

A Correlation of
Savvas
iLit California
©2016



To the
California
History-Social Science
Content Standards
Grades 4-8

A Correlation of Savvas iLit California, ©2016, to the California History-Social Science Content Standards

Introduction

This document demonstrates how ***Savvas iLit California ©2016*** meets the **California History-Social Science Content Standards**. Correlation alignments are to student facing materials: Library, Interactive Reading, Read Aloud Think Aloud and Word Study Readers and are cited by title and author.

Savvas iLit California is a comprehensive digital interactive intensive intervention solution targeted toward students in grades four through eight with a proficiency level in reading and writing two or more grades below level and designed to accelerate reading and writing growth and enable students to achieve more than two years of growth within a single school year.

Savvas iLit California ELL is a comprehensive digital interactive intensive intervention solution that provides an intensive, accelerated pathway toward on-grade level language proficiency for English learners, including those at risk of become or who are long-term English Learners, whose performance is below grade level, are making minimal progress toward English proficiency, and whose lack of language proficiency precludes them from performing at grade level.

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

Table of Contents

Grade 4	4
Grade 5	9
Grade 6	17
Grade 7	24
Grade 8	34

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
Grade 4 History-Social Science Content Standards	
<i>California: A Changing State</i>	
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 emphasis on the U.S. Constitution and the relationship between state and federal government.	
<p>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</p> <ol style="list-style-type: none"> 1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth. 2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations. 3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. 4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns. 5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation. 	<p>Library: <i>Water Wise</i>, Myka-Lynne Sokoloff <i>Water Conservation</i>, Saddleback Educational Publishing <i>Water Conservation Differentiated Text</i>, Saddleback Educational Publishing <i>World Atlas</i>, Anna Prokos <i>Explore Your World</i> (Dorling Kindersley), Jeffrey B. Fuerst WSR: <i>Water in Your Life</i></p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <ol style="list-style-type: none"> 1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources. 2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns. 3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola). 4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America. 5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos. 6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy. 7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America. 8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy. 	<p>Library: <i>Encyclopedia of Early Peoples</i> (Dorling Kindersley), Richard C. Lawrence <i>Hear Our Stories</i>, Sharon Stewart (Oral Tradition) <i>Homes Around the World</i>, Maureen Dockendorf, and Sharon Jeroski <i>How Coyote Gave Fire To People</i>, Maggie Bridger IR: U5W3: <i>Traditional Native American Homes</i> (Level 1)</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</p> <ol style="list-style-type: none"> 1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort. 2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico). 3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp). 4. Study the lives of women who helped build early California (e.g., Biddy Mason). 5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods. 	<p>Library: <i>Fortune Eyes in Men's</i>, S. D. Jones (Gold Rush, mid 1800s frontier and Indians) <i>Americans Move Westward, 1800-1850</i>, Saddleback Educational Publishing</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p> <ol style="list-style-type: none"> 1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction. 2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people. 3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act). 4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles). 5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California. 6. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin. 7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs. 8. Describe the history and development of California's public education system, including universities and community colleges. 9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne). 	<p>Library: <i>Fortune in Men's Eyes</i>, S. D. Jones (Gold Rush, mid 1800s frontier and Indians) <i>Americans Move Westward, 1800-1850</i>, Saddleback Educational Publishing <i>Before the Civil War, 1830-1860</i>, Saddleback Educational Publishing <i>The Roaring Twenties and the Great Depression, 1920-1940</i>, Saddleback Educational Publishing <i>World War II and the Cold War, 1940-1960</i>, Saddleback Educational Publishing <i>Franklin Delano Roosevelt</i>, Anne Schraff <i>Franklin D. Roosevelt</i>, Saddleback Educational Publishing WSR: <i>Water in Your Life</i></p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</p> <ol style="list-style-type: none"> 1. Discuss 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 and describes the shared powers of federal, state, and local governments). 2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution. 3. Describe 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 the military) among federal, state, and local governments. 4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials. 5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts). 	<p>Library: <i>What Is a Government?</i> (Dorling Kindersley), Logan Everett <i>Bill of Rights</i></p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
Grade 5 History-Social Science Content Standards	
<i>United States History and Geography: Making a New Nation</i>	
<p>Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they 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.</p>	
<p>5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <ol style="list-style-type: none"> 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. 2. Describe their varied customs and folklore traditions. 3. Explain their varied economies and systems of government. 	<p>Library: <i>Encyclopedia of Early Peoples</i> (Dorling Kindersley), Richard C. Lawrence <i>Hear Our Stories</i>, Sharon Stewart (Oral Tradition) <i>Homes Around the World</i>, Maureen Dockendorf, and Sharon Jeroski <i>The Ancient Ones: The Anasazi of Mesa Verde</i>, Steven Otfinoski WSR: <i>Masks</i> (related material)</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <ol style="list-style-type: none"> 1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder). 2. Explain 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 Spanish Reconquista, the Protestant Reformation, the Counter Reformation). 3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. 4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. 	<p>Library: <i>The New World, 1500-1750</i>, Saddleback Educational Publishing</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p> <ol style="list-style-type: none"> 1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America. 2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges). 3. Examine 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. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears). 5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]). 6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah). 	<p>Library: <i>The Last of the Mohicans</i> (Level 3), James Fenimore Cooper <i>The Deerslayer</i> (Level 3) , James Fenimore Cooper <i>The New World, 1500-1750</i>, Saddleback Educational Publishing</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. 2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). 3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania). 4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion. 5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems. 6. Describe the introduction of slavery into America, 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. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings. 	<p>Library: <i>The Last of the Mohicans</i> (Level 3), James Fenimore Cooper <i>The Deerslayer</i> (Level 3) , James Fenimore Cooper <i>Colony of Fear</i>, Lucy Jane Bledsoe (Colonial America) <i>The Song of Hiawatha</i>, Henry Wadsworth Longfellow <i>The New World, 1500-1750</i>, Saddleback Educational Publishing <i>The Scarlet Letter</i> (Level 2), Nathaniel Hawthorne</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>5.5 Students explain the causes of the American Revolution.</p> <ol style="list-style-type: none"> 1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. 3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. 4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams). 	<p>Library: <i>Two Kinds of Patriots</i>, Lucy Jane Bledsoe (American Revolution) <i>Paul Revere's Ride</i>, Henry Wadsworth Longfellow <i>Thomas Jefferson</i>, Saddleback Educational Publishing <i>George Washington</i>, Saddleback Educational Publishing <i>The Road to Freedom, 1750-1783</i>, Saddleback Educational Publishing RATA: Unit 3: <i>Tales of Famous Heroes</i> IR: U3W2: <i>Heroes of the American Revolution</i> (Level 3); U5W3: <i>Outside Independence Hall</i> (Level 3)</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>5.6 Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. 2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben). 3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren). 4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering. 5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution. 6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land. 7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery. 	<p>Library: <i>Two Kinds of Patriots</i>, Lucy Jane Bledsoe (American Revolution) <i>Paul Revere's Ride</i>, Henry Wadsworth Longfellow <i>Thomas Jefferson</i>, Saddleback Educational Publishing <i>George Washington</i>, Saddleback Educational Publishing <i>The Road to Freedom, 1750-1783</i>, Saddleback Educational Publishing</p> <p>RATA: Unit 3: <i>Tales of Famous Heroes</i></p> <p>IR: U3W2: <i>Heroes of the American Revolution</i> (Level 3); U5W3: <i>Outside Independence Hall</i> (Level 3)</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.</p> <ol style="list-style-type: none"> 1. List the shortcomings of the Articles of Confederation as set forth by their critics. 2. Explain 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. 3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty. 4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states. 5. Discuss the meaning of the American creed 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. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner"). 	<p>Library: <i>The United States Emerges, 1783–1800</i>, Saddleback Educational Publishing <i>Bill of Rights</i> <i>A Home for a New Nation</i>, Joyce Barnes (Creation of Washington D.C.)</p> <p>IR: For related material see: U1W3: <i>Eleanor Roosevelt's Declaration</i> (Level 2); U4W5: <i>Growing Up in the White House</i> (Level 2); U5W3: <i>Outside Independence Hall</i> (Level 3); U4W4: <i>Jobs at the White House</i> (Level 3); U5W2: <i>Obama's Road to the Presidency</i> (Level 1)</p> <p>WSR: Our National Government</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats). 2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions). 3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). 4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. 6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War. 	<p>Library: <i>The Journey Home</i>, Lucy Jane Bledsoe (Early 1800s Frontier) <i>Fortune in Men's Eyes</i>, S. D. Jones (Gold Rush, mid 1800s frontier and Indians) <i>Lewis and Clark: A Journey of Discovery</i>, Emily Costello <i>Journey to the Sea</i>, S. D. Jones (Lewis and Clark) <i>Davy Crocket</i>, Saddleback Educational Publishing <i>Daniel Boone</i>, Saddleback Educational Publishing <i>Problems of a New Nation, 1800-1830</i>, Saddleback Educational Publishing <i>Americans Move Westward, 1800-1850</i>, Saddleback Educational Publishing <i>Before the Civil War, 1830-1860</i>, Saddleback Educational Publishing <i>Hooray for Rhody</i>, Marcia Vaughan (Oregon Territory)</p>
<p>5.9 Students know the location of the current 50 states and the names of their capitals.</p>	<p>Library: <i>World Atlas</i>, Anna Prokos IR: U3W3: <i>Youthville Detroit</i> (Level 3); U3W5: <i>Sister Cities</i> (Level 2)</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
Grade 6	
History-Social Science Content Standards	
<i>World History and Geography: Ancient Civilizations</i>	
<p>Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.</p>	
<p>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire. 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. 	<p>Library: <i>Encyclopedia of Early Peoples</i> (Dorling Kindersley), Richard C. Lawrence <i>Hear Our Stories</i>, Sharon Stewart (Oral Tradition) <i>Homes Around the World</i>, Maureen Dockendorf, and Sharon Jeroski <i>Fossil Find</i>, Rose Howell</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. 4. Know the significance of Hammurabi's Code. 5. Discuss the main features of Egyptian art and architecture. 6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley. 7. Understand the significance of Queen Hatshepsut and Ramses the Great. 8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt. 9. Trace the evolution of language and its written forms. 	<p>Library: <i>Encyclopedia of Early Peoples</i> (Dorling Kindersley), Richard C. Lawrence <i>Hatshepsut: Egypt's Woman King</i>, Lorraine Jean Hopping</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <ol style="list-style-type: none"> 1. Describe 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. 2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. 3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion. 4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people. 5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70. 	<p>Library: <i>Encyclopedia of Early Peoples</i> (Dorling Kindersley), Richard C. Lawrence</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss 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. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from <i>Pericles' Funeral Oration</i>). 3. State the key differences between Athenian, or direct, democracy and representative democracy. 4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i>, and from <i>Aesop's Fables</i>. 5. Outline the founding, expansion, and political organization of the Persian Empire. 6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars. 7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. 8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides). 	<p>Library: <i>The Odyssey</i> (Level 2), Homer <i>The Odyssey</i> (Level 3), Homer <i>The Sick Lion and the Ant and the Grasshopper</i>, Aesop WSR: <i>The Crow and the Pitcher</i> (Aesop's Fable)</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization. 2. Discuss the significance of the Aryan invasions. 3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. 4. Outline the social structure of the caste system. 5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia. 6. Describe the growth of the Maurya Empire and the political and moral achievements of the emperor Asoka. 7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i>; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero). 	<p>Library: <i>Encyclopedia of Early Peoples</i> (Dorling Kindersley), Richard C. Lawrence</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. 2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. 3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. 4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. 5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty. 6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire. 7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations. 8. Describe the diffusion of Buddhism northward to China during the Han Dynasty. 	<p>Matching student-facing book titles fall outside of the curriculum.</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. 2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty). 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. 4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. 5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem. 6. Note 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). 7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories. 8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law. 	<p>Library: <i>Gladiator</i>, Dee Phillips <i>Pompeii: A City Frozen in Time</i>, Emily Costello WSR: Rome in Ancient Times</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
Grade 7	
History-Social Science Content Standards	
<i>World History and Geography: Medieval and Early Modern Times</i>	
<p>Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500Ð 1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students 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 learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.</p>	
<p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> 1. Study 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). 2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. 3. Describe 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, and their two distinct views on church-state relations. 	<p>Library: <i>Gladiator</i>, Dee Phillips <i>Pompeii: A City Frozen in Time</i>, Emily Costello IR: U4W5: <i>Pompeii—The Lost City (Level 3)</i></p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. 3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life. 4. Discuss 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. 5. Describe the growth of cities and the establishment of trade routes 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 merchants in Arab society. 6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. 	<p>Matching student-facing book titles fall outside of the curriculum.</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <ol style="list-style-type: none"> 1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan. 2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods. 3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods. 4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty. 5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder. 6. Describe the development of the imperial state and the scholar-official class. 	<p>Matching student-facing book titles fall outside of the curriculum.</p>
<p>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. 3. Describe 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. 4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa. 5. Describe the importance of written and oral traditions in the transmission of African history and culture. 	<p>Library: <i>Trading Places in Timbuktu: A Tale From Mali</i>, Joyce A. Barnes <i>Encyclopedia of Early Peoples</i> (Dorling Kindersley), Richard C. Lawrence <i>Hear Our Stories</i>, Sharon Stewart (Oral Tradition)</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <ol style="list-style-type: none"> 1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan. 2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign. 3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i>, <i>daimyo</i>, and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century. 4. Trace the development of distinctive forms of Japanese Buddhism. 5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's <i>Tale of Genji</i>. 6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society. 	<p>Matching student-facing book titles fall outside of the curriculum.</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe. 2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. 3. Understand the development of feudalism, its role 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. 4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV). 5. Know the significance of developments in medieval English legal and constitutional practices and their 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). 6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. 7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population. 8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law"). 	<p>Library: <i>The Canterbury Tales</i> (Level 2), Geoffrey Chaucer</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>(Continued)</p> <p>9. Know 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.</p>	<p>Matching student-facing book titles fall outside of the curriculum.</p>
<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. 2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery. 3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish. 4. Describe the artistic and oral traditions and architecture in the three civilizations. 5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems. 	<p>Library: <i>Encyclopedia of Early Peoples</i> (Dorling Kindersley), Richard C. Lawrence</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith). 2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas. 3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes. 4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing). 5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare). 	<p>Matching student-facing book titles fall outside of the curriculum.</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>7.9 Students analyze the historical developments of the Reformation.</p> <ol style="list-style-type: none"> 1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences). 2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale). 3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. 4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World. 5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent). 6. Understand 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; locate missions on a world map. 7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation 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). 	<p>Matching student-facing book titles fall outside of the curriculum.</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.</p> <ol style="list-style-type: none"> 1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration). 2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer). 3. Understand 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. 	<p>Matching student-facing book titles fall outside of the curriculum.</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p> <ol style="list-style-type: none"> 1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview. 2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent. 3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers. 4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity. 5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders). 6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence. 	<p>Library: <i>Thomas Jefferson</i>, Saddleback Educational Publishing <i>The Road to Freedom, 1750-1783</i>, Saddleback Educational Publishing</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
Grade 8 History-Social Science Content Standards	
<i>United States History and Geography: Growth and Conflict</i>	
Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, 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.	
<p>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.</p> <ol style="list-style-type: none"> 1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor. 2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights"). 3. Analyze how the American Revolution affected other nations, especially France. 4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions. 	<p>Library: <i>Two Kinds of Patriots</i>, Lucy Jane Bledsoe (American Revolution) <i>Paul Revere's Ride</i>, Henry Wadsworth Longfellow <i>Thomas Jefferson</i>, Saddleback Educational Publishing <i>George Washington</i>, Saddleback Educational Publishing <i>The Road to Freedom, 1750-1783</i>, Saddleback Educational Publishing <i>Benjamin Franklin</i>, Saddleback Educational Publishing</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p> <ol style="list-style-type: none"> 1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact. 2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence. 3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas 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 American Indian nations under the commerce clause. 4. Describe the political philosophy underpinning the Constitution as specified in the <i>Federalist Papers</i> (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution. 5. Understand 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. 6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights. 7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights. 	<p>Library: <i>Thomas Jefferson</i>, Saddleback Educational Publishing <i>George Washington</i>, Saddleback Educational Publishing <i>The Road to Freedom, 1750-1783</i>, Saddleback Educational Publishing <i>Benjamin Franklin</i>, Saddleback Educational Publishing</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <ol style="list-style-type: none"> 1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed. 2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states. 3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit. 4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton 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). 5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion). 6. Describe the basic law-making process and how the 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). 7. Understand the functions and responsibilities of a free press. 	<p>Library: <i>The United States Emerges, 1783–1800</i>, Saddleback Educational Publishing <i>Bill of Rights</i> <i>A Home for a New Nation</i>, Joyce Barnes (Creation of Washington D.C.)</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>8.4 Students analyze the aspirations and ideals of the people of the new nation.</p> <ol style="list-style-type: none"> 1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents. 2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address). 3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (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). 4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper). 	<p>Library: <i>The Last of the Mohicans</i> (Level 3), James Fenimore Cooper <i>The Deerslayer</i> (Level 3) , James Fenimore Cooper <i>Great American Short Stories I:</i> Washington Irving <i>Problems of a New Nation, 1800-1830</i>, Saddleback Educational Publishing</p>
<p>8.5 Students analyze U.S. foreign policy in the early Republic.</p> <ol style="list-style-type: none"> 1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace. 2. Know the changing boundaries of the United States and describe the relationships the country had with 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. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties. 	<p>Library: <i>Problems of a New Nation, 1800-1830</i>, Saddleback Educational Publishing</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.</p> <ol style="list-style-type: none"> 1. Discuss 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. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System). 3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine). 4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities. 5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture. 6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony). 7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow). 	<p>Library: <i>Problems of a New Nation, 1800-1830</i>, Saddleback Educational Publishing <i>Before the Civil War, 1830-1860</i>, Saddleback Educational Publishing <i>The House of the Seven Gables</i> (Level 3), Nathaniel Hawthorne <i>Great American Short Stories I: Nathaniel Hawthorne</i>, Hawthorne, Nathaniel Hawthorne <i>Little Women</i> (Level 2), Louisa May Alcott <i>The Song of Hiawatha</i>, Henry Wadsworth Longfellow <i>Paul Revere's Ride</i>, Henry Wadsworth Longfellow</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.</p> <ol style="list-style-type: none"> 1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin. 2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey). 3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. 4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South. 	<p>Library: <i>Before the Civil War, 1830-1860</i>, Saddleback Educational Publishing <i>Up From Slavery</i>, Booker T. Washington (Level 2) <i>Up From Slavery</i>, Booker T. Washington (Level 3) <i>Up From Slavery: An Autobiography</i>, Booker T. Washington <i>The Civil War 1850-1876</i>, Saddleback Educational Publishing</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <ol style="list-style-type: none"> 1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court). 2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades. 3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869). 4. Examine the importance of the great rivers and the struggle over water rights. 5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies. 6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today. 	<p>Library: <i>The Journey Home</i>, Lucy Jane Bledsoe (Early 1800s Frontier) <i>Fortune in Men's Eyes</i>, S. D. Jones (Gold Rush, mid 1800s frontier and Indians) <i>Lewis and Clark: A Journey of Discovery</i>, Emily Costello <i>Journey to the Sea</i>, S. D. Jones (Lewis and Clark) <i>Davy Crocket</i>, Saddleback Educational Publishing <i>Daniel Boone</i>, Saddleback Educational Publishing <i>The House of the Seven Gables</i> (Level 3), Nathaniel Hawthorne <i>Great American Short Stories II</i>: Stephen Crane <i>Life on the Mississippi</i>, Mark Twain <i>Adventures of Huckleberry Finn</i> (Level 2), Mark Twain <i>Adventures of Huckleberry Finn</i> (Level 3), Mark Twain <i>The Adventures of Tom Sawyer</i> (Level 2), Mark Twain <i>The Adventures of Tom Sawyer</i> (Level 3), Mark Twain <i>Problems of a New Nation, 1800-1830</i>, Saddleback Educational Publishing <i>Americans Move Westward, 1800-1850</i>, Saddleback Educational Publishing <i>Before the Civil War, 1830-1860</i>, Saddleback Educational Publishing</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p> <ol style="list-style-type: none"> 1. Describe the leaders of the movement (e.g., 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). 2. Discuss the abolition of slavery in early state constitutions. 3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River. 4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850. 5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the 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), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858). 6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities. 	<p>Library: <i>Before the Civil War, 1830-1860</i>, Saddleback Educational Publishing <i>Narrative of the Life of Frederick Douglass, an American Slave</i>, Frederick Douglass <i>Narrative of the Life of Frederick Douglass</i>, Frederick Douglass <i>Runaway</i>, Dee Phillips <i>Escape to Freedom</i>, Joanne Suter (Freedom from Slavery) <i>The Civil War, 1850-1876</i>, Saddleback Educational Publishing</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <ol style="list-style-type: none"> 1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun. 2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists. 3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine. 4. Discuss 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), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865). 5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments. 6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox. 7. Explain how the war affected combatants, civilians, the physical environment, and future warfare. 	<p>Library: <i>Escape to Freedom</i>, Joanne Suter (Freedom from Slavery) <i>The Red Badge of Courage</i> (Level 2), Stephen Crane <i>The Red Badge of Courage</i> (Level 3), Stephen Crane <i>Runaway</i>, Dee Phillips <i>Narrative of the Life of Frederick Douglass</i>, <i>Narrative of the Life of Frederick Douglass, an American Slave</i>, Frederick Douglass <i>The Gettysburg Address</i>, Abraham Lincoln <i>A Band of Brave Men: The Story of the 54th Massachusetts Regiment</i>, Ellen Dreyer <i>Incidents in the Life of a Slave Girl</i>, Harriet Jacobs <i>Memories of President Lincoln</i>, Walt Whitman <i>Abraham Lincoln</i>, Saddleback Educational Publishing <i>The Civil War, 1850-1876</i>, Saddleback Educational Publishing <i>Little Women</i> (Level 2), Louisa May Alcott</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>8.11 Students analyze the character and lasting consequences of Reconstruction.</p> <ol style="list-style-type: none"> 1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions. 2. Identify the push-pull factors in 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). 3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws. 4. Trace the rise of the Ku Klux Klan and describe the Klan's effects. 5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction. 	<p>Library: <i>Up From Slavery</i>, Booker T. Washington (Level 2) <i>Up From Slavery</i>, Booker T. Washington (Level 3) <i>Up From Slavery: An Autobiography</i>, Booker T. Washington <i>The Civil War, 1850-1876</i>, Saddleback Educational Publishing</p>

**A Correlation of Savvas iLit California, ©2016, to the
California History-Social Science Content Standards**

California History-Social Science Content Standards	Savvas iLit California ©2016
<p>8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <ol style="list-style-type: none"> Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford). Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement). Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism. Identify the characteristics and impact of Grangerism and Populism. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright). 	<p>Library: <i>Thomas Edison</i>, Saddleback Educational Publishing <i>The Industrial Age, 1865-1915</i>, Saddleback Educational Publishing <i>Alexander Graham Bell</i>, Saddleback Educational Publishing <i>Inventing the Telephone</i> (Dorling Kindersley) , Sue Graves <i>The Jungle</i> (Level 2), Upton Sinclair <i>Kids On Strike!</i>, Susan Campbell Bartoletti</p>