

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

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



OUESD Kid Friendly Standards & Benchmarks – History/Social Studies (Kindergarten)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
K.1	Students understand that being a good citizen involves acting in certain ways.	<i>I know that to be a good citizen I must act responsibly.</i>
K.1.1	Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	<i>I know that rules are important and they must be followed. If I break a rule, I will have a consequence to pay.</i>
K.1.2	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.	<i>I have listened carefully to American stories and folklore and have learned about honesty, courage, determination, individual responsibility, and patriotism.</i>
K.1.3	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.	<i>I have listened carefully to stories from times past and have learned about consequences of one's actions.</i>
K.2	Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	<i>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</i>
K.3	Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	<i>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.</i>
K.4	Students compare and contrast the locations of people, places, and environments and describe their characteristics.	<i>I can talk about how people, places, and things are the same and different.</i>
K.4.1	Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.	<i>I can explain where something is located using the words near/far, left/right, and behind/in front.</i>
K.4.2	Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.	<i>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.</i>
K.4.3	Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).	<i>I can identify common traffic and map symbols.</i>
K.4.4	Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.	<i>I can make a map and model of my home and school neighborhood.</i>

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K.4.5	Demonstrate familiarity with the school's layout, environs, and the jobs people do there.	<i>I can draw a map of my school showing buildings and playgrounds and tell about the people that work there.</i>
K.5	Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	<i>I can put things in time order using a calendar (days, weeks, months).</i>
K.6	Students understand that history relates to events, people, and places of other times.	<i>I know that history is about events, people, and places of other times.</i>
K.6.1	Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).	<i>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.</i>
K.6.2	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.	<i>I know from stories about Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin about American events that have shaped our nation.</i>
K.6.3	Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	<i>I understand how people lived long ago and can tell about many things that are different today.</i>

OUESD Kid Friendly Standards & Benchmarks – History/Social Studies (1st Grade)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
1.1	Students describe the rights and individual responsibilities of citizenship.	<i>I know what it means to be a good citizen.</i>
1.1.1	Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.	<i>I know how rules are made and I understand how voting works in my classroom, school and community.</i>
1.1.2	Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”	<i>I understand fairness and good sportsmanship and I use the “Golden Rule.”</i>
1.2	Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.	<i>I can talk about how different places look and how people act and live there.</i>
1.2.1	Locate on maps and globes their local community, California, the United States and the seven continents.	<i>I can find California, the USA, the 7 continents and the 4 oceans on a map.</i>
1.2.2	Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.	<i>I can compare and talk about the information I learn from looking at a three-dimensional model and a picture of the same location.</i>
1.2.3	Construct a simple map, using cardinal directions and map symbols.	<i>I can make a simple map with symbols and the 4 directions.</i>
1.2.4	Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	<i>I can describe how weather affects the way people live, their clothing, food, shelter, transportation, and recreation.</i>
1.3	Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.	<i>I know and understand the meaning behind American symbols and landmarks.</i>
1.3.1	Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “My Country ‘Tis of Thee”).	<i>I can recite the Pledge of Allegiance and sing patriotic songs.</i>

OUESD Kid Friendly Standards & Benchmarks – History/Social Studies (1st Grade)

1.3.2	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.	<i>I know why national holidays are important and I can talk about the people connected to them.</i>
1.3.3	Identify American symbols, landmarks, and essential documents such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.	<i>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.</i>
1.4	Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places and things change over time while others stay the same.	<i>I can compare and talk about how everyday life has changed for people over time and how it has stayed the same.</i>
1.4.1	Examine the structure of schools and communities of the past.	<i>I know how schools and communities in the past were different than today.</i>
1.4.2	Study transportation methods of earlier days.	<i>I know about the different types of transportation that were used long ago.</i>
1.4.3	Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.	<i>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.</i>
1.5	Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.	<i>I know about and can discuss the different cultures and backgrounds of American citizens.</i>
1.5.1	Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.	<i>I understand that even though we are all unique and have different family traditions and backgrounds, we are all part of the same community.</i>
1.5.2	Understand the ways in which American Indians and immigrants have helped define Californian and American culture.	<i>I understand that different cultures such as American Indians have helped form Californian and American culture.</i>
1.5.3	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	<i>I can compare different cultures and how they live by reading folklore.</i>

OUESD Kid Friendly Standards & Benchmarks – History/Social Studies (1st Grade)

1.6	Students understand basic economic concepts and the role of individual choice in a free-market economy.	<i>I know about producing, consuming, buying, and selling and how they all work together to make life better.</i>
1.6.1	Understand the concept of exchange and the use of money to purchase goods and services.	<i>I understand how money is used to buy things and services.</i>
1.6.2	Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.	<i>I can name and describe the different kinds of work that people do.</i>

OUESD Kid Friendly Standards & Benchmarks – History/Social Studies (2nd Grade)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
2.1	Students differentiate between things that happened long ago and things that happened yesterday.	<i>I know the difference between long ago and yesterday.</i>
2.1.1	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.	<i>I can use photos and family stories to trace my family history.</i>
2.1.2	Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.	<i>I can compare my daily life with that of my parents and grandparents.</i>
2.1.3	Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).	<i>I can place the events of my life in order.</i>
2.2	Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.	<i>I can tell where people, places, and things are on a map.</i>
2.2.1	Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).	<i>I can locate my neighborhood and special features of my community on a simple letter-number grid.</i>
2.2.2	Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.	<i>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.</i>
2.2.3	Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.	<i>I can show where my ancestors lived and talk about when and why they moved.</i>
2.2.4	Compare and contrast basic land use in urban, suburban, and rural environments in California.	<i>I know the differences in how land is used in urban, suburban and rural communities in California.</i>
2.3	Students explain governmental institutions and practices in the United States and other countries.	<i>I can talk about how the United States government works (judicial, legislative, executive branches) and how some other governments work in the world.</i>
2.3.1	Explain how the United States and other countries make laws, carry out laws, determine whether laws have been	<i>I can talk about how laws are made, carried out, and what happens when they are broken in the United States and in</i>

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	violated, and punish wrongdoers.	<i>other countries.</i>
2.3.2	Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.	<i>I can talk about ways the nations of the world work together to solve problems and make life better.</i>
2.4	Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.	<i>I know about producing, consuming, buying, and selling and how they all work together to make life better.</i>
2.4.1	Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.	<i>I know how food was produced long ago and how it is produced today.</i>
2.4.2	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.	<i>I know about buyers, sellers and their products and how each depends on the other.</i>
2.4.3	Understand how limits on resources affect production and consumption (what to produce and what to consume).	<i>I know there are limits on the resources we use to make the things we buy.</i>
2.5	Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	<i>I know the importance of heroes and how individuals can make a difference.</i>

OUESD Kid Friendly Standards & Benchmarks – History/Social Studies (3rd Grade)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
3.1	Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.	<i>I can organize information about people and places using a variety of graphic organizers.</i>
3.1.1	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).	<i>I can identify geographical features that describe where I live.</i>
3.1.2	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).	<i>I know people can use environmental resources to change the place where they live.</i>
3.2	Students describe the American Indian nations in their local region long ago and in the recent past.	<i>I can describe the life of the American Indians that lived in my community long ago.</i>
3.2.1	Describe national identities, religious beliefs, customs, and various folklore traditions.	<i>I can describe the beliefs, customs, traditions and folklore of the Native American tribe that lived in my community long ago.</i>
3.2.2	Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).	<i>I know Native Americans depended on the land to get food, clothing, and tools.</i>
3.2.3	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.	<i>I know and talk about how Native Americans lived in tribes and had their own form of government.</i>
3.2.4	Discuss the interaction of new settlers with the already established Indians of the region.	<i>I know about and can describe what it was like when new settlers first came in contact with the Indians in the region.</i>
3.3	Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.	<i>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.</i>
3.3.1	Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.	<i>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.</i>

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3.3.2	Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.	<i>I understand the influence the economies established by settlers has had on today's economy.</i>
3.3.3	Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.	<i>I know about the people and events that helped develop my community and how it has changed over time.</i>
3.4	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	<i>I understand the importance of rules and laws in our daily lives.</i>
3.4.1	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.	<i>I know why we have rules and laws in our local communities, the state and our country.</i>
3.4.2	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in a civic life.	<i>I know what it means to be a good citizen at school, in the community and the nation.</i>
3.4.3	Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, and the U.S. Capital).	<i>I can describe the histories of important local and national landmarks, symbols, and documents.</i>
3.4.4	Understand the three branches of government, with an emphasis on local government.	<i>I understand the 3 branches of local, state, and national government.</i>
3.4.5	Describe the ways in which California, the other states, and sovereign Indian tribes contribute to the making of our nation and participate in the federal system of government.	<i>I know about the federal system of government and how states and sovereign Indian tribes participate within that system.</i>
3.4.6	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, and Martin Luther King, Jr.).	<i>I can name American heroes and know the importance of the risks they took to secure our freedoms.</i>

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3.5	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.	<i>I can discuss the importance of making good economic choices and I understand the economy of my community.</i>
3.5.1	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.	<i>I can describe how natural resources, human resources, and capital resources have been used in my community in the past and present.</i>
3.5.2	Understand that some goods are made locally, some elsewhere in the United States, and some abroad.	<i>I know that goods are made locally, nationally and internationally.</i>
3.5.3	Understand that individual economic choices involve tradeoffs and the evaluation of benefits and costs.	<i>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.</i>
3.5.4	Discuss the relationship of students' "work" in school and their personal human capital.	<i>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.</i>

OUESD Kid Friendly Standards & Benchmarks – History/Social Studies (4th Grade)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
4.1	Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.	<i>I know about and how to use geographic terms to find locations.</i>
4.1.1	Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.	<i>I can explain about latitude and longitude and use that coordinate grid system to figure out where places are in California and on Earth.</i>
4.1.2	Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.	<i>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.</i>
4.1.3	Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.	<i>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.</i>
4.1.4	Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.	<i>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.</i>
4.1.5	Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.	<i>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.</i>
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.	<i>I can talk about life in California prior to and including the Spanish mission and Mexican rancho periods.</i>
4.2.1	Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.	<i>I know about California's major Native American tribes.</i>

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4.2.2	Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.	<i>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.</i>
4.2.3	Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).	<i>I can talk about the Spanish exploration and colonization of California. I know about Juan Crespi, Junipero Serra, and Gaspar de Portola.</i>
4.2.4	Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.	<i>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.</i>
4.2.5	Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.	<i>I can talk about life in presidios, missions, ranchos, and pueblos.</i>
4.2.6	Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.	<i>I can talk about the role of the Franciscans in changing California from a hunter-gatherer economy to an agricultural economy.</i>
4.2.7	Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.	<i>I can talk about the Mexican-American War and how it shaped the boundaries of North America.</i>
4.2.8	Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.	<i>I can talk about the time of Mexican rule in California including land grants, missions, and the rancho economy.</i>
4.3	Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.	<i>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.</i>
4.3.1	Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.	<i>I know where important Mexican settlements were located in California including Fort Ross and Sutter's Fort.</i>

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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).	<i>I can talk about how and why people came to California and the routes they used.</i>
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).	<i>I know about the Gold Rush and its effects on life and land in California.</i>
4.3.4	Study the lives of women who helped build early California (e.g., Biddy Mason).	<i>I know about the important women of early California.</i>
4.3.5	Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.	<i>I know how California became a state and how its new government changed.</i>
4.4	Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.	<i>I can talk about how California has grown and changed since the 1850's.</i>
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.	<i>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.</i>
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.	<i>I know about the Gold Rush's influence on the economy of California.</i>
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).	<i>I know what groups of people migrated and immigrated to California between 1850 and 1900 and how they learned to live together.</i>
4.4.4	Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los	<i>I know towns and cities grew as many people immigrated, migrated, and settled in California.</i>

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	Angeles).	
4.4.5	Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.	<i>I know how the Great Depression, the Dust Bowl, and World War II affected California.</i>
4.4.6	Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.	<i>I know the types of new industries that have developed in California since the 19th century and where they are generally located.</i>
4.4.7	Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.	<i>I know about the development of California's water systems into a network of dams, aqueducts, and reservoirs.</i>
4.4.8	Describe the history and development of California's public education system, including universities and community colleges.	<i>I can talk about California's public education system from elementary schools through colleges and universities.</i>
4.4.9	Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).	<i>I know about the impact 20th century Californians have had on the entire nation especially from the entertainment industry.</i>
4.5	Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.	<i>I know the structures, functions, and powers of local, state, and federal governments as explained in the U.S. Constitution.</i>
4.5.1	Discuss 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 and describes the shared powers of federal, state, and local governments).	<i>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.</i>
4.5.2	Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.	<i>I know the purpose and key principles of the California Constitution. I understand its relationship to the U.S. Constitution.</i>
4.5.3	Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and	<i>I know what are the same and what are different among federal, state, and local governments.</i>

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	differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.	
4.5.4	Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.	<i>I know about state government structure, function, and the roles and responsibilities of the people we elect.</i>
4.5.5	Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).	<i>I can talk about the components of California's governance structure.</i>

OUESD Kid Friendly Standards & Benchmarks – History/Social Studies (5th Grade)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
5.1	Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great plains, and the woodland peoples east of the Mississippi River.	<i>I know about the Native American settlements that existed before the key European expeditions.</i>
5.1.1	Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.	<i>I know geography and climate influenced the way different Native Americans lived.</i>
5.1.2	Describe their varied customs and folklore.	<i>I can describe the different customs and folklore of Native American tribes.</i>
5.1.3	Explain their varied economies and systems of government.	<i>I can describe the different economies and systems of government used by Native Americans.</i>
5.2	Students trace the routes of early explorers and describe the early explorations of the Americas.	<i>I know the routes of early explorers and can discuss the exploration of the Americas.</i>
5.2.1	Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vasquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).	<i>I can name and discuss early explorers and the technological inventions that made exploration across the seas possible.</i>
5.2.2	Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation)	<i>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.</i>
5.2.3	Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.	<i>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.</i>

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5.2.4	Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.	<i>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.</i>
5.3	Students describe the cooperation and conflict that existed among the Indians and between the Indian nations and the new settlers.	<i>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.</i>
5.3.1	Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.	<i>I know and can describe the reasons countries were competing to control North America.</i>
5.3.2	Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).	<i>I know about the fur trade, military alliances, treaties, and cultural interchanges that existed between the colonists and Indians during the 1600s and 1700s.</i>
5.3.3	Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip’s Wars in New England, the Powhatan Wars in Virginia, the French and Indian War)	<i>I know about the conflicts that happened before the Revolutionary War.</i>
5.3.4	Discuss the role of broken treaties and massacres and the factors that led to the Indians’ defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).	<i>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.</i>
5.3.5	Describe the internecine Indian conflicts, including the competing claims for control of lands (e. g., actions of the Iroquois, Huron, Lakota [Sioux]).	<i>I know and can describe the Indian conflicts including the claims for control of land.</i>
5.3.6	Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah).	<i>I can name and explain the influence and achievements of early colonial leaders.</i>
5.4	Students understand the political, religious, social, and economic institutions that evolved in the colonial era.	<i>I understand the political, religious, social, and economics of colonial time.</i>
5.4.1	Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.	<i>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.</i>

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5.4.2	Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).	<i>I can name major groups and individuals responsible for founding the colonies and the reasons the colonies were founded.</i>
5.4.3	Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).	<i>I know about the religions practiced by the early colonists.</i>
5.4.4	Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.	<i>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.</i>
5.4.5	Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the difference between the British, Spanish, and French colonial system.	<i>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.</i>
5.4.6	Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.	<i>I know how and why slavery was introduced into America and how it gradually became a way of life in the South.</i>
5.4.7	Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.	<i>I know that democratic ideas and practices occurred during the colonial period including representative assemblies and town meetings.</i>
5.5	Students explain the causes of the American Revolution.	<i>I understand the events leading up to the American Revolution.</i>
5.5.1	Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).	<i>I understand and can give example of how political, religious, and economic ideas and interests brought about the American Revolution.</i>
5.5.2	Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.	<i>I can discuss the importance of the first and second Continental Congresses and of the Committees of Correspondence.</i>

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5.5.3	Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.	<i>I know about the history behind the creation of the Declaration of Independence and about its key political concepts.</i>
5.5.4	Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).	<i>I can name and discuss the lives of important people who lived and made an impact during the American Revolution.</i>
5.6	Students understand the course and consequences of the American Revolution.	<i>I understand the events and consequences of the American Revolution.</i>
5.6.1	Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.	<i>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.</i>
5.6.2	Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben).	<i>I can describe the contributions of France, other nations and individuals to the outcome of the Revolution.</i>
5.6.3	Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatly, Mercy Otis Warren).	<i>I can identify the roles women played during the Revolution.</i>
5.6.4	Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.	<i>I can describe the personal and economic hardships of the Revolutionary War.</i>
5.6.5	Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.	<i>I know that state constitutions written after 1776 served as models for the U.S. Constitution.</i>

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5.6.6	Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.	<i>I understand the significance of land policies that were developed under the Continental Congress.</i>
5.6.7	Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.	<i>I know that the ideals set forth in the Declaration of Independence changed the way people viewed slavery.</i>
5.7	Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.	<i>I know how the U.S. Constitution came about.</i>
5.7.1	List the shortcomings of the Articles of Confederation as set forth by their critics.	<i>I know about and can discuss the problems people had with the Articles of Confederation.</i>
5.7.2	Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.	<i>I know the reasons that the Bill of Rights was added to the new Constitution of 1787 and the struggles over its approval.</i>
5.7.3	Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and primacy of individual liberty.	<i>I understand the basic principles of American democracy and how the government gets its power from the people and the importance of individual liberty.</i>
5.7.4	Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.	<i>I understand how the Constitution is designed to protect our liberty by both empowering and limiting the central government.</i>
5.7.5	Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.	<i>I understand the meaning and importance of the American creed. I know what it means to be a good citizen of this nation.</i>
5.7.6	Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").	<i>I know and can sing patriotic songs.</i>

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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.	<i>I know about colonization, immigration, and settlement patterns from 1789 to the mid-1800s.</i>
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).	<i>I can discuss the many different groups of immigrants who came from Europe to America between 1789 and 1850 and the types of transportation they used.</i>
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).	<i>I can name states, territories and geographical features that existed in 1850 and identify their locations on a map.</i>
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).	<i>I know about early U.S. explorers.</i>
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).	<i>I know about and can discuss the conditions settlers experienced on the overland trails to the West.</i>
5.8.5	Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.	<i>I can describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</i>
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.	<i>I know how and when California, Texas, Oregon and other western lands became a part of the United States.</i>
5.9	Students know the location of the current 50 states and the names of their capitals.	<i>I can locate the 50 states and the names of their capitals on a map.</i>