

Temporary Exhibition Schedule 2011-2012

Content Standards for California Public Schools

Bittersweet Harvest, The Bracero Program, 1942-1964

History – Social Science

- 1.1 Students describe the rights and individual responsibilities of citizenship.
- 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.
- 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.
- 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
- 2.3 Students explain governmental institutions and practices in the United States and other countries.
- 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.
- 3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
- 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.
- 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
- 11.8 Students analyze the economic boom and social transformation of post-World War II America.

- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.
- 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

Visual Arts

- 1.0 Artistic Perception (grades 1-12) – Processing, analyzing and responding to sensory information through the language and skills unique to the visual arts.
- 3.0 Historical and Cultural Context (grades 1-12) – Understanding the historical contributions and cultural dimensions of the visual arts.
- 4.0 Aesthetic Valuing (grades 1-12) – Responding to, analyzing, and making judgments about works in the visual arts.

The Working White House: 200 Years of Traditions and Memories

History – Social Science

- 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.
- 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
- 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.
- 2.1 Students differentiate between things that happened long ago and things that happened yesterday.
- 3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
- 5.7 Students describe the people and events associated with the development of the Constitution and analyze the Constitution’s significance as the foundation of the American republic.
- 8.4 Students analyze the major political, social, economic, technological and cultural developments of the 1920s.

- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- 11.8 Students analyze the economic boom and social transformation of post-World War II America.
- 12.2 Students evaluate and take and defend the positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

Visual Arts

- 1.0 Artistic Perception (grades 1-12) – Processing, analyzing and responding to sensory information through the language and skills unique to the visual arts.
- 3.0 Historical and Cultural Context (grades 1-12) – Understanding the historical contributions and cultural dimensions of the visual arts.
- 4.0 Aesthetic Valuing (grades 1-12) – Responding to, analyzing, and making judgments about works in the visual arts.

Biennial Ontario Invitational Art Exhibition

Visual Arts

- 1.0 Artistic Perception (grades 1-12) – Processing, analyzing and responding to sensory information through the language and skills unique to the visual arts.
- 4.0 Aesthetic Valuing (grades 1-12) – Responding to, analyzing, and making judgments about works in the visual arts.

Lasting Light: 125 Years of Grand Canyon Photography

History – Social Science

- 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.
- 5.9 Students know the location of the current 50 states and the names of their capitals.

- 8.4 Students analyze the aspirations and ideals of the people of the new nation.
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

Science

- Grade 1 – Life and earth sciences
- Grade 2 – Life and earth sciences
- Grade 3 – Physical, life and earth sciences
- Grade 4 – Life and earth sciences
- Grade 5 – Earth science
- Grade 6 – Earth science
- Grade 7 – Life science
- Grade 8 – Physical Science
- Grades 9-12 – Biology/Life Science & Earth Science

Visual Arts

- 1.0 Artistic Perception (grades 1-12) – Processing, analyzing and responding to sensory information through the language and skills unique to the visual arts.
- 3.0 Historical and Cultural Context (grades 1-12) – Understanding the historical contributions and cultural dimensions of the visual arts.
- 4.0 Aesthetic Valuing (grades 1-12) – Responding to, analyzing, and making judgments about works in the visual arts.