

**California State Standards for Third Grade  
Indian Land Tenure Curriculum  
Standard One, Lesson Three**

**Standards that students could potentially address:**

**California Content Standards for English-Language Arts**

**READING:**

**3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

*Narrative Analysis of Grade-Level-Appropriate Text*

3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.

3.6 Identify the speaker or narrator in a selection.

**LISTENING AND SPEAKING**

**1.0 Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

*Comprehension*

1.1 Retell, paraphrase, and explain what has been said by a speaker.

1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.

1.3 Respond to questions with appropriate elaboration.

*Organization and Delivery of Oral Communication*

1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

*Analysis and Evaluation of Oral and Media Communications*

1.11 Distinguish between the speaker’s opinions and verifiable facts.

**2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard

American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.1 Make brief narrative presentations:
- Provide a context for an incident that is the subject of the presentation.
  - Provide insight into why the selected incident is memorable.
  - Include well-chosen details to develop character, setting, and plot.

## Content Standards for History-Social Studies

### Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

#### **3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.**

- Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
- 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 Students describe the American Indian nations in their local region long ago and in the recent past.**

- Describe national identities, religious beliefs, customs, and various folklore traditions.
- 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).

#### **3.4 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.**

- 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.
- Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).

## Content Standards for Science

## Life Sciences

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
- a. *Students know* plants and animals have structures that serve different functions in growth, survival, and reproduction.
  - b. *Students know* examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
  - c. *Students know* living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
  - d. *Students know* when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
  - e. *Students know* that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.