

Temporary Exhibition Schedule 2013-2014

Content Standards for California Public Schools

Singing the Golden State

History – Social Science

- 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
- 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.
- 2.1 Students differentiate between things that happened long ago and things that happened yesterday.
- 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
- 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
- 4.4 Students explain how California became an agricultural and industrial power, tracing and the transformation of the California economy and its political and cultural development since the 1850s.
- 5.9 Students know the location of the current 50 states and the names of their capitals.
- 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.
- 10.6 Students analyze the effects of the First World War.
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- 11.8 Students analyze the economic boom and social transformation of post-World War II America.

Visual Arts

- 1.0 Artistic Perception (grades 1-12) – Processing, analyzing and responding to sensory information through the language and skills unique to the visual arts.
- 3.0 Historical and Cultural Context (grades 1-12) – Understanding the historical contributions and cultural dimensions of the visual arts.

- 4.0 Aesthetic Valuing (grades 1-12) – Responding to, analyzing, and making judgments about works in the visual arts.

El Día De Los Muertos – Day of the Dead

History – Social Science

- 1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
- 2.1 Students differentiate between things that happened long ago and things that happened yesterday.
- 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
- 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.
- 5.1 Students describe the major pre-Columbian settlements, including 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 people of the Mississippi River.
- 7.7 Students compare and contrast the geographic, political, economic, religious and social structures of the Meso-American and Andean civilizations.
- 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.

Visual Arts

- 1.0 Artistic Perception (grades 1-12) – Processing, analyzing and responding to sensory information through the language and skills unique to the visual arts.
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Nature's Beloved Son: Rediscovering John Muir

History – Social Science

- 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
- 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
- 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
- 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
- 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- 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.
- 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.
- 5.9 Students know the location of the current 50 states and the names of their capitals.

Science

- Grade 1 – Life and earth sciences
- Grade 2 – Life and earth sciences
- Grade 3 – Physical, life and earth sciences
- Grade 4 – Life and earth sciences
- Grade 5 – Earth science
- Grade 6 – Earth science
- Grade 7 – Life science
- Grade 8 – Physical Science
- Grades 9-12 – Biology/Life Science & Earth Science

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El Caballo: The Horse in Mexican Folk Art

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- 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.
- 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.
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The Biennial Ontario Invitational Art Exhibition

Visual Arts

- 1.0 Artistic Perception (grades 1-8) – Processing, analyzing and responding to sensory information through the language and skills unique to the visual arts.
- 4.0 Aesthetic Valuing (grades 1-8) – Responding to, analyzing, and making judgments about works in the visual arts.