

Grade 4 - Natural History Museum Related State Content Standards

English-Language Arts

LISTENING AND SPEAKING

2.0 Speaking Applications (Genres and their Characteristics)

2.1 Make narrative presentations (*various exhibit halls*):

- 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.

History-Social Science

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. (*Hall of California History, Hall of Native American Cultures*)
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). (*Hall of California History*)
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. (*Hall of California History*)
5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos. (*Hall of California History*)
6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy. (*Hall of California History*)

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. *(Hall of California History)*
- 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.
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). *(Hall of California History)*
- 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. *(Hall of California History)*
 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. *(Hall of California History)*
 4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles). *(Hall of California History)*
 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. *(Hall of California History)*

Science

LIFE SCIENCES

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
 - 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. *(Insect Zoo, Discovery Center, African and North American habitat halls, Hall of Birds, Marine Hall, Dinosaurs Hall, Cenozoic Hall)*

- c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals. (*Insect Zoo, Discovery Center*)
3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
- 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. (*Insect Zoo, Discovery Center, African and North American habitat halls, Hall of Birds, Marine Hall, Dinosaurs Hall, Cenozoic Hall*)
 - c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter. (*African and North American habitat halls, Hall of Birds*)

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). (*Gems and Minerals Hall*)

Visual Arts

- 3.0 Historical and Cultural Context
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture). (*Hall of Native American Cultures, Ancient Latin America Hall, Gems and Minerals Hall*)