

## California State Standards Grade 7/8th

*Highlighted standards can be used in preparation of Dolores Huerta Day*

Social Science

[ELA](#)

[Social Studies](#)

### Grade 7

**ELA**

*Key Words and Ideas*

3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

*\*\*speeches or non-fiction text*

*Key Ideas and Details*

2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

### Grade 8

**ELA**

*Key Words and Ideas*

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

*\*\*use the speeches Dolores Huerta gave in her fight for social Justice*

**US History and Geography: Growth and Conflict**

8.11

Students analyze the character and lasting consequences of Reconstruction.

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.

8.12

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*Source: California Department of Education*



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.

1. 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.
5. 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). \*\*adaptable to social resources
6. 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.

### Intellectual Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed with the content standards in grades six through eight.

#### Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various timelines of key events, people, and periods of the historical era they are studying.
3. 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.

#### Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. 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).

#### Historical Interpretation

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1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students recognize the role of chance, oversight, and error in history.

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