

**Section II - Fourth Grade**

The following is a list of fourth grade state content standards. Please use the scale shown above each group of items. There are no right or wrong answers, so please respond to each item with your best assessment of your current practice and beliefs.

Fourth Grade History-Social Science Content Standards  California: A Changing State	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
<b>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</b>										
4.1.1 Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.	0	4	1	3	2	7	2	0	1	N=7
	0%	50%	13%	38%	17%	58%	17%	0%	8%	Median=3.00 Mean=2.57
<b>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.</b>										
4.2.1 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.	0	3	4	1	4	4	2	3	1	N=8
	0%	38%	50%	13%	29%	29%	14%	21%	7%	Median=4.00 Mean=4.25
4.2.3 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).	0	4	3	1	3	5	3	1	1	N=8
	0%	50%	38%	13%	23%	38%	23%	8%	8%	Median=4.00 Mean=4.25

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	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	
4.2.4 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.	0	4	4	0	3	7	2	2	0	N=8
	0%	50%	50%	0%	21%	50%	14%	14%	0%	Median=4.00 Mean=4.13
4.2.5 Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.	0	3	4	1	2	6	3	2	2	N=8
	0%	38%	50%	13%	13%	40%	20%	13%	13%	Median=4.0 Mean=3.75
4.2.6 Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.	0	3	4	1	2	5	3	4	0	N=8
	0%	38%	50%	13%	14%	36%	21%	29%	0%	Median=4.00 Mean=4.25
4.2.8 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.	0	3	5	0	3	7	2	2	0	N=7
	0%	38%	63%	0%	21%	50%	14%	14%	0%	Median=4.00 Mean=4.29
<b>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.</b>										
4.3.2 Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).	0	4	3	1	3	6	2	2	0	N=7
	0%	50%	38%	13%	23%	46%	15%	15%	0%	Median=4.00 Mean=4.29

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	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	
4.3.3 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).	0	3	3	2	4	5	1	3	2	N=8
	0%	38%	38%	25%	27%	33%	7%	20%	13%	Median=4.50 Mean=4.50
4.3.4 Study the lives of women who helped build early California (e.g., Biddy Mason).	0	5	1	0	2	7	3	2	0	N=8
	0%	83%	17%	0%	14%	50%	21%	14%	0%	Median=4.00 Mean=3.88
<b>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.</b>										
4.4.1 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.	0	4	3	1	2	7	2	2	1	N=8
	0%	50%	38%	13%	14%	50%	14%	14%	7%	Median=4.00 Mean=4.25
4.4.2 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.	0	3	3	2	3	7	2	3	2	N=8
	0%	38%	38%	25%	18%	41%	12%	18%	12%	Median=5.00 Mean=4.63

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	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	
4.4.3 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., 1882 Chinese Exclusion Act).	0	4	4	0	4	6	1	4	0	N=8
	0%	50%	50%	0%	27%	40%	7%	27%	0%	Median=4.00 Mean=4.00
4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).	0	4	3	1	2	6	2	3	2	N=8
	0%	50%	38%	13%	13%	40%	13%	20%	13%	Median=4.00 Mean=4.25
4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.	0	3	3	2	4	6	2	4	1	N=8
	0%	38%	38%	25%	24%	35%	12%	24%	6%	Median=4.50 Mean=4.50
4.4.6 Describe the development and locations of new industries since the nineteenth 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.	0	5	3	0	4	4	1	3	2	N=8
	0%	63%	38%	0%	29%	29%	7%	21%	14%	Median=4.50 Mean=4.50

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	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Mate- rials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How im- portant is this stan- dard to student understanding of American History?
4.4.7 Trace the evolution of Cali- fornia's water system into a ne- twork of dams, aqueducts, and reservoirs.	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>1</b>	N=7
	<b>0%</b>	<b>50%</b>	<b>50%</b>	<b>0%</b>	<b>21%</b>	<b>43%</b>	<b>14%</b>	<b>14%</b>	<b>7%</b>	Median=4.00 Mean=4.00