



California Content Standards

The Voyages of Discovery program is designed to address many of the California Content Standards for 4th, 5th, and 6th grades. This listing is provided to help you identify which standards the program addresses.

Each standard addressed by the program is listed by grade level and subject area. Each standard is also labeled with icons to identify which components of the program feature lessons appropriate for the standard. A key for the icons can be found below.

- PRE-VISIT ACTIVITIES
- ON-BOARD EXPERIENCE
- ▲ POST-VISIT ACTIVITY

GRADE 4

English - Language Arts

Reading

- ▲ 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
- ▲ 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
- ▲ 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- ▲ 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.
- ▲ 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
- ▲ 1.6 Distinguish and interpret words with multiple meanings.
- ▲ 2.0 Reading Comprehension
- ▲ 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
- ▲ 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- ▲ 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the

text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

■▲ 2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

■▲ 2.5 Compare and contrast information on the same topic after reading several passages or articles.

■▲ 2.6 Distinguish between cause and effect and between fact and opinion in expository text.

■ 3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

■ 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

■ 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.

■ 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

■ 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

■ 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

Writing

■▲ 1.0 Writing Strategies

■▲ 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

■▲ 1.2 Create multiple-paragraph compositions.

■▲ 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

■▲ 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

■▲ 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

■▲ 2.0 Writing Applications (Genres and Their Characteristics)

■▲ 2.1 Write narratives.

■▲ 2.2 Write responses to literature.

■▲ 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Written and Oral English Language Conventions

■●▲ 1.0 Written and Oral English Language Conventions

■●▲ 1.1 Use simple and compound sentences in writing and speaking.

■●▲ 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

■●▲ 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

■▲ 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

■▲ 1.5 Use underlining, quotation marks, or italics to identify titles of documents.

■▲ 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

■▲ 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Listening and Speaking

- ▲ 1.0 Listening and Speaking Strategies.
- ▲ 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
- ▲ 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
- ▲ 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.
- ▲ 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.
- ▲ 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).
- ▲ 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
- ▲ 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.
- ▲ 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.
- ▲ 2.0 Speaking Applications (Genres and Their Characteristics)
- ▲ 2.1 Make narrative presentations
- ▲ 2.2 Make informational presentations

Mathematics

Number Sense

- ▲ 1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:
- ▲ 1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.
- 1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.
- 1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).
- 1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").
- ▲ 2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:
- ▲ 2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.
- ▲ 3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:
- ▲ 3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi-digit numbers.
- ▲ 3.3 Solve problems involving multiplication of multi-digit numbers by two-digit numbers.

Measurement and Geometry

- 1.0 Students understand perimeter and area:
- 1.2 Recognize that rectangles that have the same area can have different perimeters.
- 1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.
- 2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple

figures:

- 2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).
- 2.2 Understand that the length of a horizontal line segment equals the difference of the x -coordinates.
- 2.3 Understand that the length of a vertical line segment equals the difference of the y -coordinates.
- 3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:
 - 3.1 Identify lines that are parallel and perpendicular.
 - 3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90° , 180° , 270° , and 360° are associated, respectively, with $1/4$, $1/2$, $3/4$, and full turns.

Mathematical Reasoning

- ▲ 1.0 Students make decisions about how to approach problems:
 - ▲ 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
 - ▲ 1.2 Determine when and how to break a problem into simpler parts.
- ▲ 2.0 Students use strategies, skills, and concepts in finding solutions:
 - ▲ 2.1 Use estimation to verify the reasonableness of calculated results.
 - ▲ 2.2 Apply strategies and results from simpler problems to more complex problems.
 - ▲ 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
 - ▲ 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
 - ▲ 2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
 - ▲ 2.6 Make precise calculations and check the validity of the results from the context of the problem.
- ▲ 3.0 Students move beyond a particular problem by generalizing to other situations:
 - ▲ 3.1 Evaluate the reasonableness of the solution in the context of the original situation.
 - ▲ 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
 - ▲ 3.3 Develop generalizations of the results obtained and apply them in other circumstances.

History-Social Science

California: A Changing State

- 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 the 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.

GRADE 5

English - Language Arts

Reading

- ▲ 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
- ▲ 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
- ▲ 1.2 Use word origins to determine the meaning of unknown words.
- ▲ 1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
- ▲ 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
- ▲ 1.5 Understand and explain the figurative and metaphorical use of words in context.
- ▲ 2.0 Reading Comprehension (Focus on Informational Materials)
- ▲ 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
- ▲ 2.2 Analyze text that is organized in sequential or chronological order.
- ▲ 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- ▲ 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- ▲ 2.5 Distinguish facts, supported inferences, and opinions in text.
- 3.0 Literary Response and Analysis
- 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- 3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
- 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
- 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
- 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

Writing

- ▲ 1.0 Writing Strategies
- ▲ 1.1 Create multiple-paragraph narrative compositions.
- ▲ 1.2 Create multiple-paragraph expository compositions:
- ▲ 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
- ▲ 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).
- ▲ 1.5 Use a thesaurus to identify alternative word choices and meanings.
- ▲ 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
- ▲ 2.0 Writing Applications (Genres and Their Characteristics)
- ▲ 2.1 Write narratives.
- ▲ 2.2 Write responses to literature.

Written and Oral English Language Conventions

- ▲ 1.0 Written and Oral English Language Conventions
- ▲ 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent

clauses; use transitions and conjunctions to connect ideas.

■▲ 1.2 Identify and correctly use verbs that are often misused (e.g., lie/ lay, sit/ set, rise/ raise), modifiers, and pronouns.

■▲ 1.4. Use correct capitalization.

■▲ 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Listening and Speaking

■●▲ 1.0 Listening and Speaking Strategies

■●▲ 1.1 Ask questions that seek information not already discussed.

■●▲ 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

■●▲ 1.3 Make inferences or draw conclusions based on an oral report.

■●▲ 1.4 Select a focus, organizational structure, and point of view for an oral presentation.

■●▲ 1.5 Clarify and support spoken ideas with evidence and examples.

■●▲ 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

■●▲ 2.1 Deliver narrative presentations.

■ 2.3 Deliver oral responses to literature.

Mathematics

Number Sense

■●▲ 1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:

■●▲ 2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:

■●▲ 2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.

■●▲ 2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.

■●▲ 2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.

Measurement and Geometry

■●▲ 1.4 Differentiate between, and use appropriate units of measures for, two- and three-dimensional objects (i.e., find the perimeter, area, volume).

■●▲ 2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).

■●▲ 2.2 Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.

Statistics, Data Analysis, and Probability

■●▲ 1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.

■●▲ 1.5 Know how to write ordered pairs correctly; for example, (x, y) .

Mathematical Reasoning

■●▲ 1.0 Students make decisions about how to approach problems:

■●▲ 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

- ▲ 1.2 Determine when and how to break a problem into simpler parts.
- ▲ 2.0 Students use strategies, skills, and concepts in finding solutions:
 - ▲ 2.1 Use estimation to verify the reasonableness of calculated results.
 - ▲ 2.2 Apply strategies and results from simpler problems to more complex problems.
 - ▲ 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
 - ▲ 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
 - ▲ 2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
 - ▲ 2.6 Make precise calculations and check the validity of the results from the context of the problem.
- ▲ 3.0 Students move beyond a particular problem by generalizing to other situations:
 - ▲ 3.1 Evaluate the reasonableness of the solution in the context of the original situation.
 - ▲ 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
 - ▲ 3.3 Develop generalizations of the results obtained and apply them in other circumstances.

History - Social Science

United States History and Geography: Making a New Nation

- 5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.
- 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.
- 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
- 5.5 Students explain the causes of the American Revolution.
- 5.6 Students understand the course and consequences of the American Revolution.
- 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.

GRADE 6

Language Arts

Reading

- ▲ 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
 - ▲ 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
 - ▲ 1.2 Identify and interpret figurative language and words with multiple meanings.
 - ▲ 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

- ▲ 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- ▲ 1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly).
- ▲ 2.0 Reading Comprehension (Focus on Informational Materials)
- ▲ 2.2 Analyze text that uses the compare-and-contrast organizational pattern.
- ▲ 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- ▲ 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- ▲ 2.7 Make reasonable assertions about a text through accurate, supporting citations.
- ▲ 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.
- 3.0 Literary Response and Analysis
- 3.1 Identify the forms of fiction and describe the major characteristics of each form.
- 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
- 3.3 Analyze the influence of setting on the problem and its resolution.
- 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
- 3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).
- 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
- 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and non-fictional texts.
- 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Writing

- ▲ 1.0 Writing Strategies
- ▲ 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
- ▲ 1.2 Create multiple-paragraph expository compositions.
- ▲ 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
- ▲ 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
- ▲ 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).
- ▲ 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.
- ▲ 2.0 Writing Applications (Genres and Their Characteristics)
- ▲ 2.1 Write narratives.
- ▲ 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution).
- 2.4 Write responses to literature.
- ▲ 2.5 Write persuasive compositions:

Written and Oral English Language Conventions

- ▲ 1.0 Written and Oral English Language Conventions
- ▲ 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and

subordination of ideas to express complete thoughts.

- ▲ 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.
- ▲ 1.4 Use correct capitalization.
- ▲ 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).

Listening and Speaking

- ▲ 1.0 Listening and Speaking Strategies
- ▲ 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).
- ▲ 1.2 Identify the tone, mood, and emotion conveyed in the oral communication.
- ▲ 1.3 Restate and execute multiple-step oral instructions and directions.
- ▲ 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
- ▲ 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
- ▲ 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- ▲ 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.
- ▲ 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.
- ▲ 2.0 Speaking Applications (Genres and Their Characteristics)
- ▲ 2.1 Deliver narrative presentations:
- 2.3 Deliver oral responses to literature:
- ▲ 2.4 Deliver persuasive presentations:

Mathematics

Number Sense

- ▲ 1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b , a to b , $a:b$).
- ▲ 2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:
- ▲ 2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.

Measurement and Geometry

- ▲ 1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:

Mathematical Reasoning

- ▲ 1.0 Students make decisions about how to approach problems:
- ▲ 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
- ▲ 1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.
- ▲ 1.3 Determine when and how to break a problem into simpler parts.
- ▲ 2.0 Students use strategies, skills, and concepts in finding solutions:
- ▲ 2.1 Use estimation to verify the reasonableness of calculated results.

- ▲ 2.2 Apply strategies and results from simpler problems to more complex problems.
- ▲ 2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.
- ▲ 2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
- ▲ 2.5 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
- ▲ 2.6 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
- ▲ 2.7 Make precise calculations and check the validity of the results from the context of the problem.
- ▲ 3.0 Students move beyond a particular problem by generalizing to other situations:
- ▲ 3.1 Evaluate the reasonableness of the solution in the context of the original situation.
- ▲ 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
- ▲ 3.3 Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.

History - Social Science

Chronological and Spatial Thinking

- 1. Students explain how major events are related to one another in time.
- ▲ 2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
- ▲ 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.

Research, Evidence, and Point of View

- ▲ 1. Students frame questions that can be answered by historical study and research.
- ▲ 2. Students distinguish fact from opinion in historical narratives and stories.
- ▲ 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- ▲ 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
- ▲ 5. 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).

Historical Interpretation

- ▲ 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- ▲ 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
- ▲ 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
- ▲ 4. Students recognize the role of chance, oversight, and error in history.
- ▲ 5. Students recognize that interpretations of history are subject to change as new information is uncovered.
- ▲ 6. Students interpret basic indicators of economic performance and conduct cost-benefit

analyses of economic and political issues.