

Grade 4 Social Studies

Related Schoolwide Learner Outcomes

Locations

- ☐ 4.1: I can compare similarities and differences between the physical geographic features that define regions in California. I can compare similarities and differences between the human geographic features that define regions in California.
- ☐ 4.1.1: I can define latitude and longitude. I can use latitude and longitude to find absolute locations of places in California and on Earth.
- ☐ 4.1.2: I can locate the following things on a map: the North Pole, the South Pole, the equator, the prime meridian, the tropics, and the hemispheres. I can use coordinates to plot locations.
- ☐ 4.1.3: I can name the state capital. I can tell you how the characteristics and physical environments of the regions in California affect human activity.
- ☐ 4.1.4: I can identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes in California. I can explain their effects on the growth of towns.
- ☐ 4.1.5: I can use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

Early Colonization and Settlement of California

- ☐ 4.2: I can 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.
- ☐ 4.2.1: I can talk about the major nations of California Indians. I can tell you about their relationships with the physical environment. I can tell you how they lived.
- ☐ 4.2.2: I can talk about the early land and sea routes to California. I can talk about European settlements in California. I can talk about the importance of mountains, deserts, ocean currents, and wind patterns in the early exploration of California.
- ☐ 4.2.3: I can talk about the Spanish exploration and colonization of California. I can talk about the relationships among soldiers, missionaries, and Indians.
- ☐ 4.2.4: I can talk about the Spanish missions in California. I can describe how they were mapped. I can tell how geography and economic factors affected their placement. I can talk about how the mission system expanded the influence of Spain and Catholicism.
- ☐ 4.2.5: I can describe the daily lives of the people who occupied the presidios, missions, ranchos, and pueblos.

- ☐ 4.2.6: I can talk about the role of the Franciscans in changing California from a hunter-gatherer economy to an agricultural economy.
- ☐ 4.2.7: I can describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
- ☐ 4.2.8: I can talk about the period of Mexican rule in California.

California: Becoming a State

- ☐ 4.3: I can talk about life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
- ☐ 4.3.1: I can locate early Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
- ☐ 4.3.2: I can talk about the different reasons people had for coming to California. I can compare different routes that people traveled to get to California and the types of transportation that they used.
- ☐ 4.3.3: I can talk about the effects of the Gold Rush on settlements, daily life, politics, and the physical environment of California.
- ☐ 4.3.4: I can talk about the lives of women who helped build early California.
- ☐ 4.3.5: I can talk about how California became a state and how its new government differed from those during the Spanish and Mexican periods.

California's Economy and Industry

- ☐ 4.4: I can explain how California became an agricultural and industrial power. I can talk about how California has changed from 1850 to present.
- ☐ 4.4.1: I can describe the Pony Express, the Overland Mail Service, and Western Union. I can talk about why they are important. I can talk about the building of the transcontinental railroad. I can talk about the contributions of Chinese workers to the construction.
- ☐ 4.4.2: I can talk about how the Gold Rush changed California.
- ☐ 4.4.3: I can talk about immigration and migration to California between 1850 and 1900. I can talk about the diverse groups of people that came to California and the conflicts between them.
- ☐ 4.4.4: I can talk about how quickly some cities and towns grew in California. I can give some reasons why this happened.
- ☐ 4.4.5: I can talk about the effects of the Great Depression, the Dust Bowl, and World War II on California.
- ☐ 4.4.6: I can talk about the growth and relocation of new industries in California since the turn of the century.

- ☐ 4.4.7: I can trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
- ☐ 4.4.8: I can describe the history of California's public education system.
- ☐ 4.4.9: I can talk about the impact some Californians have had on the artistic and cultural development of the nation. I can talk about the rise of the entertainment industry in California.

Local, State, and Federal Government

- ☐ 4.5: I can understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.
- ☐ 4.5.1: I can discuss what the U.S. Constitution is and why it is important.
- ☐ 4.5.2: I can understand the purpose of the California Constitution, its key principles, and its relation-ship to the U.S. Constitution.
- ☐ 4.5.3: I can describe the similarities and differences among federal, state, and local governments.
- ☐ 4.5.4: I can explain the structures and functions of state governments, including the roles and responsibilities of elected officials.
- ☐ 4.5.5: I can describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).