

Correlation of
project WILD

Environmental Education
K-12 Activity Guides

to

CALIFORNIA HISTORY/SOCIAL SCIENCE
CONTENT STANDARDS

GRADES K-3
December 1999



Summary of Standards

Historical and Social Sciences Analysis Skills Grades K-5

Kindergarten: Learning and Working Now and Long Ago

Grade 1: A Child's Place in Time and Space

Grade 2: People Who Make a Difference

Grade 3: Continuity and Change

Grade 4: California: A Changing State

Grade 5: United States History and Geography: Making a New Nation

Historical and Social Sciences Analysis Skills Grades 6-8

Grade 6: World History and Geography: Ancient Civilizations

Grade 7: World History and Geography: Medieval and Early Modern Times

Grade 8: United States History and Geography: Growth and Conflict

Historical and Social Sciences Analysis Skills Grades 9-12

Grade 10: World History, Culture and Geography, The Modern World

Grade 11: U S History and Geography: Continuity and Change in the 20th Century

Grade 12: Principles of American Democracy and Economics

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades K-5. They are to be assessed only in conjunction with the content standards in grades K-5 and are not to be assessed in isolation.

Historical and Social Sciences Analysis Skills

In addition to the standards for grades K-5, students demonstrate the following intellectual, reasoning, reflection and research skills:

Grades K-5

Chronological and Spatial Thinking

1. students place key events and people of the historical era they are studying both in a chronological sequence and within a spatial context; they interpret timelines
2. students apply terms related to time correctly, 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 the map's legend, scale, and symbolic representations
5. students judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those 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 encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art 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 their historical contexts
2. students identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these 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

KINDERGARTEN

LEARNING AND WORKING NOW AND LONG AGO

Students in kindergarten are introduced to basic spatial, temporal and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility.

Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.3 Students match simple descriptions of work that people do and the names of those jobs with examples from the school, local community and historical accounts.

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Wildwork (168)

K.4 Students compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:

1. determining the relative location of objects using near/far, left/right, behind/in front

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Color Crazy (12)

Wildlife Is Everywhere (20)

What Bear Goes Where? (98)

The Thicket Game (112)

Surprise Terrarium (118)

Too Close for Comfort (254)

2. distinguishing between land and water and locating general areas referenced in historically-based legends and stories on maps and globes

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Make A Cost (82)

Water Plant Art (12)

Water We Eating? (120)

5. demonstrating familiarity with the school's layout, environs and the jobs people do there

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Wildlife Is Everywhere (20)*

Learning to Look, Looking to See 62)*

*activity can involve observing how jobs influence wildlife & habitat on school grounds

GRADE 1

A CHILD'S PLACE IN TIME AND SPACE

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people and for the rules by which we all must live: fair play, good sportsmanship, respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship, in terms of:

1. the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a smaller elected group make the rules); examples of both in their classroom, school and community

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Can Do! (322)♣

2. the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule"

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Ethi-Thinking (290)

Something's Fishy Here (176)♣

Ethi-Reasoning (310)♣

1.2 Students compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places by:

4. describing how location, weather, and physical environments affect the way people live, including their food, clothing, shelter, transportation, and recreation

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Stormy Weather - evaluation (26)✧

Everybody Needs a Home (32)✧

♣activity is easily adapted to grade level

✧activity can be used as an introduction to this standard

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time, in terms of:

3. American symbols, landmarks and essential documents such as the flag, the bald eagle, the Statute of Liberty, the U.S. Constitution, and the Declaration of Independence; explain the people and events associated with them

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Wildlife As Seen on Coins and Stamps (92)♣

Wildlife in National Symbols (239)♣

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time and others stay the same, in terms of:

1. the structure of schools and communities in the past

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Watered Down History (116)♣

2. transportation methods of earlier days

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[Aquatic WILD Activity Guide](#)

Watered Down History (116)♣

3. similarities and differences in the work (inside and outside the home), dress, manners, stories, games, and festivals of earlier generations, drawing from biographies, oral history, and folklore

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Make a Coat (82)

Watered Down History (116)♣

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents, in terms of:

1. the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community and the benefits and challenges of a diverse population

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Everybody Needs a Home (32)★

Watered Down History (116)♣

♣activity is easily adapted to grade level

★activity can be adapted to meet this standard

2. the difficulties, successes and ways in which American Indian and immigrant populations have helped define Californian and American culture

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Watered Down History (116)♣

3. comparisons of the beliefs, customs, ceremonies, traditions and social practices of the varied cultures drawing from folklore

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[Aquatic WILD Activity Guide](#)

Watered Down History (116)♣

♣activity is easily adapted to grade level

GRADE 2

PEOPLE WHO MAKE A DIFFERENCE

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free market system.

2.1 Students differentiate between those things that happened long ago and yesterday by:

1. tracing the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents

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Museum Search of Wildlife (72)♣ #
Make a Coat (82)♣ #

Watered Down History (116)♣

2. comparing and contrasting their daily lives with those of parents and grandparents

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[Aquatic WILD Activity Guide](#)

Make A Coat (82)★

Watered Down History (116)♣
Aquatic Times (126)♣

3. placing important events in their lives in the order in which they occurred (e.g., on a timeline or story board)

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[Aquatic WILD Activity Guide](#)

Watered Down History (116)♣

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments by:

1. locating on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map the classroom, the school)

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Watered Down History (116)♣

2. labeling a simple map from memory of the North American continent, including the countries, oceans, Great Lakes, major rivers, mountain ranges; identifying the essential map elements of title, legend, directional indicator, scale, and date

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[Aquatic WILD Activity Guide](#)

Watered Down History (116)♣

♣activity is easily adapted to grade level

#activity uses wildlife art or clothing to reflect cultural/social development
★activity can be adapted to meet this standard

Grade 2 (cont'd)

3. locating on a map where their ancestors live(d), describing when their family moved to the local community, and describing how and why they made their trip

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Watered Down History (116)♣

4. comparing and contrasting basic land use in urban, suburban and rural environments in California

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[Aquatic WILD Activity Guide](#)

Shrinking Habitat (258)*
Migration Barriers (262)♣
Planning for People and Wildlife (284)♣

Watered Down History (116)♣

- 2.3 Students explain the institutions and practices of governments in the United States and other countries, in terms of:

1. the difference between making laws, carrying out laws, determining if laws have been violated and punishing wrongdoers

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[Aquatic WILD Activity Guide](#)

Something's Fishy Here!★

2. the ways in which groups and nations interact with one another and try to resolve problems (e.g., trade, cultural contacts, treaties, diplomacy, military force)

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Migration Headaches (94)♣
Turtle Hurdles (164)♣

- 2.4 Students understand basic economic concepts and their individual roles in the economy, and demonstrate basic economic reasoning skills, in terms of:

1. food production and consumption long ago and today including the role of farmers, processors, distributors, weather, and land and water resources

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[Aquatic WILD Activity Guide](#)

What's for Dinner? (48)♣
What Did Your Lunch Cost Wildlife? (306)♣

Migration Headache (94)♣★
Water We Eating? (120)
Watershed (172)♣★

- ♣activity is easily adapted to grade level
- *demonstrating mapping skills could be used as an assessment for this activity
- ★activity can be adapted to meet this standard

Grade 2 (cont'd)

2. the role and interdependence of buyers (consumers) and (producers) of goods and services

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Lobster in Your Lunchbox (222)♣★

3. how limits on resources require people to choose what to produce and what to consume

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Aquatic WILD Activity Guide

Make a Coat (82)

**Net Gain, Net Effect (104)
Water We Eating? (120)**

- 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past make a difference in others' lives (e.g., biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride)

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Wildwork (168)

Living Research (160)♣

- ♣activity is easily adapted to grade level
- ☆activity can be adapted to meet this standard

GRADE 3

CONTINUITY AND CHANGE

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants and the impact they have had in forming the character of our contemporary society.

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 by:

1. identifying geographical features found in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes)

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What's That Habitat (38)

Habitat Rummy (40)

Urban nature Search (102)♣

2. tracing the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline)

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**Urban Nature Search (102)-
extension♣**

Shrinking Habitat (258)♣

Migration Barriers (262)♣

**Planning for People & Wildlife
(284)♣**

Watered Down History (116)♣

To Dam or Not to Dam (134)♣

Dragonfly Pond (154)

3.2 Students describe the American Indian nations in their local region long ago and in the recent past, in terms of:

1. the national identities, religious beliefs, customs, and various folklore traditions

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Museum Search (72)

Watered Down History (116)♣

♣activity is easily adapted to grade level

Grade 3 (cont'd)

2. how physical geography including climate influenced the way the local Indian nation(s) adapted to their natural environment (e.g., how they obtained their food, clothing, tools)

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Museum Search (72)

Watered Down History (116)♣

3. the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments

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Watered Down History (116)♣

4. the interaction of new settlers with the already established Indians of the region

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Watered Down History (116)♣

- 3.3 Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:

1. the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including the cultural, religious traditions and contributions of different groups

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Watered Down History (116)♣

2. the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship

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Watered Down History (116)♣

3. why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers)

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Watered Down History (116)♣

♣ activity is easily adapted to grade level

3.4 Students understand the role of rules and laws in our daily lives, and the basic structure of the United States government, in terms of:

2. the importance of public virtue and the role of citizens, including how to participate in a classroom, community and in civic life

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Can Do (322)

Plastic Jellyfish (170) - extensions

3. the stories behind important local and national landmarks, symbols and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statute of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol)

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**Wildlife As Seen on Coins & Stamps
(92) ♣**

Wildlife in National Symbols (238) ♣

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region, in terms of:

1. how local producers have used natural resources, human resources and capital resources to produce goods and services in the past and the present

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**What Did Your Lunch Cost Wildlife?
(306) ♣**

Watered Down History (116) ♣

2. how some things are made locally, some elsewhere in the U.S., and some abroad

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**Make a Coat (82)
What Did Your Lunch Cost
Wildlife? (306) ♣**

**Watered Down History (116) ♣
Water We Eating? (120)**

3. how individual economic choices involve tradeoffs and the evaluation of benefits and costs

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**Make a Coat (82)
What Did Your Lunch Cost
Wildlife? (306) ♣**

**Net Gain, Net Effect (104)
Watered Down History (116) ♣
Plastic Jellyfish (170) - extensions**

♣activity is easily adapted to grade level

Correlation of
project WILD

Environmental Education
K-12 Activity Guides

to

CALIFORNIA HISTORY/SOCIAL SCIENCE
CONTENT STANDARDS

GRADES 4-6
December 1999



The intellectual skills noted below are to be learned through, and applied to, the content standards for grades K-5. They are to be assessed only in conjunction with the content standards in grades K-5 and are not to be assessed in isolation.

Historical and Social Sciences Analysis Skills

In addition to the standards for grades K-5, students demonstrate the following intellectual, reasoning, reflection and research skills:

Grades K-5

Chronological and Spatial Thinking

1. students place key events and people of the historical era they are studying both in a chronological sequence and within a spatial context; they interpret timelines
2. students apply terms related to time correctly, 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 the map's legend, scale, and symbolic representations
5. students judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those 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 encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art 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 their historical contexts
2. students identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these 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

GRADE 4

CALIFORNIA: A CHANGING STATE

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California by:

3. identifying the state capital and describing the basic regions of California, including how their characteristics and physical environment affect human activity (e.g., water, landforms, vegetation, climate)

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Rainfall and the Forest (140)♣
Water's Going On?! (304)♣ -
extension #1

Wetlands Metaphors (54)
Fishy Who's Who (86)
Watershed (172)

4. identifying the location of and explaining the reasons for the growth of towns in relation to the Pacific Ocean, rivers, valleys, and mountain passes

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Watered Down History (116)

5. using maps, charts and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation

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Dragonfly Pond (154)☼

4.2 Students describe the social, political, cultural, economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods, in terms of:

♣activity is easily adapted to grade level

✦ activity is a good introduction to the standard

1. the major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs; and how they depended upon, adapted to and modified the physical environment by cultivation of land and sea resources

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Museum Search for Wildlife (72)★

Make a Coat (82) - see evaluations

2. the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific, noting the physical barriers of mountains, deserts, ocean currents, and wind patterns (e.g., Captain Cook, Valdez, Vitus Bering, Juan Cabrillo)

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Watered Down History (116)❖

- 4.3 Students explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood, in terms of:

2. comparisons of how and why people traveled to California and the routes they traveled (e.g., biographies and legends of James Beckwourth, Jedediah Smith, John C. Fremont, Juan Cabrillo)

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Watered Down History (116)

4. the immigration and migration to California between 1850 and 1900; its diverse composition, the countries of origin and their relative locations, and the conflicts and accords among diverse groups (e.g., the 1882 Exclusion Act)

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Watered Down History (116)

- 4.4 Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850s, in terms of:

3. rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles)

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Watered Down History (116)

★activity can be adapted to meet this standard

❖by designating a specific period of time, the activity can be adapted to meet this standard

6. California's water system and how it evolved over time into a network of dams, aqueducts and reservoirs

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Aquatic WILD Activity Guide

Aquatic Times (126)♣

To Dam or Not to Dam (134)✳

Alice in Waterland (182)✳

8. the impact of 20th century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., biographies of Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne)

Project WILD Activity Guide

Aquatic WILD Activity Guide

Saturday Morning Wildlife Watching (228)♣

♣activity is easily adapted to grade level

✦ activity is a good introduction to this standard

✦ activity can show how entertainment (cartoons) has influenced cultural, artistic & political development

GRADE 5

UNITED STATES HISTORY AND GEOGRAPHY: MAKING A NEW NATION

Students in grade five study the development of the nation up to 1850 with an emphasis on the population: who was already here, when and from where others arrived, and why people came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

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, in terms of:

1. how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that were built, and food, clothing, tools and utensils were obtained

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Watered Down History (116)

2. the varied customs and folklore traditions

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Museum Search for Wildlife (72)

Watered Down History (116)

3. the varied economies and systems of government

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Watered Down History (116)

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era, in terms of:

1. the influence of location and physical setting on the founding of the original 13 colonies, their location on a map along with the location of the American Indian nations already inhabiting these areas

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Watered Down History (116)

Grade 5 (cont'd)

5.8 Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid-1800's, with emphasis on the defining role of economic incentives and the effects of the physical and political geography and transportation systems, in terms of:

1. the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation as they advanced into the Ohio and Mississippi Valley and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats)

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Watered Down History (116)

2. the states and territories in 1850, their regional locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions)

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Watered Down History (116)

3. the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., draw from maps, biographies and journals of Lewis & Clark, Zebulon Pike, John Fremont)

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Watered Down History (116)

4. experiences on the overland trails to the West (e.g., location of the routes, purpose of each journey; the influence of terrain, rivers, vegetation, and climate; life in the territories at the end of these trails)

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Watered Down History (116)

Grade 6

The intellectual skills noted below are to be learned through, and applied to, content standards for grades 6-8. They are to be assessed only in conjunction with the content standards in grades 6-8 and are not to be assessed in isolation.

Historical and Social Sciences Analysis Skills

In addition to the standards for grades 6-8, students demonstrate the following intellectual reasoning, reflection and research skills:

Grades 6-8

Chronological and Spatial Thinking

1. students explain how major events are related to each other in time
2. students construct various timelines of key events, people, and of the historical era being studied
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 of 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

GRADE 6

WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major western and non-western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems and accomplishments of people, their role in developing social, economic and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution, in terms of:

5. the hunter-gatherer societies and their characteristics, including the development of tools and the use of fire

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[Aquatic WILD Activity Guide](#)

Museum Search for Wildlife (72)*

6. the location of human communities that populated the major regions of the world and how humans adapted to a variety of environments

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[Aquatic WILD Activity Guide](#)

Watered Down History (116)

7. the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and the increase in the sources of clothing and shelter

[Project WILD Activity Guide](#)

[Aquatic WILD Activity Guide](#)

Museum Search (72)

Make a Coat (82)

Wild Edible Plants (90) - extension #2

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush, in terms of:

1. the location and description of the river systems, and physical settings that supported permanent settlement and early civilizations

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[Aquatic WILD Activity Guide](#)

Watered Down History (116)

*Use this activity as a model to develop lessons to meet this standard

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece, in terms of:

1. the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region

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Aquatic WILD Activity Guide

Watered Down History (116)

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India, in terms of:

1. the location and description of the river system and physical setting that supported the rise of this civilization

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Watered Down History (116)

Correlation of
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Environmental Education
K-12 Activity Guides

to

CALIFORNIA HISTORY/SOCIAL SCIENCE
CONTENT STANDARDS

GRADES 7-8
December 1999



The intellectual skills noted below are to be learned through, and applied to, content standards for grades 6-8. They are to be assessed only in conjunction with the content standards in grades 6-8 and are not to be assessed in isolation.

Historical and Social Sciences Analysis Skills

In addition to the standards for grades 6-8, students demonstrate the following intellectual reasoning, reflection and research skills:

Grades 6-8

Chronological and Spatial Thinking

1. students explain how major events are related to each other in time
2. students construct various timelines of key events, people, and of the historical era being studied
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 of 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

GRADE 7

WORLD HISTORY AND GEOGRAPHY:

MEDIEVAL AND EARLY MODERN TIMES

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500-1789 AD. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe, in terms of:

1. the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation and climate and relationship to ways of life in ancient Europe and during the Roman Empire

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[Aquatic WILD Activity Guide](#)

Watered Down History (116)

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations, in terms of:

1. the locations, landforms and climates of Mexico, Central America and South America and their effects upon Mayan, Aztec, and Incan economies, trade, and development of urban societies

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Watered Down History (116)

2. the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery

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Watered Down History (116)

4. the artistic and oral traditions and architecture in the three civilizations

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Watered Down History (116)

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (Age of Exploration, the Enlightenment, and the Age of Reason), in terms of:

1. the great voyages of discovery, the location of the routes, and the influence of cartography in developing a new European world view

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Watered Down History (116)

GRADE 8

UNITED STATES HISTORY AND GEOGRAPHY

:

GROWTH AND CONFLICT

Students in grade eight study the ideas, issues and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded in the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it, in terms of:

6. the basic law-making process and how the design of the U.S. Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups)

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[Aquatic WILD Activity Guide](#)

Wild Bill's Fate (316)

Know Your Legislation (318)

7. the function and responsibilities of a free press

[Project WILD Activity Guide](#)

[Aquatic WILD Activity Guide](#)

Philosophical Differences (242)♣

Facts and Falsehood (138)♣

Wildlife Issues (244)♣

♣activity is easily adapted to grade level

Correlation of
project WILD

Environmental Education
K-12 Activity Guides

to

CALIFORNIA HISTORY/SOCIAL SCIENCE
CONTENT STANDARDS

GRADES 9-12
December 1999



Grades 9-12

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 9-12. They are to be assessed only in conjunction with the content standards in grades 9-12 and are not to be assessed in isolation.

Historical and Social Sciences Analysis Skills

In addition to the standards for grades 9-12, students demonstrate the following intellectual, reasoning, reflection and research skills:

Chronological and Spatial Thinking

1. students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons learned
2. students analyze how change happens at different rates at different times; that some aspects can change while others remain the same; that change is complicated and affects not technology and politics, but also values and beliefs
3. students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration; changing environmental preferences and settlement patterns; the frictions that develop between population groups and the diffusion of ideas, technological innovations, and goods
4. students relate current events to the physical and human characteristics of places and regions

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. students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications
4. students construct and test hypotheses; collect, evaluate and employ information from multiple primary and secondary sources; and apply it in oral and written presentations

Historical Interpretation

1. students show the connections, causal and otherwise, between particular historical events and larger social, economic and political trends and developments
2. students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect
3. students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values
4. students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions
5. students analyze human modifications of a landscapes, and examine the resulting environmental policy issues
6. students conduct cost/benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy

GRADE 10

Project WILD activities do not correlate directly with the History/Social Sciences Content Standards for Grade 10.

GRADE 11

UNITED STATES HISTORY AND GEOGRAPHY:

CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY

Students in grade eleven study the major turning points in American history in the 20th century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.

- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society, in terms of:
5. the impact, need and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection and property rights

Project WILD Activity Guide

Aquatic WILD Activity Guide

**Here Today, Gone Tomorrow (170 -
extension**
Deer Crossing (202)
Riparian Zone (206)
History of Wildlife Management (216)
Cartoons & Bumper Stickers (230)
Cabin Conflict (264)
Planning for People and Wildlife (284)
Can Do! (322)
**Improving Wildlife Habitat in the
Community (324)**
Enviro-Ethics (326)

Dragonfly Pond (154)
Living Research (160)
Plastic Jellyfish (170) - extension

GRADE 12

PRINCIPLES OF AMERICAN DEMOCRACY

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as The Federalist. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship.

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economics systems, measurement and methods.

12.2 Students evaluate, and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured, in terms of:

2. how economic rights are secured and what their importance is to the individual and to society (e.g., right to acquire, use, transfer, and dispose of property; right to choose one's work; join or not join labor unions; copyright and patent)

Project WILD Activity Guide

Aquatic WILD Activity Guide

Riparian Zone (206)
Cabin Conflict (264)
Rare Birds Eggs for Sale (296)

To Dam or Not to Dam (134)
Dragonfly Pond (154)

3. the legal obligations of obeying the law, serving as a juror, and paying taxes

Project WILD Activity Guide

Aquatic WILD Activity Guide

Who Pays for What? (212)
History of Wildlife Management
(216)

4. the obligation of civic-mindedness including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service

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Aquatic WILD Activity Guide

Wildlife Research (198)
Deer Crossing (202)
Who Pays for What? (212)
History of Wildlife Management (216)
Philosophical Differences (242)
Wild Bill's Fate (316)
Know Your Legislation (318)
Improving Wildlife Habitat (324)
Enviro-Ethics (326)

Facts and Falsehoods (138)
Living Research (160)
Plastic Jellyfish (170)

5. The reciprocity between rights and obligations, i.e., why enjoyment of one's rights entails respect for the rights of others

Project WILD Activity Guide

Aquatic WILD Activity Guide

The Hunter (190)
Philosophical Differences (242)
Pro and Con (250)
When a Whale Is a Right (280)
Noisy Neighbors (294)
Ethi-Reasoning (310)
Enviro-Thinking (326)

- 12.3 Students evaluate, take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations not part of government), their interdependence, and meaning and importance for a free society, in terms of:

1. how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes

Project WILD Activity Guide

Aquatic WILD Activity Guide

History of Wildlife Management (216)

2. how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections

Project WILD Activity Guide

Aquatic WILD Activity Guide

Deer Crossing (202)
Riparian Zone (206)
Cartoons and Bumper Stickers (230)
The Power of A Song (234)
Changing Attitudes (240)
Philosophical Differences (242)
Wildlife Issues (244)
Cabin Conflict (264)
When a Whale Is a Right (280)
Wild Bill's Fate (316)
Know Your Legislation (318)

Aquatic Times (126)
To Dam or Not to Dam (134)
Facts and Falsehoods (138)
Dragonfly Pond (154)

- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments, in terms of:

1. how conflicts between levels of government and branches of government are resolved

Project WILD Activity Guide

Aquatic WILD Activity Guide

When a Whale Is a Right (280)
Riparian Zone (206)
Cabin Conflict (264)

2. the major responsibilities and sources of revenue for state and local governments

Project WILD Activity Guide

Aquatic WILD Activity Guide

Wild Work (168)
Who Pays for What? (212)
History of Wildlife Management (216)
Know Your Legislation (318) - item f

5. how public policy is formed, including the setting of the agenda and how it is carried out through regulations and executive orders

Project WILD Activity Guide

Aquatic WILD Activity Guide

Changing Attitudes (240)
Philosophical Differences (242)
Know Your Legislation (318)

6. the process of lawmaking at each of the three levels of government, including the role of lobbying and the media

Project WILD Activity Guide

Aquatic WILD Activity Guide

Wild Bill's Fate (316)

Know Your Legislation (318)

- 12.8 Students evaluate, take and defend positions on the influence of the media on American political life, in terms of:

1. the meaning and importance of a free and responsible press

Project WILD Activity Guide

Aquatic WILD Activity Guide

Fact and Falsehoods (138)

2. the role of electronic, broadcast, print media, and the Internet as means of communication in American politics

Project WILD Activity Guide

Aquatic WILD Activity Guide

Cartoons and Bumper Stickers (230)

The Power of a Song (234)

Changing Attitudes (240)

Philosophical Differences (242)

Wildlife Issues (244)

Wild Bill's Fate (316)

3. how public officials use the media to communicate with the citizenry and to shape public opinion

Project WILD Activity Guide

Aquatic WILD Activity Guide

Facts and Falsehoods (138)

PRINCIPLES OF ECONOMICS

- 12.1 Students understand common economic terms and concepts and economic reasoning, in terms of:

1. the causal relationship between scarcity and the need for choices

Project WILD Activity Guide

Aquatic WILD Activity Guide

Does Wildlife Sell Cigarettes? (232) *

Pro and Con (250)

Rate Bird Eggs for Sale (296)

**What You Wear Is What They Were
(300)**

3. the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior

[Project WILD Activity Guide](#)

[Aquatic WILD Activity Guide](#)

Pro and Con (250)
Rate Bird Eggs for Sale (296)
What You Wear Is What They Were (300)
What Did Your Lunch Cost Wildlife? (306)
Flip the Switch for Wildlife (308)

4. the role of private property as an incentive in conserving and improving scarce resources, including renewable and non-renewable natural resources

[Project WILD Activity Guide](#)

[Aquatic WILD Activity Guide](#)

Riparian Zone (206)
Who Pays for What? (212)
Cabin Conflict (264)
Improving Wildlife Habitat (324)

- 12.3 Students analyze the influence of the U.S. government on the American economy, in terms of:

1. how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumer rights

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History of Wildlife Management (216)

Net Gain, Net Effect (104)♣ - procedure #16

2. the factors that may cause the costs of government actions to outweigh the benefits

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[Aquatic WILD Activity Guide](#)

To Dam or Not to Dam (134)

- 12.6 Students analyze issues of international trade, and explain how the U.S. economy affects, and is affected by, economic forces beyond its borders, in terms of:

3. the changing role of international political borders and territorial sovereignty in a global economy

[Project WILD Activity Guide](#)

[Aquatic WILD Activity Guide](#)

When a Whale Is a Right (280)★

- ♣ activity is easily adapted to grade level
- ★ activity can be adapted to meet this standard