

Grade 4 - California Studies Weekly Overview

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Trimester 2

<p>Nov. 11th-Nov. 22nd</p> <p>Week 10: Early Explorers Visit California</p> <p>Standards: 4.1.5, 4.2, 4.2.2, 4.2.3</p>	<p>Summary: Students will study early explorers and their discoveries in America. They will identify the sea routes to, and early land and European settlements in, California. There is a focus on the exploration of the North Pacific by explorers such as Captain James Cook, Vitus Bering and Juan Cabrillo.</p>	<p>Reading Content:</p> <ul style="list-style-type: none">● Cabrillo Cruises the California Coast● Pioneer of the California Surf● Early Explorers Visit California● Vitus Bering and Russian Colonies in Alaska● San Diego● What is a 'conquistador'?● Africans and Filipinos in the New World● Primary and Secondary Source Sleuths● Think and Review● Let's Write	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none">● Slavery, Forced Labor
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Citation: California Studies Weekly. Volume 18, Issues 1-4. Studies Weekly, 2018

<p>Dec. 2-Jan. 10th</p> <p>Week 11: The Mission System</p> <p>Standards: 4.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6</p>	<p>Summary: Students will describe the mapping, geographic basis and economic factors in the placement and function of the Spanish missions. They will also learn about Junípero Serra.</p>	<p>Reading Content:</p> <ul style="list-style-type: none">● A Sacred Expedition to California● The Mission System● Bells Mark The Path of El Camino Real● What is adobe?● The Franciscans● Spanish Missions: Find Out More!● Let's Write● Think & Review	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none">● Religion● Slavery, Forced Labor
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<p>Dec. 2-Jan. 10th</p> <p>Week 12: Mission Life</p> <p><u>Standards:</u> 4.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6</p>	<p>Summary: Students will study what missionaries taught American Indians and what daily life was like in the missions.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● I am Morning Dove ● The 'Irish' Saint Who Wasn't REally Irish ● The Mission Village ● Bells ● Respect ● Why were the missions closed down? ● Cattle 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Religion ● Slavery, Forced Labor
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<p>Dec. 2-Jan. 10th</p> <p>Week 13: Presidios and Pueblos</p> <p><u>Standards:</u> 4.1, 4.1.5, 4.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6</p>	<p>Summary: Students will study presidios and pueblos and describe the relationships among soldiers, missionaries and American Indians.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● The Life of a Spanish Missionary ● Making the World a Kinder Place ● Early Spanish Settlements -PResidios and Pueblos ● Father Junipero Serra and the California Missions ● Monterey and Carmel ● Where does the word 'California' come from? ● Baja and Alta California ● Compare and Contrast Spanish Settlements ● Let's Write ● Think and Review ● Language Arts Connection 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Religion
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<p>January 13th- January 31st</p> <p>Week 14: Mexico Gains Independence</p> <p><u>Standards:</u> 4.1.5, 4.2, 4.2.5, 4.2.7, 4.2.8, 4.3, 4.3.1</p>	<p>Summary: Students will learn about the effects of the Mexican War for Independence on Alta California, including Mexico's secession from Spain. They will cover California's early government.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● A New Flag Over California ● Latino Californians Outlive Neighbors ● Mexican California ● Vallejo ● Why do so many California cities have Spanish names? ● A Meaty Menu ● ¿Hablas español? ● Think & Review ● Let's Write 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Race, Ethnicity, National Origin ● Immigration ● Politics, Economic Theories, Media
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<p>January 13th- January 31st</p> <p>Week 15: Rancho Life</p> <p><u>Standards:</u> 4.2, 4.2.1, 4.2.5, 4.2.8, 4.3.1</p>	<p>Summary: Students will study the daily lives of the people, native and non-native, in the ranchos.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● The Peralta Family -Famous Californios ● Powwows Bring Back Traditions ● Rancho Life ● Sorro: Fact or Fiction? ● The Hide-and-Tallow Trade ● American Cowhands Lasso Spanish Words ● What is a patrona? ● So You Want to Be a Vaquero? ● Matching It Up ● Think and Review ● Let's Write 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Religion ● Gender, Gender Roles ● Slavery, Forced Labor
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<p>January 13th- January 31st</p> <p>Week 16: End of The Mission System</p> <p><u>Standards:</u> 4.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.8</p>	<p>Summary: Students will learn the contributing factors leading to the end of the mission system. They will 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.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● Mission San Juan Capistrano ● Lasers Help Preserve California Missions ● End of the Spanish Mission System ● Will the Swallows Come Back to Capistrano? ● Father Fermin Francisco de Lasuen ● Why did so many American Indians die once Europeans came to California? ● Wine Press ● Mission Versus Ranchos ● Let's Write ● Think and Review 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Religion
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<p>February 3rd-13th</p> <p>Week 17: The New Economy</p> <p><u>Standards:</u> 4.1.5, 4.2, 4.2.3, 4.2.6, 4.2.8, 4.3.4</p>	<p>Summary: Students will study the role of the Franciscans in changing California from a hunter-gatherer economy to an agricultural economy.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● Missions Bring Farming to California ● Honeybees Keep Busy ● Changes in California's Economy ● Fresno ● Cheesy Beginnings ● How did California government change over time? ● Steel Plow ● Observing California American Indians ● Let's Write ● Fun Facts ● Think & Review 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Slavery, Forced Labor ● Politics, Economic Theories, Media ● Environment ● Religion
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<p>February 3rd-13th</p> <p>Week 18: Early Settlers</p> <p><u>Standards:</u> 4.1.5, 4.2, 4.2.3, 4.3, 4.3.2</p>	<p>Summary: Students will study the geographic basis of the placement of the Spanish missions. They will also compare how and why people (e.g., James Beckwourth, John Bidwell, John C. Fremont, and Pio Pico) travelled to California and the routes they used.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● Going West! ● California Explorer’s Grace Discovered ● Coming to California ● Sacramento ● Why wasn’t Jedediah Smith welcome in California, while other settlers were? ● Donner Memorial State Park ● Quadrorama ● Let’s Write ● Think and Review 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Religion ● Politics, Economic Theories, Media ● Immigration
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<p>February 24th-February 28th</p> <p>Week 19: Bear Flag Revolt</p> <p><u>Standards:</u> 4.1, 4.2, 4.2.2, 4.2.8, 4.3, 4.3.1, 4.3.2, 4.3.3</p>	<p>Summary: Students will learn about the Bear Flag Revolt and important figures at the time, including Mariano Guadalupe Vallejo and John C. Fremont. They will also learn how California became a republic.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● General Mariano Guadalupe ● Exploration ● The California Republic ● John C. Fremont ● Commodore John Drake Sloat ● What makes a nation? ● What Did the Bear Flag Really Look Like? ● Why Should I Follow Directions? ● Let’s Write ● Think and Review 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Politics, Economic Theories, Media
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<p>February 24th-February 28th</p> <p>Week 20: Mexican-American War</p> <p><u>Standards:</u> 4.3, 4.3.1, 4.3.2, 4.3.5</p>	<p>Summary: Students study the struggle for control of California during the Mexican-American War and learn how different groups reacted to California breaking away from Mexico.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● We're Having a War—Strike up the Band! ● A Little Taste of History ● The Mexican-American War ● What did Californios think about joining the United States? ● Trustworthiness ● Treaty of Guadalupe Hidalgo ● What is Manifest Destiny? ● Land Acquired from Mexico ● How Do I Read a Map? ● Think & Review ● Let's Write 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Politics, Economic Theories, Media ● Slavery, Forced Labor
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Trimester 3

<p>March 2nd-March 27th</p> <p>Week 21: Gold Discovered</p> <p>Standards: 4.1.5, 4.3, 4.3.1, 4.3.3, 4.3.4, 4.4.2</p>	<p>Summary: Students will learn about John MARshall and other important figures of the Gold Rush. They will familiarize themselves with the events that led to the gold rush and how the discovery of gold changed California forever. They will learn about the different routes the people who came to California took to arrive here, as well as the harsh realities they faced when panning for gold.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● "Gold! Gold! Gold from the American River!" ● Troubles for Natural Pesticide Company ● Gold Discovered ● Voices From the Past ● Sacramento County ● Tools of the Gold Rush ● Who discovered gold in California? ● Donkeys ● How Do I Read Charts? ● Think & Review ● Let's Write 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Gender, Gender Roles ● Environment
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<p>March 2nd-March 27th</p> <p>Week 22: The Gold Rush</p> <p>Standards: 4.3, 4.3.2, 4.3.3, 4.4.2</p>	<p>Summary: Students will become acquainted with life in California during the Gold Rush. They will also learn about the hardships the forty-niners faced trying to reach the gold fields, along with the advantages and disadvantages of each route taken.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● Staking a Claim ● More North American Gold Rushes ● Traveling to California ● The Bidwell and Donner Parties ● Immigration During the Gold Rush ● Seeing the Elephant ● What is placer mining? ● Gold Rush Game ● Gold Rush Game Part II ● Let's Write ● Think & Review ● Fun Facts 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Immigration ● Environment
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<p>March 2nd-March 27th</p> <p>Week 23: Life in Mining Camps and Towns</p> <p><u>Standards:</u> 4.3, 4.3.3, 4.3.4, 4.4.2</p>	<p>Summary: Students will learn about life in the mining camps and how the California economy changed as a result of the Gold Rush. They will also learn about various people who became famous and rich during the Gold Rush by establishing businesses, rather than mining for gold, as well as how justice was carried out in the mining camps.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● Life During the Gold Rush ● San Francisco ● Gold Rush Economy ● Primary Source: Diary ● Determination ● What is an entrepreneur? ● Making a Graph ● How Do I Use a Graph? ● Think & Review ● Let's Write 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Socio-Economic Status ● Immigration ● Gender, Gender Roles
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<p>March 2nd-March 27th</p> <p>Week 24: Women in Early California</p> <p><u>Standards:</u> 4.3, 4.3.2, 4.3.3, 4.3.4</p>	<p>Summary: Students will learn about the lives of women who helped build early California.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● Gathering Information ● Women Who Made a Difference ● Primary Sources ● Gold Rush Boarding houses ● The Right to Vote ● Make a Match ● Think & Review ● Let's Write ● Nancy Kelsey ● Charley Parkhurst: One Tough Stagecoach Driver 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Gender, Gender Roles ● Sexual orientation, gender identity ● Politics, Economic Theories, Media
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<p>March 2nd-March 27th</p> <p>Week 25: The Effects of The Gold Rush</p> <p>Standards: 4.2, 4.2.3, 4.3, 4.3.1, 4.3.2, 4.3.3 4.3.5, 4.4, 4.4.2, 4.4.3</p>	<p>Summary: Students will learn about the effects of the Gold Rush on the population, culture and politics of California and on various ethnic groups.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> • Different Groups Look for Gold! • California's Economy After the Gold Rush • The Effects of the Gold Rush • Stockton • California Timeline • Compare and Contrast • Let's Write • Think & Review 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> • Immigration • Race, Ethnicity, National Origin • Tolerance • Slavery, Forced labor • Politics, Economic Theories, Media
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<p>March 30th-April 3rd</p> <p>Week 26: Compromise of 1850</p> <p>Standards: 4.2.7, 4.3, 4.3.4, 4.3.5, 4.5, 4.51, 4.5.2</p>	<p>Summary: Students will learn about the Compromise of 1850 and California's path to statehood.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> • Biddy Mason • US Constitution • The Compromise of 1850 • Did everyone in California oppose slavery? • Changes Over Time • First Amendment Rights • Let's Write • Think & Review • The California State Constitution of 1879 • Dalip Singh Saund (1899 - 1973) 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> • Slavery, Forced Labor • Gender, Gender Roles • Socio-Economic Status • Politics, Economic Theories, Media • Race, Ethnicity, National Origin • Tolerance • Immigration
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<p>March 30th-April 3rd</p> <p>Week 27: Statehood For California</p> <p>Standards: 4.3, 4.3.5, 4.5, 4.5.1, 4.5.2, 4.5.3</p>	<p>Summary: Students will define constitution and will learn how California's constitution was written. They will understand the purpose of the California Constitution, its key principles and its relationship to the U.S. Constitution. They will learn how California became a state.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> • California Becomes 31st State • Symbols of California • Statehood for California • Adding States and Local Governments • Rights and Responsibilities • Why is the U.S. Constitution important? • The Bill of Rights • How Do I Read Tables? • Think & Review • Let's Write 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> • Politics, Economic theories, Media • Slavery, Forced Labor
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<p>April 13th-May 1st</p> <p>Week 28: The Stagecoach, Pony Express and Telegraph</p> <p>Standards: 4.3.2, 4.4, 4.4.1</p>	<p>Summary: Students will learn about the stagecoach as a means of transportation. They will learn how mail was sent via the Pony Express and the dangers associated with this mail service. They will also learn about the invention of the telegraph and the completion of the transcontinental telegraph service.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> • Hoof Beats and Telegraph Clicks —Music to the Ears of Californians • Traveling by Stagecoach • Connecting California • Pony Express Fun Facts • Overland Mail Routes • What is a mochila? • The Telegraph • Send a Message Using Morse Code • Let's Write • Think & Review • Noun 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> • This week's content does not specifically include any of the RUSD HSS Sensitive Topics.
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<p>April 13th-May 1st</p> <p>Week 29: Transcontinental Railroad</p> <p><u>Standards:</u> 4.4, 4.4.1, 4.4.3</p>	<p>Summary: Students will be introduced to the transcontinental railroad. They will learn that the railroad was initiated by engineer Theodore Judah and will learn about the contributions of Chinese and Irish workers to its construction.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● The Railroads are Coming! ● Transcontinental Railroad ● The Past Meets the Future out on the Plains ● Railroad Trivia ● How long did it take to complete the transcontinental railroad? ● Irish Immigrants and the Railroad ● All Aboard! ● Let's Write 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Race, Ethnicity, National Origin ● Immigration
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<p>May 4th-May 29th</p> <p>Week 30: Immigrants Build California</p> <p><u>Standards:</u> 4.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4</p>	<p>Summary: Students will study the importance of immigrants in shaping California and will discover the countries of origin of those who immigrated to California between 1850 and 1900. Students will learn about the conflicts and discrimination that occurred among those who settled here during this timeframe.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● Immigrants Build California ● Using Technology for Genealogy ● Honoring Immigrants ● The Wakamatsu Tea and Silk Colony ● The 1882 Chinese Exclusion Act ● Building a Community ● Today's Immigrants ● Think & Review ● Let's Write ● Bar Graph 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Immigration ● Race, Ethnicity, National Origin ● Politics, Economic Theories, Media ● Religion ● Tolerance
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<p>May 4th-May 29th</p> <p>Week 31: Migration to California</p> <p>Standards: 4.1.5, 4.3.4, 4.4, 4.4.3, 4.4.4</p>	<p>Summary: Students will study immigration and migration to California between 1850 and 1900, including the reasons why it occurred. They will also learn how this migration helped California become an agricultural and industrial power and how it led to the growth of large cities, such as Los Angeles.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> • Three Lumps of Bacon and a Dirty Apron • No Need for the Gym • Settlers Come To California • Life on the Trail • Los Angeles • How many pioneers journeyed to the West during the mid-1800s? • Coyote • Western Trails • Think & Review • Let's Write • Racial Violence in Los Angeles: The Zoot Suit Riots 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> • Immigration • Gender, Gender Roles • Race, Ethnicity, National Origin • Tolerance
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<p>May 4th-May 29th</p> <p>Week 32: Dust Bowl, Depression and WWII</p> <p>Standards: 4.4, 4.4.4, 4.4.5, 4.4.6, 4.4.9, 4.5.2</p>	<p>Summary: Students will learn about the effects of the Great Depression, the Dust Bowl and World War II on California. They will also discover how World War II improved California's economy.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> • Dust Storms and Depression Change California • Boom to Bust and Back Again • Depression Brings Thousands to California • United Farm Workers of America • What brought us out of the "Great Depression"? • Photographing America: Ansel Adams • Dust Bowl • Dorothea Lange: 'Migrant Mother' • Let's Write • Civil Activism Timeline 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> • Politics, Economic Theories, Media • Tolerance • Race, Ethnicity, National Origin • Gender, Gender Roles • Immigration • Socio-Economic Status • Environment
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<p>May 4th-May 29th</p> <p>Week 33: California Industries</p> <p>Standards: 4.1, 4.1.5, 4.4, 4.4.4, 4.4.6, 4.4.9</p>	<p>Summary: Students will investigate California's many industries, including entertainment, aerospace, defense, oil, automobile, communications, and computes. They will also learn about leaders in the rise of the arts and entertainment industry in California, including Louis B. Mayer, Walt Disney, John Wayne, and John Steinbeck.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● The Birth of The Entertainment Industry in California ● California's Industries ● John Steinbeck ● Anaheim ● What effect have cars had on the state of California? ● George Takei ● California's Population Trend ● Picture This ● Let's Write ● Think & Review 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Environment ● Sexual Orientation, Gender Identity ● Race, Ethnicity, National Origin ● Tolerance
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<p>May 4th-May 29th</p> <p>Week 34: California Water and Agriculture</p> <p>Standards: 4.4, 4.4.6, 4.4.7</p>	<p>Summary: Students will study the history and development of farming in California and will learn about California's farm industry today. They will also trace the evolution of California water system of dams, aqueducts and reservoirs.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● Moving California's Water ● In California, Farming is Big Business ● Farm Workers Unite! ● Luther Burbank ● Which takes more water, a bath or a shower? ● Conserving Water ● Find the Missing Letter ● Let's Write ● Think & Review 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Environment ● Gender, Gender Roles ● Immigration ● Tolerance
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<p>May 4th-May 29th</p> <p>Week 36:California Education System</p> <p>Standards: 4.1.5, 4.3.4, 4.4.6, 4.4.8</p>	<p>Summary: Students will learn about the history and development of of California’s public education system, including universities and community colleges. They will also learn about early California school teacher, Olive Isbell.</p>	<p>Reading Content:</p> <ul style="list-style-type: none"> ● First American School in California ● Dr. Martin Luther King, Jr. - Education Matters ● California's Education System ● Jerry Yang ● California Colleges and Universities ● Heading for College—What Will it Cost? ● Think & Review ● Let's Write ● Mendez v. Westminster ● Student Activism ● Two Communities in California 	<p>Potentially Sensitive Topic, per RUSD Resource for Topics in HSS:</p> <ul style="list-style-type: none"> ● Race, Ethnicity, National Origin ● Politics, Economic Theories, Media ● Immigration ● Socio-economic Status ● Tolerance
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California Fourth Grade History-Social Science Standards -A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
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.
4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
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.

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.

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. 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.
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).
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.
5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a hunter gatherer economy to an agricultural economy.
7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
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.

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.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
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).
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).
4. Study the lives of women who helped build early California (e.g., Biddy Mason).
5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

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.

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.

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.
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).
4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
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 the turn of the 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.
7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
8. Describe the history and development of California's public education system, including universities and community colleges.
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).

4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

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).
2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).

Citation: California Department of Education. "History–Social Science for California Public Schools California State Board October, 1998 Content Standards Kindergarten Through Grade Twelve". CA Department of Education. Adopted October, 1998. CDE, 2000. (pp.19-22). <https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>.