

HISTORY/SOCIAL SCIENCE

Curriculum Standard One: The students will demonstrate an understanding of the physical and human geographic features that define places and regions in California.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will identify absolute locations of places in California and on the Earth through the coordinate grid system of latitude and longitude.</p> <p>*2. The students will identify specific features of the globe: the equator, prime meridian, the two poles, the tropics, and the hemisphere using coordinates to plot locations.</p>	<p>A. Can the students identify specific locations in California and the world using lines of latitude and longitude?</p> <p>A. Can the students identify the locations of the equator, prime meridian, North and South Poles, Tropics of Cancer and Capricorn, and the four hemispheres?</p>	<ul style="list-style-type: none"> • The students will identify specific locations given latitude and longitude coordinates and will describe the latitude and longitude of specific cities. • The students will draw two circles, labeling the Northern and Southern Hemisphere on one and the Western and Eastern Hemisphere on the other. Both maps of hemispheres will be labeled with the equator, the prime meridian, the two poles, and the tropics.

HISTORY/SOCIAL SCIENCE

4

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*3. The students will locate the state’s capital and describe how the characteristics and physical environment of the four major regions of California affect human activity.</p>	<p>A. Can the students describe the characteristics and physical environment of the four major regions?</p>	<ul style="list-style-type: none"> • The students will construct a three-dimensional map accurately displaying the major deserts, mountain ranges, and waterways using symbols explained in a key, and indicating the state capital, Sacramento, on the map. • The students will write a brief explanation of how the physical environment (e.g., water, landforms, vegetation, climate) attracted settlement.
<p>*4. The students will locate and explain the reasons for growth of a town in relation to the Pacific Ocean, rivers, valleys, and mountain passes.</p>	<p>A. Can the students locate and describe reasons for the growth of towns and cities?</p>	<ul style="list-style-type: none"> • The students will label a map to identify specific locations and write an explanation for reasons for growth of towns in relation to the Pacific Ocean, river, valleys, and passes (e.g., San Francisco, Monterey, Los Angeles, San Diego, Sacramento, Fresno).
<p>*5. The students will 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>	<p>A. Can the students describe eight ways in which California communities vary?</p>	<ul style="list-style-type: none"> • The students will complete a matrix describing how several communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation. (May be found in an atlas, an encyclopedia, or textbook.)

HISTORY/SOCIAL SCIENCE

4

Curriculum Standard Two: The students will describe the major social and political interactions among the people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho period.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will identify major nations of California Native Americans; their geographic distribution, economic activities, legends, religious beliefs; and how they depended upon, adapted to, and modified the physical environment through cultivation of land and sea resources.</p>	<p>A. Can the students identify major California Native American nations and describe the development of their cultures?</p>	<ul style="list-style-type: none"> • The students will complete a matrix to demonstrate an understanding of major nations of American Indians of California; their geographic distribution, economic activities, legends, religions beliefs; and how they depended upon, adapted to and modified the physical environment through cultivation of land and sea resources (e.g. Yurok, Costanoan, Yokut, Paiute, Chumash, Cahuilla, etc.).
<p>*2. The students will identify the early land and sea routes to European settlements in California with a focus on the exploration of the North Pacific, noting the physical barriers of mountains, deserts, ocean currents, and wind patterns.</p>	<p>A. Can the students identify and describe the early routes and settlements in California by European explorers?</p>	<ul style="list-style-type: none"> • The students will complete a world map to identify and label the early land and sea routes of explorers to California, noting the physical barriers. • The students will complete a California map to identify the settlements of European explorers (e.g., Captain Cook, Valdez, Juan Cabrillo, Vitus Bering).

HISTORY/SOCIAL SCIENCE

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*3. The students will describe Spanish exploration and colonization in California and explain the relationships between soldiers, missionaries, and Native Americans.</p>	<p>A. Can the students describe Spanish exploration and colonization in California and explain the relationships between soldiers, missionaries, and the Native Americans?</p>	<ul style="list-style-type: none"> • The students will create a timeline labeling the exploratory periods by Cortes, Cabrillo, Sir Francis Drake & Viscaíño and settlements founded. • The students will complete a chart demonstrating the relationship between soldiers, missions, and Native Americans. <p><i>Example:</i></p> <div style="text-align: center;"> <pre> graph TD P(presidios) <--> M(missions) M --> Pu(pueblos) P --> Pu </pre> </div>
<p>*4. The students will understand the mapping, geographic basis of, and economic factors in the placement and function of the Spanish missions, as well as how the mission system expanded the influence of Spain and Catholicism.</p>	<p>A. Can the students demonstrate an understanding of the geographic and economic factors in the placement of Spanish missions and the influence in the expansion and influence of Spain and of the missions in the Catholic religion?</p>	<ul style="list-style-type: none"> • The students will write an essay describing what factors influenced the placement of the missions, the function of the missions, and explain how they facilitated the growth of Catholicism and the expansion of Spain's influence.

HISTORY/SOCIAL SCIENCE

4

Performance Objective	Critical Attributes	Benchmarks/Assessment
5. The students will describe the daily lives of the native and non-native people who occupied the presidios, missions, ranchos, and pueblos.	A. Can the students describe the daily lives of the people who lived in the presidios, missions, ranchos, and pueblos?	<ul style="list-style-type: none"> • Working in groups, the students will research and develop a 3 minute oral report on the daily lifestyle of people who lived in one of the following: <ul style="list-style-type: none"> * presidios * missions * ranchos * pueblos
*6. The students will understand the role the Franciscans played in the change of California from a hunter-gatherer economy to an agricultural economy.	A. Can the students relate how the Franciscans changed California from a hunter-gatherer economy to an agricultural economy?	<ul style="list-style-type: none"> • The students will paint a mural depicting the change in Native American lives as they evolved from hunter-gatherer to an agricultural economy.
7. The students will describe the effects of the Mexican War for Independence on Alta California, including the territorial boundaries of North America.	A. Can the students discuss the effects of the Mexican War for Independence on Alta California and describe the change in territorial boundaries on the North American continent?	<ul style="list-style-type: none"> • Using a map of the western United States, the students will trace an outline of the land acquired from Mexico and sketch in current day states.
*8. The students will 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.	A. Can the students discuss the factions that existed during the period of Mexican rule in California?	<ul style="list-style-type: none"> • In small groups, the students will research and present information on one of the following: the land grant system, attributes of Mexican rule in California, secularization of the missions, or the rancho economy.

HISTORY/SOCIAL SCIENCE

Curriculum Standard Three: The students will explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and California statehood.

Performance Objective	Critical Attributes	Benchmarks/Assessment
*1. The students will identify the location of Mexican settlements in California and other settlements including Ft. Ross and Sutter’s Fort.	A. Can the students point out the locations of San Diego, Monterey, Yorba Buena, Los Angeles, Fort Ross, and Sutter’s Fort?	<ul style="list-style-type: none"> • Given a map of California, the students will identify and locate Mexican settlements in California and other settlements including Ft. Ross and Sutter’s Fort.
*2. The students will compare how and why people traveled to California and identify the routes they used (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Picó).	A. Can the students describe how and why people traveled to California and identify the routes they used?	<ul style="list-style-type: none"> • The students will role play how and why various groups of pioneers traveled to California. They will also identify the routes they used in their presentation. • The students will complete a Venn diagram to compare and contrast why people traveled to California.
*3. The students will describe the effect of the Gold Rush on settlements, daily life, politics, and the physical environment.	A. Can the students describe a variety of changes brought upon California by the Gold Rush?	<ul style="list-style-type: none"> • The students will complete a matrix to describe the various changes that resulted from the Gold Rush. (e.g., daily life, politics, physical environment).

HISTORY/SOCIAL SCIENCE

4

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will learn about the lives of frontier women (e.g., Biddy Mason).</p> <p>*5. The students will understand how California became a state and how its new government was different from those of the Spanish and Mexican periods.</p>	<p>A. Can the students describe the lives of frontier women?</p> <p>A. Can the students identify how California became a state and how its new government was different from those of the Spanish and Mexican periods?</p>	<ul style="list-style-type: none"> • The students will create posters depicting the lives of frontier women. • The students will create a visual summary on how California became a state. • The students will complete a Venn diagram to compare and contrast the new state government with those of the Spanish and Mexican periods.
<p>6. The students will understand the immigration and migration to California between 1850 and 1900, its diverse composition, the countries of origin and their relative locations, and the conflicts and accords among diverse groups.</p>	<p>A. Can the students recognize the immigration and migration to California between 1850 and 1900 including the diversity among groups with respect to composition, conflicts, accords, origin, and countries' relative locations?</p>	<ul style="list-style-type: none"> • The students will role play as migrants or immigrants and write a journal entry about their experiences in California between 1850 and 1900. The students' journal entries should include their experiences with diverse groups.

HISTORY/SOCIAL SCIENCE

4

Curriculum Standard Four: The students will explain how California became an industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850s.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will experience the story and the lasting influences of the Pony Express, Overland Mail Service, Western Union, and the building of the Transcontinental Railroad.</p>	<p>A. Can the students demonstrate an understanding of the lasting influences of the Pony Express, Overland Mail Service, Western Union, and the building of the Transcontinental Railroad?</p>	<ul style="list-style-type: none"> • The students will write a diary entry from the role of a Pony Express rider detailing the feeling and experiences of the rider. • Using an illustration of an Overland Mail Service stagecoach as a paper topper, the students will use T-table format below a stagecoach to list advantages and disadvantages of the service. • The students will write a paragraph explaining why Western Union (the telegraph) was a huge step forward in transcontinental communication. • Given a graphic organizer on the transcontinental railroad, the students will complete the details of the organizer including the engineer/designer, major investors, reasons for transcontinental railroad, two major railroads involved, year and place of completion, hardships involved, and the impact of California.

HISTORY/SOCIAL SCIENCE

4

Performance Objective	Critical Attributes	Benchmarks/Assessment
*2. The students will recognize how the Gold Rush transformed the economy of California (type of products produced and consumed, changes in towns, and economic conflicts between diverse groups of people).	A. Can the students recognize how the Gold Rush transformed the economy of California?	<ul style="list-style-type: none"> The students will list ways the Gold Rush changed the economy of California by noting town growth, production and consumption of goods, and conflicts between diverse groups of people.
*3. The students will discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of their origin, and their relative locations; and conflicts and accords among the diverse groups (e.g., 1882 Chinese Exclusion Act).	A. Can the students describe immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of their origin, and their relative locations; and conflicts and accords among the diverse groups (e.g., 1882 Chinese Exclusion Act)?	<ul style="list-style-type: none"> The students will research and write an essay describing immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of their origin, and their relative locations; and conflicts and accords among the diverse groups (e.g., 1882 Chinese Exclusion Act).
*4. The students will describe the rapid immigration to America, settlement, and the growth of towns and cities.	A. Can the students identify the influence the rapid American immigration and settlement had on the growth of towns and cities?	<ul style="list-style-type: none"> The students will list the effects of rapid American immigration and settlement on the growth of towns and cities.
5. The students will understand the effects on California of the Great Depression and the Dust Bowl.	A. Can the students identify the effects on California of the Great Depression and the Dust Bowl?	<ul style="list-style-type: none"> After reading Blue Willow (in its entirety or excerpts), the students will complete a topical net on the Dust Bowl including effects on family income, family lifestyle, education of children, patterns of migration, and eventual resolution.

HISTORY/SOCIAL SCIENCE

4

Performance Objective	Critical Attributes	Benchmarks/Assessment
6. The students will recognize and identify the development and location of new industries since the turn of the century.	A. Can the students identify the development and location of new industries since the turn of the century?	<ul style="list-style-type: none"> • Given a map of California, the students will locate and label major areas of industry: entertainment, computers/technology, agriculture, and tourism.
7. The students will describe the evolution of California’s water system and how it became a network of dams, aqueducts, and reservoirs.	A. Can the students identify the evolution of California’s water system?	<ul style="list-style-type: none"> • The students will write a letter to the California Department of Water Resources requesting information on the evolution of California’s water system and how it became a network of dams, aqueducts, and reservoirs. The students will present their findings in the form of a class bulletin board with descriptive captions.
8. The students will review the history and development of California’s public education system, to include universities and community colleges.	A. Can the students identify the development of California’s public school system (K-12 and community colleges and state universities)?	<ul style="list-style-type: none"> • The students will create a concept map charting the development of California’s public education system, including universities and community colleges.
9. The students will describe the impact of 20th century Californians on the nation’s artistic and cultural development to include the rise of the entertainment industry.	A. Can the students identify the impact of 20th century California’s artistic and cultural development on the entertainment industry?	<ul style="list-style-type: none"> • The students will create a timeline of major developments in the movie industry and research information on a person they feel was important to the industry.

HISTORY/SOCIAL SCIENCE

4

Curriculum Standard Five: The students will understand the structure, functions, and powers of the United State’s local, state and federal governments as described in the U.S. Constitution.		
Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will examine the U.S. Constitution and discuss its importance.</p>	<p>A. Can the students restate the importance of the U.S. Constitution?</p>	<ul style="list-style-type: none"> • After studying the preamble of the U.S. Constitution, the students will use a graphic to identify basic beliefs held in the U.S. which affected and influenced life and government in California.
<p>*2. The students will examine the purpose of the state constitution, its key principles, and its relationship to the U.S. Constitution.</p>	<p>A. Can the students describe the purpose and key principles of the state’s constitution and its relationship to the U.S. Constitution?</p>	<ul style="list-style-type: none"> • In a summative, two-paragraph essay, the students will first identify the purpose and key principles of the California Constitution. In the second paragraph, the students will discuss the relationship of the state Constitution to the U.S. Constitution.
<p>*3. The students will 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.</p>	<p>A. Can the students compare and contrast federal, state, and local governments?</p>	<ul style="list-style-type: none"> • The students will draw and label diagrams of the parallel structures of the U.S. and state governments. • The students will draw the structure of local government including the mayor and city council or County Board of Supervisors and local advisory committees. • The students will compare and contrast basic roles of state and federal governments by listing four basic responsibilities of each level.

HISTORY/SOCIAL SCIENCE

4

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.</p>	<p>A. Can the students describe the function of state government branches and the responsibilities of their elected officials?</p>	<ul style="list-style-type: none"> • The students will write a 3-5 paragraph essay expressing the responsibilities of each branch of government.
<p>*5. The students will describe the components of California’s governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).</p>	<p>A. Can the students describe the components of California’s governance structure?</p>	<ul style="list-style-type: none"> • The students will draw the 3-branch “tree” of state government structure and will design a graphic for each branch that symbolizes its role or function.

