



California Content Standards

Grade 5

History-Social Science Content Standards

United States History and Geography: Making a New Nation

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.

Specifically: ~3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

~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.

~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.

Historical and Social Analysis Skills

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, 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 a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

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 Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Historical Interpretation

2. Students identify and interpret the multiple causes and effects of historical events.

English Language Arts Content Standards

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

- 1.1 Ask questions that seek information not already discussed.

1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

1.3 Make inferences or draw conclusions based on an oral report.

Organization and Delivery of Oral Communication

1.4 Select a focus, organizational structure, and point of view for an oral presentation.

1.5 Clarify and support spoken ideas with evidence and examples.

1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Analysis and Evaluation of Oral and Media Communication

1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering, generalities): identify logical fallacies used in oral presentations and media messages.

1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Literature, Kindergarten through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

Structural Features of Informational Materials

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

2.2 Analyze text that is organized in sequential or chronological order.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Expository Critique

2.5 Distinguish facts, supported inferences, and opinions in text.

<http://www.cde.ca.gov/be/st/ss/>

Grade 6

History-Social Science Content Standards

Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed with the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

Chronological and Spatial Thinking

3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.

English Language Arts Content Standards

Reading Comprehension (Focus on Information Materials)

Structural Features of Informational Materials

2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 *Connect and clarify main ideas by identifying their relationships to other sources and related topics.*

2.4 *Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.*

Expository Critique

2.7 *Make reasonable assertions about a text through accurate, supporting citations.*

2.8 *Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.*

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

- 2.4 Deliver persuasive presentations:
 - a. Provide a clear statement of the position.
 - b. Include relevant evidence.
 - c. Offer a logical sequence of information.
 - d. Engage the listener and foster acceptance of the proposition or proposal.
- 2.5 Deliver presentations on problems and solutions:
 - a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
 - b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

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Grade 7

History-Social Science Content Standards

Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed with the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

Chronological and Spatial Thinking

4. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

6. Students frame questions that can be answered by historical study and research.
7. Students distinguish fact from opinion in historical narratives and stories.
8. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
9. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
10. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

6. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
7. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
8. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
9. Students recognize the role of chance, oversight, and error in history.
10. Students recognize that interpretations of history are subject to change as new information is uncovered.

English Language Arts Content Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words

- 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

Listening and Speaking

1.0 Listening and Speaking Strategies

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

Comprehension

- 1.3 Respond to persuasive messages with questions, challenges, or affirmations.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.2 Deliver oral summaries of articles and books:
 - c. Convey a comprehensive understanding of sources, not just superficial details.
- 2.4 Deliver persuasive presentations:
 - a. State a clear position or perspective in support of an argument or proposal.
 - b. Describe the points in support of the argument and employ well-articulated evidence.

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Grade 8

History-Social Science Content Standards

Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed with the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

Chronological and Spatial Thinking

5. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

11. Students frame questions that can be answered by historical study and research.
12. Students distinguish fact from opinion in historical narratives and stories.
13. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
14. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
15. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

11. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
12. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
13. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
14. Students recognize the role of chance, oversight, and error in history.
15. Students recognize that interpretations of history are subject to change as new information is uncovered.

United States History and Geography: Growth and Conflict

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

7. Understand the functions and responsibilities of a free press.

English Language Arts Content Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

- 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.3 Deliver research presentations:
- a. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
 - b. Use a variety of primary and secondary sources and distinguish the nature and value of each.
 - c. Organize and record information on charts, maps, and graphs.
- 2.4 Deliver persuasive presentations:
- b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
 - d. Maintain a reasonable tone

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