

History / Social Science Standards

Level 4

CALIFORNIA: A CHANGING STATE

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

Unifying Standards Levels K – 12

- 1.0 Historical Literacy:** Students understand history as an interpretive study of continuity and change within a chronological framework. They know the major events, eras, concepts, people, topics and issues that define and influence United States and world history. They analyze cause and effect relationships, consequences and patterns, make interpretations, judgments and draw conclusions from data using a variety of historical documents that reflect multiple perspectives.
- 2.0 Cultural Literacy:** Students understand the rich, complex nature of a given culture. They recognize that our nation is composed of people from around the world who represent diverse backgrounds, ways of life and various perspectives which are valued and respected. They understand that a culture captures and expresses ideas, beliefs and values over time.
- 3.0 Geographic Literacy:** Students recognize the relationships among place, location, human and environmental interaction, movement, and region. They know that human and environmental processes shape the characteristics of places and regions, and influence historical events and issues. They use, analyze, design, interpret and evaluate geographic information.
- 4.0 Economic Literacy:** Students analyze and understand economic systems and concepts. They explain the basic processes of supply and demand, market economies and distribution of scarce resources. They interpret trends and basic indicators of economic performance in order to analyze economic and political issues.
- 5.0 Sociopolitical Literacy:** Students understand political and social systems, the origins of our national identity, the relationship between a society and its laws, and the differences between democratic and non-democratic systems. They realize that a democracy depends on the participation of responsible, informed, and ethical citizens.
- 6.0 Historical Thinking:** Students develop and apply historical understanding as they read, research, analyze and interpret information from a variety of sources and points of view. They make connections and communicate their thinking through writing, reading, speaking and multi-media presentations.

FOCUS GOALS
LEVEL 4

1.0 Historical Literacy

- 1.1 Understand the historical development of California from pre-Columbia societies to developments in the 20th Century.

2.0 Cultural Literacy

- 2.1 Describe the cultural influences and contributions of people who explored and settled in California pre-Columbian societies to the developments of the 20th century.

3.0 Geographic Literacy

- 3.1 Determine where and how early settlers traveled.
3.2 Identify physical and human geographic features that define places and regions in California.

4.0 Economic Literacy

- 4.1 Explain and trace how California became an agricultural and industrial power.

5.0 Sociopolitical Literacy

- 5.1 Describe the government system of California in relationship to the U.S. Constitution.

6.0 Historical Thinking

- 6.1 Apply Language Arts literacy skills when making historical connections.

HISTORY / SOCIAL SCIENCE

Level 4

CALIFORNIA GEOGRAPHY

1.0 Historical Literacy

1.1 Understand the historical development of California from pre-Columbia societies to developments in the 20th Century.

- Explain California's water system and how it evolved over time into a network of dams, aqueducts,, and reservoirs. (c. 4.4.7)

2.0 Cultural Literacy

N/A

3.0 Geographic Literacy

3.1 N/A

3.2 Identify physical and human geographic features that define places and regions in California.

- Explain and use the coordinate grid system of latitude and longitude to determine absolute locations of places in California and on Earth. (c. 4.1.1)
- Distinguish between the two poles; the equator and the prime meridian; the tropics; and the hemispheres using coordinates to plot locations. (c. 4.1.2)
- Identify the state capital and describe the basic regions of California, including how their characteristics and physical environment affect human activity (e.g., water, landforms, vegetation, climate). (c. 4.1.3)

4.0 Economic Literacy

N/A

5.0 Sociopolitical Literacy

N/A

(c) = State Standard (p) PUSD addition rw= aligned to grade level reading and writing standards
(n/a) not a focus to address in this unit

6.0 Historical Thinking

6.1 Apply language arts literacy skills when making historical connections.

- Learn and use historical vocabulary. (r.1.0)
- Distinguish between cause and effect, fact and opinion when evaluating historical text. (r. 2.0)
- Use reference resources and tools to gather, organize and interpret historical information (w. 2.0)

HISTORY / SOCIAL SCIENCE

Level 4

PRE-COLUMBIAN SETTLEMENT

1.0 Historical Literacy

1.1 Understand the historical development of California from pre-Columbia societies to developments in the 20th Century.

- Identify the major nations of Indians that settled in California, when they settled and how they modified their environments. (c.4.2.1)

2.0 Cultural Literacy

2.1 Describe the cultural influences and contributions of people who explored and settled in California pre-Columbian societies to the developments of the 20th century.

- Identify examples of the activities, legends and religious beliefs of the California Indians. (c. 4.2.1)

3.0 Geographic Literacy

N/A

4.0 Economic Literacy

N/A

5.0 Sociopolitical Literacy

N/A

6.0 Historical Thinking

6.1 Apply language arts literacy skills when making historical connections.

- Learn and use historical vocabulary. (r.1.0)
- Distinguish between cause and effect, fact and opinion when evaluating historical text. (r. 2.0)
- Use reference resources and tools to gather, organize and interpret historical information. (w. 2.0)

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HISTORY / SOCIAL SCIENCE

Level 4

EXPLORATION AND COLONIZATION

1.0 Historical Literacy

1.1 Understand the historical development of California from pre-Columbia societies to developments in the 20th Century.

- Examine early exploration in California and how people traveled, drawing on biographies and legends (e.g. James Beckwourth, Jedediah Smith, John C. Fremont, and Juan Cabrillo). (c. 4.3.2)
- Analyze the cause and effects of Mexican rule, including land grants, secularization of the missions and the rise of the rancho economy. (c. 4.2.8)
- Identify economic factors that influenced the placement and function of the Spanish Mission system. (c. 4.2.4)
- Compare and contrast the daily lives of the people who occupied presidios, missions, ranchos and pueblos. (c. 4.2.5)
- Analyze the cause and effects of the Mexican War for Independence on Alta California, including the territorial boundaries of North America. (c. 4.2.7)
- Identify the contributions and impact of women who helped to build California (e.g. biographies of Bernarda Ruiz and Biddy Mason). (c. 4.3.5)

2.0 Cultural Literacy

2.1 Describe the cultural influences and contributions of people who explored and settled in California pre-Columbian societies to the developments of the 20th century.

- Compare and contrast the perspective, relationships, and contributions among soldiers, missionaries, and Indians (e.g. biographies of Juan Crespi, Junipero Serra, and Gaspar de Portola). (c. 4.2.3)
- Explain how the mission system played a role in expanding the influences of Spain and Catholicism in New Spain and Latin America. (c. 4.2.4)
- Examine the economic changes that were influenced by Franciscan people: (hunter-gatherer economy to agricultural.) (c. 4.2.6)

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3.0 Geographic Literacy

3.1 Determine where and how early settlers traveled.

- Identify early land and sea routes and European settlements in California. (c. 4.2.2)

3.2 Identify physical and human geographic features that define places and regions in California.

- Explain how the physical barriers of mountains, ocean currents, and wind patterns affected early California explorers (e.g. Captain Cook, Valdez, Vitus Bering, and Juan Cabrillo). (c. 4.2.2)
- Identify the location of Mexican settlements, Fort Ross and Sutter's Fort in California. (c. 4.3.1)
- Compare how and why people traveled to California and routes they used, drawing on biographies and legends (James Beckwourth, Jedediah Smith, John C. Fremont, Juan Cabrillo). (c. 4.3.2)

4.0 Economic Literacy

4.1 Explain and trace how California became an agricultural and industrial power.

- Analyze how the Gold Rush transformed the economy of California, including the type of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco) and economic conflicts between diverse groups of people. (c. 4.4.2)
- Examine the effects of the Gold Rush on settlements, daily life, politics, and the physical environment by reading biographies (e.g. John Sutter, Mariano Guadalupe Vallejo, Phoebe, and Apperson Hearst). (c. 4.3.3)

5.0 Sociopolitical Literacy

N/A

6.0 Historical Thinking

6.1 Apply language arts literacy skills when making historical connections.

- Learn and use historical vocabulary. (r.1.0)
- Distinguish between cause and effect, fact and opinion when evaluating historical text. (r. 2.0)
- Use reference resources and tools to gather, organize and interpret historical information. (w. 2.0)

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HISTORY / SOCIAL SCIENCE

Level 4

CALIFORNIA BEYOND 1850

1.0 Historical Literacy

1.1 Understand the historical development of California from pre-Columbia societies to developments in the 20th Century.

- Explain how California became a state; how it's new government differed from the Spanish/Mexican period. (c. 4.3.5)
- Tell the story and explain the significance of the Pony Express, Overland Mail Service, Western Union, Transcontinental Railroad, and contributions of the Chinese workers to its construction. (c. 4.4.1)
- Describe the effect of the Great Depression, the Dust Bowl, and World War II on California. (c. 4.4.5)

2.0 Cultural Literacy

2.1 Describe the cultural influences and contributions of people who explored and settled in California pre-Columbian societies to the developments of the 20th century.

- Analyze the impact and effect of immigration to California between 1850 and 1900 that resulted in cultural diversity, challenges and advantages. (c. 4.4.3)
- Trace the history of California's public school system. (c. 4.4.8)
- Identify examples of how 20th century Californians impacted the nation's art and cultural development (e.g. biographies of Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, and John Wayne). (c. 4.4.9)

3.0 Geographic Literacy

3.1 N/A

3.2 Identify physical and human geographic features that define places and regions in California.

- Identify the location of, and explain the reasons for the growth of towns in relation to the Pacific Ocean, rivers, valleys, and mountain passes. (c. 4.1.4)
- Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation. (c. 4.1.5)

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4.0 Economic Literacy

4.1 Explain and trace how California became an agricultural and industrial power.

- Identify the effects of rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g. Los Angeles). C. 4.4.4)
- Trace the development and location of new industries since the turn of last century: aerospace, electronics, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense, and important trade links with the Pacific Basin. (c. 4.4.6)

5.0 Sociopolitical Literacy

5.1 Describe the government system of California in relationship to the U.S. Constitution.

- Explain what the U.S. Constitution is and why it is important (i.e., written document that defines the structure and purpose of the U.S. government; describes the shared powers of federal, state, and local governments). (c. 4.5.1)
- Analyze the purpose of the California constitution, its key principles, and its relationship to the U.S. Constitution. (c. 4.5.2)
- Recognize and compare similarities (e.g., written documents, rule of law, consent of the governed, and three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, and use of military) among federal, state, and local governments. (c. 4.5.3)
- Describe the structure and function of state governments (CA), including the roles and responsibilities of elected officials. (c. 4.5.4)
- Compare and contrast the components of California's governance structure (i.e., cities and towns, Indian rancherias and reservations, counties, school districts). (c. 4.5.5)

6.0 Historical Thinking

6.1 Apply language arts literacy skills when making historical connections.

- Learn and use historical vocabulary. (r.1.0)
- Distinguish between cause and effect, fact and opinion when evaluating historical text. (r. 2.0)
- Use reference resources and tools to gather, organize and interpret historical information. (w. 2.0)

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