

Oakley Union Elementary
School District
(O.U.E.S.D.)

Kid-Friendly
California
Standards & Benchmarks
for
History/Social Studies

Checklist Format



**OUESD Kid-Friendly @ Home CA Standards and Benchmarks
History/Social Studies for Kindergarten Students**

<input type="checkbox"/> K.1	I know that to be a good citizen I must act responsibly.
<input type="checkbox"/> K.1.1	I know that rules are important and they must be followed. If I break a rule, I will have a consequence to pay.
<input type="checkbox"/> K.1.2	I have listened carefully to American stories and folklore and have learned about honesty, courage, determination, individual responsibility, and patriotism.
<input type="checkbox"/> K.1.3	I have listened carefully to stories from times past and have learned about consequences of one's actions.
<input type="checkbox"/> K.2	I can identify national and state symbols and icons such as the American flag, the California flag, the grizzly bear, the golden poppy, the bald eagle and the Statue of Liberty
<input type="checkbox"/> K.3	I can talk about the work people do in our community and our school and can match a job with the people that do it.
<input type="checkbox"/> K.4	I can talk about how people, places, and things are the same and different.
<input type="checkbox"/> K.4.1	I can explain where something is located using the words near/far, left/right, and behind/in front.
<input type="checkbox"/> K.4.2	I know the difference between land and water on a globe or map. I can find some land and water areas I have heard about from legends and stories.
<input type="checkbox"/> K.4.3	I can identify common traffic and map symbols.
<input type="checkbox"/> K.4.4	I can make a map and model of my home and school neighborhood.
<input type="checkbox"/> K.4.5	I can draw a map of my school showing buildings and playgrounds and tell about the people that work there.
<input type="checkbox"/> K.5	I can put things in time order using a calendar (days, weeks, months).
<input type="checkbox"/> K.6	I know that history is about events, people, and places of other times.
<input type="checkbox"/> K.6.1	I know about why we celebrate and the people involved in the following holidays: Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day.
<input type="checkbox"/> K.6.2	I know from stories about Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin about American events that have shaped our nation.
<input type="checkbox"/> K.6.3	I understand how people lived long ago and can tell about many things that are different today.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks
History/Social Studies for 1st Grade Students**

<input type="checkbox"/> 1.1	I know what it means to be a good citizen.
<input type="checkbox"/> 1.1.1	I know how rules are made and I understand how voting works in my classroom, school and community.
<input type="checkbox"/> 1.1.2	I understand fairness and good sportsmanship and I use the "Golden Rule."
<input type="checkbox"/> 1.2	I can talk about how different places look and how people act and live there.
<input type="checkbox"/> 1.2.1	I can find California, the USA, the 7 continents and the 4 oceans on a map.
<input type="checkbox"/> 1.2.2	I can compare and talk about the information I learn from looking at a three-dimensional model and a picture of the same location.
<input type="checkbox"/> 1.2.3	I can make a simple map with symbols and the 4 directions.
<input type="checkbox"/> 1.2.4	I can describe how weather affects the way people live, their clothing, food, shelter, transportation, and recreation.
<input type="checkbox"/> 1.3	I know and understand the meaning behind American symbols and landmarks.
<input type="checkbox"/> 1.3.1	I can recite the Pledge of Allegiance and sing patriotic songs.
<input type="checkbox"/> 1.3.2	I know why national holidays are important and I can talk about the people connected to them.
<input type="checkbox"/> 1.3.3	I can identify and I know the importance of the following American symbols; the flag, bald eagle, Statue of Liberty, U.S. Constitution, and the Declaration of Independence.
<input type="checkbox"/> 1.4	I can compare and talk about how everyday life has changed for people over time and how it has stayed the same.
<input type="checkbox"/> 1.4.1	I know how schools and communities in the past were different than today.
<input type="checkbox"/> 1.4.2	I know about the different types of transportation that were used long ago.
<input type="checkbox"/> 1.4.3	I can describe how the life of people living today is the same and how it is different from life of those that lived in the past.
<input type="checkbox"/> 1.5	I know about and can discuss the different cultures and backgrounds of American citizens.
<input type="checkbox"/> 1.5.1	I understand that even though we are all unique and have different family traditions and backgrounds, we are all part of the same community.
<input type="checkbox"/> 1.5.2	I understand that different cultures such as American Indians have helped form Californian and American culture.
<input type="checkbox"/> 1.5.3	I can compare different cultures and how they live by reading folklore.
<input type="checkbox"/> 1.6	I know about producing, consuming, buying, and selling and how they all work together to make life better.
<input type="checkbox"/> 1.6.1	I understand how money is used to buy things and services.
<input type="checkbox"/> 1.6.2	I can name and describe the different kinds of work that people do.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks
History/Social Studies for 2nd Grade Students**

<input type="checkbox"/> 2.1	I know the difference between long ago and yesterday.
<input type="checkbox"/> 2.1.1	I can use photos and family stories to trace my family history.
<input type="checkbox"/> 2.1.2	I can compare my daily life with that of my parents and grandparents.
<input type="checkbox"/> 2.1.3	I can place the events of my life in order.
<input type="checkbox"/> 2.2	I can tell where people, places, and things are on a map.
<input type="checkbox"/> 2.2.1	I can locate my neighborhood and special features of my community on a simple letter-number grid.
<input type="checkbox"/> 2.2.2	I know the parts of a map. I can label from memory a map of North America showing the countries, oceans, Great Lakes, major rivers, and mountain ranges.
<input type="checkbox"/> 2.2.3	I can show where my ancestors lived and talk about when and why they moved.
<input type="checkbox"/> 2.2.4	I know the differences in how land is used in urban, suburban and rural communities in California.
<input type="checkbox"/> 2.3	I can talk about how the United States government works (judicial, legislative, executive branches) and how some other governments work in the world.
<input type="checkbox"/> 2.3.1	I can talk about how laws are made, carried out, and what happens when they are broken in the United States and in other countries.
<input type="checkbox"/> 2.3.2	I can talk about ways the nations of the world work together to solve problems and make life better.
<input type="checkbox"/> 2.4	I know about producing, consuming, buying, and selling and how they all work together to make life better.
<input type="checkbox"/> 2.4.1	I know how food was produced long ago and how it is produced today.
<input type="checkbox"/> 2.4.2	I know about buyers, sellers and their products and how each depends on the other.
<input type="checkbox"/> 2.4.3	I know there are limits on the resources we use to make the things we buy.
<input type="checkbox"/> 2.5	I know the importance of heroes and how individuals can make a difference.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks
History/Social Studies for 3rd Grade Students**

<input type="checkbox"/> 3.1	I can organize information about people and places using a variety of graphic organizers.
<input type="checkbox"/> 3.1.1	I can identify geographical features that describe where I live.
<input type="checkbox"/> 3.1.2	I know people can use environmental resources to change the place where they live.
<input type="checkbox"/> 3.2	I can describe the life of the American Indians that lived in my community long ago.
<input type="checkbox"/> 3.2.1	I can describe the beliefs, customs, traditions and folklore of the Native American tribe that lived in my community long ago.
<input type="checkbox"/> 3.2.2	I know Native Americans depended on the land to get food, clothing, and tools.
<input type="checkbox"/> 3.2.3	I know and talk about how Native Americans lived in tribes and had their own form of government.
<input type="checkbox"/> 3.2.4	I know about and can describe what it was like when new settlers first came in contact with the Indians in the region.
<input type="checkbox"/> 3.3	I can trace the local historical events of my community and describe how each period of settlement left its mark on the land and people.
<input type="checkbox"/> 3.3.1	I know about explorers who visited the local area, settlers who first established the area and about people who continue to settle in the area.
<input type="checkbox"/> 3.3.2	I understand the influence the economies established by settlers has had on today's economy.
<input type="checkbox"/> 3.3.3	I know about the people and events that helped develop my community and how it has changed over time.
<input type="checkbox"/> 3.4	I understand the importance of rules and laws in our daily lives.
<input type="checkbox"/> 3.4.1	I know why we have rules and laws in our local communities, the state and our country.
<input type="checkbox"/> 3.4.2	I know what it means to be a good citizen at school, in the community and the nation.
<input type="checkbox"/> 3.4.3	I can describe the histories of important local and national landmarks, symbols, and documents.
<input type="checkbox"/> 3.4.4	I understand the 3 branches of local, state, and national government.
<input type="checkbox"/> 3.4.5	I know about the federal system of government and how states and sovereign Indian tribes participate within that system.
<input type="checkbox"/> 3.4.6	I can name American heroes and know the importance of the risks they took to secure our freedoms.
<input type="checkbox"/> 3.5	I can discuss the importance of making good economic choices and I understand the economy of my community.
<input type="checkbox"/> 3.5.1	I can describe how natural resources, human resources, and capital resources have been used in my community in the past and present.
<input type="checkbox"/> 3.5.2	I know that goods are made locally, nationally and internationally.
<input type="checkbox"/> 3.5.3	I understand that the economic choices people make involve trade-offs. I know it's important to evaluate the benefits and costs of the choices I make.
<input type="checkbox"/> 3.5.4	I understand the connection between the work I do while I'm a student in school and the work that I'll do when I grow up.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks
History/Social Studies for 4th Grade Students**

<input type="checkbox"/> 4.1	I know about and how to use geographic terms to find locations.
<input type="checkbox"/> 4.1.1	I can explain about latitude and longitude and use that coordinate grid system to figure out where places are in California and on Earth.
<input type="checkbox"/> 4.1.2	On a globe or map, I can locate the North and South Poles; the equator and prime meridian; the tropics; and the hemispheres. I can plot locations on a grid system using coordinates.
<input type="checkbox"/> 4.1.3	I can name and locate the capital of California (Sacramento). I can describe physical features and the climate of different regions in California and talk about how they affect land use.
<input type="checkbox"/> 4.1.4	I can name and locate the Pacific Ocean and important rivers, valleys, and mountain ranges and passes and talk about their effect on growth in California.
<input type="checkbox"/> 4.1.5	I can use maps, charts, and pictures to describe California communities. I can talk about how they vary in land use, vegetation, wildlife, climate, population density, architecture, services and transportation.
<input type="checkbox"/> 4.2	I can talk about life in California prior to and including the Spanish mission and Mexican rancho periods.
<input type="checkbox"/> 4.2.1	I know about California's major Native American tribes.
<input type="checkbox"/> 4.2.2	I can identify early land and sea routes to California and early European settlements of the North Pacific. I know the different routes of Captain James Cook, Vitus Bering, and Juan Cabrillo and how mountains, deserts, ocean currents, and wind patterns affected these routes.
<input type="checkbox"/> 4.2.3	I can talk about the Spanish exploration and colonization of California. I know about Juan Crespi, Junipero Serra, and Gaspar de Portola.
<input type="checkbox"/> 4.2.4	I can talk about the Spanish missions system including where the mission are located in California and why, how they worked, and how they helped spread culture and religion.
<input type="checkbox"/> 4.2.5	I can talk about life in presidios, missions, ranchos, and pueblos.
<input type="checkbox"/> 4.2.6	I can talk about the role of the Franciscans in changing California from a hunter-gatherer economy to an agricultural economy.
<input type="checkbox"/> 4.2.7	I can talk about the Mexican-American War and how it shaped the boundaries of North America.
<input type="checkbox"/> 4.2.8	I can talk about the time of Mexican rule in California including land grants, missions, and the rancho economy.
<input type="checkbox"/> 4.3	I can talk about life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and Statehood.
<input type="checkbox"/> 4.3.1	I know where important Mexican settlements were located in California including Fort Ross and Sutter's Fort.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks
History/Social Studies for 4th Grade Students**

<input type="checkbox"/> 4.3.2	I can talk about how and why people came to California and the routes they used.
<input type="checkbox"/> 4.3.3	I know about the Gold Rush and its effects on life and land in California.
<input type="checkbox"/> 4.3.4	I know about the important women of early California.
<input type="checkbox"/> 4.3.5	I know how California became a state and how its new government changed.
<input type="checkbox"/> 4.4	I can talk about how California has grown and changed since the 1850's.
<input type="checkbox"/> 4.4.1	I understand the stories and lasting impacts of major historical events and groups of people. I know about the Pony Express, Overland Mail Service, Western Union, and the transcontinental railroad construction.
<input type="checkbox"/> 4.4.2	I know about the Gold Rush's influence on the economy of California.
<input type="checkbox"/> 4.4.3	I know what groups of people migrated and immigrated to California between 1850 and 1900 and how they learned to live together.
<input type="checkbox"/> 4.4.4	I know towns and cities grew as many people immigrated, migrated, and settled in California.
<input type="checkbox"/> 4.4.5	I know how the Great Depression, the Dust Bowl, and World War II affected California.
<input type="checkbox"/> 4.4.6	I know the types of new industries that have developed in California since the 19 th century and where they are generally located.
<input type="checkbox"/> 4.4.7	I know about the development of California's water systems into a network of dams, aqueducts, and reservoirs.
<input type="checkbox"/> 4.4.8	I can talk about California's public education system from elementary schools through colleges and universities.
<input type="checkbox"/> 4.4.9	I know about the impact 20 th century Californians have had on the entire nation especially from the entertainment industry.
<input type="checkbox"/> 4.5	I know the structures, functions, and powers of local, state, and federal governments as explained in the U.S. Constitution.
<input type="checkbox"/> 4.5.1	I understand what the U.S. Constitution is and why it is important. I know it tells about the structure and purpose of our government.
<input type="checkbox"/> 4.5.2	I know the purpose and key principles of the California Constitution. I understand its relationship to the U.S. Constitution.
<input type="checkbox"/> 4.5.3	I know what are the same and what are different among federal, state, and local governments.
<input type="checkbox"/> 4.5.4	I know about state government structure, function, and the roles and responsibilities of the people we elect.
<input type="checkbox"/> 4.5.5	I can talk about the components of California's governance structure.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks
History/Social Studies for 5th Grade Students**

<input type="checkbox"/> 5.1	I know about the Native American settlements that existed before the key European expeditions.
<input type="checkbox"/> 5.1.1	I know geography and climate influenced the way different Native Americans lived.
<input type="checkbox"/> 5.1.2	I can describe the different customs and folklore of Native American tribes.
<input type="checkbox"/> 5.1.3	I can describe the different economies and systems of government used by Native Americans.
<input type="checkbox"/> 5.2	I know the routes of early explorers and can discuss the exploration of the Americas.
<input type="checkbox"/> 5.2.1	I can name and discuss early explorers and the technological inventions that made exploration across the seas possible.
<input type="checkbox"/> 5.2.2	I can discuss the key European expeditions including the obstacles and accomplishments of the explorers as well as why leaders chose to explore and colonize the world.
<input type="checkbox"/> 5.2.3	I can trace the routes and distances traveled by major land explorers of the United States and the trade routes that linked Africa, the West Indies, the British colonies and Europe.
<input type="checkbox"/> 5.2.4	I can locate, on a map, the territories in North and South America that were claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.
<input type="checkbox"/> 5.3	I can describe the cooperation and conflict that existed among the Indians before the arrival of early settlers and between the Indians and the early settlers.
<input type="checkbox"/> 5.3.1	I know and can describe the reasons countries were competing to control North America.
<input type="checkbox"/> 5.3.2	I know about the fur trade, military alliances, treaties, and cultural interchanges that existed between the colonists and Indians during the 1600s and 1700s.
<input type="checkbox"/> 5.3.3	I know about the conflicts that happened before the Revolutionary War.
<input type="checkbox"/> 5.3.4	I know about and can describe the role of broken treaties, massacres and the resistance of Indian nations to the encroachment of early settlements in the U.S.
<input type="checkbox"/> 5.3.5	I know and can describe the Indian conflicts including the claims for control of land.
<input type="checkbox"/> 5.3.6	I can name and explain the influence and achievements of early colonial leaders.
<input type="checkbox"/> 5.4	I understand the political, religious, social, and economics of colonial time.
<input type="checkbox"/> 5.4.1	I can explain the influence that location and physical setting had on the founding of the 13 colonies. I can identify on a map the location of the colonies and the Indian nations that were already living in these areas.
<input type="checkbox"/> 5.4.2	I can name major groups and individuals responsible for founding the colonies and the reasons the colonies were founded.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks
History/Social Studies for 5th Grade Students**

<input type="checkbox"/> 5.4.3	I know about the religions practiced by the early colonists.
<input type="checkbox"/> 5.4.4	I can talk about the significance of the First Great Awakening and who the leaders were that influenced a shift in religious ideas and practices during colonial times.
<input type="checkbox"/> 5.4.5	I know about the difference between the British, Spanish and French colonial systems and how the British colonial period influenced the development of political self-government and a free-market economic system.
<input type="checkbox"/> 5.4.6	I know how and why slavery was introduced into America and how it gradually became a way of life in the South.
<input type="checkbox"/> 5.4.7	I know that democratic ideas and practices occurred during the colonial period including representative assemblies and town meetings.
<input type="checkbox"/> 5.5	I understand the events leading up to the American Revolution.
<input type="checkbox"/> 5.5.1	I understand and can give example of how political, religious, and economic ideas and interests brought about the American Revolution.
<input type="checkbox"/> 5.5.2	I can discuss the importance of the first and second Continental Congresses and of the Committees of Correspondence.
<input type="checkbox"/> 5.5.3	I know about the history behind the creation of the Declaration of Independence and about its key political concepts.
<input type="checkbox"/> 5.5.4	I can name and discuss the lives of important people who lived and made an impact during the American Revolution.
<input type="checkbox"/> 5.6	I understand the events and consequences of the American Revolution.
<input type="checkbox"/> 5.6.1	I can identify and map the major events and turning points of the Revolutionary War and discuss the roles of the American and British leaders and the alliances Indian leaders had with both sides.
<input type="checkbox"/> 5.6.2	I can describe the contributions of France, other nations and individuals to the outcome of the Revolution.
<input type="checkbox"/> 5.6.3	I can identify the roles women played during the Revolution.
<input type="checkbox"/> 5.6.4	I can describe the personal and economic hardships of the Revolutionary War.
<input type="checkbox"/> 5.6.5	I know that state constitutions written after 1776 served as models for the U.S. Constitution.
<input type="checkbox"/> 5.6.6	I understand the significance of land policies that were developed under the Continental Congress.
<input type="checkbox"/> 5.6.7	I know that the ideals set forth in the Declaration of Independence changed the way people viewed slavery.
<input type="checkbox"/> 5.7	I know how the U.S. Constitution came about.
<input type="checkbox"/> 5.7.1	I know about and can discuss the problems people had with the Articles of Confederation.
<input type="checkbox"/> 5.7.2	I know the reasons that the Bill of Rights was added to the new Constitution of 1787 and the struggles over its approval.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks
History/Social Studies for 5th Grade Students**

☐ 5.7.3	I understand the basic principles of American democracy and how the government gets its power from the people and the importance of individual liberty.
☐ 5.7.4	I understand how the Constitution is designed to protect our liberty by both empowering and limiting the central government.
☐ 5.7.5	I understand the meaning and importance of the American creed. I know what it means to be a good citizen of this nation.
☐ 5.7.6	I know and can sing patriotic songs.
☐ 5.8	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1880s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.
☐ 5.8.1	Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
☐ 5.8.2	Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
☐ 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, and 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 each journey; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
☐ 5.8.5	Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
☐ 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.
☐ 5.9	Students know the location of the current 50 states and the names of their capitals.