

LINKS TO CONTENT STANDARDS

Grade Four

History - Social Science Standards

- 4.1.1 Explain and use coordinate grid system of latitude and longitude to determine absolute locations.
- 4.1.2 Distinguish between the North and South poles; the equator and Prime Meridian; the tropics; and the hemispheres using coordinates to plot locations.
- 4.3.1 Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
- 4.3.2 Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
- 4.3.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
- 4.3.4 Study the lives of women who helped build early California (e.g., Biddy Mason).
- 4.3.5 Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.
- 4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
- 4.4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
- 4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

Analysis Skills (Grade K - Grade 5)

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction* with the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking:

1. Students explain how the present is connected to the past, identifying similarities and differences between the two, and how some things change over time and some things stay the same.
2. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Research, Evidence, and Point of View:

1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
2. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify and interpret the multiple causes and effects of historical events.

English-Language Arts Standards

Literary Response and Analysis

Structural Features of Literature

- 3.1 Describe the structural differences of various forms of literature, including fantasies, fables, myths legends, and fairy tales.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.
3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

Grade Five

History - Social Science Standards

- 5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5.8.6 Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

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In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking:

3. Students explain how the present is connected to the past, identifying similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Research, Evidence, and Point of View:

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Historical Interpretation

3. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
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English-Language Arts Standards

Literary Response and Analysis

Structural Features of Literature

- 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and the appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.