CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, K–3

	TOURS									PROGRAMS							SELF-GUIDED
	A Look at CA Art, **3**	Profile Pictures, **2–3**	Families in CA, **2–3**	Transportation in CA, **2–3**	Changing CA, **3**	Plant and Animals Homes, **K–3**	What's for dinner?, **K–3**	CA Indians and the Environment, **3**	Bees, **K–3**	ASH!, **K–3**	Under the Sea, **2–3**	CA Indian Living, **3**	Days of the Dead Performance, **K–3**	Black History Month Performance, **K–3**	Black History Month Program	All Power to the People Program, **3**	Teacher Gallery Guide: Art, **3**
HISTORY—SOCIAL SCIENCE																	
Chronological and Spatial Thinking			•	•			•				•	•	•	•			
Research, Evidence, and Point of View			•	•			•				•	•	•	•			
Historical Interpretation			•	•													
K.1: Students understand that being a good citizen involves acting in certain ways.												•					
K.6: Students understand that history relates to events, people, and places of other times.											•	•					
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.											•	•					
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 while others stay the same.												•	•				
1.5: Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.												•	•				
2.1: Students differentiate between things that happened long ago and things that happened yesterday.			•									•	•				
2.2: Students demonstrate map skills by describing the absolute and relative locations of people, places and environments.			•	•													
2.4: Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.				•													
2.5: Students understand the importance of individual action and character and explain how the heroes from long ago and the recent past have made a difference in others' lives.												•	•	•			
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.			•	•			•				•						
3.2: Students describe the American Indian nations in their local region long ago and in the recent past.							•		•		•						
3.2: Students describe the American Indian nations in their local region long ago and in the recent past.			•	•			•						•	•	•		

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, K–3

	TOURS									PROGRAMS							SELF-GUIDED
	A Look at CA Art, **3**	Profile Pictures, **2–3**	Families in CA, **2–3**	Transportation in CA, **2–3**	Changing CA, **3**	Plant and Animals Homes, **K–3**	What's for dinner?, **K–3**	CA Indians and the Environment, **3**	Bees, **K–3**	ASH!, **K–3**	Under the Sea, **2–3**	CA Indian Living, **3**	Days of the Dead Performance, **K–3**	Black History Month Performance, **K–3**	Black History Month Program	All Power to the People Program, **3**	Teacher Gallery Guide: Art, **3**
HISTORY—SOCIAL SCIENCE CONTINUED...																	
3.4: Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.														•	•	•	
3.5: Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.				•				•				•					
NEXT GENERATION SCIENCE STANDARDS																	
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.					•		•	•									
1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.								•									
2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.																	
2-PS1-1. Conduct an investigation to describe and classify different kinds of materials by their observable properties																	
3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.																	
3-LS2-1. Construct an argument that some animals form groups that help members survive.																	
3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.																	
3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.																	
3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.																	
3-LS4-4. Populations live in a variety of habitats, and change in those habitats affects the organisms living there.																	
3-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.																	

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, K–3

	TOURS									PROGRAMS							SELF-GUIDED
	A Look at CA Art, **3**	Profile Pictures, **2–3**	Families in CA, **2–3**	Transportation in CA, **2–3**	Changing CA, **3**	Plant and Animals Homes, **K–3**	What's for dinner?, **K–3**	CA Indians and the Environment, **3**	Bees, **K–3**	ASH!, **K–3**	Under the Sea, **2–3**	CA Indian Living, **3**	Days of the Dead Performance, **K–3**	Black History Month Performance, **K–3**	Black HIstory Month Program	All Power to the People Program, **3**	Teacher Gallery Guide: Art, **3**
MATHEMATICS (COMMON CORE STATE STANDARDS)																	
K.G.2: Correctly name shapes regardless of their orientations or overall size.										•							
K.G.5: Model shapes in the world by building shapes from components and drawing shapes.										•							
1.G.1: Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.										•							
1.G.2: Compose 2D shapes or 3D shapes to create a composite shape, and compose new shapes from the composite shape.										•							
VISUAL AND PERFORMING ARTS																	
Visual Arts 1.0: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts	•	•	•							•			•		•	•	•
Visual Arts 2.0: Creating, Performing, and Participating in the Visual Arts										•					•	•	
Visual Arts 3.0: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts	•	•	•							•		•	•		•	•	•
Visual Arts 4.0: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts	•	•	•							•			•		•	•	•
Visual Arts 5.0: Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers	•	•	•							•			•		•	•	•
Music 1.0: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music.													•	•			
Music 2.0: Creating, Performing, and Participating in Music													•	•			
Music 3.0: Understanding the Historical Contributions and Cultural Dimensions of Music													•	•			
Music 4.0: Responding to, Analyzing, and Making Judgments About Works of Music														•			
Music 5.0: Connecting and Applying What is Learned in Music to Other Art Forms and Subject Areas and to Careers														•			

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, K–3

	TOURS									PROGRAMS							SELF-GUIDED
	A Look at CA Art, **3**	Profile Pictures, **2–3**	Families in CA, **2–3**	Transportation in CA, **2–3**	Changing CA, **3**	Plant and Animals Homes, **K–3**	What's for dinner?, **K–3**	CA Indians and the Environment, **3**	Bees, **K–3**	ASH!, **K–3**	Under the Sea, **2–3**	CA Indian Living, **3**	Days of the Dead Performance, **K–3**	Black History Month Performance, **K–3**	Black HIstory Month Program	All Power to the People Program, **3**	Teacher Gallery Guide: Art, **3**
ELA & LITERACY (COMMON CORE STATE STANDARDS)																	
K.SL.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	•	•	•							•			•	•			
K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•	•	•							•			•	•			
K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•							•			•	•			
K.SL.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.										•			•	•			
K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•							•			•	•			
K.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings.													•				
1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	•	•	•							•			•	•			
1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•	•	•							•			•	•			
1.SL.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	•	•	•							•			•	•			
1.SL.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.										•			•	•			
1.SL.6: Produce complete sentences when appropriate to task and situation.	•	•	•							•							
1.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.													•	•			
1.L.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.													•				
2.SL.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups	•	•	•							•	•		•	•			

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, K–3

	TOURS									PROGRAMS							SELF-GUIDED
	A Look at CA Art, **3**	Profile Pictures, **2–3**	Families in CA, **2–3**	Transportation in CA, **2–3**	Changing CA, **3**	Plant and Animals Homes, **K–3**	What's for dinner?, **K–3**	CA Indians and the Environment, **3**	Bees, **K–3**	ASH!, **K–3**	Under the Sea, **2–3**	CA Indian Living, **3**	Days of the Dead Performance, **K–3**	Black History Month Performance, **K–3**	Black HIstory Month Program	All Power to the People Program, **3**	Teacher Gallery Guide: Art, **3**
ELA & LITERACY (COMMON CORE STATE STANDARDS) CONTINUED...																	
2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•	•	•							•	•		•	•			
2.SL.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	•	•	•							•				•			
2.SL.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.										•	•	•					
2.SL.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•	•	•										•	•			
2.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.													•	•			
2.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.													•				
2.L.5: Demonstrate understanding of word relationships and nuances in word meanings.																	
3.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.																	
3.SL.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.																	
3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.																	
3.SL.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.																	
3.SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.																	
3.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.																	
3.L.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.																	

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, K–3

	TOURS									PROGRAMS							SELF-GUIDED
	A Look at CA Art, **3**	Profile Pictures, **2–3**	Families in CA, **2–3**	Transportation in CA, **2–3**	Changing CA, **3**	Plant and Animals Homes, **K–3**	What's for dinner?, **K–3**	CA Indians and the Environment, **3**	Bees, **K–3**	ASH!, **K–3**	Under the Sea, **2–3**	CA Indian Living, **3**	Days of the Dead Performance, **K–3**	Black History Month Performance, **K–3**	Black HIstory Month Program	All Power to the People Program, **3**	Teacher Gallery Guide: Art, **3**
ELA & LITERACY (COMMON CORE STATE STANDARDS) CONTINUED...																	
3.L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.								•				•		•			
3.L.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.								•				•		•	•	•	

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, 4–8

	PROGRAMS								SELF-GUIDED	
	ASHI, **4–8**	CA Indian Living, **4–5**	Days of the Dead Performance, **4–8**	Those Fabulous 49ers, **4–5**	Under the Sea, **4–5**	Black History Month Performance, **4–8**	Black History Month Program, **4–8**	All Power to the People Program, **4–7**	Teacher Gallery Guide: History, **4–5**	Teacher Gallery Guide: Art, **4–5**
HISTORY—SOCIAL SCIENCE										
Chronological and Spatial Thinking	•		•		•	•	•		•	
Research, Evidence, and Point of View	•		•			•	•			
Historical Interpretation			•			•	•			
4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.	•									
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 missions and Mexican rancho period.	•								•	
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.			•						•	
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.	•									
4.5: Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.	•								•	
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.	•									
5.2: Students trace the routes of early explorers and describe the early explorations of the Americas.										
5.3: Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.	•		•							
5.4: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.					•	•			•	
5.8: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.			•						•	
8.4: Students analyze the aspirations and ideals of the people of the new nation.									•	
8.7 Students analyze the divergent paths of the American people in the South from 1800 to mid-1800s and the challenges they faced.					•	•			•	

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, 4–8

	PROGRAMS								SELF-GUIDED	
	ASH!, **4–8**	CA Indian Living, **4–5**	Days of the Dead Performance, **4–8**	Those Fabulous 49ers, **4–5**	Under the Sea, **4–5**	Black History Month Performance, **4–8**	Black History Month Program, **4–8**	All Power to the People Program, **4–7**	Teacher Gallery Guide: History, **4–5**	Teacher Gallery Guide: Art, **4–5**
HISTORY—SOCIAL SCIENCE CONTINUED...										
8.8: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.									•	
8.9: Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.						•	•			
8.12: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.										
NEXT GENERATION SCIENCE STANDARDS										
4-LS1-1. Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.					•					
4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.										
4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.										
4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.										
5-LS2-1. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Organisms can survive only in environments in which their particular needs are met. (LS2.A)					•					
5-PS3-1. Use models to describe that enery in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.										
5-ESS3-1. Human activities have had major effects on Earth, but individuals and communities are working to help protect Earth's resources and environments. (ESS3.C)					•					
MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.										
MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.										

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, 4–8

	PROGRAMS								SELF-GUIDED	
	ASHI, **4–8**	CA Indian Living, **4–5**	Days of the Dead Performance, **4–8**	Those Fabulous 49ers, **4–5**	Under the Sea, **4–5**	Black History Month Performance, **4–8**	Black History Month Program, **4–8**	All Power to the People Program, **4–7**	Teacher Gallery Guide: History, **4–5**	Teacher Gallery Guide: Art, **4–5**
NEXT GENERATION SCIENCE STANDARDS CONTINUED...										
MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.										
MS-LS2-2. Although the species involved in competitive, predatory, and mutually beneficial interactions vary across ecosystmes, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (LS2.A)										
MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.										
MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.										
MATHEMATICS (COMMON CORE STATE STANDARDS)										
Math.Practice.MP2: Reason abstractly and quantitatively.				•						
Math.Practice.MP3: Construct viable arguments and critique the reasoning of others				•						
Math.Practice.MP4: Model with mathematics.				•						
4.G.1: Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in 2D figures.	•									
VISUAL AND PERFORMING ARTS										
Visual Arts 1.0: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts	•		•				•	•		•
Visual Arts 2.0: Creating, Performing, and Participating in the Visual Arts	•						•	•		
Visual Arts 3.0: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts	•	•	•				•	•		•
Visual Arts 4.0: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts	•		•				•	•		•

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, 4–8

	PROGRAMS								SELF-GUIDED	
	ASHI, **4–8**	CA Indian Living, **4–5**	Days of the Dead Performance, **4–8**	Those Fabulous 49ers, **4–5**	Under the Sea, **4–5**	Black History Month Performance, **4–8**	Black History Month Program, **4–8**	All Power to the People Program, **4–7**	Teacher Gallery Guide: History, **4–5**	Teacher Gallery Guide: Art, **4–5**
VISUAL AND PERFORMING ARTS CONTINUED...										
Visual Arts 5.0: Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers	•		•					•		•
Visual Arts 5.3 (grade 7): Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretation of its meaning, and describe or illustrate the results.			•							•
Music 3.0: Understanding the Historical Contributions and Cultural Dimensions of Music			•			•				
Music 4.0: Responding to, Analyzing, and Making Judgments About Works of Music			•			•				
Music 5.0: Connecting and Applying What is Learned in Music to Other Art Forms and Subject Areas and to Careers						•				
ELA & LITERACY (COMMON CORE STATE STANDARDS)										
CCRA.SL.1-3: Comprehension and Collaboration		•		•		•	•	•		
CCRA.SL.4-6: Presentation of Knowledge and Ideas		•		•		•	•	•		
CCRA.L.3: Knowledge of Language		•		•		•	•	•		
CCRA.L.4-6: Vocabulary Acquisition and Use		•		•		•	•	•		
4.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	•	•		•	•	•	•	•		
4.SL.2: Paraphrase portions of a text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	•	•		•	•		•	•		
4.SL.3: Identify the reasons and evidence a speaker provides to support particular points.				•			•	•		
4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		•		•		•	•	•		
4.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		•		•		•	•	•		

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, 4–8

	TOURS															
	A Look at CA Art, **4–8**	Art of Gold Rush & Early CA, **4–8**	CA Photography, **8**	Profile Pictures, **4–8**	History Gallery at a Glance, **4–8**	History of Early CA, **4–5**	CA Indians, **4–5**	CA Missions / Ranchos, **4–5**	Gold Rush (tour only), **4–5**	Transportation in CA, **4–8**	Coming to CA, **4–8**	Changing CA, **4–6**	Plant and Animal Homes, **4–6**	What's for dinner?, **4–6**	CA Indians and the Environment, **4**	Bees, **4–6**
HISTORY—SOCIAL SCIENCE																
Chronological and Spatial Thinking																
Research, Evidence, and Point of View																
Historical Interpretation																
4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.																
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 missions and Mexican rancho period.																
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.																
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.																
4.5: Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.																
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.																
5.2: Students trace the routes of early explorers and describe the early explorations of the Americas.																
5.3: Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.																
5.4: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.																
5.8: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.																
8.4: Students analyze the aspirations and ideals of the people of the new nation.																
8.7 Students analyze the divergent paths of the American people in the South from 1800 to mid-1800s and the challenges they faced.																

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, 4–8

	TOURS															
	A Look at CA Art, **4–8**	Art of Gold Rush & Early CA, **4–8**	CA Photography, **8**	Profile Pictures, **4–8**	History Gallery at a Glance, **4–8**	History of Early CA, **4–5**	CA Indians, **4–5**	CA Missions / Ranchos, **4–5**	Gold Rush (tour only), **4–5**	Transportation in CA, **4–8**	Coming to CA, **4–8**	Changing CA, **4–6**	Plant and Animal Homes, **4–6**	What's for dinner?, **4–6**	CA Indians and the Environment, **4**	Bees, **4–6**
MATHEMATICS (COMMON CORE STATE STANDARDS																
Math.Practice.MP2: Reason abstractly and quantitatively.																
Math.Practice.MP3: Construct viable arguments and critique the reasoning of others.																
Math.Practice.MP4: Model with mathematics.																
4.G.1: Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in 2D figures.																
VISUAL AND PERFORMING ARTS																
Visual Arts 1.0: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts	•	•	•													
Visual Arts 2.0: Creating, Performing, and Participating in the Visual Arts																
Visual Arts 3.0: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts	•	•	•													
Visual Arts 4.0: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts	•	•	•													
Visual Arts 5.0: Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers	•	•	•													
Visual Arts 5.3 (grade 7): Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretation of its meaning, and describe or illustrate the results.																
Music 3.0: Understanding the Historical Contributions and Cultural Dimensions of Music																
Music 4.0: Responding to, Analyzing, and Making Judgments About Works of Music																
Music 5.0: Connecting and Applying What is Learned in Music to Other Art Forms and Subject Areas and to Careers																

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, 4–8

	TOURS															
	A Look at CA Art, **4–8**	Art of Gold Rush & Early CA, **4–8**	CA Photography, **8**	Profile Pictures, **4–8**	History Gallery at a Glance, **4–8**	History of Early CA, **4–5**	CA Indians, **4–5**	CA Missions / Ranchos, **4–5**	Gold Rush (tour only), **4–5**	Transportation in CA, **4–8**	Coming to CA, **4–8**	Changing CA, **4–6**	Plant and Animal Homes, **4–6**	What's for dinner?, **4–6**	CA Indians and the Environment, **4**	Bees, **4–6**
ELA & LITERACY (COMMON CORE STATE STANDARDS)																
CCRA.SL.1-3: Comprehension and Collaboration																•
CCRA.SL.4-6: Presentation of Knowledge and Ideas																•
CCRA.L.3: Knowledge of Language																•
CCRA.L.4-6: Vocabulary Acquisition and Use																•
4.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	•	•	•		•	•	•	•	•	•	•					•
4.SL.2: Paraphrase portions of a text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.																•
4.SL.3: Identify the reasons and evidence a speaker provides to support particular points.																•
4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.																•
4.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.																•
4.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																•
4.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).																•
5.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	•	•	•		•	•	•	•	•	•	•					
5.SL.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.																
5.SL.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.																
5.SL.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.																

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, 4–8

ELA & LITERACY (COMMON CORE STATE STANDARDS) CONTINUED...	TOURS															
	A Look at CA Art, **4–8**	Art of Gold Rush & Early CA, **4–8**	CA Photography, **8**	Profile Pictures, **4–8**	History Gallery at a Glance, **4–8**	History of Early CA, **4–5**	CA Indians, **4–5**	CA Missions / Ranchos, **4–5**	Gold Rush (tour only), **4–5**	Transportation in CA, **4–8**	Coming to CA, **4–8**	Changing CA, **4–6**	Plant and Animal Homes, **4–6**	What's for dinner?, **4–6**	CA Indians and the Environment, **4**	Bees, **4–6**
5.SL.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.																
5.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.																
5.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.																
5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																
5.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).																
6.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•	•	•		•					•	•					
6.SL.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.																
6.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.																
6.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.																
6.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																
6.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.																
7.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.																
7.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.																
7.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.																

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, 4–8

	TOURS															
	A Look at CA Art, **4–8**	Art of Gold Rush & Early CA, **4–8**	CA Photography, **8**	Profile Pictures, **4–8**	History Gallery at a Glance, **4–8**	History of Early CA, **4–5**	CA Indians, **4–5**	CA Missions / Ranchos, **4–5**	Gold Rush (tour only), **4–5**	Transportation in CA, **4–8**	Coming to CA, **4–8**	Changing CA, **4–6**	Plant and Animal Homes, **4–6**	What's for dinner?, **4–6**	CA Indians and the Environment, **4**	Bees, **4–6**
ELA & LITERACY (COMMON CORE STATE STANDARDS) CONTINUED...																
7.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																
7.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.																
8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.																
8.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.																
8.L.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.																
8.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																
8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.																

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, 9–12

	TOURS						PROGRAMS
	A Look at CA Art, **9–12**	Art of Gold Rush & Early CA, **9–12**	CA Photography, **9–12**	History Gallery at a Glance, **9–12**	Transportation in CA, **9–12**	Coming to CA, **9–12**	Days of the Dead Performance, **9–12**
HISTORY–SOCIAL SCIENCE							
Chronological and Spatial Thinking				•	•	•	
Research, Evidence, and Point of View				•	•	•	
Historical Interpretation				•	•	•	
10.3: Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.						•	
11.2: Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.				•	•	•	
11.5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.				•	•	•	
11.6: Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.				•		•	
11.8: Students analyze the economic boom and social transformation of post-World War II America.				•	•	•	
11.11: Students analyze the major social problems and domestic policy issues in contemporary American society.				•		•	
VISUAL AND PERFORMING ARTS							
Visual Arts 1.0: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts	•	•	•				•
Visual Arts 3.0: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts	•	•	•				
Visual Arts 4.0: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts	•	•	•				•
Visual Arts 5.0: Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers	•	•	•				•
Music 1.0: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music							•
Music 2.0: Creating, Performing, and Participating in Music							•
Music 3.0: Understanding the Historical Contributions and Cultural Dimensions of Music							•
Music 4.0: Responding to, Analyzing, and Making Judgments About Works of Music							•
Music 5.0: Connecting and Applying What is Learned in Music to Other Art Forms and Subject Areas and to Careers							

CURRICULUM CORRELATIONS

STATE OF CALIFORNIA CONTENT STANDARDS, 9–12

	TOURS						PROGRAMS
	A Look at CA Art, **9–12**	Art of Gold Rush & Early CA, **9–12**	CA Photography, **9–12**	History Gallery at a Glance, **9–12**	Transportation in CA, **9–12**	Coming to CA, **9–12**	Days of the Dead Performance, **9–12**
ELA & LITERACY (COMMON CORE STATE STANDARDS)							
9–10.SL.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	•	•	•	•	•	•	
11–12.SL.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	•	•	•	•	•	•	