

**Lodi Unified School District**  
McGraw Hill Education  
IMPACT: California Social Studies, Grades 3-5

The FAIR Education Act, which went into effect on January 1, 2012 expanded on the diversity language in the *California Education Code*, requiring K-12 schools to include a study of the roles and contributions of people with disabilities or people who are lesbian, gay, bisexual or transgender in the history of California and the United States, in addition to the numerous ethnic groups, women and men already included in the code. The revised *History-Social Science Framework of California Schools (H-SS Framework)*, approved in July 2016, includes guidance on how to integrate the content require by the FAIR Education Act into the curriculum. The new *H-SS* framework “specifically references the new content required by the law as a pre-requisite for adoption”. Per Education Code, the updated and expanded content on lesbian, gay, bisexual, and transgender Americans was included specifically in the *H-SS Framework* grade-level chapters in grades 4, 5, & 8 for Lodi’s adoptions.

Per the guidance included in the updated *H-SS framework*, McGraw-Hill made great effort to develop IMPACT: California Social Studies to fully align with the content expectations and criteria defined in the new H-Ss Framework, including the diversity requirements set forth in the FAIR Education Act. The multiple perspectives of individual from many social, cultural and racial backgrounds are woven throughout the program – in the main narrative, through a multitude of primary sources, and in numerous biographies, literature connections, and rich imagery.

There is complete coverage of the updated and expanded content incorporated in the H-SS Framework to address the FAIR Education Act specifically at Grades 4 and 5, per the *H-SS Framework* and guidance provided by the CDE. See below.

#### **Grade 4**

- Chapter 3, Lesson 1, “Why Did the California Indians Rebel?,” Research Companion (PP 118-127) explores cultural differences as a means of understanding the dynamics of Native and Spanish interaction, per *H-SS Framework* Chapter 7, PP 97-98. The discussion includes the role of Tongva Shaman Toyipurina
- Chapter 4, Lesson 2, “How Did the Gold Rush Change California?,” Research Companion (PP. 174-177) students explore how the gender imbalance between woman and men in California during the gold rush era led to woman, who wished to participate in the gold rush, to pass as men, and men to take on women’s roles, per *H-SS Framework* Chapter 7, P.78.
- In Chapter 5, Lesson 1, “What Role Did the Transportation Revolution Play in the Growth of California?,” Inquiry Journal (PP. 172-173) students learn about stagecoach driver Charley Parkhurst, who was born as a female but wo lived as a male, per *H-SS Framework* Chapter 7, p. 79
- Chapter 6, Lesson 3 “Who Worked for Change in California?” Research Companion (pp. 268-269) covers the civil rights movements in California form the 20<sup>th</sup> century to today, including the gay rights movement culminating in the U.S. Supreme Court decisions *Hollingsworth V. Perry* and *Obergefell v. Hodges* and including the contributions and achievement of Harvey Milk, per *H-SS Framework* Chapter 7, P.90.

## Grade 5

- Chapter 1 explores the diversity of Native American communities, including variation in gender roles and family life, *per H-SS Framework* Chapter 8, pp 127-128. Examples:
  - Lesson 5, Research Companion (p.45): Role of women in Iroquois clans.
  - More to Explore (online): American Indians two –spirit traditions, per H-SS Framework, Chapter 8, p. 98.
- Chapter 3 address early American gender roles and the relative rights of men and women in multiple context. Examples:
  - Chapter Opener. Research Companion, (p.98) and Lesson 3, Research Companion (pp. 129-130): Women in Puritan society and the experiences of Anne Hutchinson, per *H-SS Framework* Chapter 8, pp.106-197. The inquiry Journal 9pp. 124-127) presents a Reader’s Theater on Anne Hutchinson.
  - Lesson 1, Research Companion (p. 102): The significant challenges that Jamestown’s skewed gender ratio posed for the colony, per H-SS Framework Chapter 8, pp 103-105.
  - Lesson 3 Research Companion (pp. 126-127): The signing of the Mayflower Compact, per *H-SS Framework* Chapter 8, pp. 106-107.
  - Lesson 4, Research Companion (p.137): Relatively more rights for women in colonial New York and New Jersey per *H-SS Framework* Chapter 8, pp106-107.
  - Lesson 4, Resa4rch Companion (p. 139): The context of the Quakers’ belief in gender equality and the larger role for women in religious practices, per *H-SS Framework* Chapter 8, p. 108.