

SOUTH PASADENA SOCIAL STUDIES STANDARDS

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## **SOUTH PASADENA SOCIAL STUDIES STANDARDS**

### **KINDERGARTEN**

#### **LEARNING AND WORKING NOW AND LONG AGO**

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

**1.0 Students demonstrate an understanding that being a good citizen involves acting in certain ways, in terms of:**

1.1 examples of rules, such as sharing and taking turns, and the consequences of breaking them

1.2 examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history, in stories and in folklore

1.3 the beliefs and related behavior of characters in stories from times past, and the consequences of their actions

**2.0 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.**

**3.0 Students match simple descriptions of work that people do and the names of those jobs with examples from the school, local community and historical accounts.**

**4.0 Students compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:**

4.1 determining the relative location of objects using near/far, left/right, behind/in front

4.2 distinguishing between land and water and locating general areas referenced in historically-based legends and stories on maps and globes

4.3 identifying traffic symbols and map symbols (legend references to land, water, roads, and cities)

4.4 constructing maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines

4.5 demonstrating familiarity with the school's layout, environs and the jobs people do there

5.0 Students put events in temporal order by using a calendar, placing days, weeks, and months in proper order.

6.0 Students understand that history relates to events, people, and places of other times, in terms of:

6.1 the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were behind the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day)

6.2 the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin

6.3 The different ways people lived in earlier days and how their lives would be different today (e.g., the process of getting water from a well, growing food, making clothing, having fun, the type of organizations, rules and laws)

## SOUTH PASADNEA SOCIAL STUDIES STANDARDS

### GRADE 1

#### **A CHILD'S PLACE IN TIME AND SPACE**

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people and for the rules by which we all must live: fair play, good sportsmanship, respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

#### **1.0 Students describe the rights and individual responsibilities of citizenship, in terms of:**

1.1 votes on the rules) and by representative democracy (a smaller elected group make the rules); examples of both in their classroom, school and community

1.2 the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for the making of rules by direct democracy (everyone rules by which we live, including the meaning of the "Golden Rule"

#### **2.0 Students compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places by:**

2.1 using maps and globes to locate their local community, the State of California, the United States, the seven continents, and the four oceans

2.2 comparing the information from a three-dimensional model to a picture of the same location

2.3 constructing a simple map, using cardinal directions and map symbols

2.4 describing how location, weather, and physical environments affect the way people live, including their food, clothing, shelter, transportation, and recreation

#### **3.0 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time, in terms of:**

3.1 the Pledge of Allegiance, and the songs that express American ideals (e.g., My Country 'Tis of Thee)

3.2 national holidays and the heroism and achievements of the people associated with them

3.3 American symbols, landmarks and essential documents such as the flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, and the Declaration of Independence; explain the people and events associated with them

**4.0 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 and others stay the same, in terms of:**

4.1 the structure of schools and communities in the past

4.2 transportation methods of earlier days

4.3 similarities and differences in the work (inside and outside the home), dress, manners, stories, games, and festivals of earlier generations, drawing from biographies, oral history, and folklore

**5.0 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents, in terms of:**

5.1 the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community and the benefits and challenges of a diverse population

5.2 the difficulties, successes and ways in which American Indian and immigrant populations have helped define Californian and American culture

5.3 comparisons of the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures drawing from folklore

**6.0 Students understand basic economic concepts and the role of individual choice in a free-market economy, in terms of:**

6.1 the concept of exchange and the use of money to purchase goods and services

6.2 the specialized work that people do to manufacture, transport, and market goods and services and the contribution of those who work in the home

## SOUTH PASADENA SOCIAL STUDIES STANDARDS

### GRADE 2

#### **PEOPLE WHO MAKE A DIFFERENCE**

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free market system.

#### **1.0 Students differentiate between those things that happened long ago and yesterday by:**

- 1.1 tracing the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents
- 1.2 comparing and contrasting their daily lives with those of parents and grandparents
- 1.3 placing important events in their lives in the order in which they occurred (e.g., on a timeline or story board)

#### **2.0 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments by:**

- 2.1 locating on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map the classroom, the school)
- 2.2 labeling a simple map from memory of the North American continent, including the countries, oceans, Great Lakes, major rivers, mountain ranges; identifying the essential map elements of title, legend, directional indicator, scale, and date
- 2.3 locating on a map where their ancestors live(d), describing when their family moved to the local community, and describing how and why they made their trip
- 2.4 comparing and contrasting basic land use in urban, suburban, and rural environments in California

#### **3.0 Students explain the institutions and practices of governments in the United States and other countries, in terms of:**

- 3.1 the difference between making laws, carrying out laws, determining if laws have been violated and punishing wrongdoers
- 3.2 the ways in which groups and nations interact with one another and try to resolve problems (e.g., trade, cultural contacts, treaties, diplomacy, military force)

**4.0 Students understand basic economic concepts and their individual roles in the economy, and demonstrate basic economic reasoning skills, in terms of:**

4.1 food production and consumption long ago and today including the role of farmers, processors, distributors, weather, and land and water resources

4.2 the role and interdependence of buyers (consumers) and sellers (producers) of goods and services

4.3 resources require people to choose what to produce and what to consume

**5.0 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past make a difference in others' lives (e.g., biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride)**

## SOUTH PASADENA SOCIAL STUDIES STANDARDS

### GRADE 3

#### CONTINUITY AND CHANGE

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

#### **1.0 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 by:**

1.1 identifying geographical features found in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes)

1.2 tracing the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline)

#### **2.0 Students describe the American Indian nations in their local region long ago and in the recent past, in terms of:**

2.1 the national identities, religious beliefs, customs, and various folklore traditions

2.2 how physical geography including climate influenced the way the local Indian nation(s) adapted to their natural environment (e.g., how they obtained their food, clothing, tools)

2.3 the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments

2.4 the interaction of new settlers with the already established Indians of the region

#### **3.0 Students 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, in terms of:**

3.1 the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions

3.2 the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship

3.3 why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers)

**4.0 Students understand the role of rules and laws in our daily lives, and the basic structure of the United States government, in terms of:**

4.1 why we have rules, laws, and the U.S. Constitution; the role of citizenship in promoting rules and laws; the consequences for violating rules and laws

4.2 the importance of public virtue and the role of citizens, including how to participate in a classroom, community and in civic life

4.3 the stories behind important local and national landmarks, symbols and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statute of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol)

4.4 the three branches of government (with an emphasis on local government)

4.5 how California, the other states, and sovereign tribes combine to make the nation and participate in the federal system the lives of American heroes who took risks to secure freedoms (e.g., biographies of Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.)

**5.0 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region, in terms of:**

5.1 how local producers have used natural resources, human resources and capital resources to produce goods and services in the past and the present

5.2 how some things are made locally, some elsewhere in the U.S., and some abroad

5.3 how individual economic choices involve tradeoffs and the evaluation of benefits and costs

5.4 how pupils' "work" in school develops their personal human capital

## SOUTH PASADENA SOCIAL STUDIES STANDARDS

### GRADE 4

#### **CALIFORNIA: A CHANGING STATE**

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

#### **1.0 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California by:**

1.1 explaining and using the coordinate grid system of latitude and longitude to determine absolute locations of places in California and on Earth

1.2 distinguishing between the two poles; the equator and the prime meridian; the tropics; and the hemispheres using coordinates to plot locations

1.3 identifying the state capital and describing the basic regions of California, including how their characteristics and physical environment affect human activity (e.g., water, landforms, vegetation, climate)

1.4 identifying the location of and explaining the reasons for the growth of towns in relation to the Pacific Ocean, rivers, valleys, and mountain passes

1.5 using maps, charts and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation

#### **2.0 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, in terms of:**

2.1 the major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs; and how they depended upon, adapted to and modified the physical environment by cultivation of land and sea resources

2.2 the early land and sea routes to, and 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 (e.g., Captain Cook, Valdez, Vitus Bering, Juan Cabrillo)

2.3 the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries and

Indians (e.g., biographies of Juan Crespi, Junipero Serra, Gaspar de Portola)

2.4 the mapping, geographic basis of, and economic factors in the placement and function of the Spanish missions; how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America

2.5 the daily lives of the people, native and non-native, who occupied the presidios, missions, ranchos, and pueblos

2.6 the role of the Franciscans in the change of California from a hunter-gatherer economy to an agricultural economy

2.7 the effects of the Mexican War for Independence on Alta California, including the territorial boundaries of North America

2.8 the period Mexican rule and its attributes, including land grants, secularization of the missions and the rise of the rancho economy

**3.0 Students 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, in terms of:**

3.1 the location of Mexican settlements in California and other settlements including Ft. Ross and Sutter's Fort

3.2 comparisons of how and why people traveled to California and the routes they traveled (e.g., biographies and legends of James Beckwourth, Jedediah Smith, John C. Fremont, Juan Cabrillo)

3.3 the effect of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., biographies of John Sutter, Mariano Guadalupe Vallejo, Phoebe Apperson Hearst)

3.4 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 (e.g., the 1882 Exclusion Act)

3.5 the lives of women who helped build early California (e.g., biographies of Bernarda Ruiz, Biddy Mason)

3.6 how California became a state and how its new government differed from those during the Spanish and Mexican periods

**4.0 Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850's, in terms of:**

4.1 the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the Transcontinental Railroad, including the contributions of the Chinese workers to its construction

4.2 how the Gold Rush transformed the economy of California, including the type of products produced and consumed, changes in

towns (e.g., Sacramento, San Francisco) and economic conflicts between diverse groups of people

4.3 rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles)

4.5 the effects of the Great Depression, the Dust Bowl and World War II on California

4.6 the development and location of new industries since the turn of the century, such as aerospace, electronics, large scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense, and important trade links with the Pacific Basin

4.7 California's water system and how it evolved over time into a network of dams, aqueducts and reservoirs

4.8 the history and development of California's public education system, including universities and community colleges

4.9 the impact of 20th century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., biographies of Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne)

**5.0 Students understand the structure, functions, and powers of the United States local, state and federal governments as described in the U.S. Constitution, in terms of:**

5.1 what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government; describes the shared powers of federal, state, and local governments)

5.2 the purpose of the state constitution, its key principles, and its relationship to the U.S. Constitution (with an emphasis on California's Constitution)

5.3 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 military) among federal, state, and local governments

5.4 the structure and function of state governments, including the roles and responsibilities of their elected officials

5.5 the components of California's governance structure (i.e., cities and towns, Indian rancherias and reservations, counties, school districts)

## SOUTH PASADENA SOCIAL STUDIES STANDARDS

### GRADE 5

#### **UNITED STATES HISTORY AND GEOGRAPHY: MAKING A NEW NATION**

Students in grade five study the development of the nation up to 1850 with an emphasis on the population: who was already here, when and from where others arrived, and why people came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

**1.0 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, in terms of:**

1.1 how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that were built, and how food, clothing, tools and utensils were obtained

1.2 the varied customs and folklore traditions

1.3 the varied economies and systems of government

**2.0 Students trace the routes and describe the early explorations of the Americas, in terms of:**

2.1 the entrepreneurial characteristics of early explorers (e.g., biographies of Columbus, Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder)

2.2 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 Protestant Reformation, the Spanish Reconquista)

2.3 the routes of the major land explorers of the United States; the distances traveled by early explorers; and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe

2.4 land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia on maps of North and South America

**3.0 Students describe the cooperation and conflict that existed among the Indians and between the Indian nations and the new settlers, in terms of:**

- 3.1 the competition among the English, French, Spanish, Dutch, and Indian Nations for control of North America
- 3.2 the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., agriculture, the fur trade, military alliances, treaties, cultural interchanges)
- 3.3 the 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)
- 3.4 the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears )
- 3.5 the internecine Indian conflicts, including the competing claims for control (e.g., actions of the Iroquois, Huron, Lakota (Sioux))
- 3.6 the influence and achievements of significant leaders of the time (e.g., biographies of Abraham Lincoln, John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah)

**4.0 Students understand the political, religious, social, and economic institutions that evolved in the colonial era, in terms of:**

- 4.1 the influence of location and physical setting on the founding of the original 13 colonies, their location on a map along with the location of the American Indian nations already inhabiting these areas
- 4.2 the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith and Virginia, Roger Williams and Rhode Island, William Penn and Pennsylvania, Lord Baltimore and Maryland, William Bradford and Plymouth, John Winthrop and Massachusetts)
- 4.3 the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania)
- 4.4 the significance and leaders of the First Great Awakening that marked a shift in religious ideas, practices and allegiances in the colonial period; the growth of religious toleration and free exercise
- 4.5 how the British colonial period created the basis for the development of political self-government and a free market economic system, unlike Spanish and French colonial rule

4.6 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

4.7 the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings

**5.0 Students explain the causes of the American Revolution, in terms of:**

5.1 how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, Stamp Act, Townshend Acts, tax on tea, Coercive Acts)

5.2 the significance of the first and second Continental Congress and the Committees of Correspondence

5.3 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

5.4 the views, lives, and impact of key individuals during this period (e.g., biographies of King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams)

**6.0 Students understand the course and consequences of the American Revolution, in terms of:**

6.1 identifying and mapping the major military battles, campaigns and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides

6.2 the contributions of France and other nations and 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, Marquis de Lafayette, Kosciuszko, Baron von Steuben,)

6.3 the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren)

6.4 the personal impact and economic hardship on families, problems of financing the war, wartime inflation, and laws against hoarding and profiteering

6.5. how state constitutions established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution

6.6 the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the

Northwest Ordinance of 1787) and their impact on American Indian land

6.7 how the ideals of the Declaration of Independence changed the way people viewed slavery

**7.0 Students relate the narrative of the people and events associated with the development of the U.S. Constitution and analyze its significance as the foundation of the American republic, in terms of:**

7.1 the shortcomings set forth by the Articles of Confederation's critics

7.2 the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights

7.3 the fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty

7.4 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, those reserved to the states

7.5 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

7.6 the songs that express American ideals (e.g., know America the Beautiful, The Star Spangled Banner)

**8.0 Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid-1800's, with emphasis on the defining role of economic incentives and the effects of the physical and political geography and transportation systems, in terms of:**

8.1 the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation as they advanced into the Ohio and Mississippi Valley and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats)

8.2 the states and territories in 1850, their regional locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions)

8.3 the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., draw from maps, biographies and journals of Lewis & Clark, Zebulon Pike, John Fremont)

8.4 experiences on the overland trails to the West (e.g., location of the routes, purpose of each journey; the influence of terrain, rivers, vegetation, and climate; life in the territories at the end of these trails)

8.5 the continued migration of Mexican settlers into Mexican territories of the West and Southwest

8.6 how and when California, Texas, Oregon and other western lands became part of the U.S., including the significance of the Texas War for Independence and the Mexican-American War

**9.0 Students know the location of the current 50 states and the names of their capitals.**