

Road Ways, Gem of the Foothills & Ontario-History-on-the Go!

Content Standards for California Public Schools

History-Social Science Standards

Road Ways

- 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.
- 2.1 Students differentiate between things that happened long ago and things that happened yesterday.
- 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places and environments.
- 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.
- 3.3 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.
- 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.
- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- 7.11 Students analyze political and economic change in the sixteenth, seventeenth and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).
- 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1880s and the challenges they faced.

Gem of the Foothills

- 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.
- 1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

- 2.1 Students differentiate between things that happened long ago and things that happened yesterday.
- 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
- 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.
- 3.3 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.
- 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
- 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from pre-Columbian societies to the Spanish mission and Mexican rancho periods.
- 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.
- 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.
- 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.
- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- 7.11 Students analyze political and economic change in the sixteenth, seventeenth and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).
- 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

- 8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Ontario History on the Go

- 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.
- 3.3 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.
- 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
- 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- 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.
- 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.
- 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.