

Grade 3, Unit 1

Lesson 1 What are the land and water like in your area?

California Salt Dough Relief Map Rubric (p. 8T2)

Students' maps should be painted according to the legend on the *California Regions* handout (p. 8T3). Use the following rubric to score students' work:

4	Relief map is neat and accurate. Student works cooperatively with his or her partner.
3	Relief map is mostly neat and accurate. Student works cooperatively with his or her partner.
2	Relief map is generally neat but may contain inaccuracies. Student may have difficulty working cooperatively with his or her partner.
1	Relief map is not neat and is inaccurate. Student has difficulty working cooperatively with his or her partner.

Lesson 2 How have people used the land in your region?

Local Watershed Report Rubric (p. 14T2)

Students' reports should follow the format provided in the *Local Watershed Report Questions* handout (p. 14T4). Use the following rubric to score students' work:

4	Student actively participates in class discussion. Report answers all of the questions on the handout. Spelling and grammar are correct.
3	Student participates in class discussion. Report answers most of the questions on the handout. Spelling and grammar are mostly correct.
2	Student participates, with encouragement, in class discussion. Report answers some of the questions on the handout. There are some spelling and grammatical errors.
1	Student participates minimally in class discussion. Report answers few or none of the questions on the handout. There are numerous spelling and grammatical errors.

Grade 3, Unit 2

Lesson 1 How are California Indians in your region alike and different?

Legend Rubric (p. 28T2)

Students' illustrations or stories should accurately relate to the assigned legend. Use the following rubric to score students' work:

4	Student actively participates in all elements of the activity. Story or illustration is highly detailed and relates to the assigned legend.
3	Student participates in most elements of the activity. Story or illustration is detailed and relates to the assigned legend.
2	Student participates, with encouragement, in some elements of the activity. Story or illustration may lack detail and is loosely related to the assigned legend.
1	Student participates in few or no elements of the activity. Story or illustration lacks detail and is not related to the assigned legend.

Lesson 2 How have California Indians lived in their environment?

Meeting Our Needs Web handout (p. 40T3)

Answers will vary depending on the city or town in which students live.

Information Sheet handout (p. 40T4)

Answers will vary depending on which California Indian group the teacher selects.

Bubble Rubric (p. 40T2)

Groups' information should address how the assigned topic demonstrates adaptation to the environment. Use the following rubric to score students' work:

4	Student actively participates in all elements of the activity. Bubble includes many accurate, vivid details about the assigned topic.
3	Student participates in most elements of the activity. Bubble includes accurate details about the assigned topic.
2	Student participates, with encouragement, in some elements of the activity. Bubble includes limited or inaccurate details about the assigned topic.
1	Student participates in few or no elements of the activity. Bubble includes few or no accurate details about the assigned topic.

Grade 3, Unit 2 (continued)

Lesson 3 How do California Indian groups function?

Activity Step 1 Teacher Background Information (p. 52T2)

Information for comparing and contrasting government systems may include the following:

Governing Body	Membership	Duties	Economy
Tribal Council	Small body (3–7) of elected officials; size varies	Settles matters important to the group, such as making laws for the community, providing police to enforce laws, and serving as judges.	Tribal government supports tribal members to build businesses, find jobs, and buy services from non-tribal businesses.
General Council	Large body (size varies, as many as 240 members). Members must be at least 18 years of age.	Settles matters important to the group, such as making laws for the community, providing police to enforce laws, and serving as judges.	Tribal government supports tribal members to build businesses, find jobs, and buy services from non-tribal businesses.
Federal Government (United States)	Senate and House of Representatives (legislative branch), President and Cabinet (executive branch), and Supreme and U.S. Circuit Courts (judicial branch).	Settles matters for the United States, including making laws, establishing treaties with other nations, providing for national defense, and serving as judges.	Encourages the growth of businesses and increase of jobs across the nation and encourages and regulates trade with other nations.
State Government (California)	Senate and Assembly (legislative branch), Governor and Lieutenant Governor (executive branch), and Municipal, Superior, Courts of Appeal, and Supreme Courts (judicial branch).	Settles matters for the state of California, including making laws, providing police to enforce the laws, serving as judges, and overseeing the education of the state’s youth.	Encourages the growth of businesses and increase of jobs in the state.

Grade 3, Unit 2 (continued)

General Council Paragraph Rubric (p. 52T2)

Paragraphs should reflect how the General Council worked together and should articulate that it gave thoughtful and fair consideration to each of the issues. Use the following rubric to score students' paragraphs:

4	Student actively participates in the General Council. Paragraph clearly answers all four of the questions posed. Spelling and grammar are correct.
3	Student participates in the General Council. Paragraph answers at least three of the questions posed. Spelling and grammar are mostly correct.
2	Student participates, with encouragement, in the General Council. Paragraph answers at least two of the questions posed. There are some spelling and grammatical errors.
1	Student participates minimally in the general council. Paragraph is unclear and does not answer any of the questions posed. There are numerous spelling and grammatical errors.

Lesson 4 How did Europeans change life for California Indians?

A to Z Chart Rubric (p. 64T4)

Students' answers will vary depending on the read-aloud selection. *A to Z Charts* should include detailed notes based on the read-aloud book. Use the following rubric to score students' work:

4	Student actively participates in all elements of the activity. Handout includes many accurate details.
3	Student participates in most elements of the activity. Handout includes accurate details.
2	Student participates, with encouragement, in some elements of the activity. Handout includes limited or inaccurate details.
1	Student does not participate in the activity. Handout includes few or no accurate details.

Grade 3, Unit 3**Lesson 1** Who has come to your region?***My Research Report* handout (p. 72T4)**

Students' information may include the following:

Juan Rodríguez Cabrillo

Name of person: Juan Rodríguez Cabrillo

When did he come to California? 1542

Why did he settle in this region? He did not settle; he died during his expedition, but his men returned to New Spain (Mexico) in early 1543.

What religious or cultural traditions did he bring? He opened the way for Spanish settlement. Spanish missionaries who followed brought Roman Catholicism and Spanish language and culture.

How has he helped shape the region today? He named many places, such as San Diego, Santa Cruz, Catalina, and San Miguel Island and opened the way for Spanish settlement. Spanish missionaries brought Roman Catholicism and Spanish language and culture.

Francis Drake

Name of person: Francis Drake

When did he come to California? 1579

Why did he settle in this region? He did not settle; he sailed around the world and claimed lands in the name of England's ruler, Queen Elizabeth I.

What religious or cultural traditions did he bring? None; he did not stay long enough for his traditions to be established.

How has he helped shape the region today? Drake's Bay, north of San Francisco, is named after him.

Gold Rush miner

Name of person: A Gold Rush miner

When did he or she come to California? 1848, 1849, 1850

Why did he or she settle in this region? To find gold or "strike it rich."

What religious or cultural traditions did he or she bring? Most miners were of European ancestry and brought language and culture reflecting their specific ancestry.

How has he or she helped shape the region today? He or she used the gold they found to buy goods and services and helped build California's economy.

Grade 3, Unit 3, Lesson 1 (continued)

Chinese railroad worker

Name of person: A Chinese railroad worker

When did he or she come to California? 1860s

Why did he or she settle in this region? To work on the transcontinental railroad

What religious or cultural traditions did he or she bring? Chinese culture, language, foods, and traditions.

How has he or she helped shape the region today? He or she helped build California's railroad and farms or businesses and brought Chinese (Asian) culture to the state.

Military person

Answers will vary depending on the person selected.

Hollywood actor or actress

Answers will vary depending on the person selected.

Local political leader

Answers will vary depending on the person selected.

Report and Present Rubric (p. 72T2)

Students' reports should describe why their assigned individual came to California, when he or she came, what religious and cultural traditions he or she brought, and how he or she helped shape California today. Use the following rubric to score students' work:

4	Student actively participates in all elements of the activity and is cooperative and helpful when working with others. Report includes many accurate, vivid details.
3	Student participates in most elements of the activity and is generally cooperative and helpful when working with others. Report includes accurate details.
2	Student participates, with encouragement, in some elements of the activity and may have difficulty cooperating when working with others. Report includes limited or inaccurate details.
1	Student participates minimally in the activity and has difficulty cooperating when working with others. Report includes few or no accurate details.

Class Quiz (p. 72T2)

Answers will vary based on the teacher-created quiz.

Grade 3, Unit 3 (continued)

Lesson 2 How did early settlers affect your region's economy?

Activity Step 1 Teacher Background Information (p. 76T2)

The following are possible businesses to be used for activity learning stations:

Long Ago	Today
General stores	Malls
Family farms/ranches	Agri-business
Tradespeople	Factories
Apothecary	Modern drug store
Doctors	Hospitals
Traditional miners	Large-scale machine mining
People who fished	Commercial fishing fleets
Local newspaper	Regional/national presses
Livery stables	Rental car businesses
Family restaurants/diners	Chain restaurants

Economy Chart handout (p. 76T3)

1. Answers will vary depending on the classroom learning stations.
2. *Good*: thing that is made or grown and then sold
Service: paid job that someone does for others
Economy: way things are bought and sold in a place
Property: thing someone owns
Ownership: have something that belongs only to you
Laborer: worker

Jobs of Past and Present Categorizing Activity (p. 76T2)

Students should be able to categorize jobs as being from the past, the present, or both.

Grade 3, Unit 3 (continued)

Lesson 3 How have people helped places in your region grow?

The House on Maple Street Chronology Cards handout (p. 82T3)

The following is the order of events from *The House on Maple Street*:

1. Three hundred years ago, there was no house here or even a street. There was only a forest and a bubbling spring where animals came to drink.
2. A wagon train passed by, heading for California. The settlers stopped beside the stream for a night.
3. The man cut down trees and made a house. He pulled up stumps left from the fire and planted his crops.
4. Now the schoolteacher and his family live on the farm. They sold much of the land to other people.
5. They hired carpenters and masons to build a cozy red brick home with white trim.

Bulletin Board Rubric (p. 82T2)

Students' bulletin board sections should include a paragraph and an illustration that demonstrate an understanding of how the community has changed over time. Use the following rubric to score students' work.

4	Student actively participates in all elements of the activity and is cooperative and helpful when working with others. Bulletin board section is accurate and reflects a strong understanding of the assigned topic.
3	Student participates in most elements of the activity and is cooperative and helpful when working with others. Bulletin board section is mostly accurate and reflects a general understanding of the assigned topic.
2	Student participates, with encouragement, in some elements of the activity and may have difficulty cooperating when working with others. Bulletin board section reflects a basic understanding of the assigned topic.
1	Student participates, with encouragement, in a few elements of the activity and is has difficulty cooperating when working with others. Bulletin board section does not reflect an understanding of the assigned topic.

Grade 3, Unit 3 (continued)

Community Letter Rubric (p. 82T2)

Students' letters should be written from the point of view of someone explaining to a friend why their community is a great place to visit. Use the following rubric to score students' work:

4	Letter is well focused, clearly organized, and provides many accurate, vivid details about the community. Spelling and grammar are correct.
3	Letter is focused, organized, and provides accurate details about the community. Spelling and grammar are mostly correct.
2	Letter may lack focus and organization, and provides limited or inaccurate details about the community. There are some spelling and grammatical errors.
1	Letter lacks focus and organization, and there are few or no accurate details about the community. There are numerous spelling and grammatical errors.

Grade 3, Unit 4

Lesson 1 How do rules and laws help people live together?

Vocabulary Words handout (p. 88T3)

Answers may include the following:

Citizen: a person who is part of a community

Right: something that a person can do

Responsibility: something that a person should do

Obey: to do what someone tells you to

Let's Learn About the U.S. Constitution handout (p. 88T4)

Row 1: The Constitution includes the “rules” for our government.

Row 2: Delegates to the Constitutional Convention wrote the Constitution.

Row 3: The Constitution was written in 1787.

Row 4: The Constitution was written in Philadelphia.

Row 5: Answers may vary, but should include that the Constitution was written because the United States needed a stronger national government (after the Articles of Confederation failed).

California Helmet Law Discussion Rubric (p. 88T2)

Students should demonstrate an understanding that rules and laws are meant to protect citizens and to allow citizens to live and work together peacefully. Use the following rubric to score students’ work:

4	Student actively participates in class discussion.
3	Student participates in class discussion.
2	Student participates, with encouragement, in class discussion.
1	Student participates minimally in class discussion.

Lesson 2 Why is being a good citizen important?

How Do You Practice Being a Good Citizen? handout (p. 92T4)

Students’ answers will vary depending on the read-aloud selection.

“Good Citizenship”/ “Poor Citizenship” Activity (p. 92T2)

Students should be able to identify and highlight the words *vote*, *volunteer*, and *taxes* in the local newspaper and identify any related pictures. Students should be able to place accurate examples from the newspaper on poster board under the headings, “Good Citizenship” and “Poor Citizenship.”

Grade 3, Unit 4 (continued)

Lesson 3 What brings our communities and country together?

Symbols and Landmarks handout (p. 98T3)

Answers may include the following:

Symbol or Landmark	Where is it?	What does it represent?	How does it bring us together?
U.S. Constitution	Washington, D.C.	Rights of citizens, laws of our country	It protects the rights of all citizens.
Declaration of Independence	Washington, D.C.	Freedom, independence	Many celebrate our independence on the 4th of July with parades and fireworks.
California State Seal	Answers will vary.	The history and geography of California	It reminds us of the things that helped form our state.
Golden Gate Bridge	San Francisco, California	Hard work, courage	When we see it, we feel proud.
Uncle Sam	Answers will vary.	The United States	It stands for the government and people of our country.
Bald Eagle	Answers will vary.	Strength, freedom	When we see it, we feel proud.
American Flag	Answers will vary.	Thirteen original colonies and fifty states	It makes us all feel part of one country.
Statue of Liberty	Liberty Island in New York Harbor	Friendship between France and the United States and their shared belief in liberty	It makes people proud of our country. For many immigrants, it was the first thing they saw when arriving in the United States.
White House	Washington, D.C.	Where the President lives and works	The President is the leader of our country.
Pledge of Allegiance	Answers will vary.	The American flag	It reminds us that we are united and “indivisible.”

Grade 3, Unit 4 (continued)

Lesson 4 How does government work?

Three Branches of Government handout (p. 102T3)

1. legislative, executive, and judicial
2. legislative
3. executive
4. judicial

For the tree branch section of the handout:

Legislative Branch

- Congress establishes taxes.
- The Senate must approve presidential appointments.
- Congress can declare war.

Executive Branch

- The President commands the armed forces.
- The President appoints Supreme Court justices and other federal judges.
- The President can sign or veto laws that Congress has passed.

Judicial Branch

- The judicial branch decides what laws mean and if they follow the Constitution.
- The judicial branch can overturn laws it finds go against the Constitution.
- The judicial branch can overturn the President's actions if it finds them to go against the Constitution.

Local Government Structure handout (p.102T4)

Students' answers will vary depending on their local government.

Community Issue Letter Rubric (p. 102T2)

Students' letters should describe a community issue (such as traffic or litter) and explain to a local official or governing body why it needs to be addressed. Use the following rubric to score students' work:

4	Letter is well focused and includes many relevant details. The letter includes all of the components of a formal letter. Spelling and grammar are correct.
3	Letter is focused and includes some relevant details. The letter has most of the components of a formal letter. Spelling and grammar are mostly correct.
2	Letter may lack focus and includes limited relevant details. The letter has some components of a formal letter. There are some spelling and grammatical errors.
1	Letter lacks focus and includes few or no relevant details. The letter is missing most or all of the components of a formal letter. There are numerous spelling and grammatical errors.

Grade 3, Unit 4 (continued)

Lesson 5 How do states, American Indians, and our country’s government work together?

A to Z Chart Rubric (p. 106T4)

Students’ answers will vary depending on which U.S. states the teacher selects. Use the following rubric to score students’ work:

4	Student actively participates in all elements of the activity. Student completes the entire chart.
3	Student participates in most elements of the activity. Student completes most of the chart.
2	Student participates, with encouragement, in some elements of the activity. Student completes some of the chart.
1	Student participates in few or no elements of the activity. Student needs assistance in completing the chart.

Lesson 6 How have people worked for freedom?

American Hero Biography (p. 114T3)

Use the *American Hero Rubric* handout (p. 114T4) to score students’ work.

Grade 3, Unit 5

Lesson 1 What kinds of resources do we use?

Resources Worksheet handout (p. 122T4)

The following should be listed under the *Natural Resources* column:

Answers from pictures: wheat field, river, cow

Possible school resources: grass, trees, soil

The following should be listed under the *Human Resources* column:

Answers from pictures: baker, people who fish, farmer

Possible school resources: teacher, custodian, principal

The following should be listed under the *Capital Resources* column:

Answers from pictures: flour mill, boat, tractor

Possible school resources: school building, school equipment, bus

Resources Rubric (p. 122T2)

Students should correctly categorize the resources on their worksheets and should demonstrate, through class discussion, an understanding of local resources and how they have been used in the past and in the present. Use the following rubric to score students' work:

4	Student actively participates in class discussion. Student correctly categorizes all of the resources.
3	Student participates in class discussion. Student correctly categorizes most of the resources.
2	Student participates, with encouragement, in class discussion. Student may need assistance to correctly categorize some of the resources.
1	Student participates minimally in class discussion. Student needs assistance to correctly categorize most of the resources.

Grade 3, Unit 5 (continued)

Lesson 2 Where are goods made?

Import Paragraph Rubric (p. 126T2)

Students' paragraphs should describe where their selected product came from, how it traveled to their classroom, and how it is used. Use the following rubric to score students' work:

4	Paragraph is clearly organized, well focused, and includes a topic sentence with many supporting details. Spelling and grammar are correct.
3	Paragraph is organized, focused, and includes a topic sentence with some supporting details. Spelling and grammar are mostly correct.
2	Paragraph may lack organization and focus and includes a weak topic sentence with limited details. There are spelling and grammatical errors.
1	Paragraph lacks organization and focus, does not include a topic sentence, and provides few or no details. There are numerous spelling and grammatical errors.

Lesson 3 How do we decide what we want?

My Spending Worksheet handout (p. 130T4)

Students' answers will vary depending on the needs and wants they selected from the list.

Lesson 4 How does your work in school help you?

Interview Rubric (p. 134T2)

Students should complete both interview worksheets (pp. 134T3–T4). Use the following rubric to score students' work:

4	Student actively participates in all elements of the activity. Student is cooperative and helpful when working with others. Student interview worksheets are complete with many accurate details.
3	Student participates in most elements of the activity. Student is generally cooperative and helpful when working with others. Student interview worksheets are complete with accurate details.
2	Student participates, with encouragement, in some elements of the activity. Student may have difficulty cooperating when working with others. Student interview worksheets are incomplete and include limited or inaccurate details.
1	Student participates in few or no elements of the activity. Student has difficulty cooperating when working with others. Student interview worksheets are incomplete and include few or no accurate details.

