

Folsom History's Program Standards

School Tour: Kindergarten- Grade Five

California History: Social Science

Historical And Social Science Analysis Skills: 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 timelines.
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.

Kindergarten: K.6.3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Grade One: 1.4.2. Study transportation methods of earlier days. 1.4.3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

Grade Two: 2.4.1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources. 2.4.2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

Grade Three: 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. 3.3.1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. 3.3.3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources. 3.5.1. Describe the ways in which local producers have used and are using natural resources,

human resources, and capital resources to produce goods and services in the past and the present.

Grade Four: 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. 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). 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. 4.4.4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles). 4.4.6. 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. 4.4.7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.

Grade Five: 5.8.6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

Next Generation Science Standards

K-2 Engineering Design

1. ETS1.A: A situation that people want to change or create can be approached as a problem to be solved through engineering.
2. 1-PS4: Waves and Their Applications in Technologies for Information Transfer
3. PS4.B: Objects can be seen if light is available to illuminate them or if they give off their own light.
4. 2-PS1: Matter and Its Interactions
5. PS1.B: Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.

School Walking Tour: Grades Six Through Twelve

Grades Six Through Eight: History and Social Sciences Analysis Skills

Historical And Social Science Analysis Skills: Chronological and Spatial Thinking

1. Chronological and Spatial Thinking: 2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
2. Research, Evidence, and Point of View: 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.
3. Historical Interpretation: 5. Students recognize that interpretations of history are subject to change as new information is uncovered.

Grade Eight: 8.8.3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869). 8.8.5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies. 8.12.7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

Grades Nine Through Twelve: History and Social Sciences Analysis Skills

Historical And Social Science Analysis Skills: Chronological and Spatial Thinking

1. Chronological and Spatial Thinking: 2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
2. Historical Research, Evidence, and Point of View: 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations.
3. Historical Interpretation: 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political

trends and developments. 5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

Add On Workshops

Moving the Land

Historical And Social Science Analysis Skills: Chronological and Spatial Thinking

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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.

Grade Three- 3.1. Students describe physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context. 3.1.1. Identify geographical features in their local region. 3.2.2. Trace the ways in which people have used the resources of the local region and modified the physical environment.

Investigating the Source

Historical And Social Science Analysis Skills: Chronological and Spatial Thinking

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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.

Grade Four- 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.