

Correlation to the  
**California History- Social  
Science Standards  
for Grades K-5**



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**California Social Studies Standards**

<i>California Journeys</i> – Grade K	Page Citations	California Social Studies Standards
<b>Teacher’s Edition Unit 1</b>		
<b>Lesson 1</b>		
<b>Whole Group</b>		
Read Aloud Book: <i>Building with Dad</i>	T14–T21	K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions. K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
<b>Lesson 2</b>		
<b>Whole Group</b>		
Read Aloud Book: <i>Friends at School</i>	T108–T115	K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
Read the Big Book: <i>How Do Dinosaurs Go to School?</i>	T130–T135	K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
Informational Text: <i>My School Bus</i>	T156–T159	K.4.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
<b>Lesson 3</b>		
<b>Whole Group</b>		
Read the Big Book: <i>Please, Puppy, Please!</i>	T224–T229	K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
<b>Lesson 4</b>		
<b>Whole Group</b>		
Read Aloud Book: <i>Pizza at Sally’s</i>	T296–T303	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
Read the Big Book: <i>Everybody Works</i>	T318–T323	K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

<b>California Journeys – Grade K</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
<b>Small Group</b>		
Vocabulary Reader: <i>Our Jobs</i>	T362–T363	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
Leveled Reader: <i>The Fire Fighter</i>	T368	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
Leveled Reader: <i>Selling Things</i>	T369	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
Leveled Reader: <i>Jobs on the Farm</i>	T370	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
Leveled Reader: <i>Let's Sell Things</i>	T371	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
<b>Lesson 5</b>		
<b>Whole Group</b>		
Read Aloud Book: <i>The Little Red Hen</i>	T390–T397	K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
<b>Teacher's Edition Unit 2</b>		
<b>Lesson 8</b>		
<b>Whole Group</b>		
Folktale and Fable: <i>The Hare and the Tortoise</i>	T252–T253	K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
<b>Lesson 9</b>		
<b>Whole Group</b>		
Informational Text: <i>Wheels Long Ago and Today</i>	T344–T347	K.6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

<i>California Journeys</i> – Grade K	Page Citations	California Social Studies Standards
<b>Teacher’s Edition Unit 3</b>		
<b>Lesson 11</b>		
<b>Whole Group</b>		
Informational Text: <i>Holidays All Year Long</i>	T62–T65	K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
<b>Teacher’s Edition Unit 4</b>		
<b>Lesson 16</b>		
<b>Whole Group</b>		
Biography: <i>Benjamin Franklin, Inventor</i>	T62–T65	K.6.2 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
<b>Teacher’s Edition Unit 5</b>		
<b>Lesson 21</b>		
<b>Whole Group</b>		
Read Aloud Book: <i>Simon and Molly Plus Hester</i>	T14–T21	K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
Read the Big Book: <i>Zin! Zin! Zin! a Violin</i>	T36–T41	K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
<b>Small Group</b>		
Vocabulary Reader: <i>Friends</i>	T80–T81	K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
Leveled Reader: <i>The Show</i>	T86	K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
Leveled Reader: <i>Mouse and Bear</i>	T87	K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
Leveled Reader: <i>Kevin and Lucy</i>	T88	K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
Leveled Reader: <i>Mouse and Bear Are Friends</i>	T89	K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

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<b>Teacher's Edition Unit 6</b>		
<b>Lesson 26</b>		
<b>Whole Group</b>		
Read Aloud Book: <i>Curious George Makes Pancakes</i>	T14–T21	K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
Read the Big Book: <i>Kitten's First Full Moon</i>	T36–T41	K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
<b>Small Group</b>		
Vocabulary Reader: <i>I Can!</i>	T80–T81	K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
<b>Lesson 27</b>		
<b>Whole Group</b>		
Informational Text: <i>Cross-Country Trip</i>	T156–T159	K.4.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

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<b>Teacher's Edition Unit 1</b>		
<b>Lesson 1</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>What Is a Pal?</i>	T24–T30	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
Connect to the Topic: Poetry: <i>Friends Forever</i>	T60–T61	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
<b>Small Group</b>		
Leveled Reader: <i>Helping</i> (Struggling Readers)	T88	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
Leveled Reader: <i>Sharing</i> (On Level)	T89	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
Leveled Reader: <i>Friends</i> (Advanced)	T90	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
Leveled Reader: <i>Friends Who Share</i> (ELL)	T91	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

<i>California Journeys</i> – Grade 1	Page Citations	California Social Studies Standards
<b>Lesson 2</b>		
<b>Small Group</b>		
Leveled Reader: <i>A Mexican Festival</i> (Advanced)	T186	1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. 1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
<b>Lesson 3</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Curious George at School</i>	T216–T222	1.1.1 Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community. 1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
Connect to the Topic: Informational Text: <i>School Long Ago</i>	T252–T253	1.1.1 Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community. 1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule." 1.2.3 Construct a simple map, using cardinal directions and map symbols. 1.4.1 Examine the structure of schools and communities in the past.
<b>Lesson 4</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Lucia's Neighborhood</i>	T312–T318	1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
Connect to the Topic: Fable: <i>City Mouse and Country Mouse</i>	T348–T349	1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

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<b>Small Group</b>		
Vocabulary Reader: <i>Firehouse</i>	T370–T371	1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
Leveled Reader: <i>Our Town</i> (On Level)	T377	1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
Leveled Reader: <i>Neighbors</i> (Advanced)	T378	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
Leveled Reader: <i>The Places in Our Town</i> (ELL)	T379	1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
<b>Lesson 5</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Training Around the Town</i>	T398–T399	1.4.1 Examine the structure of schools and communities in the past. 1.4.2 Study transportation methods of earlier days.
<b>Small Group</b>		
Vocabulary Reader: <i>Trains</i>	T470–T471	1.4.2 Study transportation methods of earlier days.
Leveled Reader: <i>Ben the Cat</i> (On Level)	T477	1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
Leveled Reader: <i>A Job for Jojo</i> (Advanced)	T478	1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
Leveled Reader: <i>A Cat Named Ben</i> (ELL)	T479	1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.



<i>California Journeys</i> – Grade 1	Page Citations	California Social Studies Standards
<b>Teacher’s Edition Unit 2</b>		
<b>Lesson 6</b>		
<b>Whole Group</b>		
Connect to the Topic: Fairy Tale: <i>The Three Little Pigs</i>	T62–T63	1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.
<b>Lesson 8</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>The Neighbors</i>	T210–T211	1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 1.6.1 Understand the concept of exchange and the use of money to purchase goods and services.
Read the Anchor Text: <i>A Musical Day</i>	T220–T228	1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
Connect to the Topic: Informational Text: <i>Drums</i>	T258–T259	1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
<b>Small Group</b>		
Vocabulary Reader: <i>Music</i>	T280–T281	1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

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<b>Lesson 10</b>		
<b>Small Group</b>		
Vocabulary Reader: <i>Happy Birthday!</i>	T480–T481	1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
Leveled Reader: <i>Toad's Birthday</i> (On Level)	T487	1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
Leveled Reader: <i>Chipmunk's New Home</i> (Advanced)	T488	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule." 1.2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.
Leveled Reader: <i>Happy Birthday Toad!</i> (ELL)	T489	1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
<b>Teacher's Edition Unit 3</b>		
<b>Lesson 12</b>		
<b>Whole Group</b>		
Connect to the Topic: Informational Text: <i>The Rain Forest</i>	T162–T163	1.2.3 Construct a simple map, using cardinal directions and map symbols.
<b>Lesson 13</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Seasons</i>	T222–T232	1.2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.
Connect to the Topic: Informational Text: <i>Four Seasons for Animals</i>	T262–T267	1.2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

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<b>Lesson 14</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>The Big Race</i>	T326–T336	1.1.1 Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community. 1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
Connect to the Topic: Informational Text: <i>Rules and Laws</i>	T366–T369	1.1.1 Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community. 1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule." 1.2.3 Construct a simple map, using cardinal directions and map symbols.
<b>Teacher's Edition Unit 4</b>		
<b>Lesson 17</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>The Big Trip</i>	T126–T137	1.4.2 Study transportation methods of earlier days.
Connect to the Topic: Informational Text: <i>Lewis and Clark's Big Trip</i>	T168–T169	1.4.2 Study transportation methods of earlier days.
<b>Small Group</b>		
Vocabulary Reader: <i>Going to School</i>	T190–T191	1.4.2 Study transportation methods of earlier days.

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<b>Lesson 19</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Christina's Work</i>	T320–T321	1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
Read the Anchor Text: <i>Tomás Rivera</i>	T330–T338	1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 1.5.2 Understand the ways in which American Indians and immigrants have helped define Californian and American culture. 1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
Connect to the Topic: Informational Text: <i>Life Then and Now</i>	T368–T369	1.4.1 Examine the structure of schools and communities in the past. 1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
<b>Small Group</b>		
Vocabulary Reader: <i>People in the Town</i>	T390–T391	1.6.1 Understand the concept of exchange and the use of money to purchase goods and services. 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
Leveled Reader: <i>Working in the Park</i> (Struggling Readers)	T396	1.6.1 Understand the concept of exchange and the use of money to purchase goods and services. 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
Leveled Reader: <i>Our Bakery</i> (On Level)	T397	1.6.1 Understand the concept of exchange and the use of money to purchase goods and services. 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
Leveled Reader: <i>What I Want to Be</i> (Advanced)	T398	1.6.1 Understand the concept of exchange and the use of money to purchase goods and services. 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

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Leveled Reader: <i>Our Day at the Bakery</i> (ELL)	T399	1.6.1 Understand the concept of exchange and the use of money to purchase goods and services. 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
<b>Lesson 20</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Little Rabbit's Tale</i>	T428–T438	1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. 1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
Connect to the Topic: Poetry: <i>Silly Poems</i>	T468–T469	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
<b>Teacher's Edition Unit 5</b>		
<b>Lesson 23</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Around the World in a Day</i>	T212–T213	1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 1.5.2 Understand the ways in which American Indians and immigrants have helped define Californian and American culture. 1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
<b>Small Group</b>		
Leveled Reader: <i>The Lemonade Stand</i> (Advanced)	T294	1.6.1 Understand the concept of exchange and the use of money to purchase goods and services. 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

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<b>Lesson 25</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>The New Friend</i>	T428–T437	1.3.3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.
Connect to the Topic: Informational Text: <i>Symbols of Our Country</i>	T468–T471	1.3.3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. 1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 1.5.2 Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
<b>Teacher's Edition Unit 6</b>		
<b>Lesson 27</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>The Shoemaker and the Elves</i>	T114–T115	1.6.1 Understand the concept of exchange and the use of money to purchase goods and services. 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
Read the Anchor Text: <i>What Can You Do?</i>	T124–T134	1.1.1 Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community. 1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

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<b>Lesson 28</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>A Hopeful Song</i>	T214–T215	1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 1.5.2 Understand the ways in which American Indians and immigrants have helped define Californian and American culture. 1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
<b>Lesson 29</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>A Stone Goes to Court</i>	T312–T313	1.1.1 Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
<b>Lesson 30</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Winners Never Quit!</i>	T424–T435	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
Connect to the Topic: Informational Text: <i>Be a Team Player</i>	T464–T465	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

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<b>Teacher’s Edition Unit 1</b>		
<b>Lesson 2</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>My Family</i>	T120–T129	2.1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2.2.3 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.
Connect to the Topic: Poetry: <i>Family Poetry</i>	T158–T159	2.1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
<b>Small Group</b>		
Vocabulary Reader: <i>Who Is in Your Family?</i>	T180–T181	2.1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
Leveled Reader: <i>Happy Birthday, Everyone</i> (On Level)	T187	2.1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
Leveled Reader: <i>How to Make a Family Tree</i> (Advanced)	T188	2.1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
Leveled Reader: <i>Birthdays Around the World</i> (ELL)	T189	2.1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.



<b>California Journeys – Grade 2</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
<b>Lesson 5</b>		
<b>Whole Group</b>		
Connect to the Topic: Informational Text: <i>See Westburg by Bus!</i>	T458–T459	2.2.3 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.
<b>Teacher’s Edition Unit 3</b>		
<b>Lesson 13</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>One-Room Schoolhouse</i>	T206–T207	2.1.2 Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
<b>Small Group</b>		
Vocabulary Reader: <i>One Room Schools</i>	T276–T277	2.1.2 Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
Leveled Reader: <i>School Long Ago</i> (On Level)	T283	2.1.2 Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
Leveled Reader: <i>What School Was Like Long Ago</i> (ELL)	T285	2.1.2 Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.

<i>California Journeys</i> – Grade 2	Page Citations	California Social Studies Standards
<b>Lesson 14</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Helen Keller</i>	T314–T324	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
<b>Small Group</b>		
Leveled Reader: <i>Anne Sullivan</i> (Struggling Readers)	T380	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
Leveled Reader: <i>Alexander Graham Bell</i> (On Level)	T381	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
Leveled Reader: <i>Inventor of the Telephone</i> (ELL)	T383	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
<b>Lesson 15</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Officer Buckle and Gloria</i>	T412–T425	2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
Connect to the Topic: Reader's Theater: <i>Safety at Home</i>	T454–T455	2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.

<b>California Journeys – Grade 2</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
<b>Small Group</b>		
Vocabulary Reader: <i>Police in the Community</i>	T480–T481	2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
<b>Teacher’s Edition Unit 4</b>		
<b>Lesson 18</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>My Name Is Gabriela</i>	T224–T235	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
Connect to the Topic: Poetry: <i>Poems About Reading and Writing</i>	T264–T265	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
<b>Lesson 19</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>The Signmaker’s Assistant</i>	T324–T337	2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
Connect to the Topic: Play: <i>The Trouble with Signs</i>	T364–T365	2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.

<b>California Journeys – Grade 2</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
<b>Small Group</b>		
Vocabulary Reader: <i>Signs Are Everywhere</i>	T386–T387	2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
Leveled Reader: <i>Finding the Party</i> (On Level)	T393	2.2.1 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).
Leveled Reader: <i>Too Many Signs!</i> (Advanced)	T394	2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
Leveled Reader: <i>Sam Finds the Party</i> (ELL)	T395	2.2.1 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).
<b>Lesson 20</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Dex: The Heart of a Hero</i>	T424–T437	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
Connect to the Topic: Informational Text: <i>Heroes Then and Now</i>	T464–T465	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

<b>California Journeys – Grade 2</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
<b>Small Group</b>		
Vocabulary Reader: <i>Everyday Heroes</i>	T490–T491	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
Leveled Reader: <i>Two Heroes</i> (Struggling Readers)	T496	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
Leveled Reader: <i>Superheroes to the Rescue</i> (On Level)	T497	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
Leveled Reader: <i>The Mysterious Superhero</i> (Advanced)	T498	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
Leveled Reader: <i>Superheroes Save the Day</i> (ELL)	T499	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

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<b>Teacher’s Edition Unit 5</b>		
<b>Lesson 22</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Gloria Who Might Be My Best Friend</i>	T124–T135	2.2.1 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).
<b>Lesson 24</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Half-Chicken</i>	T324–T335	2.2.2 Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
<b>Teacher’s Edition Unit 6</b>		
<b>Lesson 30</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Steve Jobs: Inventor</i>	T410–T411	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
Read the Anchor Text: <i>Now &amp; Ben: The Modern Inventions of Ben Franklin</i>	T420–T431	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
Connect to the Topic: Informational Text: <i>A Model Citizen</i>	T460–T461	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
<b>Small Group</b>		
Vocabulary Reader: <i>Philadelphia, 1756</i>	T486–T487	2.5 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., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

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**California Social Studies Standards**

<i>California Journeys</i> – Grade 3	Page Citations	California Social Studies Standards
<b>Teacher’s Edition Unit 1</b>		
<b>Lesson 1</b>		
<b>Whole Group</b>		
Connect to the Topic: <i>One-Room Schoolhouses</i>	T56–T57	3.3.3 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. 3.4.2 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.
<b>Small Group</b>		
Vocabulary Reader: <i>Schools Then and Now</i>	T78–T79	3.3.1 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. 3.3.3 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. 3.4.2 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.
<b>Lesson 2</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Sequoyah</i>	T106–T107	3.2.1 Describe national identities, religious beliefs, customs, and various folklore traditions. 3.2.3 Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. 3.2.4 Discuss the interaction of new settlers with the already established Indians of the region. 3.3.1 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. 3.3.2 Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.

<b>California Journeys – Grade 3</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
Read the Anchor Text: <i>The Trial of Cardigan Jones</i>	T114–T124	3.4.1 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. 3.4.2 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. 3.4.4 Understand the three branches of government, with an emphasis on local government.
Connect to the Topic: <i>You Be the Jury</i>	T148–T149	3.4.1 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. 3.4.2 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.
<b>Small Group</b>		
Vocabulary Reader: <i>The Supreme Court</i>	T170–T171	3.4.1 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. 3.4.2 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. 3.4.4 Understand the three branches of government, with an emphasis on local government.
Leveled Reader: <i>The Catnapper</i> (Struggling Readers)	T176	3.4.1 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. 3.4.2 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.
Leveled Reader: <i>Lauren Otter</i> (On Level)	T177	3.4.1 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. 3.4.2 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.
Leveled Reader: <i>The Case of the Missing Grass</i> (Advanced)	T178	3.4.1 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. 3.4.2 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.
Leveled Reader: <i>Lauren Helps Sammy</i> (ELL)	T179	3.4.1 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. 3.4.2 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.



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<b>Lesson 3</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Destiny's Gift</i>	T208–T220	3.4.2 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.
Connect to the Topic: <i>Kids Making a Difference</i>	T244–T245	3.4.2 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.
<b>Small Group</b>		
Leveled Reader: <i>Lana and Miguel's Park</i> (Struggling Readers)	T272	3.4.2 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.
Leveled Reader: <i>The Bears Ride in Style</i> (On Level)	T273	3.5.3 Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
Leveled Reader: <i>Caroline's Treats</i> (Advanced)	T274	3.4.2 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. 3.5.3 Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
Leveled Reader: <i>A Surprise for the Bears</i> (ELL)	T275	3.5.3 Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.

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<b>Lesson 4</b>		
<b>Whole Group</b>		
Connect to the Topic: <i>Bridges</i>	T338–T339	3.1.2 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). 3.3.3 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.
<b>Small Group</b>		
Vocabulary Reader: <i>Big Bridges</i>	T360–T361	3.1.2 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).
Leveled Reader: <i>Champ of Hoover Dam</i> (On Level)	T367	3.1.2 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).
Leveled Reader: <i>Champ</i> (ELL)	T369	3.1.2 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).
<b>Lesson 5</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Roberto Clemente: Pride of the Pittsburgh Pirates</i>	T396–T408	3.4.2 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.
Connect to the Topic: <i>Baseball Poems</i>	T432–T433	3.3.3 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.

<i>California Journeys</i> – Grade 3	Page Citations	California Social Studies Standards
<b>Small Group</b>		
Leveled Reader: <i>Willie Mays</i> (Struggling Readers)	T464	3.3.1 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.
Leveled Reader: <i>The Home-Run King</i> (On Level)	T465	3.3.1 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. 3.3.3 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.
Leveled Reader: <i>Babe Ruth</i> (Advanced)	T466	3.4.2 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.
Leveled Reader: <i>Hank Aaron</i> (ELL)	T467	3.3.1 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. 3.3.3 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.
<b>Teacher's Edition Unit 2</b>		
<b>Lesson 7</b>		
<b>Small Group</b>		
Vocabulary Reader: <i>From Caves to Computers</i>	T168–T169	3.5.1 Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
<b>Lesson 8</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Sweet Berries</i>	T196–T197	3.1.2 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). 3.5.1 Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. 3.5.3 Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.

<b>California Journeys – Grade 3</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
Connect to the Topic: <i>The Treasure</i>	T238–T241	3.2.1 Describe national identities, religious beliefs, customs, and various folklore traditions.
<b>Lesson 9</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Kamishibai Man</i>	T298–T311	3.2.1 Describe national identities, religious beliefs, customs, and various folklore traditions.
Connect to the Topic: <i>The True Story of Kamishibai</i>	T334–T335	3.2.1 Describe national identities, religious beliefs, customs, and various folklore traditions.
<b>Small Group</b>		
Vocabulary Reader: <i>Puppets, Puppets, Puppets</i>	T356–T357	3.3.3 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.
Leveled Reader: <i>Before the Talkies</i> (Struggling Readers)	T362	3.3.3 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.
<b>Lesson 10</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Ryan Hreljac, Saving Lives at Six</i>	T384–T385	3.1.2 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). 3.4.2 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. 3.5.1 Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. 3.5.3 Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.

<b>California Journeys – Grade 3</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
<b>Small Group</b>		
Leveled Reader: <i>George Washington Carver</i> (On Level)	T461	3.3.1 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. 3.5.1 Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
Leveled Reader: <i>The Life of George Washington Carver</i> (ELL)	T463	3.3.1 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. 3.5.1 Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
<b>Teacher’s Edition Unit 3</b>		
<b>Lesson 13</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Yonder Mountain: A Cherokee Legend</i>	T204–T213	3.2.1 Describe national identities, religious beliefs, customs, and various folklore traditions. 3.2.2 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). 3.2.3 Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
Connect to the Topic: <i>The Trail of Tears</i>	T238–T239	3.2.1 Describe national identities, religious beliefs, customs, and various folklore traditions. 3.2.2 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). 3.2.3 Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. 3.2.4 Discuss the interaction of new settlers with the already established Indians of the region.
<b>Small Group</b>		
Vocabulary Reader: <i>The Daily Life of the Cherokee</i>	T260–T261	3.2.1 Describe national identities, religious beliefs, customs, and various folklore traditions. 3.2.2 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).

<i>California Journeys</i> – Grade 3	Page Citations	California Social Studies Standards
<b>Teacher’s Edition Unit 4</b>		
<b>Lesson 16</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Counting Cans</i>	T14–T15	3.4.2 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.
Read the Anchor Text: <i>Judy Moody Saves the World!</i>	T22–T34	3.1.2 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). 3.4.2 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.
Connect to the Topic: <i>My Smelly Pet</i> from <i>Judy Moody</i>	T58–T61	3.1.2 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). 3.4.2 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.
<b>Small Group</b>		
Vocabulary Reader: <i>Recycle, Reuse, and Reduce</i>	T82–T83	3.4.2 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.
Leveled Reader: <i>The Recycling Contest</i> (Struggling Readers)	T88	3.4.2 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.
Leveled Reader: <i>Joy’s Planet Patrol Plan</i> (On Level)	T89	3.4.2 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.
Leveled Reader: <i>Cezar’s Pollution Solution</i> (Advanced)	T90	3.4.2 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.
Leveled Reader: <i>The Green Team</i> (ELL)	T91	3.4.2 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.

<b>California Journeys – Grade 3</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
<b>Lesson 18</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>The World Tree</i>	T202–T203	3.1.2 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).
<b>Lesson 19</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Two Bear Cubs</i>	T304–T314	3.4.2 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.
<b>Small Group</b>		
Vocabulary Reader: <i>Yosemite National Park</i>	T360–T361	3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
<b>Lesson 20</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Life on the Ice</i>	T396–T405	3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
Connect to the Topic: <i>The Raven: An Inuit Myth</i>	T430–T431	3.1.2 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). 3.2.2 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).
<b>Small Group</b>		
Leveled Reader:: <i>Beating the Heat (On Level)</i>	T463	3.1.2 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). 3.2.2 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).
Leveled Reader: <i>Staying Cool in the Heat</i> (Advanced)	T464	3.1.2 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).

<b>California Journeys – Grade 3</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
Leveled Reader: <i>Staying Cool in the Heat</i> (ELL)	T465	3.1.2 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). 3.2.2 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).
<b>Teacher’s Edition Unit 5</b>		
<b>Lesson 21</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Sarah, Plain and Tall</i>	T22–T30	3.1.2 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). 3.3.2 Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. 3.3.3 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.
Connect to the Topic: <i>Wagons of the Old West</i>	T54–T55	3.3.1 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. 3.3.2 Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. 3.3.3 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. 3.5.1 Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
<b>Small Group</b>		
Vocabulary Reader: <i>Life on the Prairie</i>	T76–T77	3.1.2 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). 3.3.1 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. 3.3.2 Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. 3.3.3 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. 3.5.1 Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.



<b>California Journeys – Grade 3</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
Leveled Reader: <i>Lost!</i> (Struggling Readers)	T82	3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
Leveled Reader: <i>Race Against Time</i> (On Level)	T83	3.1.2 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).
Leveled Reader: <i>An Unwelcome Visitor</i> (Advanced)	T84	3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
Leveled Reader: <i>Asleep in the Grass</i> (ELL)	T85	3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
<b>Lesson 23</b>		
<b>Small Group</b>		
Vocabulary Reader: <i>Route 66</i>	T262–T263	3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). 3.1.2 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). 3.5.1 Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
<b>Lesson 24</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Mapping the World</i>	T290–T291	3.3.1 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.
Read the Anchor Text: <i>Dog-of-the-Sea-Waves</i>	T298–T307	3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
Connect to the Topic: <i>The Land Volcanoes Built</i>	T332–T333	3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).

<i>California Journeys</i> – Grade 3	Page Citations	California Social Studies Standards
<b>Lesson 25</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Extreme Skiing, Extreme Danger</i>	T382–T383	3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
Read the Anchor Text: <i>Mountains: Surviving on Mt. Everest</i>	T390–T399	3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
Connect to the Topic: <i>The Big Cleanup</i>	T424–T425	3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
<b>Small Group</b>		
Vocabulary Reader: <i>A Sherpa Guide</i>	T450–T451	3.2.2 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).
Leveled Reader: <i>Rushing for Gold</i> (Struggling Readers)	T456	3.3.3 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.

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<b>Teacher’s Edition Unit 6</b>		
<b>Lesson 26</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>The Foot Race Across America</i>	T14–T21	3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
<b>Lesson 28</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Rising to the Challenge</i>	T104–T105	3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
<b>Lesson 30</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Saving Buster</i>	T202–T209	3.4.2 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.

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**California Social Studies Standards**

<i>California Journeys</i> – Grade 4	Page Citations	California Social Studies Standards
<b>Teacher’s Edition Unit 1</b>		
<b>Lesson 4</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>The Power of W.O.W.!</i>	T246–T257	<p>4.5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).</p> <p>4.5.3 Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.</p> <p>4.5.4 Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.</p>
<b>Lesson 5</b>		
<b>Small Group</b>		
Vocabulary Reader: <i>The Golden Age of Sail</i>	T372–T373	4.4.6 Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.

<i>California Journeys</i> – Grade 4	Page Citations	California Social Studies Standards
<b>Teacher’s Edition Unit 4</b>		
<b>Lesson 16</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Riding Freedom</i>	T18–T29	4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction. 4.4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
Connect to the Topic: Informational Text: <i>Spindletop</i>	T36–T39	4.4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people. 4.4.6 Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
<b>Small Group</b>		
Vocabulary Reader: <i>Stagecoach Travel</i>	T62–T63	4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction. 4.4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.

<i>California Journeys</i> – Grade 4	Page Citations	California Social Studies Standards
<b>Lesson 19</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Harvesting Hope: The Story of Cesar Chavez</i>	T244–T255	<p>4.1.3 Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.</p> <p>4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p> <p>4.4.3 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 (e.g., the 1882 Chinese Exclusion Act).</p> <p>4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p> <p>4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.</p>
Connect to the Topic: Informational Text: <i>The Edible Schoolyard</i>	T262–T265	<p>4.1.3 Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.</p> <p>4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p> <p>4.4.3 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 (e.g., the 1882 Chinese Exclusion Act).</p> <p>4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p> <p>4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.</p>

<b>California Journeys – Grade 4</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
<b>Small Group</b>		
Vocabulary Reader: <i>Tough Times</i>	T288–T289	4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
Leveled Reader: <i>Songs for the People</i> (Struggling Readers)	T292	4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
Leveled Reader: <i>The People’s President</i> (On Level)	T293	4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
Leveled Reader: <i>The Story of Dorothea Lange</i> (Advanced)	T294	4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
Leveled Reader: <i>A President for the People</i> (ELL)	T295	4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
<b>Lesson 20</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Sacagawea</i>	T318–T333	4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation. 4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction. 4.2.5 Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
Connect to the Topic: Poetry: <i>Native American Nature Poetry</i>	T340–T343	4.2.5 Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

<i>California Journeys</i> – Grade 4	Page Citations	California Social Studies Standards
<b>Teacher’s Edition Unit 5</b>		
<b>Lesson 22</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Jane’s Big Ideas</i>	T88–T89	4.5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments). 4.5.2 Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
Read the Anchor Text: <i>I Could Do That! Esther Morris Gets Women the Vote</i>	T94–T105	4.5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments). 4.5.2 Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
Connect to the Topic: Informational Text: <i>The Role of the Constitution</i>	T112–T117	4.5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments). 4.5.2 Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution. 4.5.3 Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments. 4.5.4 Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.



<b>California Journeys – Grade 4</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
<b>Small Group</b>		
Leveled Reader: <i>The First Woman Doctor</i> (Struggling Readers)	T144	4.5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
Leveled Reader: <i>A Champion of Change</i> (On Level)	T145	4.5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
Leveled Reader: <i>The Writer Who Changed America</i> (Advanced)	T146	4.5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
Leveled Reader: <i>Shirley Chisholm</i> (ELL)	T147	4.5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).

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<b>Teacher's Edition Unit 1</b>		
<b>Lesson 3</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Should We Let Politics Become Personal?</i>	T168–T169	5.7.3 Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty. 5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
Read the Anchor Text: <i>Off and Running</i>	T174–T187	5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 5.7.3 Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty. 5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
Connect to the Topic: Persuasive Text: <i>Vote for Me!</i>	T194–T197	5.7.3 Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty. 5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
<b>Small Group</b>		
Vocabulary Reader: <i>Presenting: Running for President</i>	T220–T221	5.7.3 Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty. 5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

<i>California Journeys</i> – Grade 5	Page Citations	California Social Studies Standards
<b>Lesson 4</b>		
<b>Small Group</b>		
Leveled Reader: <i>Patsy Mink</i> (On Level)	T299	5.7.2 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.
Leveled Reader: <i>Title IX</i> (Advanced)	T300	5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states. 5.7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
Leveled Reader: <i>Patsy Mink and Title IX</i> (Advanced)	T301	5.7.2 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. 5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states. 5.7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
<b>Lesson 5</b>		
<b>Small Group</b>		
Vocabulary Reader: <i>Journals of the West</i>	T372–T373	5.2.2 Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation). 5.2.3 Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. 5.5.4 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, John Adams). 5.8.1 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 (e.g., overland wagons, canals, flatboats, steamboats). 5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).

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<b>Teacher’s Edition Unit 2</b>		
<b>Lesson 7</b>		
<b>Whole Group</b>		
Connect to the Topic: Pesuasive Text: <i>What Makes It Good?</i>	T116–T119	5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states. 5.7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
<b>Lesson 10</b>		
<b>Small Group</b>		
Leveled Reader: <i>Saving the Mexican Wolves</i> (Advanced)	T376	5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
<b>Teacher’s Edition Unit 3</b>		
<b>Lesson 11</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Mother and Son</i>	T12–T13	5.5.4 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, John Adams). 5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
Read the Anchor Text: <i>Dangerous Crossing</i>	T18–T31	5.2.4 Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. 5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems. 5.5.2 Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. 5.5.4 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, John Adams). 5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).

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Connect to the Topic: Informational Text: <i>Revolution and Rights</i>	T38–T43	<p>5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).</p> <p>5.5.2 Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.</p> <p>5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.</p> <p>5.5.4 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, John Adams).</p> <p>5.6.5 Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.</p> <p>5.6.6 Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.</p>
<b>Small Group</b>		
Vocabulary Reader: <i>Ben Franklin Goes to Paris</i>	T66–T67	<p>5.5.4 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, John Adams).</p> <p>5.6.2 Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'ściuszko, Baron Friedrich Wilhelm von Steuben).</p>
Leveled Reader: <i>A Night to Remember</i> (On Level)	T71	5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
Leveled Reader: <i>A Special Night</i> (ELL)	T73	5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

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<b>Lesson 12</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>A Taxing Poem</i>	T90–T91	<p>5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.</p> <p>5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).</p> <p>5.5.4 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, John Adams).</p>
Read the Anchor Text: <i>Can't You Make Them Behave, King George?</i>	T96–T107	<p>5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.</p> <p>5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).</p> <p>5.5.4 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, John Adams).</p> <p>5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p>
Connect to the Topic: Narrative Nonfiction: <i>Tea Time!</i>	T114–T123	<p>5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.</p> <p>5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).</p> <p>5.5.2 Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.</p> <p>5.5.4 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, John Adams).</p> <p>5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p>

<i>California Journeys – Grade 5</i>	Page Citations	California Social Studies Standards
<b>Small Group</b>		
Vocabulary Reader: <i>Redcoats in America</i>	T146–T147	5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems. 5.5.2 Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. 5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
Leveled Reader: <i>A Song Heard 'Round the World</i> (Struggling Readers)	T150	5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
Leveled Reader: <i>Pamphleteers of the Revolution</i> (On Level)	T151	5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. 5.5.4 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, John Adams).
Leveled Reader: <i>A Home at Mount Vernon</i> (Advanced)	T152	5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
Leveled Reader: <i>Printed Words of the Revolution</i> (ELL)	T153	5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. 5.5.4 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, John Adams).

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<b>Lesson 13</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Lydia's Journey</i>	T170–T172	5.5.4 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, John Adams). 5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
Read the Anchor Text: <i>They Called Her Molly Pitcher</i>	T176–T187	5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren). 5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering. 5.6.5 Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution. 5.7.2 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.
Connect to the Topic: Play: <i>A Spy for Freedom</i>	T194–T237	5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren). 5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
<b>Small Group</b>		
Vocabulary Reader: <i>The Battle of Monmouth</i>	T220–T221	5.5.4 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, John Adams). 5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
Leveled Reader: <i>Emily Geiger's Dangerous Mission</i> (Struggling Readers)	T224	5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).



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Leveled Reader: <i>An Unsung American Hero</i> (On Level)	T225	5.5.4 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, John Adams). 5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
Leveled Reader: <i>George Washington's Invisible Enemy</i> (Advanced)	T226	5.5.4 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, John Adams). 5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
Leveled Reader: <i>Joseph Warren: An American Hero</i> (ELL)	T227	5.5.4 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, John Adams). 5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
<b>Lesson 14</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Freedom for Chatham Freeman</i>	T244–T245	5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. 5.6.7 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.
Read the Anchor Text: <i>James Forten</i>	T250–T261	5.6.7 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery. 5.7.2 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. 5.7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.

<b>California Journeys – Grade 5</b>	<b>Page Citations</b>	<b>California Social Studies Standards</b>
Connect to the Topic: Informational Text: <i>Modern Minute Men</i>	T268–T237	5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren). 5.6.7 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery. 5.7.2 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. 5.7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
<b>Small Group</b>		
Vocabulary Reader: <i>Battles at Sea</i>	T294–T295	5.5.4 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, John Adams). 5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
Leveled Reader: <i>The Oneida's</i> (Struggling Readers)	T298	5.6.6 Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
Leveled Reader: <i>The Extraordinary Life of Thomas Peters</i> (On Level)	T299	5.4.6 Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. 5.6.7 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.
Leveled Reader: <i>A Noble French Patriot</i> (Advanced)	T300	5.5.4 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, John Adams). 5.6.2 Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'osciuszko, Baron Friedrich Wilhelm von Steuben).

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<p>Leveled Reader: <i>Thomas Peters: A Remarkable Man</i> (ELL)</p>	T301	<p>5.4.6 Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.</p> <p>5.6.7 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.</p>
<b>Lesson 15</b>		
<b>Whole Group</b>		
<p>Teacher Read Aloud: <i>Citizen Spies</i></p>	T318–T319	<p>5.5.4 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, John Adams).</p> <p>5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).</p> <p>5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p>
<p>Read the Anchor Text: <i>We Were There, Too!</i></p>	T324–T337	<p>5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p> <p>5.6.5 Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.</p> <p>5.7.2 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>5.7.3 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>5.7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.</p>
<p>Connect to the Topic: Poetry: <i>Patriotic Poetry</i></p>	T344–T347	<p>5.5.4 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, John Adams).</p> <p>5.7.6 Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").</p>

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<b>Small Group</b>		
Vocabulary Reader: <i>Paul Revere: Hero on Horseback</i>	T374–T375	5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 5.5.4 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, John Adams).
Leveled Reader: <i>Phillis Wheatley</i> (On Level)	T379	5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
Leveled Reader: <i>Abigail Adams</i> (Advanced)	T380	5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren). 5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering. 5.6.7 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.
Leveled Reader: <i>The Life of Phillis Wheatley</i> (ELL)	T381	5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
<b>Teacher's Edition Unit 4</b>		
<b>Lesson 19</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Darnell Rock Reporting</i>	T242–T255	5.7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.

<i>California Journeys</i> – Grade 5	Page Citations	California Social Studies Standards
<b>Teacher’s Edition Unit 5</b>		
<b>Lesson 21</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Tucket’s Travels</i>	T18–T33	5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
<b>Small Group</b>		
Vocabulary Reader: <i>Four Stops on the Santa Fe Trail</i>	T68–T69	5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
Leveled Reader: <i>Voyage to California</i> (Struggling Readers)	T72	5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
Leveled Reader: <i>Riding with the Pony Express</i> (On Level)	T73	5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
Leveled Reader: <i>Decision at Fort Laramie</i> (Advanced)	T74	5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
Leveled Reader: <i>Ned Rides for the Pony Express</i> (ELL)	T75	5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

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<b>Lesson 22</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Tales and Truths of the Ojibwe</i>	T92–T93	5.3.4 Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears). 5.3.5 Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]). 5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
Read the Anchor Text: <i>The Birchbark House</i>	T98–T109	5.1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. 5.1.2 Describe their varied customs and folklore traditions.
Connect to the Topic: Informational Text: <i>Four Seasons of Food</i>	T116–T119	5.1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. 5.1.2 Describe their varied customs and folklore traditions. 5.3.5 Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
<b>Small Group</b>		
Vocabulary Reader: <i>Meet the Ojibwa</i>	T142–T143	5.1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. 5.1.2 Describe their varied customs and folklore traditions.
Leveled Reader: <i>City in the Cliffs</i> (Struggling Readers)	T146	5.1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. 5.1.2 Describe their varied customs and folklore traditions. 5.1.3 Explain their varied economies and systems of government.
Leveled Reader: <i>Old Bark's Cure</i> (On Level)	T147	5.1.2 Describe their varied customs and folklore traditions.

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<b>Lesson 23</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>The Turbulent History of Texas</i>	T166–T167	5.8.5 Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. 5.8.6 Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.
Read the Anchor Text: <i>Vaqueros: America's First Cowboys</i>	T172–T183	5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
<b>Lesson 24</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Rachel's Journal: The Story of a Pioneer Girl</i>	T246–T257	5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
Connect to the Topic: Informational Text: <i>Westward to Freedom</i>	T264–T267	5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
<b>Lesson 25</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>The True Story of Sacagawea</i>	T314–T315	5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
Read the Anchor Text: <i>Lewis and Clark</i>	T320–T331	5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). 5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

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Connect to the Topic: Play: <i>A Surprise Reunion</i>	T338–T267	5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). 5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
<b>Small Group</b>		
Leveled Reader: <i>The Corps of Discovery</i> (Struggling Readers)	T372	5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). 5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
Leveled Reader: <i>History of the Fur Trade</i> (On Level)	T373	5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). 5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
Leveled Reader: <i>Friends Along the Way</i> (Advanced)	T374	5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). 5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
Leveled Reader: <i>The American Fur Trade</i> (ELL)	T375	5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). 5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).



<i>California Journeys</i> – Grade 5	Page Citations	California Social Studies Standards
<b>Teacher’s Edition Unit 6</b>		
<b>Lesson 26</b>		
<b>Whole Group</b>		
Teacher Read Aloud: <i>Moving from Place to Place</i>	T10–T11	5.8.1 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 (e.g., overland wagons, canals, flatboats, steamboats).
<b>Lesson 27</b>		
<b>Whole Group</b>		
Read the Anchor Text: <i>Mysteries at Cliff Palace</i>	T62–T69	5.1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. 5.1.2 Describe their varied customs and folklore traditions.

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