x																														
Discuss the interaction of new settlers with the already established Indians of the region						Х	X	х	X	Х											X									X										
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										X																														
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										x																														
Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship										X																														

						_		-		- 1						1		-	-	1	- 1	-							ı	1											1	
Grade 3	Australia	Brazil	China	Russia	United Kingdom	Midwood	IMIDWest	Northeast	Southeast	Southwest	West	Elecitons	Executive Brance	Judicial Branch	Legislative Branch	State and Local Governments	Mt Duchmore	Mr. Kushinore	Star Spangled Banner	Statue of Liberty	Vietnam	Washington DC	Oregon Trail	Immigrants	Civil War	Freedom Machines	Bosses and Workers	China	Egypt	Greece	Rome	Vikings	Ancient Government	Democracy	Fuedalism	Monarchy	Socialism	Canada	India	Japan	Mexico	South Africa
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											X																													j		
3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government												x	X	X	x	x																	X	X								
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															x																			x								
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												X	X	X	x	x																	x	x								
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												X	X	X	x	x	x	x		( )	×	X											×	X								

Grade 3	Australia	Brazil	China	Russia	United Kingdom	#	Northeast	Southeast	Southwest	West	Elecitons	Executive Brance		Legislative Branch	State and Local Governments	Mt. Rushmore	Star Spangled Banner	Statue of Liberty	Vietnam	Washington DC	Oregon Trail	Immigrants	Civil War	Freedom Machines	Bosses and Workers	China	Egypt	Greece	Rome	Vikings	Ancient Government	Democracy	Fuedalism	Monarchy	Socialism	Canada	India	Japan	Mexico	South Africa
Understand the three branches of government, with an emphasis on local government												X	Х	Х	Х																									