

2017 History–Social Science Adoption
List of Edits and Corrections and Social Content Citations
Panel 5: Studies Weekly, *California Studies Weekly* – *Social Studies* (K–6)

This table contains edits and corrections from the review panel *Report of Findings* and social content citations issued by the panel. Edits and corrections are listed first, then social content citations.

Int Ref: edit # in the IMR/CRE Report or social content citation #

Type: “EC” = Edit/Correction; “SC” = Social Content Citation

Description: exact language from report/citation

Shaded rows indicate items where the CDE staff has noted a potential issue. These rows are also marked with an asterisk in the “Int Ref” column.

Int Ref	Publisher	Program	Type	Gr	Description	CDE Notes
1	Studies Weekly	CA Studies Weekly	EC	1	SE 3-1: “sport” should be “sports people” or “have a good attitude when playing”	
2	Studies Weekly	CA Studies Weekly	EC	1	SE 9, Crispus Attucks: The text states Crispus Attucks was one of the first patriots to die in the Revolutionary War. The text should be changed to reflect that he died in the Boston Massacre, in 1770, an event which led to the Revolutionary War.	
3	Studies Weekly	CA Studies Weekly	EC	2	SE 13-4: “Atlantic, Arctic, Indian, Pacific and Southern” should have “Ocean” after each word	
4	Studies Weekly	CA Studies Weekly	EC	2	SE 25-2: “citizens” should be “people who live in a country”	
5	Studies Weekly	CA Studies Weekly	EC	2	SE 27, Other Governments – Dictatorship: The publisher might consider creating a caption for the image, identifying Benito Mussolini and Adolph Hitler as examples of 20th century dictators.	

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6	Studies Weekly	CA Studies Weekly	EC	2	TS 2-63: “missing “Protecting our Environment” blackline master	
7	Studies Weekly	CA Studies Weekly	EC	2	TS p. 77: “Reserach” should be “research”	
8	Studies Weekly	CA Studies Weekly	EC	2	TS p. 105: “Connector” should be “Connection”	
9	Studies Weekly	CA Studies Weekly	EC	3	SE 1-1: “tune into” should be “tune in to”	
10	Studies Weekly	CA Studies Weekly	EC	3	SE online 3-3: “Mounnt Whitney” should be “Mount Whitney”	
11	Studies Weekly	CA Studies Weekly	EC	3	SE online 3 (various): “Easy Medium Hard” need to be inverted because they are upside down on page	
12	Studies Weekly	CA Studies Weekly	EC	3	SE & TE 9-2 & p. 136: “Irvine Meadows Amphitheatre” should be deleted, as it is permanently closed	
13	Studies Weekly	CA Studies Weekly	EC	3	SE 12-1: “Dictionaries online” should be “Dictionaries at travel.nationalgeographic.com”	
14	Studies Weekly	CA Studies Weekly	EC	3	SE 14-1: “them and they had” should be “them, and they had”	
15	Studies Weekly	CA Studies Weekly	EC	3	SE 14-1: “their land they were” should be “their land, they were”	
16	Studies Weekly	CA Studies Weekly	EC	3	SE 25-3: “The British are coming” should be “The Regulars are coming”	
17	Studies Weekly	CA Studies Weekly	EC	3	SE 27-1: Change “Twenty Places Every CA Child Should See” to “Twenty Great Places to See in California”	
18	Studies Weekly	CA Studies Weekly	EC	3	SE 27-1: Change “should visit” to “could visit”	

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19	Studies Weekly	CA Studies Weekly	EC	3	SE 32-2: Change “Burbank, be sure to take” to “Burbank, you could take”	
20	Studies Weekly	CA Studies Weekly	EC	4	4-1: Remove the reference to using Card Catalogs as a research tool. Card Catalogs are obsolete. Language could mention “use resources at your local library.”	
21	Studies Weekly	CA Studies Weekly	EC	4	SE Week 10, What is a Conquistador: Change ambiguous term in “Conquistadors were good soldiers...” The term “good” might confuse students. Change to “Conquistadors were well-trained soldiers.”	
22	Studies Weekly	CA Studies Weekly	EC	4	SE 16-2,3: Delete the repeated paragraph discussing the secularization of the mission.	
23	Studies Weekly	CA Studies Weekly	EC	4	SE 23-2: “sucesful” should be “successful”	
24	Studies Weekly	CA Studies Weekly	EC	4	SE 24-1: [Title] Change “Women in Early California” to “Gender in Early California”	
25	Studies Weekly	CA Studies Weekly	EC	4	SE 24-3: “job but Charley” should be “job, but Charley”	
26	Studies Weekly	CA Studies Weekly	EC	4	SE 24-3: “actually a girl!” should be “actually a woman!”	
27	Studies Weekly	CA Studies Weekly	EC	4	SE 24-3: “1805 but she” should be “1805, but she”	
28	Studies Weekly	CA Studies Weekly	EC	4	SE 24-3: “she was a girl” should be “she was a woman”	
29	Studies Weekly	CA Studies Weekly	EC	4	SE 25-4: add missing line in Venn; there is an incomplete circle	
30	Studies Weekly	CA Studies Weekly	EC	4	SE 30-1: “failed and many” should be “failed, and many”	

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31	Studies Weekly	CA Studies Weekly	EC	4	SE 30-1: “life and many” should be “life, and many”	
32	Studies Weekly	CA Studies Weekly	EC	4	SE 30-1: “1870s and many” should be “1870s, and many”	
33	Studies Weekly	CA Studies Weekly	EC	4	SE 30-3: “here and those” should be “here, and those”	
34	Studies Weekly	CA Studies Weekly	EC	4	SE 30-3: “work and most” should be “work, and most”	
35	Studies Weekly	CA Studies Weekly	EC	4	SE 33-3: “family emigrated to” should be “family immigrated to”	
36	Studies Weekly	CA Studies Weekly	EC	4	SE 32-4: [Mother” and it] should be [Mother,” and it]	
37	Studies Weekly	CA Studies Weekly	EC	4	SE 35-2: “governments but” should be “governments, but”	
38	Studies Weekly	CA Studies Weekly	EC	5	Week 17, p. 2, Roots of Colonial Democracy: Re-order the sections on Roots of Democracy. The section Greek Roots should precede the Roman Roots section, reflecting how the Greeks influenced the Romans. This change also helps to establish the importance of chronology.	
39	Studies Weekly	CA Studies Weekly	EC	5	28-2, Eli Whitney: Publisher might mention that the cotton gin strengthened slavery in the South, since it allowed faster processing of cotton.	
40	Studies Weekly	CA Studies Weekly	EC	5	31-2, The Process of Freedom, 2nd column, 2nd paragraph: Use the word segregation. This would be an appropriate term for upper elementary.	
41	Studies Weekly	CA Studies Weekly	EC	5	SE 32-1: “Sequoya” should be “Sequoyah”	

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42	Studies Weekly	CA Studies Weekly	EC	5	SE 32-3: “less than 5 cents per acre” should be “less than 3 cents”	
43	Studies Weekly	CA Studies Weekly	EC	6	SE 3-3: “together and there” should be “together, and there”	
44	Studies Weekly	CA Studies Weekly	EC	6	TE 3-56: “Us!h?” should be “Us!”	
45	Studies Weekly	CA Studies Weekly	EC	6	TE 3-125: “is Dr. King” should be “is Dr. King.” [period is missing]	
46	Studies Weekly	CA Studies Weekly	EC	6	SE 6-2: “citystate” should be “city-state”	
47	Studies Weekly	CA Studies Weekly	EC	6	SE 9-2: “Ancient Rest Areas” needs to be in bold	
48	Studies Weekly	CA Studies Weekly	EC	6	SE online 11-3: add caption for graphic missing online	
49	Studies Weekly	CA Studies Weekly	EC	6	SE 14-3: Change “is an old religion” to “is a religion”	
50	Studies Weekly	CA Studies Weekly	EC	6	TE 17-2: From “They were Reuben, Simeon, Judah, Issachar, Zebulun, Benjamin, Dan, Naphtali, Gad, Asher, Ephraim, and Manasseh,” remove Ephraim and Manasseh and add Levi and Joseph to make the list accurate.	
51	Studies Weekly	CA Studies Weekly	EC	6	TE 17-2: Change “They found their way to Egypt” to “They ended up in Egypt due to Jacob’s son, Joseph, who was governor of Egypt and gave them food.”	
52	Studies Weekly	CA Studies Weekly	EC	6	TE 17-2: Delete “Egypt looked like a good choice.”	
53	Studies Weekly	CA Studies Weekly	EC	6	SE 19-2: Change “Iran’s leaders have struggled to cooperate with the rest of the world, and agreements” to “In modern Iran, agreements”	

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54	Studies Weekly	CA Studies Weekly	EC	6	SE 19-2: Replace “Iran’s leaders have struggled to cooperate with the rest of the world and agreements with other countries have fallen apart.” with “In modern Iran, agreements with other countries have often fallen apart.”	
55	Studies Weekly	CA Studies Weekly	EC	6	SE 20-2: “citystate” should be “city-state”	
56	Studies Weekly	CA Studies Weekly	EC	6	SE 21-2: “football” should be “football (soccer)”	
57	Studies Weekly	CA Studies Weekly	EC	6	SE 24-1: “Brahmans” should be “Brahmins”	
58	Studies Weekly	CA Studies Weekly	EC	6	SE 24-1: Change “Hinduism were in a different religion called” to “Hinduism evolved from”	
59	Studies Weekly	CA Studies Weekly	EC	6	SE 24-3: Delete text from “Hard work” to “of years.”	
60	Studies Weekly	CA Studies Weekly	EC	6	SE 24-3: Change “People from” to “In modern times, people from”	
61	Studies Weekly	CA Studies Weekly	EC	6	SE 24-1: Change “Hindus believe their actions play an important role in their past and future.” To “Hindus believe their past and present actions play a role in their future.”	
62	Studies Weekly	CA Studies Weekly	EC	6	SE 24-1: Change “Haq” to “Haq and Indian economist Amartza Sen”	
63	Studies Weekly	CA Studies Weekly	EC	6	SE 24-2: Change “like a prince.” to “like a Hindu prince.”	
64	Studies Weekly	CA Studies Weekly	EC	6	SE 24-1: Change “Ancient Hindus were polytheistic, but their main god was Brahman and other gods were considered other faces of Brahman.” to “For ancient Hindus, the main God Brahman could take multiple forms.”	

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65	Studies Weekly	CA Studies Weekly	EC	6	SE 24-3: To align content with language in the H-SS Framework, delete “Unfortunately, there are still many people in India who change how they treat others based on their caste.”	
66*	Studies Weekly	CA Studies Weekly	EC	6	SE 25-1: Replace existing map with a map of ancient Indian civilization	“Edits and corrections” to the materials may be recommended, but “rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510).
67	Studies Weekly	CA Studies Weekly	EC	6	Weeks 26 & 27: Confucius is spelled two different ways in this section. Use consistent spelling of Confucius throughout.	
68	Studies Weekly	CA Studies Weekly	EC	6	SE 25-2: Change “his warrior caste” to “his purpose”	
69	Studies Weekly	CA Studies Weekly	EC	6	SE 27-2: “was build in Chang’an” should be “was built in Chang’an”	
70	Studies Weekly	CA Studies Weekly	EC	6	SE 28-1: Rephrase information in this section. The founding of Rome, in 753 BCE, is discussed before the conquest of the Etruscans on the region of Latium (in 800 BCE) which mentions the city of Rome.	
71	Studies Weekly	CA Studies Weekly	EC	6	SE 31-1: “crucified and just” should be “crucified, and just”	
72	Studies Weekly	CA Studies Weekly	EC	6	SE 30-3: add Roman Empire with brown box to legend	

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73	Studies Weekly	CA Studies Weekly	EC	6	SE 31-2: Replace picture of Martin Luther with one appropriate to the time and the foundations of Christianity	
SW K-6 SC-1	Studies Weekly	CA Studies Weekly	SC	K	B. Ethnic or Cultural Groups, 6. Achievements Week 33, Section on Education: The text says Booker T. Washington was the first African American invited to the White House. The publisher might consider adding that he was the first invited to a formal dinner. SOURCE https://www.whitehousehistory.org/teacher-resources/african-americans-and-the-white-house Frederick Douglass and Sojourner Truth had visited the White House, previously.	The panel placed all of its social content issues on a single form.
SW K-6 SC-1	Studies Weekly	CA Studies Weekly	SC	1	B. Ethnic or Cultural Groups, 1. Adverse Reflection Week 3, p. 2: Replace this picture to reflect the context (“There are some things you should tell a parent or teacher if someone is being mean to you or hurting you.”) more accurately. It conveys an adverse reflection of the African American minority group as “being mean” to their children (i.e., verbal abuse). It also suggests children should tell a teacher if a parent scolds a child for wrong-doing (characterized as being mean).	
SW K-6 SC-1	Studies Weekly	CA Studies Weekly	SC	3	B. Ethnic or Cultural Groups, 1. Adverse Reflection or B. Ethnic or Cultural Groups, 3 Customs and Lifestyles Week 17, p. 1, “Immigrants Face New Challenges—Too Much Junk Food”: Remove references to immigrants in this article. Saying	

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					that immigrant families like new food too much is an overgeneralization and that they are addicted to junk food is derogatory.	
SW K-6 SC-1	Studies Weekly	CA Studies Weekly	SC	3	B. Ethnic or Cultural Groups, 1. Adverse Reflection Week 18, p. 1, Coming to CA: Discuss causes for immigration more generally; avoid correlating a singular reason for immigrating with a specific group. Saying that Mexicans immigrate because they are poor and Asians seek education perpetuates stereotypes. Also, replace the image to represent different cultures equitably.	
SW K-6 SC-1	Studies Weekly	CA Studies Weekly	SC	3	L. Brand Names and Corporate Logos, 1. Use of any such depictions Week 17, p. 2, Los Angeles: Remove reference to Wizarding World of Harry Potter.	
SW K-6 SC-1	Studies Weekly	CA Studies Weekly	SC	4	B. Ethnic and Cultural Groups, 1. Adverse Reflection Week 6, Pacific Coast Indians, pp. 2-3, Chumash: Change “Chumash were the most advanced of all” to “Chumash were among the most advanced”	
SW K-6 SC-1	Studies Weekly	CA Studies Weekly	SC	5	C. Sexual Orientation and Gender Identity, 1. Adverse Reflection Week 31, p. 3, The Price of Freedom, last column, Harvey Milk: Change “for his gay lifestyle” to “for being gay”	
SW K-6 SC-1	Studies Weekly	CA Studies Weekly	SC	6	G. Religion, 1. Adverse Reflection (Criteria 1.10) Grade 6, Week 24 (Buddha): What parts of Gautama’s story do you think are verifiable	

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					facts? Are there unverifiable facts? Again, discrimination against Buddhists who believe the entire life of Buddha is true (fact) verifiable. Allows for misinterpretation to be construed as all unverifiable.	
SW K-6 SC-1	Studies Weekly	CA Studies Weekly	SC	6	<p>G. Religion, 1. Adverse Reflection (Criteria 1.10) Grade 6 (Research, Evidence & POV) #2: “Students distinguish fact from opinion in historical narrative and stories” (Standard)</p> <ul style="list-style-type: none"> • The stories of Naomi & Ruth (students are asked to distinguish if any of the story is a fact and if any part are opinions. This allows for Judaism and Christianity to be considered as an opinionated story. Jews and Christians believe that this entire story is fact, not opinion, and therefore allows for offensive violation of a religion. • This topic is also done in the “Facts and Opinions” section for the story of Moses. To religious people these events are historical facts. • Use different examples for fact/opinion, Not religion. 	
SW K-6 SC-1*	Studies Weekly	CA Studies Weekly	SC	6	<p>B. Ethnic and Cultural Groups, 1. Adverse Reflection SE Week 24, 6.5.3: “Brahmanism” is a term that reflects a modern interpretive construct for India and its Dharmic traditions, that sheds adverse reflection due to its inherently pejorative aspects.</p>	Publishers were required to include the text of the CA standards in their materials.

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SW K-6 SC-1*	Studies Weekly	CA Studies Weekly	SC	6	B. Ethnic and Cultural Groups, 1. Adverse Reflection SE Week 8, p. 3, 6.5.2: “Aryan Invasions” is a 19th-century theory that has been disproven.	This term does not appear in Week 8, but in Week 25. Publishers were required to include the text of the CA standards in their materials.
SW K-6 SC-1	Studies Weekly	CA Studies Weekly	SC	6	G. Religion, 1. Adverse Reflection Week 16, pp. 2-3, paragraph 3, Ancient Israelites: Remove sentence containing “New Testament tells us of the time of Jesus”	
SW K-6 SC-1	Studies Weekly	CA Studies Weekly	SC	6	G. Religion, 1. Adverse Reflection Week 31, p. 2, Origins of Christianity: Change “First to believe in only one true god” to “They believed in one God” Also, capitalize the words God and Goddess throughout to align with the H-SS Framework.	
SW K-6 SC-1*	Studies Weekly	CA Studies Weekly	SC	6	B. Ethnic or Cultural Groups, 2. Proportion of Portrayals Week 5: Order in which items are listed in chronologically inconsistent (Rome, Greece – should be Greece, Rome) Pro-Roman lens.	Does this raise a social content issue?
SW K-6 SC-1	Studies Weekly	CA Studies Weekly	SC	6	B. Ethnic or Cultural Groups, 1. Adverse Reflection Week 24, SE p. 77, “The Caste System Today”: The pyramid caste worksheet is demeaning to others and promotes stereotypes. Delete the activity.	This worksheet is in the teacher edition, not the student edition.

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SW K-6 SC-1*	Studies Weekly	CA Studies Weekly	SC	6	B. Ethnic or Cultural Groups, 1. Adverse Reflection Week 24, SE & TE p. 3: Include language from the Framework: Chapter 10, lines 866-867 and 916-917.	Does this raise a social content issue?
SW K-6 SC-1*	Studies Weekly	CA Studies Weekly	SC	K-6	Online Video Review B. Ethnic or Cultural Groups, 2. Proportion of Portrayals Grades K-6: Of the 31 videos available, 18 of the videos focus on the Southern region of the United States. There does not seem to be a balance of virtual field trips around the nation.	“Edits and corrections” to the materials may be recommended, but “rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510).