



ELEMENTARY SOCIAL STUDIES



UTAH CORE STATE STANDARDS
for
SOCIAL STUDIES

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by the
Utah State Board of Education

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Utah Elementary Social Studies Standards

Elementary students are deeply curious and full of questions. They may ask, “How did people build those things?” or “Why can’t countries seem to get along?” or even “How can I make a difference in the world?” One place they can find answers is in social studies. Social Studies is the study of the physical world and our place in it, which involves oral traditions, biographies, dances, artifacts, writings and original documents, and other aspects of culture that comprise the record of human life.

Effective social studies instruction in the elementary classroom encourages this inherent curiosity of young people. A firm grounding in rich and engaging content knowledge about history, geography, civics, and economics lifts learning for all students. This rich content knowledge — coupled with essential skills development — helps students deepen their understanding of the world around them. This deeper understanding will also help reach a central overarching goal of effective social studies instruction: to help young people develop civic competence including the ability to make informed decisions for the public good.

Developing civic competence is one of the fundamental purposes of public schools. The Utah State Board of Education’s [vision statement](#) strives for the civic engagement of students, as well as civic education. Utah [statute](#) defines civic education as “the cultivation of informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of representative democracy in Utah and the United States.” A thorough study of American history and government is an essential component of responsible citizenship.

The future progress of our communities, state, nation, and world rests upon the preparation of young people to collaboratively and deliberately address problems, defend their own rights and liberties — as well as the rights and liberties of others — and to balance personal preferences with the common good. *E pluribus unum*, or “out of many one,” emphasizes the idea that a varied and diverse people contribute to a unifying national identity. This rich phrase adds depth and understanding to our complex national history. Students are led to enquire about the character and talents of all Americans, which in turn promotes a greater understanding about their own individual contributions and the value they add to this nation.

Social studies offers the ideal venue to nurture civic virtue, consider current issues, practice acting civilly toward others, build a civic identity, bolster historical awareness of governmental structures, and cultivate global awareness. These skills, habits, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending the liberties secured by the Constitution.

To reach these ends, students should have ample opportunities to:

- Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
- Apply knowledge of governmental structure, historic concepts, geographic interrelationships, and economic principles to analyze and explain current events.
- Identify local, state, national, or international issues; consider solutions and understand who best can address the needs; and share their ideas with appropriate public and/or private stakeholders.
- Develop and demonstrate the values that sustain America’s constitutional democratic republic, such as open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, respect for the beliefs of others, and cooperation, as well as its foundational principles, such as limited government, separation of state and federal governance, and free-market economy.
- Engage in dialogue regarding American exceptionalism in the sense of the special character of the United States as a free nation based on democratic ideals and personal liberty.

Civic competence requires an awareness of self and others. Social studies provides the underpinnings for civic awareness and action and exposes the history and wonders of cultures. Disciplines as varied as history, geography, economics, and civics provide clearer vision as students interpret, analyze, and make sense of the world. Access to and use of primary and secondary sources are foundational to understanding historical events. Ideas and concepts central to the purpose of public education are also central to social studies, among them the notion of the common good, the value of self-rule and self-determination, the dignity and necessity of honest labor, respect for parents, home, and family, the rights and responsibilities we humans share, and the interconnectedness of human endeavor. With their application of democratic processes, personal responsibility, and life skills, students will be prepared to protect the freedoms guaranteed by our Constitution, improving their lives and the lives of all members of society.

The Organization of the Elementary Social Studies Standards

Utah standards are organized into **strands**, which represent significant areas of learning within content areas. Depending on the core area or grade level, these strands may be designated by time periods, thematic principles, modes of practice, or other organizing principles.

Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

Compelling questions have been included for possible use by teachers to support and reinforce the essential role of inquiry in social studies.

The Elementary Social Studies Standards use a modified “expanding environments” approach to social studies. This approach includes, each year, studies in history, geography, economics, civics, and United States history. As the grades progress, the focus of study expands, moving from classroom and neighborhood to the local community, the state, the nation, and the world. Basic civic virtues and components of United States history are built upon the foundations set the previous year. This allows for direct application of principles included in the [Utah Constitution](#) and Utah code. The core expectations deepen and expand, as appropriate, for each corresponding grade level.

Many exemplary lists of historical figures are included in the standards. Some lists are meant to be inclusive of specific historical figures as to create an equitable knowledge base of historical events for Utah’s school children. Other standards open the door to exploration and research of exemplary figures who exhibit excellence in music, science, government, religion, economics, or other areas articulated in the standards.

In **kindergarten**, social studies focuses on helping students learn about the world around them and what traits can be attributed to good citizenship. The Kindergarten Standards build on the [Early Learning Social Studies Standards](#) by helping students extend their understanding of the social structures and norms that create a community and their role as an active participant in that community.

In **first grade**, social studies expands students’ understanding of community to include their state and nation while they continue to consider their own role and begin to consider the roles of others in those communities. Students are further introduced to the idea of history — what it means and how it is shaped. Basic geographical concepts and skills are introduced, as well as basic economic principles.

In **second grade**, students consider continuity and change over time in their own community, the state, and the nation. They are introduced to chronology and timelines, as well as the concept of government. They will consider rights and responsibilities, conflict resolution, and respecting differences as they learn about celebrations, cultural events, and traditions of diverse people. Emphasis begins to be placed on the significance of geographical features and their effect on where and how people live. Map use and construction will build on the basics of geography that were learned in previous grades.

In **third grade**, students will be introduced to the United States Constitution. They will also learn about culture and community, focusing on their own local Utah community’s heritage as well as learning about the history, geography, governmental and economic structures, and cultures of other communities. They will study the interrelationships between physical geography and cultural development. They will also begin to learn about representative government and their personal civic responsibility in the classroom, community, and country.

In **fourth grade**, students continue to focus on the four essential social studies disciplines and apply them to their study of Utah. Students learn about significant events in Utah history, noting how successive cultural interactions have shaped the

story of the land now called Utah. Students will learn about the physical geography of Utah, and how the geography of Utah affects human life, including economic development. Fourth graders will also deepen their understanding of civics as they learn more about rights and responsibilities in Utah and how governments in Utah are organized. Inquiry into current events will help students make connections between the past and the present.

In **fifth grade**, the study of the United States is the focus. Students will explore significant eras in United States history — eras that paint in broad terms some of the significant themes of the story of America. They will also continue their study of geography, economics, and civics. Foundational principles of government that were learned in previous grades have prepared students for the depth and rigor of the Fifth Grade Standards, including understanding the role of limited government while articulating the purposes of state and federal governments. There is neither an intention nor a possibility of successful “coverage” of all of United States history and geography or all of the social, economic, and political movements that have helped create the story of America. Rather, students should “discover” and “uncover” this story. As students develop an understanding of key events relating to the basic chronology of United States history, the nation’s geography, and its economic history, they will be building a foundation that will serve them well in the years to come. Primary source documents and literature that recount the stories of people of exemplary character will help students understand their own place in the continuing chronicle of America.

In **sixth grade**, the focus of the standards expands to look at world history and culture. Knowledge and skills gained in the preceding grades will prepare students for an introductory survey of world history and culture. Students will learn about regions of the world and the societies that have formed there, including their systems of governance, religion, the rights and responsibilities they held, how their societies have changed and continued over time, and how these regions are interconnected economically and geographically.

A chronological framework across grade levels helps reinforce the essential understandings of time, continuity, and change, and is intended to help build a conceptual scaffold for future study. Students will compare institutions common to all societies such as government, education, and religious institutions. Relevance is reinforced by connecting the past to current issues facing the world, as well as to potential opportunities for solutions.

Excitement, wonder, inquiry, and delight are central to meaningful learning in social studies. Social studies should be engaging and intriguing for all students and provide ample opportunities to make important life-long connections between the past, present, and future. Students who appreciate the sacrifices that have been made in the past and understand the challenges that lie ahead can make better decisions in the present.

The most important goal of Elementary Social Studies is an informed and well-lived life, in which students recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the United States Constitution.

KINDERGARTEN

KINDERGARTEN STRAND 1: HISTORY

Students will understand that history is the study of events, people, and places of other times.

Compelling Questions:

- Who are the people in our families and communities that we honor? Why are these people honored and remembered? Whom do we honor in United States history?
 - Why are some events and people from history remembered?
 - What are some of the ways families and communities remain the same over time?
 - What are some of the ways families and communities change over time?
-
- **Standard K.1.1:** Compare how people lived in earlier times and how their lives would be different today (for example, growing food, making clothing, living by different rules and laws).
 - **Standard K.1.2:** Use a variety of texts to analyze and retell the stories of a diverse range of key historical figures, including some from United States history, and make inferences about why they are remembered and honored as people who exemplify the traits of honesty, integrity, morality, civility, duty, honor, service, respect, and obedience to law.
 - **Standard K.1.3:** Explain how families provide physical, social, and emotional support and how each family has its own unique history.

KINDERGARTEN STRAND 2: GEOGRAPHY

Students will demonstrate knowledge of basic physical and human geographical concepts.

Compelling Questions:

- What stories do maps and globes tell?
- What new things can we learn from studying maps?
- How do you find your place on a map?

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- **Standard K.2.1:** Construct a simple map, and explain how the map represents a place.
- **Standard K.2.2:** Explain how a globe is a model of the Earth.
- **Standard K.2.3:** Recognize and describe geographical features in their community that make it unique (for example, mountains, rivers, lakes, roads).
- **Standard K.2.4:** Describe and use relative location terms of objects (for example, left/right, above/below, up/down, near/far) while using maps and globes.

KINDERGARTEN STRAND 3: CIVICS

Students will learn and exhibit traits of good citizenship.

Compelling Questions:

- Why are rules important? What can happen when rules are broken?
 - What are ways we feel like we belong and are welcome in our school and community?
 - What are your responsibilities at home and at school?
 - What purposes do symbols of our school, community, and country serve?
 - Who in your community promotes the welfare and safety of others?
- **Standard K.3.1:** Describe some of the rules students or family members follow and why they are important as a member of a family, class, and school.
 - **Standard K.3.2** List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members (for example, honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).
 - **Standard K.3.3** Identify ways that people work together to build a strong community (for example, parents, religious leaders, teachers and other school personnel, police officers, firefighters, soldiers, business owners).
 - **Standard K.3.4** Explain why national, state, and other symbols and actions (including the United States flag, the Pledge of Allegiance, the bald eagle, the Utah flag) are considered important. What rules and traditions have been made to reflect that importance?

KINDERGARTEN STRAND 4: **ECONOMICS**

Students will identify basic economic concepts of needs, wants, spending, saving, sharing, and the value of work.

Compelling Questions:

- What happens when you have to choose between two things you need or want?
 - How might saving money improve someone’s life in the future?
 - Why do people save money?
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- **Standard K.4.1:** Make distinctions between basic human needs and individual wants and how that can change over time.
 - **Standard K.4.2** Relate how different types of work can help people and communities meet their needs and wants.
 - **Standard K.4.3** Identify ways that people use money, including spending, saving, and sharing.

FIRST GRADE

FIRST GRADE STRAND 1: HISTORY

Students will examine important events and historical figures in the community, state, and nation.

Compelling Questions:

- Why is it important to ask questions about and remember events from the past?
 - Why do people often see things from different points of view, and how do we show respect for different points of view or opinions?
 - How are our personal histories shaped by our families and communities?
 - What are primary sources, and why is it important to use them?
 - Whom do we honor in United States history?
- **Standard 1.1.1:** Explain why people may see historical events from different points of view.
 - **Standard 1.1.2:** Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).
 - **Standard 1.1.3:** Use primary sources (for example, artifacts and documents such as photographs, newspapers, speakers, stories, songs) to make inferences about why certain events in history are remembered.
 - **Standard 1.1.4:** Create a primary source to show how their personal histories are shaped by family, school, and community (for example, timeline, interview, artifact collection, recipe book).

FIRST GRADE STRAND 2: GEOGRAPHY

Students will use geographic tools and map skills to explore the ways geography, climate, and natural resources affect the way people live and work.

Compelling Questions:

- How does food that does not grow in our state end up in our lunchroom and homes?

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- Which geographic features are made by humans, and which are natural?
- What are some of the reasons people or animals move from place to place?
- How do geography, climate, and natural resources affect the way people live and work (for example, crops that can be grown in Utah and why they can be grown there)?

- **Standard 1.2.1:** Construct a simple map of a neighborhood, classroom, school, or the setting of a story.

- **Standard 1.2.2:** Differentiate between natural and engineered geographical features in an area (for example, engineered geographic features include highways, bridges, airports, railroads, buildings, dams, reservoirs).

- **Standard 1.2.3:** Use maps and globes to locate their local community, Utah, the United States, the seven continents, and the five oceans (that is, Africa, Antarctica, Asia, Australia, Europe, North America, South America; Antarctic [Southern] Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean).

- **Standard 1.2.4:** Explain the reasons that people, animals, and goods move.

FIRST GRADE STRAND 3: CIVICS

Students will analyze their role as citizens in a school and a community.

Compelling Questions:

- How do rules and laws affect your family, your school, and your community?
- What are the roles and responsibilities of citizens and government in your community?
- What makes someone a good leader?
- What purposes do symbols serve, and how can symbols unite a community?

- **Standard 1.3.1:** Compare how classroom rules are similar to laws in the community.

- **Standard 1.3.2:** Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions.

- **Standard 1.3.3:** Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities.

- **Standard 1.3.4:** Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.
- **Standard 1.3.5** Demonstrate characteristics of responsible citizenship (for example, respect others' property, treat people with dignity, find solutions to conflicts, take responsibility for one's actions, take care of school grounds).

FIRST GRADE STRAND 4: **ECONOMICS**

Students will explain how to prioritize their economic wants and make basic financial decisions.

Compelling Questions:

- How do people decide what is a want, and what is a need?
 - What do people gain when they save, and what do they sacrifice?
 - What does it mean to make a living?
- **Standard 1.4.1:** Explain the costs and benefits of spending and saving in order to meet needs and wants.
 - **Standard 1.4.2:** Identify ways people make a living in the community.
 - **Standard 1.4.3:** Identify and explain the roles and contributions of consumers, producers, and distributors in the community.

SECOND GRADE

SECOND GRADE STRAND 1: HISTORY

Students use historical thinking skills to explore continuity and change in their community, Utah, and the United States.

Compelling Questions:

- What is history, and what lessons can we learn by studying history?
 - What criteria should be used to determine the significance of historical events?
 - Why are historical events often interpreted differently through different points of view?
 - How has your personal and family history helped influence who you are?
 - Why do historians look at multiple primary sources to interpret historical events?
-
- **Standard 2.1.1:** Use primary sources (for example, artifacts and documents such as interviews, photographs, newspapers, speakers, stories, songs) to document the chronology of important events in their personal, family, school, local, or broader community history (including three significant events).
 - **Standard 2.1.2:** Use primary sources to identify how their community has changed or remained the same over time, and make inferences about the reasons why.
 - **Standard 2.1.3:** Summarize key ideas included in the Declaration of Independence (for example, purpose of government, equality, representative government, limited government, rule of law, natural rights, common good).
 - **Standard 2.1.4** Retell the histories of key people and events connected to state and national symbols, landmarks, and essential documents (for example, Thomas Jefferson and the Declaration of Independence, Francis Scott Key and The Star Spangled Banner, Abraham Lincoln and the Lincoln Memorial, Theodore Roosevelt and Woodrow Wilson and national parks, Utah pioneers and Utah’s nickname and motto).
 - **Standard 2.1.5** Identify the achievements of significant Americans, including

those from local and other diverse perspectives, and explain their importance.

SECOND GRADE STRAND 2: GEOGRAPHY

Students develop an understanding of the relationship between people and their physical environment using geographic tools, technology, and map skills.

Compelling Questions:

- Why do people use maps?
 - How is learning to read a map similar to and different from learning to read a story?
 - What are different ways our natural environment helps meet human needs of living, working, and playing?
 - What relationships do you, your family, and your community have with the vegetation, animal life, and physical features of your region?
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- **Standard 2.2.1:** Locate and identify the poles, equator, continents, oceans, the United States, Utah, and their town or city. Identify and name the states that border Utah and the countries that border the United States.
 - **Standard 2.2.2:** Interpret and construct physical maps using the title, key, symbols, 8-point compass rose, cardinal directions, and alphanumeric grids.
 - **Standard 2.2.3:** Identify examples of major geographical features in their local region, state, and country and their significance for the people who live there.
 - **Standard 2.2.4:** Describe how location, climate, and physical features affect where people live and work, and how communities modify the environment to meet their needs over time (for example, irrigation, dams, reservoirs, roads, buildings, bridges).
 - **Standard 2.2.5:** Describe and give examples of interdependent relationships between vegetation, animal life, geographic features, and people specific to a local region (for example, irrigation, water conservation, farming, helping neighbors, ranching, providing vegetation that supports pollinators, protection of endangered animals).
 - **Standard 2.2.6:** Identify natural resources, and cite ways people show stewardship through responsible use, conservation, protection, and replenishment.

- **Standard 2.2.7:** On a map of the world, locate where their families or other families in the community historically came from. With support, curate and share information about the traditional food, cultural customs, recreation, religion, and music of that country and/or region.

SECOND GRADE STRAND 3: CIVICS

Students are introduced to the concept of government. Students learn about the rights and responsibilities of citizenship, explain how people must work together to resolve conflict, and understand the importance of respecting differences.

Compelling Questions:

- What are the benefits and responsibilities of being good citizens?
 - How do classrooms, communities, and families work together to resolve conflicts they face?
 - What are the traits of effective leaders?
 - How do people decide who governs us? Why is it important for citizens to learn about candidates and to vote?
- **Standard 2.3.1:** Define the essential qualities of good community members (for example, honesty, integrity, morality, civility, duty, honor, service, respect, and obedience to law).
 - **Standard 2.3.2:** Describe the rights and responsibilities of citizens in the United States and Utah.
 - **Standard 2.3.3:** Provide examples of ways in which responsible community members have worked together to resolve conflicts, solve problems, and create unity within their community.
 - **Standard 2.3.4:** Consider why it is necessary for cities and towns to have governments, and describe ways local representative government promotes the general welfare of their community (for example, water, sewer, garbage pick-up, road and trail maintenance, public schools).
 - **Standard 2.3.5:** Identify current leaders (for example, family, school, community, governor, national leaders) and their responsibilities. Discuss the traits of effective leaders.
 - **Standard 2.3.6:** Identify celebrations and state and national holidays that remember and honor people and events in the history of Utah and the United States.

SECOND GRADE STRAND 4: **ECONOMICS**

Students develop an understanding of basic economic concepts necessary to make informed individual and family decisions. Students use basic economic principles to explain how businesses supply goods and services to consumers.

Compelling Questions:

- What is money used for, and how could a student earn it?
 - What are goods, and what are services?
 - What resources affect business choices?
 - What are the different ways goods arrive in our homes?
-
- **Standard 2.4.1:** Explain the benefits of personal savings.
 - **Standard 2.4.2:** Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs.
 - **Standard 2.4.3:** Describe and compare a variety of services provided by local economic institutions, including businesses and non-profit organizations.
 - **Standard 2.4.4:** Describe how people can be both producers and consumers of local goods and services.
 - **Standard 2.4.5:** Identify the specialized work necessary to manufacture, transport, and market goods and services.

THIRD GRADE

THIRD GRADE STRAND 1: TYPES OF GOVERNMENT AND THE UNITED STATES AND UTAH CONSTITUTIONS

Students will learn about and compare different types of government. They will identify significant ideas in the United States and Utah Constitutions, as well as compare similarities and differences between the documents.

Compelling Questions:

- How are the founding documents of the United States unique?
- How does the government protect individual rights?
- How does the Preamble reflect the Founding Fathers' expectations for the role of government?
- How are checks and balances applied in government?

- **Standard 3.1.1:** Discuss the basic differences between different forms of government, including a constitutional republic, a pure democracy, an oligarchy, and a monarchy.
- **Standard 3.1.2:** Explain why the first three words of the United States Constitution are vital to the workings of representative government.
- **Standard 3.1.3:** Summarize how the Constitution of the United States is the supreme law of the land, and explain how laws provide order and stability.
- **Standard 3.1.4:** Identify the rights protected by the First Amendment in the Bill of Rights, and analyze how those rights affect them.
- **Standard 3.1.5:** Explain how the Constitution balances power between the three branches of government at both the state and federal levels (checks and balances).

THIRD GRADE STRAND 2: YOUR COMMUNITY

Students analyze the communities in which they live, including geography, relative size, and interdependent relationships.

Compelling Questions:

- What are some of the different communities to which you belong?

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- What is your culture?
 - What do communities need to thrive?
 - What are some unique aspects of your community?
 - How has your community changed or remained the same with the passage of time and why?
- **Standard 3.2.1:** Locate their community, city or town, state, country, and continent on print and digital maps of the earth, and contrast their sizes and the relationships in scale.
 - **Standard 3.2.2:** Describe how geography (that is, physical features and natural resources) has shaped where and how their community developed, how it sustains itself, and how it will sustain itself in the future.
 - **Standard 3.2.3:** Define their own cultures or the cultures of their communities (for example, art, music, food, dance, system of writing, architecture, government to which they are regularly exposed or of which they are part).
 - **Standard 3.2.4:** Evaluate how their community has changed over time (for example, economic interdependence, changes to the environment).

THIRD GRADE STRAND 3: YOUR RIGHTS AND RESPONSIBILITIES AS A COMMUNITY MEMBER

Students delineate their civic rights and responsibilities as members of their community and the limits to their rights when they conflict with the rights of others. Students are introduced to the concepts of civil rights, public virtue, and civic engagement.

Compelling Questions:

- What do you like about your community? Are there changes you would like to make?
 - Who decides what your community is like?
 - How can you demonstrate respect for others in your community?
 - How has your community improved, and how can you help your community continue to improve?
 - How are your local leaders chosen, and how does your community assure that its leaders do what your community wants and/or needs?
- **Standard 3.3.1:** Analyze how their community has been shaped by the diverse people who have resided within it. Compare primary

and secondary sources (when available) from or about these people.

- **Standard 3.3.2:** Reflect upon the processes used to address needs and reach solutions within their family, their classroom, or other groups of which they are a part. Compare those to the democratic processes used to address needs and reach solutions within their communities.
- **Standard 3.3.3:** Research improvements that have been made in their community over time (for example, schools, roads, emergency services, utilities, jobs, recreation, libraries, clean environment, protection of civil rights).
- **Standard 3.3.4:** Describe some of the civic roles that people fulfill within their community, and explain the reasons why people choose to serve in those roles and how they benefit the community.
- **Standard 3.3.5:** Explain how their community's leaders are elected or appointed and effective ways to work together with them to improve the community.
- **Standard 3.3.6:** Describe why governments collect taxes and how they decide how to use them.
- **Standard 3.3.7:** Discuss how the choices of individuals and leaders affect their community and its future (for example, supporting local businesses, volunteering, voting).
- **Standard 3.3.8:** Collaborate with peers to address a need in their local community through service.

THIRD GRADE STRAND 4 : **CONNECTING YOUR COMMUNITY TO THE WORLD**

Students learn about one or more communities in other regions of the world. Students use what they have learned in the first three Strands about their own community as a basis for comparison. These communities could reflect the diverse heritage of class members and community members.

Compelling Questions:

- How is your community both alike and different from other communities in other parts of the world?
- Where are these other communities located and how do their locations affect people's lives?
- Why do other communities have different cultures and systems of government?

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- **Standard 3.4.1:** Choose a community outside of the United States. Locate that community on both print and digital maps of the Earth, their continent, country, and city or town, and contrast their sizes and the relationships in scale.
- **Standard 3.4.2:** Research the geography (that is, physical features and natural resources) of the community they chose in 3.4.1, and make inferences regarding how the geography influenced the cultures that have developed there.
- **Standard 3.4.3:** Define the cultures of the community they chose in 3.4.1 (for example, art, music, food, dance, system of writing, architecture, government, religion).
- **Standard 3.4.4:** Examine the types of government found in the community they chose in 3.4.1, and compare them with the government of their community (for example, how community leaders are selected, how the government maintains order, keeps people safe, and makes and enforces rules and laws; the role of a community member; the inclusion of immigrants).
- **Standard 3.4.5:** Examine how and why the community they chose in 3.4.1 has adapted to and/or modified its environment over time, and identify the consequences of these environmental changes.

FOURTH GRADE

FOURTH GRADE STRAND 1: UTAH'S UNIQUE GEOGRAPHY

Students will examine Utah's geography, and analyze its historical and current impacts on residents.

Compelling Questions:

- Where is Utah located in the world?
- Why is Utah's most populated area along the Wasatch Front?
- How does the physical geography of Utah affect its inhabitants?

- **Standard 4.1.1:** Use a variety of geographic tools to identify Utah and its surrounding states: latitude, longitude, hemisphere, climate, natural resources, landforms, and regions (for example, Rocky Mountains, Colorado Plateau, Basin and Ridge Region).
- **Standard 4.1.2:** Examine maps of Utah's precipitation, temperature, vegetation, population, and natural resources; make inferences about relationships between the data sets. Describe how and why humans have changed the physical environment of Utah to meet their needs (for example, reservoirs, irrigation, climate, transcontinental railroad).
- **Standard 4.1.3:** Describe how the physical geography of Utah has both negative and positive consequences on our health and safety (for example, inversions, earthquakes, aridity, fire, recreation).

FOURTH GRADE STRAND 2: PRE-EXPANSION (BEFORE 1847)

Students will learn that while recorded history spans only a few centuries, humans have lived in the land now called Utah for thousands of years. They will recognize that for centuries the historic tribal groups of Utah—the Goshute, Navajo (Diné), Paiute, Shoshone, and Ute—adapted to their ever-changing environment. Students will understand that more adaptations occurred due to contact and trade while Utah was part of the Spanish Empire and later Mexico. Students will identify the factors that encouraged early trade and exploration among varied explorers and frontiersmen.

Compelling Questions:

- What can the study of archaeology teach us about the economies,

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communities, and other aspects of the cultures of indigenous Native American tribes within Utah?

- How did the arrival of European and American trappers and traders alter the human geography of Utah?
- What may happen when two or more cultures, with significant differences, come into contact?
- What can economic systems and trading patterns tell us about cultures?
- Why is it important to protect historical sites?

- **Standard 4.2.1:** Use evidence (for example, artifacts, texts, oral traditions, geographic inquiry) to make inferences about, and explain the importance of, the geography of the land that would become Utah in the culture of one or more prehistoric or historic Native American cultures.
- **Standard 4.2.2:** Explain the economic concepts of trade, scarcity, and supply and demand. Apply these concepts in analyzing the economic activity of Native American tribal groups that existed during this period in the land now called Utah and their trade with European-American trappers and traders..
- **Standard 4.2.3:** Use primary and secondary sources to compare important aspects of the ways of life of at least two Native American tribal groups (for example, Ute, Paiute, Navajo (Diné), Shoshone, Goshute) existing existing within the land now called Utah and how those ways of life changed as settlers from Europe arrived prior to 1847.
- **Standard 4.2.4:** Investigate the reasons why early explorers and frontiersmen came to the land now called Utah, and determine how their contributions are relevant to Utahns today.

FOURTH GRADE STRAND 3: EXPANSION (1847-1896)

Students will learn about the unprecedented migration, dramatic cultural change and conflicts, and new technologies of this era. Students will study the migration of diverse populations who settled across the region that would become Utah. They will learn about some of the implications of this settlement on Native American communities. Students will evaluate the relationships between the Industrial Revolution, the completion of the transcontinental railroad, other technologies, and the human and physical geography of the region. Students will also learn about the process and challenges Utah faced transforming from a territory to the 45th state.

Compelling Questions:

- What factors led people from all over the world to settle in Utah and

positioned Utah to become “The Crossroads of the West”?

- Why did Utah struggle to attain statehood?
 - How did new immigrant communities contribute to the history and culture of Utah?
 - How did Native American life change as settlement continued?
 - How did improved transportation, industry, and mining transform Utah’s economy, politics, and other aspects of culture?
- **Standard 4.3.1:** Use primary sources to compare experiences of at least three groups’ migration to Utah between 1847–1896 (for example, members of The Church of Jesus Christ of Latter-day Saints, people from Greece, Italy, China).
 - **Standard 4.3.2:** Explain how Utah’s physical geography provided opportunities and imposed constraints for human activities between 1847–1896 (for example, agriculture, mining, settlement, communication, transportation networks) and how people changed the physical environment to meet their needs.
 - **Standard 4.3.3:** Describe the establishment of communities and the economic development of the Great Basin area under the direction of Brigham Young as the first Territorial Governor of Utah.
 - **Standard 4.3.4:** Identify the political challenges that delayed Utah’s statehood, and explain how these challenges were overcome. Describe the involvement of Utah women in the state and national Women’s Suffrage Movement.
 - **Standard 4.3.5:** Cite multiple perspectives to explain the historical significance and context of at least one conflict of this period (for example, The Utah War, The Mountain Meadows Massacre, The Bear River Massacre, The Black Hawk War).
 - **Standard 4.3.6:** Describe how and why humans have changed the physical environment of Utah to meet their needs (for example, reservoirs, irrigation, climate, transcontinental railroad) between 1847–1896.
 - **Standard 4.3.7:** Explain how the creation of the Transcontinental Railroad and other transportation and communication networks changed Utah’s economy and led to greater economic interdependence.

FOURTH GRADE STRAND 4: **POST-STATEHOOD (1896-1999)**

Students will study Utah’s continued development as a state, including learning about its Constitution and the role of geography in Utah’s economy and settlement patterns. Students will evaluate the roles and functions of different levels and types of governments. They will identify and explain the cultural connections that Utah’s diverse communities share.

Compelling Questions:

- How has Utah’s physical and human geography impacted the development of the state?
- How is federal and state power balanced in Utah, and what is the function of Utah’s state Constitution?
- Who are some of the most influential leaders in Utah, and what are some of the contributions they have made to the state?
- How are issues between state, federal, and tribal lands resolved?

- **Standard 4.4.1:** Identify the function and location of state government. Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values.
- **Standard 4.4.2:** Compare the Utah Constitution with the United States Constitution, noting the similarities (including legislative, executive and judicial branches, rights of citizens) and important/significant differences (for example, role in education, public lands, local governance).
- **Standard 4.4.3:** Identify Utah symbols, their connection to history and geography, and what these symbols tell us about our shared culture. Explain how they can show respect and appreciation for those symbols.
- **Standard 4.4.4:** Use primary and secondary sources to explain how Utah’s economy has changed over time (for example, recreation, tourism, mining, information technology, manufacturing, agriculture, petroleum production).
- **Standard 4.4.5:** Analyze the way local, state, tribal, and federal governments interact with one another.
- **Standard 4.4.6:** Use case studies to explain how national or global events between 1896–1999 (for example, World War I, the Spanish Flu Epidemic, the Great Depression, World War II, Japanese American Incarceration, the Cold War, civil rights movements, Americans with Disabilities Act) had an impact in their local communities and state.

FOURTH GRADE STRAND 5: A NEW MILLENIA (2000–PRESENT)

Students will examine, through a 21st century lens, the enduring central themes of diffusion of cultures, global interconnectedness, the importance of creating and sustaining community, and the need for a strong economy. They will recognize that most current events (for example, interactions between Native American sovereign nations and state and federal governments, concerns about water, tensions and questions about the proper role and jurisdiction of local, state, and federal governments, ideas about how best to grow Utah’s economy) have their roots deeply embedded in Utah’s rich history. They will also understand that, while forced to make even further adaptations as they came into contact with European explorers, Native Americans still thrive as eight sovereign tribal nations in Utah.

Compelling Questions:

- What are historic and contemporary examples of Utah’s economic interdependence, and what are some ways to ensure growing demand for natural resources in Utah are met?
 - How do various ethnic and/or religious communities in Utah maintain and celebrate their unique cultures?
 - What are some of the most pressing issues facing Utah today?
 - What are your rights and responsibilities as a citizen or resident in Utah?
- **Standard 4.5.1:** Describe sovereignty as it relates to Native American sovereign nations (Ute Mountain Ute Tribe, Ute Indian Tribe of the Uintah and Ouray reservation, Paiute Indian Tribe of Utah, San Juan Southern Paiute Tribe, Navajo (Diné) Nation, Northwestern Band of the Shoshone Nation, Confederated Tribes of Goshute, Skull Valley Band of Goshute) existing within Utah, and explain efforts to preserve and maintain their culture.
 - **Standard 4.5.2:** Make a case for the lasting historical significance of an event in recent Utah history (2000–present), and create an argument for including it in a historical text.
 - **Standard 4.5.3:** Use data and trends to make recommendations for the best sustainable development of Utah’s resources (for example, forests, state lands, geology, coal, minerals, oil and gas, state parks, water, wildlife, School Trustlands).
 - **Standard 4.5.4:** Explain continuity and change over time by comparing experiences of today’s immigrants in Utah with those of immigrants in Utah’s past.
 - **Standard 4.5.5:** After studying examples of individuals or groups making positive changes in Utah, propose positive steps individual

students or groups of students can implement (for example, raising awareness through digital media, energy and resource conservation, letter writing, fundraising).

- **Standard 4.5.6:** Choose one of Utah’s cultural institutions (for example Utah Symphony, The Tabernacle Choir at Temple Square, Utah Opera Company, Ballet West, Utah’s Shakespeare Festival, Utah Festival Opera), and explain its historical significance as well as the cultural benefits to Utah families and our nation.

FIFTH GRADE

FIFTH GRADE STRAND 1: **THE IMPACTS OF GEOGRAPHY AND HUMAN INTERACTION IN NORTH AMERICA (PRE-CONTACT TO EARLY COLONIZATION)**

Students will understand how geography had a major impact on the more than 500 tribes and over 50 million indigenous people living in North America prior to European exploration, as well as how it affected methods of exploration. They will evaluate how the Age of Exploration and early colonization opened the way for the global movement of ideas, innovations, foods, and values and how the world was affected in ways that we can still see today.

Compelling Questions:

- How did geography help shape the lives of Native Americans and early explorers?
 - What were some of the most significant ways Native Americans interacted with European colonists?
 - Why did different groups who were in North America during this time experience varying degrees of freedom?
 - How did spirituality and ritual shape the lives of Native American individuals and communities?
-
- **Standard 5.1.1:** Cite examples to illustrate how the physical geography of North America (for example, landforms, seasons, weather, bodies of water) influenced the lives of Native American tribal groups.
 - **Standard 5.1.2:** Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization (for example, agriculture, respect for the earth and environment, inventions, fashion, art, government, language, medicines, ritual and ceremony).
 - **Standard 5.1.3:** Use maps and primary/secondary sources to evaluate the push and pull factors that led to exploration and colonization of North America (for example, fleeing persecution, enslavement, economic advancement, indentured servitude, religious freedom/isolationism).

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- **Standard 5.1.4:** Describe how conflicts over land, trade, and alliances sometimes arose during colonization in North America (for example, Bacon’s Rebellion, King Philip’s War, the French and Indian War).

FIFTH GRADE STRAND 2: ROAD TO SELF-GOVERNMENT

Students will examine British colonial policies that led colonists to becoming Loyalists, Patriots, or neutral leading up to the American Revolution. They will recognize how the actions of key individuals influenced the outcome of the Revolution. Students will explain how the colonists prevailed in gaining their independence and summarize significant ideas in the Declaration of Independence.

Compelling Questions:

- What motivated some groups to be revolutionary, some to be loyalists, and others to be neutral?
 - In what ways was the American Revolution a war of ideas?
 - Under what circumstances did the Declaration of Independence justify rebellion?
 - What are factors that may lead to victory in war?
- **Standard 5.2.1:** Use primary sources to craft an argument representing different perspectives during the period leading to the American Revolution (for example, men and women who were Loyalists, Patriots, Native Americans, enslaved people).
 - **Standard 5.2.2:** Summarize the most significant ideas found in the Declaration of Independence.
 - **Standard 5.2.3:** Explain how the actions of key individuals and groups influenced the outcome of the American Revolution (for example, George Washington, Thomas Jefferson, Thomas Paine, Benjamin Franklin, Mercy Warren, Alexander Hamilton, King George III, Haudenosaunee (Iroquois) Confederacy, Marquis De Lafayette, Phillis Wheatley).
 - **Standard 5.2.4:** Use evidence from primary and secondary sources to craft an argument that explains how the American colonists prevailed over one of the world’s most powerful empires.

FIFTH GRADE STRAND 3: UNITED STATES GOVERNMENT AND CITIZENSHIP

Students will demonstrate their understanding of the Constitution and its relevance in their lives, including the Bill of Rights, the branches of government, and how the Constitution has changed and been interpreted over time.

Compelling Questions

- What civil rights and liberties are included in the Constitution and Bill of Rights?
 - How have the rights and liberties in the Constitution been interpreted and applied to different groups over time?
 - What is the purpose of the three branches of government, and how do they interact?
- **Standard 5.3.1:** Use examples from the Constitution to investigate and explain the development, general purpose, and significant foundational principles of the United States government (a compound constitutional republic), as well as earlier documents and philosophies used to help develop the Constitution (for example, the Magna Carta, Mayflower Compact, Articles of Confederation, Haudenosaunee (Iroquois) Confederacy).
 - **Standard 5.3.2:** Apply the ideals found in the Preamble of the United States Constitution to historic and current events and issues.
 - **Standard 5.3.3:** Explain why the Founders established a compound constitutional republic with three branches, and cite historic and current examples of checks and balances.
 - **Standard 5.3.4:** Explain the significance of the Bill of Rights, and identify the impact of one of these amendments in history, a current event, and/or your daily life.
 - **Standard 5.3.5:** Investigate how constitutional amendments are passed, and provide examples of how amendments to the Constitution have extended rights to groups originally denied protection under the Constitution (for example, women, enslaved people, immigrants, Black Americans, Native Americans).
 - **Standard 5.3.6:** Describe the civic duties members of American society have today (for example, voting, holding public office, jury duty).

FIFTH GRADE STRAND 4: 19TH CENTURY—A TIME OF CHANGE

Students will analyze changes brought by Westward Expansion, the Industrial Revolution, and the movement of people. They will understand the effects of this expansion and movement on Native American people and the preservation of those communities while facing adversity. Students will examine how conflicts and division led to the United States Civil War and the lasting impacts of its outcome.

Compelling Questions

- What were some of the impacts of Westward Expansion?

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- Why did the North and South go to war?
- How did the Industrial Revolution change our country?

- **Standard 5.4.1:** Use evidence from multiple perspectives (for example, pioneers, 49ers, Black Americans, Chinese Americans, Native Americans, new immigrants, people experiencing religious persecution) to make a case for the most significant social, economic, and environmental changes brought about by Westward Expansion and the Industrial Revolution.
- **Standard 5.4.2:** Use primary sources to explain the driving forces for why people immigrated and emigrated during the 19th century, as well as the ways that movement changed the nation.
- **Standard 5.4.3:** Summarize the impacts of forced relocation and assimilation on Native American people and how they have preserved their communities in the face of such adversity.
- **Standard 5.4.4:** Use primary and secondary sources to compare how differences in economics, politics, and culture (for example, slavery, political and economic competition in Western territories) between the North and South led to the United States Civil War.
- **Standard 5.4.5:** Explain how the actions of key individuals and groups influenced the outcome of the Civil War (for example, Abraham Lincoln, Jefferson Davis, Clara Barton, Robert E. Lee, Ulysses S. Grant, Stonewall Jackson, William Tecumseh Sherman, Harriet Beecher Stowe, Rose O’Neal Greenhow, Frederick Douglass, Harriet Tubman).
- **Standard 5.4.6:** Use evidence from primary and secondary sources to craft an argument that explains how the United States of America prevailed over the Confederate States of America in the United States Civil War.
- **Standard 5.4.7:** Identify the Civil War’s most important outcomes (for example, end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North), and explain how outcomes of the Civil War continue to resonate today.

FIFTH GRADE STRAND 5: **20TH CENTURY TO NOW (MODERN AMERICA: SOCIAL MOVEMENTS, ECONOMIC CHANGES, MODERN WARFARE, AND CURRENT EVENTS)**

Students will examine impactful conflicts, moments, movements, communities, and people of the 21st century. They will analyze the role of the United States as a world power and the effects of its territorial and colonial expansion.

Compelling Questions:

- What makes an event historically significant and worthy of remembering?
- Have the benefits of leading on the world stage outweighed the costs for the United States?
- How do social movements form and grow?
- What are the benefits of learning about communities that are different from our own?
- How did the United States' territorial expansion affect the people native to those lands?

- **Standard 5.5.1:** Compare the motivations for and desired outcomes of U.S. entry into two or more of the wars of the 20th and 21st centuries.
- **Standard 5.5.2:** Compare the motivations for and desired outcomes of the entry of the United States into World War I and World War II.
- **Standard 5.5.3:** Craft an evidence-based argument for why a particular event should be considered the most significant moment in United States history from 1900–now (for example, Stock Market Crash of 1929, Great Depression, Voting Rights Act of 1965, terrorist attack on 9/11, the launch of the Internet).
- **Standard 5.5.4:** Make an evidence-based claim about the role the United States should play as a world power and leader in solving current global problems.

FIFTH GRADE STRAND 6: **CURRENT NATIONAL ISSUES AND POTENTIAL SOLUTIONS**

Students will understand current national issues and explore their rights and responsibilities as citizens and residents of the United States.

Compelling Questions:

- What are the most pressing issues facing the United States today?
 - What are some of the ways students your age can help to make a positive difference?
 - Who are some of the most inspiring people working to make positive change in the United States?
- **Standard 5.6.1:** Investigate and report on current pressing issues facing the United States, and propose potential solutions that they can support (for example, raising awareness through digital media, energy and resource conservation, letter writing, fundraising).

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- **Standard 5.6.2:** Evaluate the methods and impact of individuals and/or groups making positive changes in the United States today as models for civic engagement.
- **Standard 5.6.3:** Connect the causes and lasting effects of at least two social movements and their leaders in the 20th Century (for example, the Women’s Suffrage Movement, labor unions, the Civil Rights Movement, child labor reforms).
- **Standard 5.6.4:** Research and summarize the accomplishments and contributions of a minority community in the United States today.

SIXTH GRADE

SIXTH GRADE STRAND 1: **WORLD CIVILIZATIONS**

Students will compare how the aspects of geography, culture, religion, government, technology, and systems in ancient civilizations met human needs and wants, as well as allowed and encouraged the growth and development of civilizations as humans migrated across the earth. They will compare early governments to the foundations of modern governments.

Compelling Questions:

- What characteristics or qualities must a group of people have to be considered a civilization?
 - What role does religion play in the cultural expression of a civilization?
 - How do cultures of different ancient civilizations compare? What influenced these similarities and differences?
 - How do interactions between diverse groups of people influence the rise or fall of societies?
 - How does appreciating and allowing for differences, while seeking out commonalities, contribute to the strength, resiliency, and sustainability of civilizations?
- **Standard 6.1.1** Discern characteristics needed for the transformation from simple societies to civilizations, and compare those characteristics in at least three different ancient civilizations found in different regions of the world (for example, Mesopotamia, Egypt, Indus River Valley, China, Inca, Aztec, Persia, Greece, Carthage, Gupta, Rome).
 - **Standard 6.1.2:** Throughout their study of world history, recognize the origins of major world religions (including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism). Evaluate the role religion played in the development of civilizations, colonization, imperialism, and independence movements.
 - **Standard 6.1.3** Use maps to analyze how physical geography affected the development of three civilizations found in different regions of the world.

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- **Standard 6.1.4:** Identify some of the economic systems and technologies (for example, irrigation, writing systems, farming techniques, trading and bartering, coins and currency) created by three civilizations found in different regions of the world, and categorize how they met specific human needs or wants.
- **Standard 6.1.5:** Use primary and secondary sources to compare the cultures of three civilizations found in different regions of the world and identify examples of cultural expression (for example, architecture, writing, philosophy, artwork).
- **Standard 6.1.6:** Compare the purposes and functions of early governments (for example, monarchy, oligarchy, tyranny, pure democracy, republic, theocracy) to modern governments.

SIXTH GRADE STRAND 2: **GLOBALIZATION**

Students will compare how the transformation and changes of the post-classical era (Ca. 500 C.E.–1500 C.E.) set in motion the expansion of knowledge through science, language, writing, religion, and technological innovations. They will understand how this created and encouraged a global interconnectedness among distant societies and civilizations that ripples into modern history.

Compelling Questions:

- How do ideas and belief systems unite or divide groups of people?
 - How did technological and scientific developments of the time promote literacy and the exchange of ideas that continue to this day?
 - Make a case for the most significant technological or scientific development from the Middle Ages or the Renaissance.
 - How does immigration play a role in globalization of ideas, goods, or knowledge?
- **Standard 6.2.1:** Summarize key tenets of the major world religions (including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism).
 - **Standard 6.2.2:** Use primary and secondary sources to explain how the spread of religious ideas during the post-classical era influenced globalization (for example, spread of Islam, Crusades, cultural expression through art and architecture, Reformation).
 - **Standard 6.2.3:** Identify the most historically significant inventions and innovations from Ca. 500 C.E.–1500 C.E. (for example, printing press/moveable type, astronomy, medicine), and argue their ongoing importance.

- **Standard 6.2.4:** Use maps to trace how geography affected the ability of humans to connect with each other (for example, economic and cultural expansion, development of international trade, spread of disease).
- **Standard 6.2.5:** Critique how and why systems of governance took steps toward self-rule during the post-classical period (for example, the rise of the merchant class, Magna Carta, feudalism in Europe and Japan).
- **Standard 6.2.6:** Generalize how the spread of goods and ideas led to the increased influence of China, India, Southeast Asia, and the Middle East on globalization.

SIXTH GRADE STRAND 3: COLONIZATION, IMPERIALISM AND INDEPENDENCE MOVEMENTS

Students will describe how the political and economic impacts of this time period (c. 1500 C.E.–2000 C.E.) created new political ideologies and technology, providing prime conditions and motivations for colonization, imperialism, and independence that continue to be echoed in current conversations.

Compelling Questions:

- Why do nations often desire to create empires, and how do they do so?
 - What conditions can lead to revolutions?
 - What are the pros and cons of global interconnectedness?
 - In what ways does immigration impact the conditions and motivations of exploration, colonization, or independence movements?
 - In what ways do the ideals of Industrial Imperialism and 19th century Enlightenment lead to desires for independence, self-rule, and rights?
- **Standard 6.3.1:** Describe how the conditions and motivations of exploration, colonization, and/or imperialism around the world connect to globalization.
 - **Standard 6.3.2:** Use maps and other data sets to make inferences about the lasting impacts of exploration, colonization, and/or imperialism.
 - **Standard 6.3.3:** Use primary and secondary sources to draw conclusions about the positive and negative economic impacts of expansion and major global conflicts (for example, Colombian Exchange, economic depressions, rise of factories, effects of famine, slave trade).

- **Standard 6.3.4:** Explain the causes and effects of at least three events that created political, social, economic, industrial, and/or scientific revolution during the 18th–20th century (for example, the French Revolution, Vietnam, Latin American revolutions, the Enlightenment, independence movements of India and African nations).
- **Standard 6.3.5:** Cite evidence to identify the causes and effects of World War I, the Great Depression, and World War II.

SIXTH GRADE STRAND 4: **OUR MODERN WORLD (WORLD RELIGIONS, COLD WAR ERA, CURRENT GLOBAL EVENTS/ISSUES)**

Students will examine varying perspectives and opportunities for civic responsibilities based on the backdrop of two world wars, competing economic systems, and unprecedented technological changes. They will review how human and civil rights have developed over time, and use current events to increase awareness and identify possible solutions.

Compelling Questions:

- What are some of the commonalities found in major world religions?
 - How has the struggle to gain and retain basic human rights, needs, and power in society resulted in historical conflict?
 - Who are some of the inspiring people around the world who are champions of human rights and dignity?
 - What impact might the (*insert current global issue here*) have on world economies?
- **Standard 6.4.1:** Use primary and secondary sources to describe the impact and/or lasting historical significance of at least two major global events of the 20th–21st centuries not previously studied (for example, the Cold War, Vietnam, genocides, trade wars, terrorism, human rights movements).
 - **Standard 6.4.2:** Summarize the main differences between economic systems across the world (including communism, free market capitalism, individualism, socialism). Discuss the relationship between these systems and the concepts of freedom, equality, and fairness.
 - **Standard 6.4.3:** Determine how human rights and responsibilities around the world have developed over time, and identify ways individuals and organizations work to protect rights considered essential for all humans.

- **Standard 6.4.4:** Cite current national and/or global events that exemplify the concept of global interconnectedness.

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