

Checklist



Manhattan Beach
Unified School District

CONTENT STANDARDS

GRADE FOUR

ENGLISH-LANGUAGE ARTS

MATHEMATICS

SCIENCE

HISTORY-SOCIAL SCIENCE

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

GRADE FOUR

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

1.1	Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. (CAHSEE)
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Vocabulary and Concept Development

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. (CAHSEE)
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., <i>international</i>).
1.5	Use a thesaurus to determine related words and concepts.
1.6	Distinguish and interpret words with multiple meanings. (CAHSEE)

2.0 Reading Comprehension

Structural Features of Informational Materials

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.
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Comprehension and Analysis of Grade-Level-Appropriate Text

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. (CAHSEE)
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. (CAHSEE)
2.6	Distinguish between cause and effect and between fact and opinion in expository text. (CAHSEE)
2.7	Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

3.0 Literary Response and Analysis

Structural Features of Literature

3.1	Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.
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Narrative Analysis of Grade-Level-Appropriate Text

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

WRITING

1.0 Writing Strategies

Organization and Focus

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: <ol style="list-style-type: none"> Provide an introductory paragraph. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. Include supporting paragraphs with simple facts, details, and explanations. Conclude with a paragraph that summarizes the points. Use correct indentation. (CAHSEE)
1.3	Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

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(CAHSEE) indicates Standards matching the California High School Exit Exam (CDE/CAHSEE Development Team).

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS *continued*

GRADE FOUR

WRITING *continued*

1.0 Writing Strategies *continued*

Penmanship

1.4	Write fluidly and legibly in cursive or joined italic.
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Research and Technology

1.5	Quote or paraphrase information sources, citing them appropriately. (CAHSEE)
1.6	Locate information in reference texts by using organizational features (e.g., prefaces, appendixes). (CAHSEE)
1.7	Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
1.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
1.9	Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

Evaluation and Revision

1.10	Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text. (CAHSEE)
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2.0 Writing Applications (Genres and Their Characteristics)

Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

2.1	Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable.
2.2	Write responses to literature: a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge.
2.3	Write information reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources). (CAHSEE)
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

Sentence Structure

1.1	Use simple and compound sentences in writing and speaking. (CAHSEE)
1.2	Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

Grammar

1.3	Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. (CAHSEE)
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Punctuation

1.4	Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. (CAHSEE)
1.5	Use underlining, quotation marks, or italics to identify titles of documents. (CAHSEE)

Capitalization

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

1.7	Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
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ENGLISH-LANGUAGE ARTS CONTENT STANDARDS *continued*

GRADE FOUR

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Comprehension

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.
1.4	Give precise directions and instructions.

Organization and Delivery of Oral Communication

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.

Analysis and Evaluation of Oral Media Communication

1.10	Evaluate the role of the media in focusing attention on events and in forming opinions on issues.
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2.0 Speaking Applications (Genres and Their Characteristics)

Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:

2.1	Make narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. c. Provide insight into why the selected event or experience is memorable.
2.2	Make informational presentations: a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).
2.3	Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
2.4	Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

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MATHEMATICS CONTENT STANDARDS

GRADE FOUR

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.

1.1	Read and write whole numbers in the millions.
1.2	Order and compare whole numbers and decimals to two decimal places.
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.
1.6	Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., $\frac{1}{2} = 0.5$ or $.50$; $\frac{3}{4} = 1 \frac{3}{4} = 1.75$).
1.7	Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.
1.8	Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").
1.9	Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.

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.
2.2	Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.

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 multidigit numbers.
3.2	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.
3.3	Solve problems involving multiplication of multidigit numbers by two-digit numbers.
3.4	Solve problems involving division of multidigit numbers by one-digit numbers.

4.0 Students know how to factor small whole numbers.

4.1	Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$).
4.2	Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.

ALGEBRA AND FUNCTIONS

1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.

1.1	Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).
1.2	Interpret and evaluate mathematical expressions that now use parentheses.
1.3	Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.
1.4	Use and interpret formulas (e.g., $\text{area} = \text{length} \times \text{width}$ or $A = lw$) to answer questions about quantities and their relationships.
1.5	Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.

2.0 Students know how to manipulate equations.

2.1	Know and understand that equals added to equals are equal.
2.2	Know and understand that equals multiplied by equals are equal.

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Indicates identified Math Framework Standards to be assessed on the California Achievement Test (CAT/6).

MATHEMATICS CONTENT STANDARDS *continued*

GRADE FOUR

MEASUREMENT AND GEOMETRY

1.0 Students understand perimeter and area.

1.1	Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm ²), square meter (m ²), square kilometer (km ²), square inch (in ²), square yard (yd ²), or square mile (mi ²).
1.2	Recognize that rectangles that have the same area can have different perimeters.
1.3	Understand that rectangles that have the same perimeter can have different areas.
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.
3.2	Identify the radius and diameter of a circle.
3.3	Identify congruent figures.
3.4	Identify figures that have bilateral and rotational symmetry.
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 $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns.
3.6	Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.
3.7	Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.
3.8	Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).

STATISTICS, DATA ANALYSIS, AND PROBABILITY

1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.

1.1	Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.
1.2	Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.
1.3	Interpret one- and two-variable data graphs to answer questions about a situation.

2.0 Students make predictions for simple probability situations.

2.1	Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).
2.2	Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; $\frac{3}{4}$).

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.

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MATHEMATICS CONTENT STANDARDS *continued*

GRADE FOUR

MATHEMATICAL REASONING *continued*

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.

SCIENCE CONTENT STANDARDS

GRADE FOUR

PHYSICAL SCIENCES

1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:

a.	Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
b.	Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.
c.	Students know electric currents produce magnetic fields and know how to build a simple electromagnet.
d.	Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.
e.	Students know electrically charged objects attract or repel each other.
f.	Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.
g.	Students know electrical energy can be converted to heat, light, and motion.

LIFE SCIENCES

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

a.	Students know plants are the primary source of matter and energy entering most food chains.
b.	Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
c.	Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

a.	Students know ecosystems can be characterized by their living and nonliving components.
b.	Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
c.	Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.
d.	Students know that most microorganisms do not cause disease and that many are beneficial.

EARTH SCIENCES

4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:

a.	Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).
b.	Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.

5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:

a.	Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
b.	Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
c.	Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

INVESTIGATION AND EXPERIMENTATION

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a.	Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
b.	Measure and estimate the weight, length, or volume of objects.
c.	Formulate and justify predictions based on cause-and-effect relationships.
d.	Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
e.	Construct and interpret graphs from measurements.
f.	Follow a set of written instructions for a scientific investigation.

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS

GRADE FOUR

CALIFORNIA: A CHANGING STATE

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).

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS

GRADE FOUR

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).

HISTORY-SOCIAL SCIENCE ANALYSIS SKILLS (K-5):

Chronological and Spatial Thinking

1.	Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2.	Students correctly apply terms related to time, including past, present, future, decade, century, and generation.
3.	Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4.	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5.	Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, and Point of View

1.	Students differentiate between primary and secondary sources.
2.	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3.	Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1.	Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2.	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3.	Students identify and interpret the multiple causes and effects of historical events.
4.	Students conduct cost-benefit analyses of historical and current events.