

# CURRICULUM CORRELATIONS

## STATE OF CALIFORNIA CONTENT STANDARDS, K–3

TOURS										PROGRAMS					SELF-GUIDED	
CA Art & Me, K–2	Inspired California, 3	Portraits & Identity, 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	Days of the Dead Tour, K–3	ASHI, K–3	Under the Sea, 2–3	CA Indian Living, 3	Days of the Dead Performance, K–3	Black History Month, K–3	Take Root Poster Making Workshop, 3	Teacher Gallery Guide: Art, 3

### HISTORY—SOCIAL SCIENCE

	CA Art & Me, K–2	Inspired California, 3	Portraits & Identity, 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	Days of the Dead Tour, K–3	ASHI, K–3	Under the Sea, 2–3	CA Indian Living, 3	Days of the Dead Performance, K–3	Black History Month, K–3	Take Root Poster Making Workshop, 3	Teacher Gallery Guide: Art, 3
<b>Chronological and Spatial Thinking</b>				•	•				•				•		•	•	
<b>Research, Evidence, and Point of View</b>				•	•				•				•		•	•	
<b>Historical Interpretation</b>				•	•											•	
<b>K.1:</b> Students understand that being a good citizen involves acting in certain ways.															•	•	
<b>K.4:</b> Students compare and contrast the locations of people, places, and environments and describe their characteristics.																•	
<b>K.6:</b> Students understand that history relates to events, people, and places of other times.										•			•	•			
<b>1.3:</b> Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.										•			•	•			
<b>1.4:</b> 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.														•			
<b>1.5:</b> Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.														•	•		
<b>2.1:</b> Students differentiate between things that happened long ago and things that happened yesterday.				•										•			
<b>2.2:</b> Students demonstrate map skills by describing the absolute and relative locations of people, places and environments.				•	•											•	
<b>2.4:</b> Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.					•											•	
<b>2.5:</b> 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.										•			•	•			
<b>3.1:</b> 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.				•	•				•				•			•	
<b>3.2:</b> Students describe the American Indian nations in their local region long ago and in the recent past.									•		•		•				

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### HISTORY—SOCIAL SCIENCE CONTINUED...

<b>3.3:</b> Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.			•	•				•					•	•	
<b>3.4:</b> Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.													•		
<b>3.5:</b> Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.				•				•			•			•	

### NEXT GENERATION SCIENCE STANDARDS

<b>K-LS1-1:</b> Use observations to describe patterns of what plants and animals (including humans) need to survive.						•	•								
<b>2-LS4-1:</b> Make observations of plants and animals to compare the diversity of life in different habitats.						•	•								
<b>2-PS1-1:</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties									•						
<b>3-LS2-1:</b> Construct an argument that some animals form groups that help members survive.						•	•								
<b>3-LS3-2:</b> Use evidence to support the explanation that traits can be influenced by the environment.					•	•								•	
<b>3-LS4-3:</b> 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.					•	•	•			•					
<b>3-LS4-4:</b> Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.					•					•				•	
<b>3-ESS3-1:</b> Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.								•							



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### ELA & LITERACY (COMMON CORE STATE STANDARDS)

<b>K.SL.1:</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	•					•	•		•	•				•	
<b>K.SL.2:</b> 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.	•					•	•		•	•				•	
<b>K.SL.3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•					•	•		•	•				•	
<b>K.SL.4:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.						•	•			•				•	
<b>K.SL.6:</b> Speak audibly and express thoughts, feelings, and ideas clearly.	•					•	•		•	•				•	
<b>1.SL.1:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	•					•	•		•	•				•	
<b>1.SL.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•					•	•		•	•				•	
<b>1.SL.3:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	•					•	•		•	•				•	
<b>1.SL.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.						•	•			•				•	
<b>1.SL.6:</b> Produce complete sentences when appropriate to task and situation.	•					•	•		•	•					
<b>2.SL.1:</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups	•	•	•	•		•	•		•	•	•			•	
<b>2.SL.2:</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•	•	•	•		•	•		•	•	•			•	
<b>2.SL.3:</b> 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.	•	•	•	•		•	•		•	•	•			•	
<b>2.SL.4:</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			•	•		•	•		•	•					

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## STATE OF CALIFORNIA CONTENT STANDARDS, K-3

	TOURS										PROGRAMS					SELF-GUIDED
CA Art & Me, K-2	Inspired California, 3	Portraits & Identity, 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	Days of the Dead Tour, K-3	ASHI, K-3	Under the Sea, 2-3	CA Indian Living, 3	Days of the Dead Performance, K-3	Black History Month, K-3	Take Root Poster Making Workshop, 3	Teacher Gallery Guide: Art, 3

### ELA & LITERACY (COMMON CORE STATE STANDARDS) CONTINUED...

<b>2.SL.6:</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•		•	•	•		•	•		•	•					
<b>3.SL.1:</b> 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.		•	•	•	•	•	•	•	•	•	•	•	•	•		
<b>3.SL.2:</b> 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.		•	•	•	•	•	•	•	•	•	•	•	•	•		
<b>3.SL.3:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		•	•	•	•	•	•	•	•	•	•	•	•	•		
<b>3.SL.4:</b> 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.				•	•	•	•	•	•	•	•			•		
<b>3.SL.6:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		•	•	•	•	•	•	•	•	•	•					
<b>3.L.6:</b> 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	Take Root Poster Making Workshop, 4–8	Teacher Gallery Guide: History, 4–5	Teacher Gallery Guide: Art, 4–5

## HISTORY—SOCIAL SCIENCE

	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	Take Root Poster Making Workshop, 4–8	Teacher Gallery Guide: History, 4–5	Teacher Gallery Guide: Art, 4–5
<b>Chronological and Spatial Thinking</b>		•		•		•	•	•	
<b>Research, Evidence, and Point of View</b>		•		•			•		
<b>Historical Interpretation</b>				•			•		
<b>4.1:</b> Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.		•							
<b>4.2:</b> 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.		•		•				•	
<b>4.3:</b> Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.				•				•	
<b>4.4:</b> Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.		•				•			
<b>5.3:</b> Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.		•		•					
<b>5.4:</b> Students understand the political, religious, social, and economic institutions that evolved in the colonial era.						•		•	
<b>5.8:</b> 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.				•				•	
<b>8.4:</b> Students analyze the aspirations and ideals of the people of the new nation.								•	
<b>8.7:</b> Students analyze the divergent paths of the American people in the South from 1800 to mid-1800s and the challenges they faced.						•		•	
<b>8.8:</b> Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.								•	
<b>8.9:</b> Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.						•			
<b>8.11:</b> Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.						•			

# CURRICULUM CORRELATIONS

## STATE OF CALIFORNIA CONTENT STANDARDS, 4–8

TOURS													
Inspired California, 4–8	Art of Gold Rush & Early CA, 4–8	CA Photography, 8	Portraits & Identity, 4–8	History of Early CA, 4–5	CA Indians, 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	Days of the Dead Tour, 4–8

### HISTORY—SOCIAL SCIENCE

	Inspired California, 4–8	Art of Gold Rush & Early CA, 4–8	CA Photography, 8	Portraits & Identity, 4–8	History of Early CA, 4–5	CA Indians, 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	Days of the Dead Tour, 4–8
<b>Chronological and Spatial Thinking</b>					•	•	•	•	•	•			•	
<b>Research, Evidence, and Point of View</b>					•	•	•	•	•	•			•	
<b>Historical Interpretation</b>					•	•	•	•	•	•			•	
<b>4.1:</b> Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.					•	•	•	•	•				•	
<b>4.2:</b> 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.					•	•	•		•				•	
<b>4.3:</b> Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.		•			•	•	•		•				•	
<b>4.4:</b> Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.							•	•	•					
<b>5.2:</b> Students trace the routes of early explorers and describe the early explorations of the Americas.					•				•					
<b>5.3:</b> Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.					•	•	•							
<b>5.8:</b> 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.					•		•	•	•					
<b>8.7:</b> Students analyze the divergent paths of the American people in the South from 1800 to mid-1800s and the challenges they faced.									•					
<b>8.8:</b> Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.									•					
<b>8.9:</b> Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.									•					
<b>8.11:</b> Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.									•					
<b>8.12:</b> 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.								•	•					

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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	Take Root Poster Making Workshop, 4–8	Teacher Gallery Guide: History, 4–5	Teacher Gallery Guide: Art, 4–5

## NEXT GENERATION SCIENCE STANDARDS

<b>4-LS1-1:</b> Construct an argument that plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.								
<b>4-ESS3-1:</b> Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.								
<b>5-LS2-1:</b> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.								
<b>5-PS3-1:</b> Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.								
<b>5-ESS3-1:</b> Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.								
<b>MS-LS1-5:</b> Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.								
<b>MS-LS2-1:</b> Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.								
<b>MS-LS2-2:</b> Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.								
<b>MS-LS2-4:</b> Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.								
<b>MS-LS2-5:</b> Evaluate competing design solutions for maintaining biodiversity and ecosystem services.								
<b>MS-ESS3-4:</b> Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.								



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## MATHEMATICS (COMMON CORE STATE STANDARDS)

<b>Math.Practice.MP2:</b> Reason abstractly and quantitatively.				•				
<b>Math.Practice.MP3:</b> Construct viable arguments and critique the reasoning of others				•				
<b>Math.Practice.MP4:</b> Model with mathematics.				•				
<b>4.G.1:</b> Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in 2D figures.	•							

## VISUAL AND PERFORMING ARTS

<b>Visual Arts 1.0:</b> Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts	•		•			•		•
<b>Visual Arts 2.0:</b> Creating, Performing, and Participating in the Visual Arts	•					•		•
<b>Visual Arts 3.0:</b> Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts	•	•	•			•		•
<b>Visual Arts 4.0:</b> Responding to, Analyzing, and Making Judgments About Works in the Visual Arts	•		•			•		•
<b>Visual Arts 5.0:</b> Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers	•		•			•		•
<b>Visual Arts 5.3 (grade 7):</b> 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.			•					
<b>Music 3.0:</b> Understanding the Historical Contributions and Cultural Dimensions of Music			•			•		
<b>Music 4.0:</b> Responding to, Analyzing, and Making Judgments About Works of Music			•			•		
<b>Music 5.0:</b> Connecting and Applying What is Learned in Music to Other Art Forms and Subject Areas and to Careers						•		

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CONTENT STANDARDS, 4–8

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## VISUAL AND PERFORMING ARTS

<b>Visual Arts 1.0:</b> Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts	•	•	•	•									•
<b>Visual Arts 3.0:</b> Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts	•	•	•	•									•
<b>Visual Arts 4.0:</b> Responding to, Analyzing, and Making Judgments About Works in the Visual Arts	•	•	•	•									•
<b>Visual Arts 5.0:</b> Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers	•	•	•	•									•

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## ELA & LITERACY (COMMON CORE STATE STANDARDS)

<b>CCRA.SL.1-3: Comprehension and Collaboration</b>		•		•		•	•		
<b>CCRA.SL.4-6: Presentation of Knowledge and Ideas</b>		•		•		•	•		
<b>CCRA.L.3: Knowledge of Language</b>		•		•		•	•		
<b>CCRA.L.4-6: Vocabulary Acquisition and Use</b>		•		•		•	•		
<b>4.SL.1:</b> 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.	•	•		•	•	•	•		
<b>4.SL.2:</b> Paraphrase portions of a text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	•	•		•	•		•		
<b>4.SL.3:</b> Identify the reasons and evidence a speaker provides to support particular points.				•			•		
<b>4.L.4:</b> 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.		•		•		•	•		
<b>4.L.6:</b> 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).		•		•		•	•		
<b>5.SL.1:</b> 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.	•	•		•	•	•	•		
<b>5.SL.2:</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	•	•		•	•		•		
<b>5.SL.3:</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.				•					
<b>5.SL.4:</b> 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.				•			•		
<b>5.L.6:</b> 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).		•		•		•	•		

# 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	Take Root Poster Making Workshop 4–8	Teacher Gallery Guide: History, 4–5	Teacher Gallery Guide: Art, 4–5

## ELA & LITERACY (COMMON CORE STATE STANDARDS) CONTINUED...

<b>6.SL.1:</b> 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.	•					•	•		
<b>6.SL.2:</b> 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.	•					•	•		
<b>6.L.4:</b> 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.						•	•		
<b>6.L.6:</b> 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.						•	•		
<b>7.SL.1:</b> 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.						•	•		
<b>7.L.4:</b> 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.						•	•		
<b>7.L.6:</b> 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.						•	•		
<b>8.SL.1:</b> 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.						•	•		
<b>8.L.4:</b> 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.						•	•		
<b>8.L.6:</b> 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, 4–8

TOURS													
Inspired California, 4–8	Art of Gold Rush & Early CA, 4–8	CA Photography, 8	Portraits & Identity, 4–8	History of Early CA, 4–5	CA Indians, 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	Days of the Dead Tour, 4–8

### ELA & LITERACY (COMMON CORE STATE STANDARDS)

<b>CCRA.SL.1-3: Comprehension and Collaboration</b>					•	•	•	•	•	•	•	•	•	
<b>CCRA.SL.4-6: Presentation of Knowledge and Ideas</b>					•	•	•	•	•	•	•	•	•	
<b>CCRA.L.3: Knowledge of Language</b>					•	•	•	•	•	•	•	•	•	
<b>CCRA.L.4-6: Vocabulary Acquisition and Use</b>					•	•	•	•	•	•	•	•	•	
<b>4.SL.1:</b> 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.	•	•		•	•	•	•	•	•	•	•	•	•	•
<b>4.SL.2:</b> Paraphrase portions of a text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					•	•	•	•	•	•	•	•	•	•
<b>4.SL.3:</b> Identify the reasons and evidence a speaker provides to support particular points.					•	•	•	•	•	•	•	•	•	
<b>4.L.4:</b> 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.					•	•	•	•	•	•	•	•	•	
<b>4.L.6:</b> 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).					•	•	•	•	•	•	•	•	•	
<b>5.SL.1:</b> 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.	•	•		•	•	•	•	•	•	•	•	•	•	•
<b>5.SL.2:</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					•	•	•	•	•	•	•	•	•	•
<b>5.SL.3:</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.					•	•	•	•	•	•	•	•	•	
<b>5.SL.4:</b> 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.					•	•	•	•	•	•	•	•	•	
<b>5.L.6:</b> 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).					•	•	•	•	•	•	•	•	•	

# CURRICULUM CORRELATIONS

STATE OF CALIFORNIA  
CONTENT STANDARDS, 4–8

TOURS													
Inspired California, 4–8	Art of Gold Rush & Early CA, 4–8	CA Photography, 8	Portraits & Identity, 4–8	History of Early CA, 4–5	CA Indians, 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	Days of the Dead Tour, 4–8

## ELA & LITERACY (COMMON CORE STATE STANDARDS) CONTINUED...

<b>6.SL.1:</b> 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.	•	•	•				•	•	•	•	•		•
<b>6.SL.2:</b> 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.							•	•	•	•	•		•
<b>6.L.4:</b> 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.							•	•	•	•	•		
<b>6.L.6:</b> 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.							•	•	•	•	•		
<b>7.SL.1:</b> 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.							•	•					
<b>7.L.4:</b> 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.							•	•					
<b>7.L.6:</b> 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.							•	•					
<b>8.SL.1:</b> 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.			•				•	•					
<b>8.L.4:</b> 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.			•				•	•					
<b>8.L.6:</b> 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
Inspired California, 9–12	Art of Gold Rush & Early CA, 9–12	CA Photography, 9–12	Transportation in CA, 9–12	Coming to CA, 9–12	Days of the Dead Performance, 9–12

## HISTORY–SOCIAL SCIENCE

<b>Chronological and Spatial Thinking</b>				•	•	
<b>Research, Evidence, and Point of View</b>				•	•	
<b>Historical Interpretation</b>				•	•	
<b>10.3:</b> Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.				•	•	
<b>11.2:</b> Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.				•	•	
<b>11.3:</b> Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.					•	
<b>11.5:</b> Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.				•	•	
<b>11.6:</b> Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.					•	
<b>11.7:</b> Students analyze America’s participation in World War II.				•		
<b>11.8:</b> Students analyze the economic boom and social transformation of post-World War II America.				•	•	
<b>11.11:</b> Students analyze the major social problems and domestic policy issues in contemporary American society.	•	•	•		•	

# CURRICULUM CORRELATIONS

STATE OF CALIFORNIA  
CONTENT STANDARDS, 9–12

TOURS					PROGRAMS
Inspired California, 9–12	Art of Gold Rush & Early CA, 9–12	CA Photography, 9–12	Transportation in CA, 9–12	Coming to CA, 9–12	Days of the Dead Performance, 9–12

## VISUAL AND PERFORMING ARTS

<b>Visual Arts 1.0:</b> Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts	•	•	•	•	•
<b>Visual Arts 3.0:</b> Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts	•	•	•	•	
<b>Visual Arts 4.0:</b> Responding to, Analyzing, and Making Judgments About Works in the Visual Arts	•	•	•	•	•
<b>Visual Arts 5.0:</b> Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers	•	•	•	•	•
<b>Music 1.0:</b> Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music					•
<b>Music 2.0:</b> Creating, Performing, and Participating in Music					•
<b>Music 3.0:</b> Understanding the Historical Contributions and Cultural Dimensions of Music					•
<b>Music 4.0:</b> Responding to, Analyzing, and Making Judgments About Works of Music					•

## ELA & LITERACY (COMMON CORE STATE STANDARDS)

<b>9–10.SL.1:</b> 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.	•	•	•	•	•
<b>11–12.SL.1:</b> 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.	•	•	•	•	•