

4th / 5th / 6th Grade

Essential Standards

Social Science

Based on State Key Content Standards, compiled by Pulliam Group

Strand	Standard 4 th Grade	Standard 5 th Grade	Standard 6 th Grade
Analysis Skills Chronological And Spatial Thinking	<p>1. Students place events and people in time sequence; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past.</p> <p>4. Students use map and globe skills to determine the locations of places and interpret information from a legend, scale, or symbol representations.</p>	<p>1. Students place events and people in time sequence; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past.</p> <p>4. Students use map and globe skills to determine the locations of places and interpret information from a legend, scale, or symbol representations.</p>	<p>1. Explain how major events are related to one another in time.</p> <p>2. Construct various timelines of key events, people, and periods of history.</p> <p>3. Use maps and documents to identify physical and cultural features.</p>
Research, Evidence, and Point of View	<p>1. Students differentiate between primary and secondary sources.</p> <p>3. Students distinguish fact from fiction by comparing documentation to stories.</p>	<p>1. Students differentiate between primary and secondary sources.</p> <p>3. Students distinguish fact from fiction by comparing documentation to stories.</p>	<p>1. Frame questions that can be answered by historical study and research.</p> <p>2. Distinguish fact from opinion in historical narratives and stories.</p> <p>5. Detect historical points of view and take historical context into consideration.</p>
Historical Interpretation	<p>1. Students summarize the key events of the era they are studying and explain the historical context of those events.</p> <p>3. Students identify and interpret the multiple causes and effects of historical events.</p>	<p>1. Students summarize the key events of the era they are studying and explain the historical context of those events.</p> <p>3. Students identify and interpret the multiple causes and effects of historical events.</p>	<p>1. Explain the central issues and problems from the past, using time and place.</p> <p>2. Understand the cause, effect, sequence, and correlation in historical events.</p>
Content Standards Citizenship	<p>4.1 Geography of California</p> <p>3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environment affect human activity.</p> <p>4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes. Explain their effects on the growth of towns.</p> <p>5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population, and transportation.</p>		
Map Skills	<p>4.2 Pre-Columbian to the mission/ranch period</p> <p>1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, and religious beliefs.</p> <p>3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries and Indians (e.g., Juan</p>	<p>5.2 Early Exploration **</p> <p>2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons the Europeans chose to explore and colonize the world (e.g., The Spanish Reconquista, the Protestant Reformation, the Counter Reformation).</p>	<p>6.2 Early Mesopotamia, Egypt, and Kush.</p> <p>1. Locate and describe the major rivers systems and physical settings of this area that supported permanent settlement and early civilizations.</p> <p>3. Describe the relationship between religion and the social/political order in Mesopotamia and Egypt.</p> <p>4. Know the significance of Hammurabi's Code.</p> <p>8. Identify the location of the Kush civilization and</p>

	Crespi, Junipero Serra, and Gaspar de Portola). 5. Describe the daily lives of those who occupied the presidios, missions, ranchos, and pueblos.	3. Trace the routes of major land explorers of the U.S., the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.	describe its political, commercial, and cultural relations with Egypt.
Traditions	4.3 California from Bear Flag Republic to statehood ** 1. Identify the early settlements in California, including Fort Ross and Sutter's Fort. 3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Guadalupe Vallejo, Louise Clapp). 5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.	5.3 American Indians ** 2. Describe the cooperation between the colonists and Indians during the 1600's and 1700's (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges). 4. Discuss the role of broken treaties and massacres and factors that led to the Indians' defeat, including the resistance of Indian nations to encroachment/assimilation (The Trail of Tears). 5. Describe the internecine Indian conflicts, competing claims for control of lands (e.g., action of the Iroquois, Huron, Lakota [Sioux]).	6.3 The Ancient Hebrews 1. Describe the origins and significance of Judaism as the first monotheistic religion. 4. Discuss the locations of the settlements and movements of Hebrew people, including the Exodus; outline the significance of the Exodus to the Jewish and other people.
The Rule of Law	4.4 California as an agricultural and industrial power ** 2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns, and economic conflicts between diverse groups of people. 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. 5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California. 6. Describe the development and locations of new industries since 1900, such as aerospace, electronics, commercial agriculture, oil, and trade links with the Pacific Basin.	5.4 The Colonial Era ** 1. Understand the influence of physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of Indian nations inhabiting these areas. 3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, and Quakerism in Pennsylvania). 7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.	6.4 Ancient Greece 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 2. Trace the transition from tyranny and oligarchy to democratic forms of government and back to dictatorship in early Greece, include importance of citizenship. 3. State the differences between Athenian democracy and representative democracy.
People who made a Difference		5.5 Causes of the Revolution 1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperialism, the Stamp Act, the Townsend Acts, taxes on tea. 3. Understand the people and events associated with the drafting and signing of the Declaration of Independence, the document's significance, and the key political concepts it embodies. 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, and John Adams).	6.5 Early civilizations of India 1. Locate and describe the major river system and physical setting that supported the rise of this civilization. 3. Explain the beliefs and practices of Brahmanism and their evolution to Hinduism. 7. Discuss important aesthetic and intellectual traditions (in science, literature, mathematics).

		<p>5.6 The American Revolution</p> <ol style="list-style-type: none"> 1. Identify and map the major military battles, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. 2. Describe the contributions of France and other nations to the outcome of the Revolution. 	<p>6.6 Early civilizations of China</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang dynasty. 2. Explain the geographic features of China that made governance difficult and isolated the country from the rest of the world. 4. Identify the political/cultural problems of Confucius/ time and how he tried to solve them. 6. Detail the political contributions of the Han Dynasty.
		<p>5.7 The U.S. Constitution</p> <ol style="list-style-type: none"> 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. 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. 	<p>6.7 The development of Rome</p> <ol style="list-style-type: none"> 1. Identify the location and describe the rise of the Roman Republic, including key historic figures such as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. 2. Describe the government of the Roman Republic and its significance. 3. Identify the location of and the reason for the growth of Roman territories. 7. Describe the circumstances that led to the spread of Christianity in Europe. 8. Discuss Roman Art and architecture, technology and science, literature, language and law.
		<p>5.8 1789-the mid 1800's</p> <ol style="list-style-type: none"> 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. 3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Lewis and Clark, Zebulon Pike, John C. Fremont). 6. Relate how and when California, Texas, Oregon, and other western lands became states. 	