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Curriculum Standard One: The students will 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.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will demonstrate knowledge on how geography and climate influence the way various nations lived, and how people adjusted to their natural environment.</p>	<p>A. Can the students identify the influences geography had on the various nations?</p> <p>B. Can the students recognize the ways in which the climate effected how the various nations lived?</p> <p>C. Can the students identify how and why certain foods, clothing, tools, and/or utensils were obtained by specific nations?</p> <p>D. Can the students infer cause and effect in reference to adjusting to the natural environment?</p>	<ul style="list-style-type: none"> • The students will draw a picture of various nations’ dwellings and write a brief description on how geography influenced each one. • The students will describe the influences climate had on the various nations. • The students will complete a matrix to identify specific nations and their types of food, clothing, etc. • The students will complete a cause/effect flow chart to show their understanding of how adjustments to natural environment was necessary.
<p>2. The students will demonstrate a knowledge of a various customs and folklore traditions.</p>	<p>A. Can the students describe various customs and folklore traditions?</p>	<ul style="list-style-type: none"> • The students will complete a Venn diagram to contrast customs and folklore traditions between different nations.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
3. The students will demonstrate a knowledge of various economics and systems of government.	A. Can the students demonstrate a knowledge of various economics and systems of government?	<ul style="list-style-type: none">The students will explain in a class discussion the various economics and systems of government.

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Curriculum Standard Two: The students will trace the routes and describe the early explorations of the Americas.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vázquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).</p>	<p>A. Can the students demonstrate an understanding of what it meant for an explorer to be an entrepreneur?</p> <p>B. Can the students explain how the new technology, such as the compass, the astrolabe, and seaworthy ships opened the way for exploration?</p>	<ul style="list-style-type: none"> • The students will assume the role of an explorer and write a persuasive paragraph to King Ferdinand and Queen Isabella listing reasons for their exploration and how it would benefit the throne. • The students will identify and explain the various technological tools used for sea exploration.
<p>*2. The students will 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).</p>	<p>A. Can the students identify an understanding of the aims, obstacles, and accomplishments of the leaders, sponsors, and explorers?</p> <p>B. Can the students infer cause and effect of the reasons for exploration and colonization?</p>	<ul style="list-style-type: none"> • The students will complete a matrix or outline to show their understanding of the aims, obstacles, and accomplishments of the leaders, sponsors, and explorers. • The students will complete a flow chart showing the reasons for exploration and colonization of the world.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>3. The students will demonstrate understanding of the Atlantic trade routes that linked Africa, the West Indies, the British Colonies, and Europe.</p> <p>*4. The students will locate, on maps of North and South America, land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia in North and South America.</p>	<p>A. Can the students demonstrate an understanding of the Atlantic trade routes that linked Africa, the West Indies, the British Colonies, and Europe?</p> <p>A. Can the students identify the land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia in North and South America?</p>	<ul style="list-style-type: none"> • The students will label a map or create a chart explaining the Atlantic trade routes that linked Africa, the West Indies, the British Colonies, and Europe. • The students will label and color code a map of North and South America displaying the land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

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Curriculum Standard Three: The students will describe the cooperation and conflict that existed among the Indians and between the Indian nations and the new settlers.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will describe the competition among the English, French, Spanish, Dutch, and the Indian nations for control of North America.</p>	<p>A. Can the students identify the competition among the English, French, Spanish, Dutch, and the Indian nations?</p>	<ul style="list-style-type: none"> • The students will use a matrix to compare and contrast the five groups' competition for control of North America.
<p>2. The students will identify the cooperation that existed between the colonists and Indians during the 1600s and the 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).</p>	<p>A. Can the students explain the cooperation that existed between the colonists and Indians during the 1600s and the 1700s?</p>	<ul style="list-style-type: none"> • The students will create a picture book depicting the cooperation that existed between the colonists and Indians during the 1600s and the 1700s (i.e., fur trade, agriculture, etc.).
<p>*3. The students will demonstrate an understanding of the various 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).</p>	<p>A. Can the students demonstrate an understanding of the conflicts before the Revolutionary War?</p>	<ul style="list-style-type: none"> • The students will hold a debate between opposing sides to display their knowledge of the conflicts before the Revolutionary War (i.e., the Powhatan Wars in Virginia, the French and Indian War, etc.).
<p>*4. The students will analyze and explain the role of broken treaties and massacres and the factors that led to the Indian defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).</p>	<p>A. Can the students analyze the role of broken treaties and massacres?</p>	<ul style="list-style-type: none"> • The students will complete a flow chart to explain the cause and effect of the role of broken treaties and massacres.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>5. The students will demonstrate knowledge of the internecine Indian conflicts.</p>	<p>B. Can the students identify the role of broken treaties, massacres, and the factors that led to the Indians’ defeat, including the resistance of Indian nations to encroachments and assimilation?</p> <p>A. Can the students demonstrate knowledge of the internecine Indian conflicts?</p>	<ul style="list-style-type: none"> • The students will create a picture web with descriptions identifying the role of broken treaties, massacres, and the factors that led to the Indians’ defeat, including the resistance of Indian nations to encroachments and assimilation. • The students will create a classroom picture book representing the internecine Indian conflicts, including the competing claims for control (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
<p>6. The students will demonstrate knowledge of the influence and achievements of the significant leaders of the time.</p>	<p>A. Can the students demonstrate knowledge of the influence and achievements of the significant leaders of the time?</p>	<ul style="list-style-type: none"> • The students will create a collage representing the achievements and influence of a significant leader of the time (e.g., Abraham Lincoln, John Marshall, Chief Tecumseh, Chief Logan, etc.).

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Curriculum Standard Four: The students will demonstrate an understanding of the political religions, social, and economic institutions that evolved in the colonial era.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will demonstrate an understanding of the influence of location and physical setting had on the founding of the original 13 colonies, and identify the location of the colonies and of the American Indian nations already inhabiting these areas.</p>	<p>A. Can the students recognize the influence location and physical setting had on the founding of the original 13 colonies?</p> <p>B. Can the students locate the original 13 colonies on a map and the location of the Indian nations inhabiting these areas?</p>	<ul style="list-style-type: none"> • The students will complete a matrix explaining the influence location and physical setting had on the founding of the 13 colonies. • The students will write three journal entries portraying themselves as a colonist from each region (New England, Middle, Southern). The entries will include the advantages and challenges each region had due to the location and physical setting. • The students will label the original 13 colonies on a map. The students will identify the New England, Middle, and Southern colonies with color coding. • The students will label the location of the American nations inhabiting the same areas on a map.
<p>*2. The students will identify the major individuals and groups responsible for the founding of various colonies and reasons for the foundings.</p>	<p>A. Can the students identify major individuals and groups who were responsible for the founding of various colonies and reasons for the foundings?</p>	<ul style="list-style-type: none"> • The students will complete a matrix or outline on the major individuals and groups who were responsible for the founding of various colonies and reasons for the foundings.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*3. The students will demonstrate a knowledge of the religious aspects of the earliest colonies.</p>	<p>A. Can the students describe the religious aspects of the earliest colonies?</p>	<ul style="list-style-type: none"> • The students will create a wanted poster for a major individual or group who were responsible for the founding of a colony and reasons for the foundings. • In small groups, the students will role play or describe the religious aspects of a particular group of early colonists, while other students try to guess which religion is depicted. <li style="text-align: center;">or • The students will complete a matrix or Venn diagram to describe the religious aspects of the earliest colonies.
<p>4. The students will 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.</p>	<p>A. Can the students identify the religious influence the First Great Awakening and the leaders had on the colonial period?</p> <p>B. Can the students identify the Puritan dissenters and leaders, as well as their beliefs?</p>	<ul style="list-style-type: none"> • The students will role play as Puritans. The students will write a journal entry comparing their belief before and after the Great Awakening, as well as create a poster expressing religious tolerance. • In small groups, the students will hold a debate discussing the views and beliefs of the various leaders during the Great Awakening.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*5. The students will identify how the British colonial period successfully developed political self-government and a free market economic system, unlike the Spanish and French colonial rule.</p>	<p>A. Can the students identify how the British colonial period successfully developed a basis for political self-government?</p> <p>B. Can the students identify how the British colonial period developed a successful free market economic system, unlike the Spanish and French colonial rule?</p>	<ul style="list-style-type: none"> • The students will write an essay identifying how the British colonial period successfully developed a basis for political self-government. • The students will complete a Venn diagram to identify how the British colonial period developed a successful free market economic system, unlike the Spanish and French colonial rule.
<p>*6. The students will 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.</p>	<p>A. Can the students describe the slave trade?</p> <p>B. Can the students describe the slave families' responses towards their conditions?</p>	<ul style="list-style-type: none"> • The students will diagram and label on a map the three passages of trade, as well as write a brief description of the conditions/treatment for each passage. • The students will portray themselves as a slave and write a journal entry which includes conditions and their responses. <p style="text-align: center;">or</p> • The students will portray themselves as a slave. The students will draw and label their surrounding conditions and write a brief description responding to these conditions.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*7. The students will demonstrate an understanding of the democratic ideas and practices that developed during colonial times, including the significance of assemblies and town meetings.</p>	<p>C. Can the students analyze the ongoing struggle between the proponents and opponents of slavery?</p> <p>D. Can the students describe the institutionalization of slavery in the South?</p> <p>A. Can the students identify and explain the fundamental democratic ideas that emerged from the colonies?</p>	<ul style="list-style-type: none"> • The class will be divided into two groups. The students will debate the issue of slavery through the proponents' and opponents' point of view. • The students will use a Venn diagram to compose and contrast the proponents and opponents of slavery. • The students will create a picture timeline illustrating the gradual institutionalization of slavery in the South. • The students will role play as a various colonial groups. The students will reenact the process of selecting representative assemblies and holding a town meeting.

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Curriculum Standard Five: The students will explain the causes of the American Revolution.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will analyze the political, religious, and economic interests that brought about the American Revolution.</p>	<p>A. Can the students identify the causal relationship the political, religious, and economic interests had on the development of the Revolution?</p>	<ul style="list-style-type: none"> • The students will create a pictorial timeline identifying the various events leading up to the Revolution timeline. This should include brief descriptions and the importance of each event. • The students will role play as a patriot and write a paper as to what events led them to fight in the American Revolution.
<p>2. The students will demonstrate an understanding of the significance of the first and second Continental Congress and the Committees of Correspondence.</p>	<p>A. Can the students identify the significance of the first and second Continental Congress and the Committees of Correspondence?</p>	<ul style="list-style-type: none"> • The students will complete a matrix on the importance of the first and second Continental Congress and the Committees of Correspondence. • The students will complete a Venn diagram comparing and contrasting the first and second Continental Congress.
<p>*3. The students will 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.</p>	<p>A. Can the students identify the people and events associated with the drafting and signing of the Declaration of Independence?</p>	<ul style="list-style-type: none"> • In small groups, the students will complete a Declaration of Independence rap or poem which includes the people and events associated with the document. • The students will complete an outline of the people and events associated with the Declaration of Independence.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will demonstrate a knowledge of the views, lives, and impact of key individuals during the American Revolution (e.g., Patrick Henry, George Washington, etc.).</p>	<p>B. Can the students analyze the importance of the Declaration of Independence?</p> <p>A. Can the students identify the impact key individuals had during the American Revolution?</p>	<ul style="list-style-type: none"> • The students will write a paper or complete a Venn diagram comparing and contrasting their life before and after the Declaration of Independence. • The students will role play a key individual during the American Revolution and do an oral presentation to the class.

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Curriculum Standard Six: The students will understand the course and consequences of the American Revolution.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will demonstrate an understanding of the major military battles and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p> <p>*2. The students will 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 Stueben).</p>	<p>A. Can the students identify the major military battles and turning points of the Revolutionary War?</p> <p>B. Can the students identify the roles of the American, British, and Indian leaders?</p> <p>A. Can the students explain the contributions France, other nations, and individuals had to the outcome of the Revolution?</p>	<ul style="list-style-type: none"> • The students will locate and briefly describe the military battles on a map. The student will write a brief description on the turning points of the Revolutionary War. • The students will compare and contrast on a Venn diagram the roles of the American, British, and Indian leaders. • The students will create awards for each groups' contribution. In small groups, the students will choose a nation or individuals and write an acceptance speech (e.g., France won the award for the "Best Plan to Trap Cornwallis"). The speech should include why they chose to contribute to the Revolution. <p style="text-align: center;">or</p> • The students will complete a matrix showing the contributions France and other nations and individuals had to the outcome of the Revolution.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*3. The students will display knowledge of the different roles women played during the Revolution.</p>	<p>A. Can the students recognize the different roles women played during the Revolution?</p>	<ul style="list-style-type: none"> • In small groups, the students will research various influential women during the Revolution. Each group will present an oral report. The rest of the students will complete an outline on the presented information which includes the roles women played during the Revolution.
<p>4. The students will demonstrate an understanding of the personal impact and economic hardship on families, problems of financing the war, wartime inflation, and laws against hoarding and profiteering.</p>	<p>A. Can the students explain the personal impact and economic hardship families faced?</p> <p>B. Can the students identify the problems of financing the war?</p> <p>C. Can the students identify wartime inflation and the laws against hoarding and profiteering?</p>	<ul style="list-style-type: none"> • The students will discuss the colonists' economic status before the war. The students will role play a colonist after the war and write a journal entry comparing and contrasting the personal impact and economic hardships they faced. • The students will complete a class picture book depicting the problems of financing the war. In small groups, the students will depict a problem through a large poster drawing with a description. • The students will complete a flow chart showing cause and effect of wartime inflation and laws against hoarding and profiteering.

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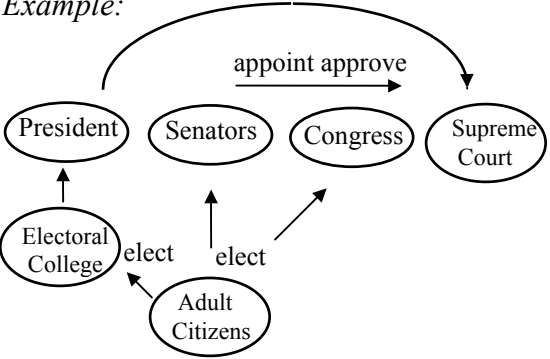
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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*5. The students will demonstrate a knowledge of how the state constitutions established after 1776 embodied the ideals of the American Revolution and helped serve as models for the United States Constitution.</p>	<p>A. Can the students identify how the state constitutions established after 1776 embodied the ideals of the American Revolution and helped serve as a model for the United States Constitution?</p>	<ul style="list-style-type: none"> • The students will create a matrix displaying their knowledge of how the state constitutions established after 1776 embodied the ideals of the American Revolution and helped serve as a model for the United States Constitution.
<p>6. The students will demonstrate an understanding of the significance of land policies developed under the Continental Congress and their impact on American Indian land.</p>	<p>A. Can the students identify the significance of land policies developed under the Continental Congress?</p> <p>B. Can the students identify the impact land policies had on the American Indians?</p>	<ul style="list-style-type: none"> • The students will write a brief description and the significance of land policies developed under the Continental Congress (i.e., Northwest Ordinance 1787). • The students will role play and hold a debate between American Indians and supporters of land policies.
<p>*7. The students will explain how the ideals of the Declaration of Independence changed the way people viewed slavery.</p>	<p>A. Can the students explain how the ideals of the Declaration of Independence changed the way people viewed slavery?</p>	<ul style="list-style-type: none"> • The students will create posters explaining how the ideals of the Declaration of Independence changed the way people viewed slavery.

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Curriculum Standard Seven: The students will relate the narrative of the people and events associated with the development of the United States Constitution and analyze its significance as the foundation of the American republic.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will demonstrate knowledge of the shortcomings of the Articles of Confederations as set forth by their critics.</p> <p>*2. The students will identify the significance of the new Constitution of 1787, including the struggles over the ratification and the reasons for the addition of the Bill of Rights.</p> <p>*3. The students will demonstrate knowledge of the fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty.</p>	<p>A. Can the students demonstrate knowledge of the shortcomings of the Articles of Confederations?</p> <p>A. Can the students identify the significance of the new Constitution of 1787, including the struggles over the ratification and the reasons for the addition of the Bill of Rights?</p> <p>A. Can the students identify the fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty?</p>	<ul style="list-style-type: none"> The students will complete a positive and negative chart to demonstrate their knowledge of the shortcomings set forth by the Articles of Confederations' critics. The students will write an essay identifying the significance of the new Constitution of 1787, including the struggles over the ratification and the reasons for the addition of the Bill of Rights. The students will complete a flowchart which shows the power/influence of the electorate on the government. <p><i>Example:</i></p>  <pre> graph TD AC[Adult Citizens] -- elect --> EC[Electoral College] AC -- elect --> C[Congress] EC -- elect --> P[President] P -- appoint --> SC[Supreme Court] C -- approve --> SC </pre>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will demonstrate knowledge on how the Constitution is designed to secure our liberty by both empowering and limiting central government.</p>	<p>A. Can the students demonstrate knowledge on how the Constitution is designed to secure our liberty by both empowering and limiting central government?</p>	<p>The students will identify what recourse voters have if the elected official does not adequately serve the people.</p> <ul style="list-style-type: none"> • The students will list from memory at least six of the basic liberties guaranteed by the Bill of Rights. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • The students will write a persuasive essay that supports the authors' opinions of the two most important rights guaranteed by the Constitution or its amendments.
<p>*5. The students will identify 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.</p>	<p>A. Can the students identify 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?</p>	<ul style="list-style-type: none"> • The students will complete a pie chart to demonstrate their knowledge of how the Constitution is designed to secure our liberty by both empowering and limiting central government, the powers granted to the citizens, Congress, the President, the Supreme Court, and the states. • The students will write a poem or short essay to identify 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.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
6. The students will demonstrate knowledge of the songs that express American ideals.	A. Can the students demonstrate knowledge of the songs that express American ideals?	<ul style="list-style-type: none">The students will create a picture book depicting the lyrics of songs that express American ideals.

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Curriculum Standard Eight: The students will trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid 1800s, with emphasis on the defining role of economic incentives and the effects of the physical and political geography and transportation systems.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will demonstrate knowledge of the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation as they advanced into the Ohio and Mississippi Valley through the Cumberland Gap.</p>	<p>A. Can the students demonstrate knowledge of the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation as they advanced into the Ohio and Mississippi Valley through the Cumberland Gap?</p>	<ul style="list-style-type: none"> • The students will complete a matrix to demonstrate their knowledge of the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation.
<p>2. The students will identify the states and territories in 1850, their regional locations, and major geographical features.</p>	<p>A. Can the students identify the states and territories in 1850, their regional locations, and major geographical features?</p>	<ul style="list-style-type: none"> • The students will identify and label the states and territories in 1850 on a map. The students will write descriptions about the regional and major geographical features to coincide with the map.
<p>*3. The students will demonstrate an understanding of the explorations of the trans-Mississippi West following the Louisiana Purchase.</p>	<p>A. Can the students demonstrate an understanding of the explorations of the trans-Mississippi West following the Louisiana Purchase?</p>	<ul style="list-style-type: none"> • The students will create a journal compilation of the explorers of the trans-Mississippi West following the Louisiana Purchase (e.g., Lewis and Clark, Zebulon Pike, John Fremont).

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will demonstrate knowledge of the experiences 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).</p>	<p>A. Can the students demonstrate knowledge of the experiences on the overland trails to the West?</p>	<ul style="list-style-type: none"> • The students will create a thorough survival plan to demonstrate their knowledge of the experiences on the overland trails to the West.
<p>5. The students will demonstrate an understanding of the continued migration of Mexican settlers into the Mexican territories of the West and Southwest.</p>	<p>A. Can the students demonstrate an understanding of the continued migration of Mexican settlers into the Mexican territories of the West and Southwest?</p>	<ul style="list-style-type: none"> • The students will write a journal entry as a Mexican settler migrating into the Mexican territories of the West and Southwest.
<p>*6. The students will demonstrate knowledge of 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>	<p>A. Can the students demonstrate knowledge of 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>	<ul style="list-style-type: none"> • The students will work in small groups and create a mini-report and presentation on 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.

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Curriculum Standard Nine: The students will know the location of the current 50 states and the names of their capitals.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will know the location of the current 50 states and the names of their capitals.</p>	<p>A. Can the students locate the current 50 states and identify the names of their capitals?</p>	<ul style="list-style-type: none">• The students will complete a blank map of the United States. The students will label each state and capital.

