

2017 History–Social Science Adoption
List of Edits and Corrections and Social Content Citations
Panel 4: Teachers’ Curriculum Institute, *Social Studies Alive! California Series (K–5)*

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	TCI	SS Alive! K-5	EC	K	Student Text (Text), Lesson 3, Section: Explore – Good Citizenship. Last section (Be Patriotic) change first sentence to, « You <u>live</u> in the United States. » Reason : not all students are citizens.	In the previous column, the word “live” is a recommended addition.
2	TCI	SS Alive! K-5	EC	K	Student Text (Text), Lesson 8, Section: Explore – The Responsibility of Sacagawea. (4th paragraph) Omit the sentence “She spoke the language of the American Indians.”	
3	TCI	SS Alive! K-5	EC	K	Student Text (Text), Lesson: How do American Celebrate? ; Section: We sing song “America the Beautiful” add citation that the last 3 lines are omitted.	
4*	TCI	SS Alive! K-5	EC	1	Student Text (Text), Lesson 3, Section: Explore – The Flag of the U.S. Insert the Pledge of Allegiance.	“Edits and corrections” to the materials may be recommended, but

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						“rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510).
5	TCI	SS Alive! K-5	EC	2	Student Text (Text), Lesson 7, Section: Intro (paragraph #2) Remove “ <u>all of the</u> ” different ways.	In the previous column, “all of the” is a recommended deletion.
6	TCI	SS Alive! K-5	EC	2	Student Text (Text), Lesson 8, Section: Explore: (paragraph #7) What we can buy today? People don’t always like <u>s</u> (omit “s”).	In the previous column, the letter “s” at the end of the word “likes” is a recommended deletion.
7	TCI	SS Alive! K-5	EC	3	Student Text (Text), Lesson 5, Section: Liter – Two Chinese Immigrants, Story One, 3rd line the word “east” omit “s” to make it “eat”.	
8	TCI	SS Alive! K-5	EC	4	Student Text (Text), Lesson; Wrap Up; Section: Symbols of California (paragraph #3, line 4) add “ed” to kill.	
9	TCI	SS Alive! K-5	EC	4	Student Text (Text), Lesson 4, Section 6: The Spread of Disease (line 4) attached should be attack <u>ed</u> .	In the previous column, the letter “k” in the word “attacked” is a recommended addition.
10	TCI	SS Alive! K-5	EC	4	Student Text (Text), Lesson 12, Section: Reading Further – Art, Dreams and Learning	

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					(paragraph #14, 7th line) strike “those” change to “a man”.	
11	TCI	SS Alive! K-5	EC	4	Student Text (Text), Lesson 4, Section: Reading Further – Founding the CA missions (Section: Juan Bautista de Anza) add “de” before Anza (twice).	
12	TCI	SS Alive! K-5	EC	4	Student Text (Text), Lesson 1, Section: Introduction The last paragraph add <u>features</u> after “California’s diverse geographic _____, including ...”	In the previous column, the word “features” is a recommended addition.
13	TCI	SS Alive! K-5	EC	4	Student Text (Text), Lesson 7, Section 3: (paragraph #3) by 1849, a loaf of bread costed omit “ed”.	
14	TCI	SS Alive! K-5	EC	5	Student Text (Text), Lesson 3, Section: Explore – American Indian Government (paragraph #4) add “s” to Indian; add comma after Pomo; strike comma after often.	
15	TCI	SS Alive! K-5	EC	5	Student Text (Text), Lesson 7, Section 2: Massachusetts Bay: New England Colony (paragraph #1, sentence 2) strike “were Puritans who”, (sentence 3) strike “Another” and replace with “A”.	
16	TCI	SS Alive! K-5	EC	5	Student Text (Text), Lesson 7, Section: Explore Colonial Families. Is last paragraph historically accurate?	
17	TCI	SS Alive! K-5	EC	5	Student Text (Text), Lesson 12, Section 1: <u>Minuteman</u> (paragraph #2), Lesson 18; Section 7; ceded (paragraph #7), no definition shows when clicking on the words.	In the previous column, the word “Minuteman” is

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						underlined in the original text.
18	TCI	SS Alive! K-5	EC	5	Student Text (Text), Lesson 20, Section: Explore Art, Music and Literature (paragraph #5), omit the “e” from end of Rockiese.	In the previous column, the letter “e” at the end of “Rockiese” is underlined for emphasis.
19	TCI	SS Alive! K-5	EC	5	Student Text (Text), Lesson 22, Section 1: Interactive Tutorial, all answers are marked incorrect.	
20	TCI	SS Alive! K-5	EC	K-5	Student Text (Text), Lesson: Key Biographies. Title: Albert Einstein Biography (paragraph #2) add underlined words: “Einstein was born <u>to a Jewish family</u> in Germany.” (paragraph #6) add underlined words: “In 1933, Einstein, <u>a refugee from Nazi Germany</u> moved to the United States.”	In the previous column, “to a Jewish family,” and “a refugee from Nazi Germany” are recommended additions.
TCI K-5 SC-1	TCI	SS Alive! K-5	SC	K-5	H-2: Lesson 8, Section 1 – photo of city shows smoggy city. Suggestion – replace picture.	Panel did not indicate grade level on some of their social content citations (just put “K-5” on the form).
TCI K-5 SC-2	TCI	SS Alive! K-5	SC	K-5	B-8: Lesson 4, Section: Reading Further – The First Thanksgiving “It was the tribe’s way to be polite and kind to strangers.” This sentence is an inaccurate and should be removed.	

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					Also the picture of a Caucasian family should be replaced.	
TCI K-5 SC-3*	TCI	SS Alive! K-5	SC	K-5	B-2: Lack of representation of Muslims in list of key Biographies.	“Edits and corrections” to the materials may be recommended, but “rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510).
TCI K-5 SC-4	TCI	SS Alive! K-5	SC	2	C-3, C-4: Lesson 3, Grade 2 flip card and in Vocabulary – the definition for “Sibling” says “brother or sister.” There are gender neutral Siblings and words that should be inserted here. The assumption that siblings fit neatly into a binary gender dichotomy is antiquated and inaccurate.	
TCI K-5 SC-5	TCI	SS Alive! K-5	SC	1	B-3: In Lesson 5, In Grade One, in the “Literature – Fact or Fiction? How can you tell the difference?” The second example of “Lion and mouse” is not obviously fiction for native people, and some African immigrants, who do not clearly delineate between animals who embody human characteristics and a “real” person like Mary Mclead Bethune. Assuming these cultures are less than because of their beliefs in history/myth/story is adverse. Some students may not clearly identify the second story as fiction. A more clearly fictional account	

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					that is not a common folk story would be a good solution.	
TCI K-5 SC-6	TCI	SS Alive! K-5	SC	K-5	E-2: Throughout the curriculum, the proportion of visual portrayals of people with disabilities is inadequate.	

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