

HISTORY/SOCIAL SCIENCE

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Curriculum Standard One: The students will describe the physical and human characteristics of places and use contemporary maps, tables, graphs, photos, and charts to organize information about people, places, and environments in a spacial context.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will identify geographical features found in their local region.</p> <p>2. The students will trace the ways in which people have used the resources of the local government and modified the physical environment.</p>	<p>A. Can the students identify geographical features found in the Sacramento Valley?</p> <p>A. Can the students identify a modification to our local physical environment?</p>	<ul style="list-style-type: none"> • The students will label a map of Sacramento Valley with geographical features (e.g., rivers, lakes, mountains). This can be accomplished in cooperative learning groups. • The students will find pictures in the local newspaper of a modification that people have made to the physical environment of the Sacramento Valley (e.g., Folsom Dam on the American River, river levees, etc.).

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Curriculum Standard Two: The students will describe the American Indian nations in their local region, both long ago and in the recent past.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The students will describe the national identities, religious beliefs, customs, and various folklore traditions of the Miwok or Maidu nations.	A. Can the students describe the national identifies, religious beliefs, customs, and various folklore traditions of the Miwok or Maidu American Indian nations?	<ul style="list-style-type: none"> The students will research one of the local American Indian nations and prepare a written report on the national identities, religious beliefs, customs, and various folklore traditions. This can be done in cooperative groups.
*2. The students will relate how physical geography, including climate, influenced the way the Miwok and/or Maidu nation(s) adapted to their natural environment.	A. Can the students identify the geography of the area and adaptations to the natural environment of the Miwok and/or Maidu Indian nation(s)?	<ul style="list-style-type: none"> The students will make a matrix to record: geography of the area, climate, natural resources, and adaptations to the environment when given a local American Indian nation.
3. The students will understand the economy and systems of government of the Miwok and/or Maidu American Indian nation(s) and their relationship to federal and state governments.	A. Can the students understand the economy system of government used by the Miwok or Maidu and their relationship with our government?	<ul style="list-style-type: none"> The students will create a matrix describing our economy and system of government with that of a local American Indian nation.
*4. The students will explain the interaction of new settlers with the established Miwok and/or Maidu nation(s).	A. Can the students explain the interaction of new settlers with the established American Indians of the area?	<ul style="list-style-type: none"> The students will write a dialogue between the Miwok and/or Maidu nation(s) and a new settler.

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Curriculum Standard Three: The students will draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will identify the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, to include the cultural and religious traditions of the different groups.</p>	<p>A. Can the students identify explorers who visited Sacramento, newcomers who settled here, and people who continue to come to the region, to include the cultural and religious traditions of the different groups?</p>	<ul style="list-style-type: none"> The students will create a timeline to show the different people who have visited and settled in the Sacramento Valley: Drake, Portola, Serra, Smith, Sutter, Donner. The timeline will include pictures to show cultural and religious traditions of the different groups.
<p>2. The students will describe the economies established by settlers and their influence on the present day economy, emphasizing the importance of private property and entrepreneurship.</p>	<p>A. Can the students describe the economies established by settlers to the Sacramento Valley and their influence on the present day economy, emphasizing the importance of private property and private entrepreneurship?</p>	<ul style="list-style-type: none"> After examining a map of the ranchos that covered the Sacramento region in the late 1800s, the students will write about how those ranchos have influenced present day Sacramento.
<p>3. Using primary sources, the students will understand why their community was established, and recognize the contributions of individuals and families to its founding and development.</p>	<p>A. Can the students understand why Sacramento was established and recognize the contributions of individuals and families to its founding and development?</p>	<ul style="list-style-type: none"> The students will research the biography of an individual or family from Sacramento history. The students will make a poster of the individual/family to show their contributions to the development of Sacramento (e.g., John Sutter, the Donner family, the Crocker family).

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Curriculum Standard Four: The students will understand the role of rules and laws in our daily lives, and identify the basic structure of the United States government.

Performance Objective	Critical Attributes	Benchmarks/Assessment
*1. The students will understand why we have rules, laws, and the United States Constitution; recognize the role of citizenship in promoting rules and laws; and explain the consequences for violating rules and laws.	A. Can the students explain why we have rules, laws, and the United States Constitution; recognize the role of citizenship in promoting rules and laws; and explain the consequences for violating rules and laws?	<ul style="list-style-type: none"> • The students will list rules, laws, and consequences for violating the rules and laws for a fictional community the student has created. The students will present a chart with this information to the class.
*2. The students will understand the importance of public virtue and the role of citizens to participate in classroom, community, and in civic life.	A. Can the students explain the importance of public virtue and the role of citizens to participate in classroom, community, and in civic life?	<ul style="list-style-type: none"> • The students will participate in a community service activity, such as reading with another student at school, doing yard work to improve the appearance of the school, or collecting food for the needy in the community.
3. The students will understand the importance of local and national landmarks and identify the essential documents that create a sense of community among citizens and exemplify cherished ideals.	A. Can the students relate the stories behind important local and national landmarks and identify the essential documents that create a sense of community among citizens and exemplify cherished ideals?	<ul style="list-style-type: none"> • The students will chart local and national landmarks and their importance to the community and citizens.
*4. With an emphasis on local government, the students will describe the three branches of government.	A. Can the students describe the three branches of government?	<ul style="list-style-type: none"> • The students will prepare a flow chart to show the three branches of government. The chart will include local members of Congress.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>5. The students will describe how California, the other states, and sovereign tribes combine to make the nation and to participate in the federal system.</p> <p>*6. The students will become familiar with the lives of American heroes who took risks to secure freedoms.</p>	<p>A. Can the students describe how California, other states, and sovereign tribes combine to make our nation and participate in the federal system?</p> <p>A. Can the students describe the lives of American heroes who risked their lives to secure freedom?</p>	<ul style="list-style-type: none"> • The students will construct a flow chart showing the levels of government from local to federal, indicating how they interact. • The students will role play the part of an American hero (e.g., George Washington, Martin Luther King, a veteran) and be interviewed by another student.

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Curriculum Standard Five: The students will demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

Performance Objective	Critical Attributes	Benchmarks/Assessment						
<p>*1. The students will understand how local producers have used natural, human, and capital resources to produce goods and services in the past and present.</p>	<p>A. Can the students discuss how Sacramento producers have used natural and human resources to produce goods and services in the past and present?</p>	<ul style="list-style-type: none"> • The students will make a matrix to identify human and natural resources used to produce a given goods and/or service. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Goods/ Services</td> <td style="padding: 5px;">Natural Resources</td> <td style="padding: 5px;">Human Resources</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </table>	Goods/ Services	Natural Resources	Human Resources			
Goods/ Services	Natural Resources	Human Resources						
<p>2. The students will understand how some things are made locally, elsewhere in the United States, and abroad.</p>	<p>A. Can the students explain how some things are made in Sacramento, elsewhere in the United States, and abroad?</p>	<ul style="list-style-type: none"> • In cooperative learning group, the students will draw a map of the world and add pictures of products to the part of the world where they are produced. 						
<p>3. The students will understand how individual economic choices involve tradeoffs and be able to compare and contrast the benefits and costs.</p>	<p>A. Can the students explain how individual economic choices involve tradeoffs?</p> <p>B. Can the students compare and contrast the benefits and costs of economic choices?</p>	<ul style="list-style-type: none"> • Using ads in the newspaper, the students will find and list the best buy on several products. 						

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Performance Objective	Critical Attributes	Benchmarks/Assessment
4. The students will discuss the relationship of students' "work" in school and their personal human capital.	A. Can the students retell what they are learning in school to promote their growth as a person?	<ul style="list-style-type: none">• The students will interview several people in the workforce and identify skills and knowledge that are important in their jobs/lives. The students will list work they are doing in school which will help prepare them.

