

California Out of the Box Content and Common Core Standards Alignment

Grade 4 – California State History Content Standards

California: A Changing State (History-Social Science Framework, 2016)

	Content Standard	<i>CA Out of the Box Section</i>
4.1	Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.	1.2.3, 2.2.2, 3.1.3, 7.4.1, 7.5.2, 9.4.3, 11.2.3, 7.6.2, 10.2.4, 11.2.5, 11.3.3
4.1.3	Identify the state capital and describe various regions of California, including how their characteristics and physical environments (water, landforms, vegetation) affect human activity.	1.2.3, 2.2.2, 3.1.3, 7.4.1, 7.5.2, 9.4.3, 11.2.3, 11.3.3
4.1.4	Identify locations of Pacific Ocean, rivers, valleys, and mountain passes and explain their affects on the growth of towns.	1.2.3, 5.1.2, 5.4.4, 7.6.2
4.1.5	Use maps, charts, and pictures to describe how communities in CA vary in land-use, vegetation, wildlife, climate, population density, architecture, services, and transportation.	5.4.3, 8.2.1, Table A.2, Table A.3, Table A.4, Table A.7, Table A.15, Table A.22, 2.2.2, 3.1.3, 7.4.1, 7.5.2, 9.4.3, 11.2.3, 11.3.3
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.	Unit I and II
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	2.2.1, 2.3.4, 5.2.2, 5.3.1, 5.4.3, 5.4.4, 5.6.3 [*specified nations]
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	5.1.2

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).	5.4.1
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.	Chapter 5
4.2.5	Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.	Chapter 5
4.2.6	Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.	Unit I and II
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.	Chapter 5
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.	Chapter 5
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.	Chapter 5 and Chapter 7
4.3.1	Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort	5.2.3
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).	5.4.4
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).	5.7.1, 7.7.1, 7.7.2
4.3.5	Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.	5.5.2
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.	Chapter 10 and Chapter 11 (through 1930s)
4.4.1	Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the	7.8.1

	transcontinental railroad, including the contributions of Chinese workers to its construction.	
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.	5.7.1, 7.7.1, 7.7.2, 7.8.1, 7.8.2
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).	5.4.4, 7.7.2, 7.8.1, 9.1.1, 9.1.2, 9.2.5, 10.2.2, 11.5.4, 11.5.5, Table A.14
4.4.4	Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).	7.8.1, 9.4.4, Chapter 11, Table A.14
4.4.5	Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.	Chapter 11 (through 1930s)
4.4.7	Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.	9.4.4

Grade 3

Continuity and Change (History-Social Science Framework, 2016)

	Content Standard	
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.	
3.1.1	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).	1.2.3, 1.2.1, Habitat Studies throughout (8) – Table A.3 and A.4
3.2	Students describe the American Indian nations in their local region long ago and in the recent past.	
3.2.1	Describe national identities, religious beliefs, customs, and various folklore traditions.	5.2.5, 5.2.6, 5.3.3, 5.3.4 (as pertains to <i>Island of the Blue Dolphins</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).	Chapter 2 (as pertains to <i>Island of the Blue Dolphins</i>)
3.2.4	Discuss the interaction of new settlers with the already established Indians of the region*.	Chapter 2 and 5 (with respect to Channel Islands and SF Bay area)
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.	
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.	5.1.2, 7.1-7.6, Chapter 9, 10 and 11 (through 1930s), modern in section 11.5.3 and 11.54

Grade 6

Historical and Social Sciences Analysis Skills, Grades 6-8 (History-Social Science Framework, 2016)

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

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time. [Sections 5.7.2, 7.8.2, 9.5.2, 11.6.4]
2. Students construct various time lines of key events, people, and periods of the historical era they are studying. [Curriculum timeline, Table C.4]
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. [Throughout curriculum, All tables and figures]

Research, Evidence, and Point of View

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). [Sections 5.7.2, 7.8.2, 9.5.2, 11.6.4]

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. [Table A.14]
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations. [Curriculum timeline, see Table C.4]

Grade Level Common Core State Standards

Grade 3

	Common Core State Standard	CA Out of the Box Section
	Reading Standards for Literature K-5	
RL 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Reading comprehension questions throughout
RL 3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2.3.4, 11.1.3
RL 3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	5.7.2, 7.8.2, 9.5.2, 11.6.4
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.	5.7.2, 7.8.2, 9.5.2, 11.6.4
RL 3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Throughout curriculum
	Reading Standards for Informational Text K-5	
RI 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Throughout curriculum (comprehension questions)
RI 3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	5.7.2, 7.8.2, 9.5.2, 11.6.4
RI 3.6	Distinguish their own point of view from that of the narrator or those of the characters.	5.7.2, 7.8.2, 9.5.2, 11.6.4
RI 3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	9.1.2, 3.1.1, 3.1.2
RI 3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	9.5.1, 2.5.2, 2.5.4, 7.7.1
RI 3.10	By the end of the year, read and comprehend informational	Throughout curriculum

	texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	
	Writing Standards K-5	
W 3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 3.1.b	Provide reasons that support the opinion.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 3.2.b	Develop the topic with facts, definitions, and details.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	11.6.4
W 3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	11.6.4
W 3.7	Conduct short research projects that build knowledge about a topic.	2.4.4, 7.6.2, 7.6.3, 9.4.2, 9.4.4, 9.5.1, 11.5.3
W 3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	5.2.5, 5.2.6, 7.6.2, 7.6.3, 9.4.4, 10.2.1
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Throughout curriculum
	Speaking and Listening Standards K-5	
SL 3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Throughout curriculum
SL 3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Throughout curriculum, (comprehension questions)

SL 3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	11.6.2
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Grade 4

	Common Core State Standard	CA Out of the Box Section
	Reading Standards for Literature K-5	
RL 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Throughout curriculum (comprehension questions)
RL 4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	5.7.2, 7.8.2, 9.5.2, 11.6.4
RL 4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	2.3.4, 10.2.4
RL 4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	2.5.2, 2.5.4, 7.7.1
RL 4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	5.7.2, 7.8.2, 9.5.2, 11.6.4
RL 4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Throughout curriculum
	Reading Standards for Informational Text K-5	
RI 4.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Throughout curriculum (comprehension questions)
RI 4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	9.3.2
RI 4.4	Distinguish their own point of view from that of the narrator or those of the characters.	5.7.2, 7.8.2, 9.5.2, 11.6.4
RI 4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or	5.7.2, 7.8.2, 9.5.2, 11.6.4

	information in a text or part of a text.	
RI 4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	2.5.4, 7.7.1
RI 4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	9.4.2
4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9.4.3, 2.2.2, 3.1.2, 3.1.3
4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Throughout curriculum
	Writing Standards K-5	
W 4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 4.1.b	Provide reasons that support the opinion.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W 4.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	5.4.1
W 4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	5.4.1
W 4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	2.4.4, 7.6.2, 7.6.3, 9.4.2, 9.4.4, 9.5.1, 11.5.3
W 4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	5.2.5, 5.2.6, 7.6.2, 7.6.3, 9.4.4, 10.2.1
W 4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 4.9.a	Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing	5.7.2, 7.8.2, 9.5.2, 11.6.4

	on specific details in the text [e.g., a character's thoughts, words, or actions].").	
W 4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Throughout curriculum
Speaking and Listening Standards K-5		
SL 4.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Throughout curriculum
SL 4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	page x
SL 4.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	5.2.6
SL 4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	7.4.3, 5.2.6, 11.5.5
Language Standards K-5		
L 4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2.3.2
L 4.5.a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	2.3.2, 9.2.2
L 4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.	10.2.4

Grade 5

	Common Core State Standard	CA Out of the Box Section
	Reading Standards for Literature K-5	
RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	2.3.4, 11.1.3, 3.0.1, 7.7.1, 8.8.2
RL 5.2	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.7.2, 7.8.2, 9.5.2, 11.6.4
RL 5.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Chapter 2
RL 5.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	10.2.4, 2.3.4
RL 5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	2.3.2
	Reading Standards for Informational Text K-5	
RI 5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	9.1.1, Table A.2, Table A.15, Table A.19
RI 5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	9.5.1
RI 5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	7.7.1
RI 5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	11.6.4
RI 5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	Throughout curriculum

Writing Standards K-5		
W 5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 5.1.b	Provide logically ordered reasons that are supported by facts and details.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 5.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	5.4.1, 11.6.4
W 5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	2.4.4, 7.6.2, 7.6.3, 9.4.2, 9.4.4, 9.5.1, 11.5.3
W 5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.*	5.2.5, 5.2.6, 7.6.2, 7.6.3, 9.4.4, 10.2.1(*list of sources not required)
W 5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 5.9.a	Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Throughout curriculum
Speaking and Listening Standards K-5		
SL 5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under	Throughout curriculum

	discussion.	
SL 5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Page x
	Language Standards K-5	
L 5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2.3.2, 9.2.2
L 5.5.a	Interpret figurative language, including similes and metaphors, in context.	9.2.2, 10.2.4
L 5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.	10.2.4

Grade 6

	Common Core State Standard	CA Out of the Box Section
	Reading Standards for Literature 6-12	
RL 6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Throughout curriculum (comprehension questions)
RL 6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	2.5.2, 2.5.4, 7.7.1
RL 6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Throughout curriculum
	Reading Standards for Informational Text 6-12	
RI 6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI 6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
RI 6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7.5.2, 9.4.3, 2.2.2
RI 6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	9.5.1
RI 6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Throughout curriculum
	Writing Standards 6-12	
W 6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Throughout curriculum
W 6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	2.4.4, 7.6.2, 7.6.3, 9.4.2, 9.4.4, 9.5.1, 11.5.3
W 6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or	11.6.4, 9.5.1 (*list of sources not required)

	paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources*.	
W 6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	5.7.2, 7.8.2, 9.5.2, 11.6.4
W 6.9.a	Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	
W 6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Throughout curriculum
	Speaking and Listening Standards 6-12	
SL 6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Throughout curriculum
SL 6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	8.4.4, 7.6.2, 7.6.3
SL 6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	7.4.3
	Language Standards 6-12	
L 6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2.3.2, 9.2.2
L 6.5.a	Interpret figures of speech (e.g., personification) in context.	9.2.2, 10.2.4
L 6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Throughout curriculum

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