

Historical and Social Sciences Analysis Skills (Grade 9-12)

<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
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.

World History, Culture, and Geography: The Modern World

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

World Language Content Standards for California Public Schools

<http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>

Stage III

3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

3.1 Students address concrete and factual topics related to the immediate and external environment, including:

- a. Social norms

- b. Historical and cultural figures, stereotypes
- c. Animals and their habitats
- d. Community issues, current events
- e. Origins of rites of passage, social and regional customs
- f. Environmental concerns
- g. Media, Internet, television, radio, film
- h. Cultural, historical, and geographic aspects of travel
- i. Curricular and extracurricular subjects
- j. Significant historical events
- k. Careers and future plans
- l. Nutrition, fitness, and health
- m. Geographically and culturally appropriate clothing
- n. Cultural differences in health care
- o. Effects of technology on the modern world

Stage IV

4.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

4.1 Students address complex, concrete, factual, and abstract topics related to the immediate and external environment, including:

- a. Societal expectations
- b. Cultural and literary archetypes
- c. Endangered species
- d. World events, social and political issues
- e. Belief systems
- f. International environmental issues
- g. The visual and performing arts
- h. The nature of an interdependent world
- i. Issues in curricular and extracurricular subjects
- j. Authors and their times
- k. Transnational careers and economies
- l. Issues of world hunger and health
- m. Design, production, and marketing of clothing
- n. Policy issues in health care
- o. The promise and challenge of technology

Communication

Stage I

1.0 Students use formulaic language (learned words, signs [ASL], and phrases).

1.1 Engage in oral, written, or signed (ASL) conversations.

1.2 Interpret written, spoken, or signed (ASL) language.

1.3 Present to an audience of listeners, readers, or ASL viewers.

Functions

1.4 List, name, identify, and enumerate.

1.5 Identify learned words, signs (ASL), and phrases in authentic texts.

1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

Communication

Stage II

2.0 Students use created language (sentences and strings of sentences).

2.1 Engage in oral, written, or signed (ASL) conversations.

2.2 Interpret written, spoken, or signed (ASL) language.

2.3 Present to an audience of listeners, readers, or ASL viewers.

Functions

2.4 Initiate, participate in, and close a conversation; ask and answer questions.

2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.

2.6 Produce and present a simple written, oral, or signed (ASL) product in a culturally authentic way

Stage III

3.0 Students use planned language (paragraphs and strings of paragraphs).

3.1 Engage in oral, written, or signed (ASL) conversations.

3.2 Interpret written, spoken, or signed (ASL) language.

3.3 Present to an audience of listeners, readers, or ASL viewers.

Functions

3.4 Describe, narrate, explain, and state an opinion.

3.5 Demonstrate understanding of the main idea and key details in authentic texts.

3.6 Produce and present a written, oral, or signed (ASL) product in a culturally authentic way.