

FAIR Act Instructional Texts

History/Social Science Unit/Lesson Topics

Standards are Numerically Referenced

Grade K	<ol style="list-style-type: none">1. Social Studies Unit: Learning and Working Together, K.1 Unit Question: How can we learn and work together?<ul style="list-style-type: none">● <i>The Big Umbrella</i>, Lesson Question: What is lesson of the story?● <i>Tiera Fletcher</i>, Lesson Question: What can we learn from Fletcher?● <i>Introducing Teddy: A Gentle Story about Gender and Friendship</i>, Lesson Question: How do we respect one another's ideas when they are different from our own?2. Social Studies Unit: National and State Symbols, K.2, What does it mean to be American?3. Social Studies Unit: Work Now and Long Ago, Time and Chronology and Reaching Out to Times Past, and K.3, K.5 and K.6, How are our lives different from those who lived in the past? How are they the same?<ul style="list-style-type: none">● <i>Alma and How She Got Her Name</i>, Lesson Question: What does Alma learn about her family's past from her name?4. Social Studies Unit: Geography of the Neighborhood, K.4, What is our neighborhood like?<ul style="list-style-type: none">● <i>Dreamers</i>, Lesson Question: Where do the Dreamers find community?
Grade 1	<ol style="list-style-type: none">1. Social Studies Unit: The Rights and Responsibilities of Citizenship, 1.1, Who is responsible for enforcing the rules? What are the consequences if these rules are broken?<ul style="list-style-type: none">● <i>Sparkle Boy</i>, Lesson Question: What are the rules about wearing a dress? What are the effects if rules are broken?2. Social Studies Unit: Geography of the Community, 1.2 and 1.5, What is our community like?<ul style="list-style-type: none">● <i>Early Sunday Morning</i>, Lesson Question: What people and traditions make up the character's community?● <i>The Boy & The Bindi</i>, Lesson Question: How is the Bindi important to the character's community?3. Social Studies Unit: Symbols, Icons, and Traditions of the United States, What are some important symbols of the United States? and Why are they important? What are some important symbols of the United States? and Why are they important?4. Social Studies Unit: Life Today and Long Ago, 1.3 and 1.4, How is our life different from those who lived in the past, and how is it the same?<ul style="list-style-type: none">● <i>Imagine</i>, Lesson Question: How does Juan Felipe Herrera's life change over time?5. Social Studies Unit: Cultural Literacy: One Nation, Many People, How do many different people make one nation?<ul style="list-style-type: none">● <i>Days With Dad</i>, Lesson Question: How is your family similar to the one in the story?6. Social Studies Unit: Economics: Goods and Services, 1.6
Grade 2	<ol style="list-style-type: none">1. Social Studies Unit: Families Today and in the Past, 2.1, How do families remember their past?<ul style="list-style-type: none">● <i>Donovan's Big Day</i>, Lesson Question: Why is Donovan's day important? How will he remember this day?

	<ul style="list-style-type: none"> ● Cambodian Dancer, Lesson Question: How does dancing help Sophany remember her past? 2. Social Studies Unit: Government Institutions and Practices, 2.3, How does government work? 3. Social Studies Unit: Geography and Mapping Skills: People, Places, and Environments, 2.2, Why do people move? How can we best describe California? 4. Social Studies Unit: Economics: People Who Supply Goods and Services, 2.4 5. Social Studies Unit: Biographies of People Who Made a Difference, 2.5, What makes someone heroic? or Who are some people who have made a difference in our lives? <ul style="list-style-type: none"> ● My Brother Charlie, Lesson Question: How does Charlie make a difference? ● Game Changers, Lesson Question: How do Venus and Serena Williams make a difference? How are they heroic? ● Dolores Huerta, Lesson Question: How does Huerta make a difference? How is she heroic?
Grade 3	<ol style="list-style-type: none"> 1. Social Studies Unit: Geography of the Local Region, 3.1, Why did people settle in California? 2. Social Studies Unit: American Indians of the Local Region, and 3.2. Who were the first people in my community? 3. Social Studies Unit: Development of the Local Community: Change Over Time, 3.3, Why did people move to my community? <ul style="list-style-type: none"> ● A Moon for Moe & Mo, Lesson Question: What do Moe and Mo teach us about community? 4. Social Studies Unit: American Citizens, Symbols, and Government Local Government Institutions and Rule of Law, 3.4, What is the U.S. Constitution? and Why is it important? How can I help my community? <ul style="list-style-type: none"> ● The Girl Who Thought in Pictures, Lesson Question: How does Temple Grandin help her community? ● Radiant Child, Lesson Question: How does Jean-Michel help his community? ● Mango, Abuela, and Me, Lesson Question: How do the characters help their community? ● Mary Wears What She Wants, Lesson Question: How does Mary help her community? 5. Social Studies Unit: Economics of the Local Region: Choices, Costs, and Human Capital, What issues are important to my community? 3.5
Grade 4	<ol style="list-style-type: none"> 1. Social Studies Unit: Physical and Human Geographic Features That Define California, 4.1, How do climate and geography vary throughout the state? How do these features affect how people live? 2. Social Studies Unit: Pre-Columbian Settlements and People, 4.2, What was life like for native Californians before other settlers arrived? How did the diverse geography and climate affect native people? 3. Social Studies Unit: European Exploration and Colonial History Exploration and Settlement, 4.2, Why did Europeans come to California? How did European explorers change the region? How did the region's geography impact settlement?

	<p>4. Social Studies Unit: Missions, Ranchos, and the Mexican War for Independence, 4.2, Why did Spain establish missions? And how did they gain control? How were people’s lives affected by missions? How did the region change because of the mission system?</p> <p>5. Social Studies Unit: The Gold Rush and Statehood, 4.3, How did the discovery of gold change California? How did California become part of the United States? Why did people come to California?</p> <p>6. Social Studies Unit: California as an Agricultural and Industrial Power, 4.4, How did California grow after it became a state? Why did people choose to move to California in the last half of the nineteenth century? And why did some Californians oppose migrants? What role did immigrants play in California’s economic growth and transportation expansion? Why was water important to the growth of California?</p> <ul style="list-style-type: none"> ● <i>Antsy Ansel: Ansel Adams, A Life In Nature</i>, Lesson Question: What does Ansel Adams love about California? Does his love of California reflect people’s choice to move to there? How were his photos important to his story? ● <i>Mei Ling in China</i>, Lesson Question: How does Mei Ling’s community contribute to California’s economic growth? <p>7. Social Studies Unit: California in a Time of Expansion, 4.4, How did the state government form? Who held power in the state? What was life like for California’s increasingly diverse population at the end of the nineteenth and beginning of the twentieth century?</p> <ul style="list-style-type: none"> ● <i>Dorothea’s Eyes</i>, Lesson Question: How do Dorothea’s photographs illustrate California’s increasingly diverse population? How were her photos important to her story? <p>8. Social Studies Unit: California in the Postwar Era: Immigration, Technology, and Cities, 4.4, How did California grow in the second half of the twentieth century compared to how it had grown for the previous 100 years? Who came to California? And what was life like for newly arrived migrants as opposed to people who had lived in the state for many years?</p> <p>9. Social Studies Unit: Local, State, and Federal Governments, 4.5, How is the state government organized? What does the local government do? What power does the State of California have? How do ordinary Californians know about their rights and responsibilities in the state and their community?</p> <ul style="list-style-type: none"> ● <i>Separate is Never Equal</i>, Lesson Question: What does Sylvia’s story tell you about rights? ● <i>PRIDE: The Story of Harvey Milk and the Rainbow Flag</i>, Lesson Question: How does Harvey Milk fight to change Californians’ rights?
Grade 5	<p>1. Social Studies Unit: The Land and People before Columbus, 5.1, How did geography, climate, and proximity to water affect the lives of North American Indians? How were different groups of North American Indians organized into systems of governments and confederacies?</p>

2. Social Studies Unit: Age of Exploration, 5.2, Why did Europeans explore? What exchanges were established as a result of the age of exploration? How did European explorers and natives view each other?
3. Social Studies Unit: Cooperation and Conflict in North America, 5.3, How did European explorers and settlers interact with American Indians? How did American Indians change as a result of the arrival and settlement of European colonists? Why did American Indians fight with each other? Why did they fight with European settlers? What role did trade play in both cooperation and conflict between and among European settlers?
 - ***The People Shall Continue*, Lesson Question: How did American Indians change as a result of the arrival and settlement of European colonists?**
4. Social Studies Unit: Settling the Colonies, 5.4, Who moved to and settled in North America? Why did they choose to live where they did? Why did English settlers choose to live on the North Atlantic seaboard? What was daily life like for those who settled in the southern colonies? Those who settled in New England? Why did Jamestown settlers have a high mortality rate? Why did so many settlers die, and how did they eventually reverse this trend? How did people work in the colonies? Why did indentured servitude start, and how did it transition to slavery? How did the Middle Colonies differ from New England and the southern colonies in terms of geography, economic activity, religion, social structure/ family life, and government?
 - ***Freedom Over Me*, Lesson Question: What were the experiences of people who were enslaved?**
5. Social Studies Unit: The Road to War, 5.5, Why did colonists start to rebel against Great Britain? Who were the Patriots? What were their grievances? What were the goals of the Declaration of Independence?
6. Social Studies Unit: The American Revolution, 5.6 How did the American Revolution start? How was the war fought differently, depending on where the battles took place and who was fighting? How were Natives, free blacks, slaves, and women important in the conduct of the war?
 - ***Great Women of the American Revolution*, Lesson Question: How were women important in the conduct of the American Revolution?**
7. Social Studies Unit: The Development and Significance of the U.S. Constitution, 5.7, What were the Articles of Confederation? Why did they ultimately fail? How did the Constitutional Convention attempt to balance the interests of all of the states? What was the purpose of the preamble to the Constitution? What was the Great Compromise? How did the Constitution get ratified with the inclusion of the Bill of Rights?

- | | |
|--|---|
| | <ol style="list-style-type: none">8. Social Studies Unit: Life in the Young Republic, 5.8, Who came to the United States in the first half of the nineteenth century? Where did they settle? How did they change the country? How did westward migration change the country and the experience of being an American?9. Social Studies Unit: The New Nation's Westward Expansion, 5.8, What did the West mean for the nation's politics, economy, social organization, and identity? How did westward movement transform indigenous environments and communities?1. English Language Arts: Unit 1, Eureka! I've Got it!: <i>The Sound of All Things</i>, Lesson Question: How do new ideas result from facing obstacles?2. English Language Arts: Unit 5, What's Next: <i>A Shelter in Our Car</i>, Lesson Question: How does change have both positive and negative impacts? |
|--|---|