

GATE Restructured History/Social Science Grades 4-9 Standards

STANDARDS	Acceleration	D/C	Enrichment
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 introduction to the U.S. Constitution and the relationship between state and federal government. Community connection: Fourth graders take a close look at our California community to determine how they fit into the larger scope of our statewide society in terms of history, trade, and social life.			
<i>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California by:</i>			
1.explaining and using the coordinate grid system of latitude and longitude to determine absolute locations of places in California and on Earth			
2.distinguishing between the two poles; the equator and the prime meridian; the tropics; and the hemispheres using coordinates to plot locations			
3.identifying the state capital and describing the basic regions of California, including how the physical environment and human activity (e.g., water, landlords, vegetation, climate) affect each other			
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			
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, including their impact on the environment			X
<i>4.2 Students describe the social, political, cultural, economic life and interactions among people of California from pre-Columbian societies to the Spanish mission and Mexican rancho periods in terms of:</i>			
1. the Ice Age, Bering Strait Land Bridge connecting Asia and Alaska-migration			
2. the major nations of California Native Americans, 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			X
3. 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)			X

GATE Restructured History/Social Science Grades 4-9 Standards

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4. the naming of California (Califia)			
5. the Spanish exploration and colonization of California, showing the relationships among soldiers, missionaries and Native Americans, including exploitation of native Californians and the dependence of the Spanish, Mexican, and Anglos on Native American labor (e.g., biographies of Juan Crespi, Junipero Serra, Gaspar de Portola)			
6. the mapping, geographic basis of, and economic factors in the placement and function of the Spanish missions; how the mission system expanded the influence of Spain and Catholicism throughout Alta California, New Spain, and Latin America			
7. the daily lives of the people, native and non-native, who occupied the presidios, missions, ranchos, and pueblos			
8. the role of the California natives along the Colorado River and, later, the Franciscans in the change of California from a hunter gatherer economy to an agricultural economy		X	
9. the period of Mexican rule and its attributes, including land grants, secularization of the missions and the rise of the rancho economy			
10. the effects of the Mexican War for Independence on Alta California, including the territorial boundaries of North America			
<i>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:</i>			
1. the location of Mexican settlements in California and other settlements including Ft. Ross and Sutter's Fort			
2. comparisons of how and why people traveled to California and the routes they traveled from Asia, Mexico, South America, Europe, United States (e.g., biographies and legends of James Beckwourth, Biddy Mason, Tamsen Donner, Sylvia Stark Jedediah Smith, John C. Fremont)			
3. the lives of women who helped build early California (e.g., biographies of Bernarda Ruiz, Biddy Mason, Dame Shirley (Louise Clappe), Sylvia Stark, Juana Briones, Charley Parkhurst, Phoebe Hearst)			
4. the effect of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., biographies of John Sutter, Mariano Guadalupe Vallejo, Phoebe Apperson Hearst)		X	X
5. 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) .		X	X
6. how California became a state and how its new government was similar and different from those during the Spanish and Mexican periods			
7. study of California's first constitution and second constitution (written in Spanish and English) including voter eligibility, land ownership			

GATE Restructured History/Social Science Grades 4-9 Standards

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<i>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 1850's, in terms of:</i>			
1. 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 the Chinese workers to its construction			
2. how the Gold Rush transformed the economy of California, including the type of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco) and economic conflicts between diverse groups of people			
3. rapid American immigration, internal migration, settlement and the growth of towns and cities (e.g., Los Angeles)			
4. the effects of the Great Depression, the Dust Bowl, World War II, and post World War II, including immigration from Asia, Mexico, Central America, etc., on California			
5. the involvement and contributions of Chinese, Japanese, Filipino, Mexican, and East Indian to California agriculture			X
6. the development and location of new industries since the turn of the century, such as aerospace, electronics, large scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense, and important trade links with the Pacific Basin, including their environmental impact			
7. California's water system and how it evolved over time into a network of dams, aqueducts and reservoirs, considering the environmental and economic impacts			
8. the history and development of California's public education system, including universities and community colleges			
9. 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, Jack London, Yoshiko Uchida, Lawrence Yep, Bill Cosby, Joan Baez, Ruth Azawa, John Wayne)			
10. the impact of 20 th Century Californians on social, political, and environmental issues (e.g., biographies of John Muir, César Chávez, Alice Eastwood, Dorothy H. ADotie@ Davis, Charlotte Baker, Romana Acosta Banuelos, Fred Korematsu)			X
<i>4.5 Students understand the structure, functions, and powers of the United States local, state and federal governments as described in the U.S. Constitution, in terms of:</i>			
1. what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government; describes the shared powers of federal, state, and local governments)			
2. the purpose of the state constitution, its key principles, and its relationship to the U.S. Constitution (with an emphasis on California's Constitution)			

GATE Restructured History/Social Science Grades 4-9 Standards

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3. the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of military) among federal, state, and local governments			
4. the structure and function of state governments, including the roles and responsibilities of their elected officials			
5. the components of California's governance structure (i.e., cities and towns, Indian rancherias and reservations, counties, school districts)			
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. Community connection: Fifth grade students make the transition to discovering how they fit into the larger national picture, with their study of government, citizenship, and the rule of law in our society.			
<i>5.1 Students describe how geography and climate influenced the Bering migration and influenced the major pre-Columbian settlements including the cliff dwellers and pueblo people of the desert Southwest, the Native Americans of the Pacific Northwest, the nomadic nations of the Great Plains, the woodland peoples east of the Mississippi in terms of:</i>			
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 how food, clothing, tools and utensils were obtained		X	X
2. the religious practices, the varied customs and folklore traditions		X	X
<i>5.2 Students trace the routes and describe the early explorations of the Americas, in terms of:</i>			

GATE Restructured History/Social Science Grades 4-9 Standards

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1. the entrepreneurial characteristics of early explorers (e.g., biographies of Columbus, Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder)			
2. the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions, and the reasons Europeans chose to explore and colonize the world (e.g., the Protestant Reformation, the Spanish Reconquista)		X	X
3. the routes of the major land explorers of the United States; the distances traveled by early explorers; and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe			
4. using global maps and maps of North and South America that will show the land claimed by Spain, France, England, Portugal, Netherlands and Sweden			
5.3 Students describe the cooperation and conflict that existed among the Native Americans and between the Native American nations and the new settlers, in terms of:			
1. the competition among the English, French, Spanish, Dutch, and Native American Nations for control of North America			
2. the cooperation that existed between the colonists and Native Americans during the 1600's and 1700' (e.g., agriculture, the fur trade, military alliances, treaties, cultural interchanges)			
3. the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War)			
4. the role of broken treaties and massacres and the factors that led to the Native Americans' defeat			
5. the internecine Native American conflicts, including the competing claims for control (e.g., actions of the Iroquois, Huron, Lakota Sioux)			
6. the influence and achievement of significant leaders of the time (e.g., biographies of Abraham Lincoln, Andrew Jackson, Chief Tecumseh, Sequoia)			
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 Native American Nations already inhabiting these areas		X	X
2. the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith and Virginia, Roger Williams and Rhode Island, William Penn and Pennsylvania, Lord Baltimore and Maryland, William Bradford and Plymouth, John Winthrop and Massachusetts)		X	X

GATE Restructured History/Social Science Grades 4-9 Standards

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3. the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania)		X	X
4. the significance and leaders of the First Great Awakening that marked a shift in religious ideas, practices and allegiances in the colonial period; the growth of religious toleration and free exercise		X	X
5. how the British colonial period created the basis for development of political self-government and a free market system, unlike Spanish and French colonial rule		X	X
6. the introduction of slavery into America, including their kidnapping, shipping and auctioning, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South			
7. the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings			
<i>5.5 Students explain the causes of the American Revolution, in terms of:</i>			
1. how political, religions, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, Stamp Act, Townshend Acts, tax on tea, Coercive Acts)			
2. the significance of the 1st and 2nd Continental Congress and the Committees of Correspondence		X	X
3. the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance and its role in severing ties with Great Britain			
4. the views, lives, and impact of the key individuals during this period (e.g., biographies of King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams, James Amistead, Joseph Brandt)			
<i>5.6 Students understand the course and consequences of the American Revolution in terms of:</i>			
1. identifying and mapping the major military battles, campaigns and turning points of the Revolutionary War			
2. The contributions of France and other nations and individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with France, the French navy, and the Treaty of Paris, Marquis de Lafayette, Baron von Steuben)			
3. The different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley)			
4. The personal impact and economic hardship on families, problems of financing the war, wartime inflation			

GATE Restructured History/Social Science Grades 4-9 Standards

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5. how state constitutions established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution			
6. the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and their impact on Native American land, and the significance of the Naturalization Act of 1790			
7. how the ideals of the Declaration of Independence changed the way people viewed slavery			
<i>5.7 Students relate the narrative of the people and events associated with the development of the U.S. Constitution and analyze its significance as the foundation of the American republic, in terms of:</i>			
1. the shortcomings set forth by the Articles of Confederation's critics			
2. the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights		X	X
3. the fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty			
4. how the Constitution is designed to secure our liberty by both empowering and limiting central government; the powers granted to the citizens, Congress, the President, the Supreme Court, those reserved to the states			
5. the meaning of the American democratic principle that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution			
6. the songs that express American ideals (e.g., know America the Beautiful, The Star Spangled Banner)			
<i>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:</i>			
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)			
2. the states and territories in 1850, their regional locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions)			
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)			

GATE Restructured History/Social Science Grades 4-9 Standards

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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)			
5. the continued migration of Mexican settlers into Mexican territories of the West and Southwest			
6. how and when California, Texas, Oregon and other western lands became part of the U.S., including the significance of the Texas War for Independence and the Mexican-American War			
<i>5.9 Students know the location of the current 50 states and the names of their capitals</i>			
The intellectual skills noted below are to be learned through, and applied to, content standards for grades 6-8. They are to be assessed <u>only</u> 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			
students explain how major events are related to each other in time	X	X	
students construct various timelines of key events, people, and periods of the historical era being studied			
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	X	X	
Research, Evidence and Point of View			
students frame questions that can be answered by historical study and research	X	X	X
students distinguish fact, opinion, and reasoned judgment in historical narratives and stories	X	X	
students recognize and examine the role of bias and ethics in the interpretation of historical information		X	
students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories		X	X

GATE Restructured History/Social Science Grades 4-9 Standards

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students assess the credibility of primary and secondary sources and draw sound conclusions from them		X	X
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)	X	X	X
Historical Interpretation			
students explain the central issues and problems of the past, placing people and events in a matrix of time and place			X
students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations	X	X	
students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns	X	X	
students recognize the role of chance, oversight, and error in history		X	X
students recognize interpretations of history are subject to change as new information is uncovered			
students interpret basic indicators of economic performance and conduct cost/benefit analyses in order to analyze economic and political issues			
GRADE 6			
WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS			
Students in grade six study the people, events, and geography of history from the emergence of humankind to the development of world civilizations. Emphasis is placed on the everyday lives, problems, accomplishments, and interactions of men and women of all civilizations who established and spread the ideas that link the contemporary and ancient world. Students develop higher levels of critical thinking by considering where and why civilizations developed, why they became dominant and why they declined. Social, economic, and political structures, including the role of slavery, will be examined. Community connection: Sixth graders are presented with a major study of the global community in this curriculum. Here is where our students begin to place themselves in a larger community setting, discovering how their energies and interests can make a positive difference for the citizens of our globe.			
<i>6.1 Students will describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic Era to the agricultural revolution:</i>			
1. students will use archaeological evidence to locate the geographic origins of prehistoric people		X	
2. students will develop an awareness of the development of prehistoric people and their chronological place on the historical timeline			X

GATE Restructured History/Social Science Grades 4-9 Standards

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3. students will distinguish the hunter-gatherer societies and their characteristics, including the development of tools and the use of fire		X	
4. students will explain the location of human communities that populated the major regions of the world and how humans adapted to a variety of environments		X	
5. students will understand the relationship between the environment, including climatic changes and the developing lifestyles of prehistoric peoples as they moved from hunter-gatherers to food producers			
6. students will examine the evidence supporting the existence of early belief systems (e.g. fertility goddesses, cave paintings)		X	
7. students will examine the work of archaeologists, anthropologists, and other scientists who have contributed to the study of early humans (e.g., Leakey family)	X		
6.2 Students will analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush:			
1. students will locate and describe the river systems, and the physical settings that supported permanent settlement and the development of the city-state			
2. students will recognize the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power		X	
3. students will analyze and compare the relationship between mythology/polytheism and the social and political order in Mesopotamia and Egypt		X	
4. students will interpret the significance of Hammurabi's Code in the context of the ancient world and analyze its relationship to the development of law	X	X	
5. students will examine the ethics of social order in early civilizations including the development of slavery		X	
6. students will recognize how Egypt's geography and society are reflected in her art and architecture			X
7. students will locate on a map and describe the role of trade in the eastern Mediterranean and Nile Valley			
8. students will examine the contributions and historical impact of leaders in Mesopotamia and Egypt (e.g., Khufu, Hatshepsut, Hammurabi, Nebuchadnezzar, Sargon of Akkad, Ramses the Great, Cleopatra)	X		
9. students will locate Kush and recognize its relationship with Egypt and other cultures			
10. students will explore the development of written language (pictographs, cuneiform, hieroglyphics, etc.)			X
6.3 Students will analyze the geographic, political, economic, religious, and social structures of the early civilizations of the Ancient Hebrews:			
1. students will describe the factors behind early Hebrew migrations, including the significance of the Exodus, and will locate Hebrew settlements in the Levant and Egypt			

GATE Restructured History/Social Science Grades 4-9 Standards

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2. students will use primary and secondary sources to examine the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity	X		
3. students will understand how Hebrew traditions are reflected in the moral and ethical traditions of western civilization		X	
4. students will identify the contributions made by key figures of the ancient Hebrew (e.g., Abraham, Moses, Naomi, Ruth, David, Yohanan ben Zaccai)		X	
5. students will examine the factors leading to the dispersion of Hebrews from Jerusalem and Israel in 70 C.E.		X	
6.4 Students will analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece:			
1. students will recognize 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			
2. students will chart the transition from tyranny to oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, and trace the development of the concept of citizenship		X	
3. students will compare and contrast direct and representative democracy using primary and secondary sources (e.g., Pericles' Funeral Oration)	X		
4. students will relate Greek mythology to the everyday life of ancient Greeks and understand its place in modern literature and language		X	X
5. students will examine the growth and development of the Persian Empire			
6. students will compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars			
7. students will study the role of Alexander the Great and the spread of Greek culture eastward and into Egypt		X	
8. students will recognize the enduring contributions of important classical Greek figures in the arts and sciences and the legacies of the Golden Age (e.g., Hypatia, Aristotle, Euclid, Thucydides, Sapphos, Aristophanes, Euripedes, Archimedes)	X		X
9. students will study the development and legacy of Greek philosophers including Socrates, Plato, and Aristotle	X		X
6.5 Students will analyze the geographic, political, economic, religious, and social structures of the early civilizations of India:			
1. students will locate and describe the river system and physical setting that supported the rise of Harappa and Mohenjo-Daro		X	
2. students will determine the significance of the Aryan invasions		X	

GATE Restructured History/Social Science Grades 4-9 Standards

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3. students will study the development of the major beliefs and practices of Hinduism including the social structure of the caste system, dharma, karma, and reincarnation			
4. students will examine the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia	X		
5. students will explore the growth of the Maurya empire and the political and moral achievements of its emperor Asoka		X	
6. students will identify the traditions and contributions in art and science of peoples of ancient India (e.g., Sanskrit literature, including the Bhagavad Gita, medicine, metallurgy, mathematics)	X		X
<i>6.6 Students will analyze the geographic, political, economic, religious, and social structures of the early civilizations of China</i>			
1. students will locate and describe the origins of Chinese civilization in the Huang-He Valley, including the Shang dynasty			
2. students will examine the geographical features that isolated China in terms of governance and trade			
3. students will explore the life and contributions of Confucius	X		X
4. students will compare and contrast the philosophies of Confucianism, Taoism and Legalism through primary and secondary sources	X	X	X
5. students will study the policies and achievements of the emperor Shi Huangdi in unifying northern China during the Qin dynasty		X	
6. students will understand the development of the imperial bureaucratic state, the development of civil service, and the expansion of the empire during the Han dynasty		X	
7. students will locate the Silk Road and explain its significance in the ancient world			
8. students will trace the spread of Buddhism from India to China during the Han dynasty			
9. students will identify the enduring contributions in math, science, and art of peoples of ancient China		X	X
<i>6.7 Students will analyze the geographic, political, economic, religious, and social structures in the development of Rome:</i>			
1. students will locate and describe the geography of Rome from its inception to the decline of its empire, including boundaries and trade routes			
2. students will locate the Roman Republic and will investigate its rise including such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, Caesar Augustus, and Cicero	X	X	
3. students will examine the character and legacy of the Roman Empire (e.g., written constitution and tripartite government, checks and balances, civic duty, and the political role of social classes)	X		
4. students will analyze the political, geographic, and economic factors that led the Roman territories to expand into the Roman Empire and will trace that growth on a map		X	

GATE Restructured History/Social Science Grades 4-9 Standards

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5. students will study the influence of Julius Caesar and Caesar Augustus in Rome's transition from republic to empire		X	
6. students will map the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, in including the Romans' restrictions on their right to live in Jerusalem			
7. students will identify the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation)		X	
8. students will investigate the circumstances that led to the spread of Christianity in Europe and other Roman territories		X	
9. students will describe the legacies of Roman art and architecture, technology and science, literature, language, law, and military tactics	X		X
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, Asia, and the Americas from 500-1700's CE. After reviewing the ancient world, students will 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 examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies and commodities. Community connection: Seventh graders are in an important transition year, moving to the junior high school environment. They make the needed connections to their new school communities, learning how to be involved in school activities, social and educational lives on new campuses.			
<i>7.1 Students will review the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire, in terms of:</i>			
1. the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education and distribution of news)		X	X
2. the geographic borders of the empire at its height and the factors that threatened its territorial cohesion and decline		X	

GATE Restructured History/Social Science Grades 4-9 Standards

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3. the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, with two distinct views on church-state relations	X	X	
<i>7.2 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages</i>			
1. the physical features and climate of the Arabian peninsula, its relationship to surrounding bodies of land and water and the relationship between nomadic and sedentary ways of life			X
2. the origins of Islam and the life and teachings of Muhammad, including Islamic teachings and the connection with Judaism and Christianity		X	X
3. the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice and law, and their influence in Muslim daily life	X	X	
4. the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language		X	
5. the growth of cities and the trade routes created among Asia, Africa and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of Islam in the development of this trade	X	X	
6. the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, astronomy, geography, mathematics, philosophy, medicine, art, and literature			X
<i>7.3 Students will analyze the physical features and climate of China and their effects on people's lives, including social and economic systems and contacts with other cultures:</i>			
1. the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China		X	X
2. agricultural, technological, and commercial developments during the Sui, Tang and Sung periods			
3. the role of the peasant family in the stability and continuity of Chinese history			
4. the influences of Confucianism, Buddhism, and Taoism during the Sui, Tang, Sung, and Mongol (Yuan) periods		X	X
5. the importance of trade along the Silk Road routes and maritime expeditions connecting China with Africa, the Middle East, and Europe			
6. the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder			
7. the development of the imperial state and the scholar-official class on the Imperial government and the unifying effect of an official universal language		X	

GATE Restructured History/Social Science Grades 4-9 Standards

STANDARDS	Acceleration	D/C	Enrichment
<i>7.4 Students analyze the geographic, political, economic, religious, and social structures of the Sub-Saharan civilizations of Ghana, Mali, Songhai, and the Kongo Kingdom in Medieval Africa, in terms of:</i>			
1. the Niger River and the vegetation zones of forest, savannah and desert and the relationship of these features to the trade in gold, salt, food, and slaves; the growth of the Ghana, Songhai, and Mali empires		X	
2. the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa			X
3. the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa, and the influence of Islamic beliefs, ethics and law		X	
4. the growth of Arabic as a language of government, trade, and Islamic scholarship in West Africa			
5. the importance of written and oral traditions in the transmission of African history and culture		X	
6. the contacts between West African societies, including the Kongo Kingdom, and Europeans and the subsequent development of the slave trade			X
<i>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan, in terms of:</i>			
1. the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious and philosophical influence of those countries on Japan			
2. the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life			
3. the values, social customs, and traditions prescribed by the lord vassal system consisting of shogun, daimyo and samurai and the lasting influence of the warrior code in the 20th century		X	
4. the influences of Shinto, the distinctive forms of Japanese Buddhism, and indigenous spiritualism on Japanese values, social customs, and traditions		X	
5. the ninth and tenth century golden age of literature, art and drama, and its lasting effects on culture today, including Murasaki Shikibu's Tale of Genji			X
6. the rise of a military society in the late twelfth century and the role of the samurai			
<i>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe, in terms of:</i>			
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			
2. the spread of Christianity north of the Alps and the role played by the early Church and by monasteries in its diffusion after the fall of Rome		X	

GATE Restructured History/Social Science Grades 4-9 Standards

STANDARDS	Acceleration	D/C	Enrichment
3. the development of feudalism, its operation in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns) and how feudal relationships provided the foundation of political order	X	X	
4. the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV)		X	
5. the significance of developments in medieval English constitutional practice and the importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England)		X	
6. the causes and course of the Religious Crusades and the effects on Christian, Muslim and Jewish populations in Europe with emphasis on the increasing contact with the cultures of the Eastern Mediterranean world			X
7. mapping the spread of the Bubonic Plague from Central Asia to China, the Middle East, and Europe and its impact on global population		X	
8. the importance of the Catholic church as a political, intellectual and aesthetic institution (e.g., founding of universities, the political and spiritual role of the clergy, creation of monastic and mendicant religious orders, preservation of Latin language and religious texts, St. Thomas Aquinas' synthesis of classical philosophy with Christian theology and the concept of "natural law")			X
9. the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the "Reconquista" and the rise of Spanish and Portuguese kingdoms			X
<i>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations in terms of:</i>			
1. the locations and climates of Mexico, Central America and South America and their effects upon Mayan, Aztec, and Incan economies, trade, and development of urban societies			
2. the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery			X
3. how and where each empire arose and how the Aztec and Inca empires were defeated by the Spanish			
4. the artistic and oral traditions and architecture in the three civilizations			X
5. the Mesoamerican achievements in astronomy and mathematics, including the development of the calendar and the Mesoamerican knowledge of seasonal changes to the civilizations- agricultural systems			
<i>7.8 Students analyze the origins, accomplishments and geographic diffusion of the Renaissance, in terms of:</i>			
1. the way in which the revival of classical learning and the arts affected a new interest in "humanism" (i.e., a balance between the intellect and religious faith)	X	X	

GATE Restructured History/Social Science Grades 4-9 Standards

STANDARDS	Acceleration	D/C	Enrichment
2. the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice) with emphasis on their importance in the spread of Renaissance ideas	X		
3. the effects of re-opening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes		X	
4. the growth and effect of ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing)		X	
5. advances in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g. biographies of Dante, da Vinci, Michelangelo, Guttenburg, Shakespeare)			
6. the reasons for and effects of the European Age of Exploration including the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the 15th and 16th century			X
7.9 Students analyze the historical developments of the Reformation, in terms of:			
1. the causes for the internal turmoil and weakening of the Catholic church (e.g., tax policies, selling of indulgences)		X	
2. the theological, political, and economic ideas of the major figures during the Reformation (e.g., Erasmus, Martin Luther, John Calvin, William Tindale)		X	
3. the influence of new practices of church self-government among Protestants on the development of democratic practices and ideas of federalism	X		
4. the location and identification of European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World			X
5. how the Counter-Reformation revitalized the Catholic church and the forces that propelled the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent)	X		
6. the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods, including their location on a world map		X	
7. the "Golden Age" of cooperation between Jews and Muslims in Medieval Spain which promoted creativity in art, literature and science, including how it was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492)	X		X
7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political and cultural institutions, in terms of:			
1. the roots of the scientific revolution (e.g., Greek rationalism; Jewish, Christian and Muslim science; Renaissance humanism, new knowledge from global exploration)		X	

GATE Restructured History/Social Science Grades 4-9 Standards

STANDARDS	Acceleration	D/C	Enrichment
2. the significance of the new scientific theories (e.g., Copernicus, Galileo, Kepler, Newton) and the significance of inventions (e.g., telescope, microscope, thermometer, barometer)		X	
3. the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas and the coexistence of science with traditional religious beliefs	X		
4. the significant scientific development of Asian civilizations, particularly China, which predate or were concurrent with and independent of the Scientific Revolution		X	
GRADE 8			
UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT			
Students in grade eight study the ideas, issues and events from the exploration and colonization of the new world up to and including the Civil War and Reconstruction. After reviewing the development of America's democratic institutions, 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. Community connection: Eighth grade students take a more in-depth look at our nation's institutions and history, making the personal connection of how they might be more involved in the public life of our community. These connections might take the form of volunteerism, participation in community projects, or being more aware of the politics of our local governing agencies.			
<i>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy, in terms of:</i>			
1. the moral and political ideas of the Great Awakening and the development of revolutionary fervor		X	X
2. the philosophy of government expressed in the Declaration of Independence with an emphasis on government as a means of securing individual rights with selected readings from Rousseau, Locke, and Paine	X	X	X
3. the significance of the American Revolution as it affected other nations especially France		X	
4. its blend of civic republicanism, classical liberal principles, and English parliamentary traditions		X	
5. the growing economic competition/conflict between the American colonies and Great Britain			

GATE Restructured History/Social Science Grades 4-9 Standards

STANDARDS	Acceleration	D/C	Enrichment
<i>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government, in terms of:</i>			
1. the significance of the Magna Carta, the English Bill of Rights, the Mayflower Compact and the Iroquois confederacy on the Articles of Confederation and the Constitution, and the success of each in implementing the ideals of the Declaration of Independence		X	
2. the major debates that occurred during the development of the Constitution and their ultimate resolutions on areas such as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of Native American Nations under the commerce clause		X	
3. the political philosophy underpinning the U.S. Constitution as specified by selections in The Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as James Madison, George Washington, Roger Sherman, Gouverneur Morris, James Wilson, and Abigail Adams in the writing and ratification of the Constitution		X	
4. the political philosophy of the anti-Federalists and their impact on the development of the Bill of Rights		X	
5. the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment, and the origins, purpose and differing views of the founding fathers on the issue of the separation of church and state		X	X
6. the powers of government enumerated in the Constitution and the fundamental liberties ensured by the Bill of Rights		X	
7. the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and how the American idea of constitutionalism preserves individual rights	X	X	
<i>8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it, in terms of:</i>			
1. how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships and states protected Native American lands, abolished slavery in the Northwest Territory, and allowed for free public education			
2. the advantages of a "common market" among the states as foreseen and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit			X
3. the conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition acts, economic policy, National Bank, funding and assumption of the revolutionary debt)		X	X
4. the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays Rebellion, the Whiskey Rebellion)			
5. the basic law-making process and how the design, structure and characteristics 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)		X	

GATE Restructured History/Social Science Grades 4-9 Standards

STANDARDS	Acceleration	D/C	Enrichment
6. the function, responsibilities, and evolution of a free press		X	
<i>8.4 Students analyze the aspirations and ideals of the people of the new nation, in terms of:</i>			
1. its physical landscapes and political divisions and the territorial expansion of the U.S. during the terms of the first four presidents			
2. the policy significance of famous speeches (e.g., George Washington's Farewell Address, Jefferson's Inaugural, John Q. Adams Fourth of July 1821 Address)			X
3. the rise of capitalism and the economic problems and conflicts that arose (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law)			X
4. the daily lives of people, including the traditions in art, music, and literature of early national America (e.g., writings by Washington Irving, James Fenimore Cooper, paintings by John Trumbull)			X
<i>8.5 Students analyze U.S. foreign policy in the early Republic, in terms of:</i>			
1. the political and economic causes and consequences of the War of 1812, and the major battles, leaders, and events leading to a final peace			
2. the changing boundaries and the principal relationships between the United States, its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican American War			
3. U.S. Indian policy (1787-1817), trade, treaties, assimilation and removal of Native Americans			
<i>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the Northeast, in terms of:</i>			
1. the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction)			
2. the physical obstacles to, and the economic and political factors in (e.g., Henry Clay's American System), building a network of roads, canals and railroads			
3. the reasons for the wave of immigration from Northern Europe to the U.S. and growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine)		X	
4. the lives of African Americans who gained freedom in the North and founded schools and churches to advance African American rights and communities		X	
5. the development of the American education system from its earliest roots, including the role of religious and private schools, Horace Mann's campaign for free public education, and its assimilating role in American culture			

GATE Restructured History/Social Science Grades 4-9 Standards

STANDARDS	Acceleration	D/C	Enrichment
6. the early women's rights movement and the Declaration of Sentiments in 1848			
7. common themes in American art as well as Transcendentalism and individualism (e.g., writings about and by Emerson, Thoreau, Melville, Alcott, Hawthorne, Longfellow, Whitman)	X		X
8.7 Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the South, in terms of:			
1. the development of the agrarian economy in the South, the location of the cotton producing states and the role of cotton and the cotton gin			
2. the origins and development and legacy of the institution of slavery; its effects on African black Americans and on the region's political, social, religious, economic, and cultural development; and the various attempted strategies to both overturn and preserve it (e.g., biographies of Nat Turner, Denmark Vesey)	X	X	
3. the different characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War		X	
4. the lives and opportunities of free-African Americans in the North as compared with free African Americans in the South		X	
8.8 Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the West, in terms of:			
1. the election of Andrew Jackson in 1828, the importance of Jacksonian democracy and his actions as president (e.g., spoils system, veto of National bank, policy of Native American removal and genocide, opposition to Supreme court)			
2. the purpose, challenges and economic incentives associated with westward expansion including the concept of Manifest Destiny (e.g., Lewis and Clark expedition, accounts of the removal of Native Americans and the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades			
3. the role of pioneer women and the new status that western women achieved (e.g., biographies, journals, diaries and other original documents on Laura Ingalls Wilder, Annie Bidwell, slave women gaining freedom in the West, Wyoming granting suffrage to women in 1869)			
4. the role of the great rivers and the struggle over water rights			X
5. Mexican settlements (i.e., their locations, cultural traditions, attitudes toward slavery, land-grant system, the economies they established)			
6. the Texas War for Independence and the Mexican-American War (i.e., territorial settlements, the aftermath of the wars and the effect on the lives of Americans, including Mexican-Americans today)			
7. the significance of the second Great Awakening		X	

GATE Restructured History/Social Science Grades 4-9 Standards

STANDARDS	Acceleration	D/C	Enrichment
8.9 Students analyze the early and steady attempts to abolish slavery and realize the ideals of the Declaration of Independence, in terms of:			
1. the leaders of the movement (e.g., biographies and other literature on John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the underground railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass, Booker T. Washington, W.E.B. Dubois, Harriet Beecher Stowe, including the women's movement)		X	
2. how early state constitutions abolished slavery			
3. the role of the Northwest Ordinance in education and in banning slavery in new states north of the Ohio River			
4. the slavery issue as raised by the annexation of Texas and the effect of California coming into the union as a free state as part of the Compromise of 1850			
5. the significance of the States' Rights Doctrine, Missouri Compromise (1820), Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), Dred Scott v. Sandford (1857), and the Lincoln-Douglas debates (1858)		X	
6. the lives of free African Americans and the laws that curbed their freedom, and economic opportunity (e.g., Fugitive Slave Laws)		X	X
8.10 Students analyze the multiple causes, key events and complex consequences of the Civil War, in terms of:			
1. the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesman such as Daniel Webster and John C. Calhoun		X	
2. the boundaries constituting "the North" and "the South", the geographical, cultural, economic, and political differences between the two regions, and the differences between agrarians and industrialists		X	
3. the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine			
4. Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence such as his "House Divided" speech (1858), the Gettysburg Address (1863), the Emancipation Proclamation (1863), his inaugural addresses (1861 and 1865)			X
5. the views and lives of leaders and soldiers on both sides of the war, including African American soldiers and regiments (e.g., biographies of Ulysses S. Grant, Jefferson Davis, Robert E. Lee)		X	
6. critical developments in the war, including the major battles, geographical advantages and obstacles, technological advances, and Lee's surrender at Appomattox			
7. how the war affected combatants, with the largest death toll of any war in American history, and the physical devastation, the effect on civilians, and the effect on future warfare			

GATE Restructured History/Social Science Grades 4-9 Standards

STANDARDS	Acceleration	D/C	Enrichment
8. the role and influence of women in the war (e.g., Clara Barton, Elizabeth Blackwell, Florence Nightingale)			
<i>8.11 Students analyze the character and lasting consequences of Reconstruction, in terms of:</i>			
1. the conflicting goals of Reconstruction and the effects on the political, social and economic structure of different regions (sharecropping)			X
2. the movement of former slaves to the cities in the North and to the West, and their differing experiences in those regions (e.g. the experiences of Buffalo Soldiers)			X
3. the effects of the Freedman's Bureau and the restrictions on the rights and opportunities of freedman, including racial segregation, "Jim Crow" laws, and black codes of the south			X
4. the rise and effects of the Ku Klux Klan			X
5. the thirteenth, fourteenth, and fifteenth amendments to the Constitution, and their connection to Reconstruction	X		
GRADE 9			
GATE WORLD GEOGRAPHY/I-SEARCH			
One of the realities of the contemporary world is the increasing interdependence between nations and cultures. This course paired with I-Search, is designed to provide an understanding of human interaction with the physical environment and the characteristics and contributions of some of the world's geographic realms. Emphasis is placed on an awareness of cultural differences, cultural influences, and global issues. Students will make connections between their experiences and the experiences of others cultures. California's georgraphy will repeatedly be used as a point of reference, however not exclusively, to promote understanding. Students will be exposed to a wide bariety of materials and strategies that promote critical thinking about complex issues. Informational skills (gathering, analyzing, and presenting) are developed through the course. Critical thinking and logic are explored via structure of argument, circular reasoning propoganda techniques, problem solving, and debate. Community connection: Ninth graders use their roles as leaders to set the standard for citizen participation at their schools. This is the level where students can begin to make a substantial contribution to the			
<i>9.1 The geographically informed person knows and understands:</i>			
1. The physical processes that shape patterns of the Earth's surface, including:			
-continental drift			
-plate tectonics and resulting land forms			
-wind and water currents			
-weathering and erosion			
-climate patterns			

GATE Restructured History/Social Science Grades 4-9 Standards

STANDARDS	Acceleration	D/C	Enrichment
2. The characteristics and spatial distribution of ecosystems of Earth's surface		X	
3. The world in spatial terms through the use of maps, geographic representation, tools and technology			X
4. The location of places, geographic features and patterns of the environment		X	
5. The physical and human characteristics of place		X	
6. The concept of regions and how culture and experience influence people's perception of places and regions		X	X
7. The cultural characteristics, distribution and migration of people			X
8. The causes, patterns and functions of human settlement			X
9. The patterns and networks of economic activity and the interdependence of economic systems		X	
10. The forces of cooperation and conflict including basic political structures that shape the division and control of Earth's surface	X		X
11. How human actions modify the physical environment and explore the chances that occur in the use, distribution, and importance of the environment and resources	X		X
12. How physical systems affect human systems		X	X
13. How history and geography impact the present and future		X	
14. The connection between world geography and current issues		X	X