

Standards for Grade 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.

Teaching Timeline for the Standards/Benchmarks in your Curriculum

- Indicate when the respective benchmarks will be taught:

Quarter 1

Quarter 2

Quarter 3

Quarter 4

Trimester 1

Trimester 2

Trimester 3

Integration of Standards/Benchmarks with the Social Teachings of the Church

- Indicate with which theme you will integrate the teaching of the respective benchmarks:

1: Human Dignity

2: Human Rights

3: Call to Family and Community

4: Dignity and Work Rights of Workers

5: Option for the Poor

6: Global Solidarity

7: Care for God's Creation

Integration of Standards/Benchmarks with other Subject Matter

- Indicate with which other curricular subjects you will integrate the teaching of the respective benchmarks:

L.A.: language arts

M: mathematics

SC: science

FA: fine arts

T: technology

O: other

Available Resources

- Indicate to what degree your teacher resources and/or the student textbook are adequate to help students become proficient for the respective benchmarks:

#A: Adequate

#PA: Partially adequate

#NA: Not Adequate

Assessment – Degree of Emphasis

- Indicate to what degree the you have included the respective benchmarks in your teaching:

0: Not taught

M: Minimal Emphasis

B: Basic Emphasis

S: Strong Emphasis

Assessment – Degree of Mastery

- Indicate to what degree students have mastered the benchmark:

1: Only a *few* of the students are proficient

2: About *half* of the students are proficient

3: *Most* of the students are proficient

Grade 4 - Standard 1

4.1. Students demonstrate an understanding of the physical and human geographic features that define places and regions in California by:

Legend

T: Timeline: Q=quarter Tr=trimester

I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
4.1.1 explaining and using the coordinate grid system of latitude and longitude to determine absolute locations of places in California and on Earth	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
4.1.2 distinguishing between the two poles; the equator and the prime meridian; the tropics; and the hemispheres using coordinates to plot locations	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
4.1.3 identifying the state capital and describing the basic regions of California, including how their characteristics and physical environment affect human activity (e.g., water, landforms, vegetation, climate)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
4.1.4 identifying the location of and explaining the reasons for the growth of towns in relation to the Pacific Ocean, rivers, valleys, and mountain passes	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
4.1.5 using maps, charts and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			

Grade 4 - Standard 2

4.2.Students describe the social, political, cultural and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods, in terms of:

Legend

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Benchmarks	T		I			R	A	
4.2.1 the major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs; and how they depended upon, adapted to and modified the physical environment by cultivation of land and sea resources	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.2.2 the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific, noting the physical barriers of mountains, deserts, ocean currents, and wind patterns (e.g., Captain Cook, Valdez, Vitus Bering, Juan Cabrillo)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.2.3 the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries and Indians (e.g., biographies of Juan Crespi, Junipero Serra, Gaspar de Portola)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.2.4 the mapping, geographic basis of, and economic factors in the placement and function of the Spanish missions; how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

4.2.5 the daily lives of the people, native and non-native, who occupied the presidios, missions, ranchos, and pueblos	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.2.6 the role of the Franciscans in the change of California from a hunter-gatherer economy to an agricultural economy	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.2.7 the effects of the Mexican War for Independence on Alta California, including the territorial boundaries of North America	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.2.8 the period of Mexican rule and its attributes, including land grants, secularization of the missions and the rise of the rancho economy	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 4 - Standard 4.3

4.3. Students explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood, in terms of:

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Benchmarks	T		I			R	A	
4.3.1 the location of Mexican settlements in California and other settlements including Ft. Ross and Sutter's Fort	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.3.2 comparisons of how and why people traveled to California and the routes they traveled (e.g., biographies and legends of James Beckwourth, Jedediah Smith, John C. Fremont, Juan Cabrillo)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.3.3 the effect of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., biographies of John Sutter, Mariano Guadalupe Vallejo, Phoebe Apperson Hearst)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.3.4 the immigration and migration to California between 1850 and 1900; its diverse composition, the countries of origin and their relative locations, and the conflicts and accords among diverse groups (e.g., the 1882 Exclusion Act)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.3.5 the lives of women who helped build early California (e.g., biographies of Bernarda Ruiz, Biddy Mason)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

4.3.6 how California became a state and how its new government differed from those during the Spanish and Mexican periods	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

Grade 4 - Standard 4

4.4 Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850's, in terms of:

Legend

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Benchmarks	T		I			R	A	
4.4.1 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 the Chinese workers to its construction	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.4.2 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.4.3 rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.4.4 the effects of the Great Depression, the Dust Bowl and World War II on California	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

4.4.5 the development and location of new industries since the turn of the century, such as 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.4.6 California's water system and how it evolved over time into a network of dams, aqueducts and reservoirs	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.4.7 the history and development of California's public education system, including universities and community colleges	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.4.8 the impact of 20th century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., biographies of Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 4 - Standard 5

4.5. Students understand the structure, functions, and powers of the United States local, state and federal governments as described in the U.S. Constitution, in terms of:

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Benchmarks	T		I			R	A	
4.5.1 what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government; describes the shared powers of federal, state, and local governments)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.5.2 the purpose of the state constitution, its key principles, and its relationship to the U.S. Constitution (with an emphasis on California's Constitution)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.5.3 the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of military) among federal, state, and local governments	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.5.4 the structure and function of state governments, including the roles and responsibilities of their elected officials	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
4.5.5 the components of California's governance structure (i.e., cities and towns, Indian rancherias and reservations, counties, school districts)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

<p style="text-align: center;">Historical and Social Sciences Analysis Skills Grades K-5</p>

PLEASE NOTE

The intellectual skills noted below are to be learned through and applied to the content standards for grades K-5. They are to be assessed only in conjunction with the content standards in grades K-5 and are not to be assessed in isolation.

In addition to the standards for grades K-5, students demonstrate the following intellectual, reasoning, reflection and research skills:

Chronological and Spatial Thinking

1. students place key events and people of the historical era they are studying both in a chronological sequence and within a spatial context; they interpret timelines
2. students apply terms related to time correctly, including past, present, future, decade, century, and generation
3. students explain how the present is connected to the past, identifying both 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 the map's legend, scale, and symbolic representations
5. students judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those relative advantages or disadvantages can change over time

Research, Evidence and Point of View

1. students differentiate between primary and secondary sources
2. students pose relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art and architecture
3. 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 their historical contexts
- 2: students identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these places
- 3: students identify and interpret the multiple causes and effects of historical events
- 4: students conduct cost/benefit analyses of historical and current events