

SOCIAL STUDIES— Elementary



COVID-19 SPECIAL EDITION

The purpose of these essential standards is to provide educators with a prioritized list of standards to focus on during COVID-19.

While all standards have value, COVID-19 may limit instructional hours. The essential standards are intended to help teachers identify which standards to focus on. While these are the essential standards, if there is more instructional time, the recommendation is to extend the instructional focus to all standards.

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Utah's Social Studies Essential Standards – Elementary

The purpose of this document is to distill the current social studies standards into a prioritized version for clarity and focus during COVID-19. Headings have been standardized into the current "strand and standard" terminology and numbered accordingly. Essential standards are **in bold**, and supporting standards are listed for your consideration, as instructional time permits.

The pandemic is serving as a tragic, long-term social studies object lesson. All times are historic, but these times seem especially destined for the history books.

In addition, tracking the spread of COVID-19 is a daily lesson in geography. The economic ramifications are going to be astronomical. The political fallout and fault lines are increasingly evident.

The psychological toll is immense. Sociologists and anthropologists will be studying this pandemic for decades to come

COVID-19 will limit instructional hours, yet social studies conceptual understandings and disciplinary skills are essential. When there is more instructional time, instruction can return to all standards.

Instructional Framework for Grades K-2

Social Studies in kindergarten to second grade has two broad components. The first component is social themes for the child: self, family, classroom, school, neighborhood, and community.

In kindergarten, students learn basic concepts of historical time sequence and geographic directions. Emphasis is placed on safe practices, the importance of following rules and respecting the rights of others. Students are also taught national symbols and songs.

First grade students focus on learning school rules for personal safety and the safety of others, as well as elements of good citizenship through examples in history and literature that highlight honesty, kindness, and responsibility. State and national symbols as signs of citizen unity are also addressed.

Second grade students are taught about roles in the school and community. Students develop an understanding of the diversity of cultural backgrounds, belief systems, ethnicities, and languages by observing their school, neighborhood, and community. Second grade students continue to develop their knowledge of symbols and map skills. Citizenship and community service are also emphasized.

The second major component introduces students to four social studies conceptual strands: culture, citizenship, geography, and financial literacy.

Culture is the shared social process whereby members of a group communicate meaning and make sense of their world. Culture helps students understand themselves as individuals and as members of various groups.

The second strand addresses civic ideals, principles and practices of how a citizen should act in a democratic republic. Citizenship includes both the attitudes and the actions of a citizen, such as assuming responsibilities in the school and neighborhood, understanding the civic responsibility to vote, and the importance of state and national holidays, symbols, and landmarks.

The third strand extracts experiences from the student’s neighborhood, towns, and state to supply students with basic geographic knowledge and skills. The purpose of geography is to understand the physical and cultural features of places and their natural settings. Geographic tools such as compasses, maps, and globes are utilized to help students acquire, arrange, and use information to make decisions important to their well-being (e.g., how to get to a friend’s house, or where to shop or how to go to school).

The last strand introduces students to simple economic principles and decisions. Financial literacy gives a student the ability to understand finances and how to manage money. Students learn how to prioritize their economic wants, and make basic financial decisions.

Kindergarten Social Studies

Note: Essential Standards are **BOLD**. Supporting standards are listed for your consideration, as instructional time permits.

Strand 1 (Culture):

Students will recognize and describe how individuals and families are both similar and different.

Standard 1.1

Identify how individuals are similar and different.

Describe and compare characteristics of self and others (e.g., differences in gender, height, language, beliefs, and color of skin, eyes, hair).

Explain how people change over time (e.g., self, others).

Demonstrate respect for each individual.

Explain the elements of culture, including language, dress, food, shelter, and stories.

Strand 2 (Citizenship):

Students will recognize their roles and responsibilities of being a good citizen.

Standard 2.1

Demonstrate appropriate ways to behave in different settings.

Explain why families and classrooms have rules (e.g., examples of rules and consequences).

Demonstrate positive relationships through play and friendship.

Identify examples of individual honesty and responsibility.

Identify examples of honesty, responsibility, patriotism, and courage from history, literature, and folklore, as well as from everyday life (e.g., heroes of diverse cultures).

Demonstrate respect for others, leaders, and the environment.

Strand 3 (Geography):

Students will use geographic terms and tools.

Standard 3.1**Identify geographic terms that describe their surroundings.**

- Locate objects in the classroom using the terms near/far, left/right, behind/in front, and up/down.
- Identify and describe physical features (e.g., mountain/hill, lake/ocean, river, road/highway).
- Make a simple map (e.g., home, home to school, classroom).

Strand 4 (Financial Literacy): Students can explain how humans meet their needs in many ways.**Standard 4.1****Recognize that people have basic needs (food, shelter, and clothing) and wants (toys, games, treats).**

- Identify the difference between basic wants and needs.
- Explain that families have needs and wants.
- Describe how basic human needs, such as food, shelter, and clothing, can be met

Strand 1 (Culture):**Students will recognize and describe how individuals and families are both similar and different.****Standard 1.2****Recognize and describe how families have both similar and different characteristics.**

- Identify family members (i.e., immediate and extended).
- Explain family rules and routines.
- Describe family members' duties and responsibilities within the family.
- Share how families celebrate occasions such as birthdays and holidays.
- Explain how families change over time (i.e., past, present, future).
- Describe ways that families provide love, care, food, shelter, clothing, companionship, and protection.

Strand 2 (Citizenship):**Students will recognize their roles and responsibilities of being a good citizen.****Standard 2.2****Identify and demonstrate safe practices in the home and classroom.**

- Recite name, address, and telephone number.
- Follow safety procedures for school emergencies (e.g., fire drill, earthquake, intruder).
- Recognize and explain common traffic symbols.
- Identify school personnel to whom students can go to for help or safety.
- Identify and articulate the purpose and role of authority figures (e.g., parents, secretary, principal, teacher, librarian, police officers, firefighters, tribal leaders).

Strand 3 (Geography):**Students will use geographic terms and tools.**

Standard 3.2**Describe the purpose of a map or globe.**

Identify maps and globes.

Distinguish between land and water on maps and globes.

Determine a location by using terms such as near/far, up/down, right/left.

Identify cardinal directions on a map.

Strand 4 (Financial Literacy): Students can explain how humans meet their needs in many ways.**Standard 4.2****Explain that people have jobs and earn money to meet their needs.**

Identify the jobs in the home and in the school.

Explain why people work (i.e., to earn money to buy the things that they need or want).

Describe different types of jobs that people do and the tools and equipment that they use.

Recognize various forms of United States coins and currency.

Strand 2 (Citizenship):**Students will recognize their roles and responsibilities of being a good citizen.****Standard 2.3****Investigate and explain how symbols and songs unite families and classmates.**

Identify school systems and traditions (e.g., mascot, song, events).

Recognize state and national symbols (e.g., state and national flags, bald eagle, seagull, Statue of Liberty).

Learn and sing state and U.S. patriotic songs.

Identify the people and events honored in Utah and U.S. commemorative holidays.

Know the words and meaning of the Pledge of Allegiance.

Identify the rules and etiquette of citizenship (e.g., stand for the flag, hand over heart).

First Grade Social Studies

Note: Essential Standards are **BOLD**. Supporting standards are listed for your consideration, as instructional time permits.

Strand 1 (Culture):

Students will recognize and describe how schools and neighborhoods are both similar and different.

Standard 1.1

Recognize and describe examples of differences within school and neighborhood.

Recognize differences within their school and neighborhood.

Share stories, folk tales, art, music, and dance inherent in neighborhood and community traditions.

Recognize and demonstrate respect for the differences within one's community (e.g. play, associations, activities, friendships).

Recognize and describe the importance of schools and neighborhoods.

Strand 2 (Citizenship):

Students will recognize their roles and responsibilities in the school and in the neighborhood.

Standard 2.1

Describe and demonstrate appropriate social skills necessary for working in a group.

Describe behaviors that contribute to cooperation within groups at school and in a neighborhood.

Discuss the roles and responsibilities of being a member of a group.

Participate in a group activity modeling appropriate group behavior.

Identify and express feelings in appropriate ways.

Articulate how individual choices affect self, peers, and others.

Communicate positive feelings and ideas of self (e.g., positive self image, good friend, helper, honest).

Predict possible consequences for a variety of actions.

Strand 3 (Geography):

Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world.

Standard 3.1

Identify and use geographic terms and tools.

Use a compass to locate cardinal directions.

Identify the equator and north and south poles.

Identify Utah on a variety of maps and on a globe.

Identify the United States on a variety of maps and on a globe.

Strand 4 (Financial Literacy):

Students will describe the economic choices people make to meet their basic economic needs.

Standard 4.1**Explain how goods and services meet people's needs.**

- Identify examples of goods and services in the home and in the school.
- Explain ways that people exchange goods and services.
- Explain how people earn money by working at a job.
- Explain the concept of exchanging money to purchase goods and services.

First Grade (Self, School, and Neighborhood)**Strand 1 (Culture):****Students will recognize and describe how schools and neighborhoods are both similar and different.****Standard 1.2****Recognize and identify the people and their roles in the school and neighborhood. Explain how these roles change over time.**

- Identify the roles of people in the school (e.g., principal, teacher, librarian, secretary, custodian, bus driver, crossing guard, and cafeteria staff).
- Explain the roles of the people in the neighborhood (e.g., police officer, firefighter, mail carrier, grocer, mechanic, plumber, miner, farmer, doctor, and tribal leader).
- List and discuss how neighborhoods change over time (e.g., new businesses, new neighbors, technology, and rural one-room schools).

Strand 2: (Citizenship):**Students will recognize their roles and responsibilities in the school and in the neighborhood.****Standard 2.2****Identify and list responsibilities in the school and in the neighborhood.**

- Describe and practice responsible behavior inherent in being a good citizen in the school (e.g., safety, right to learn) and neighborhood.
- Explain why schools have rules, and give examples of neighborhood rules (e.g., respecting private property, reporting vandalism, and obeying traffic signs and signals).
- Demonstrate respect for others in the neighborhood (e.g., the "Golden Rule"—elements include fair play, respect for rights and opinions of others, and respect for rules).
- Participate in responsible activities that contribute to the school and neighborhood (e.g., follow teacher directions, put belongings away, participate in discussions, take turns, listen to others, share ideas, clean up litter, report vandalism, give service).
- Practice and demonstrate safety in the classroom (e.g., classroom safety procedures, fair play, playground rules).
- Practice and demonstrate safety in the neighborhood (e.g., crossing streets, avoiding neighborhood dangers).

Strand 3 (Geography):**Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, neighborhood, and the real world.**

Standard 3.2

Recognize and use a map or a globe.

Create a map showing important sites or landmarks on a school or community (i.e., firehouse, city hall, churches).

Locate physical features (i.e. continents, oceans, rivers, lakes), and man-made features (equator, North and South poles, countries) on a map and on a globe.

Identify the compass rose and cardinal directions on a map and on a globe.

Strand 2: (Citizenship):

Students will recognize their roles and responsibilities in the school and in the neighborhood.

Standard 2.3

Name school, neighborhood, Utah state, and national symbols, landmarks, and documents.

Identify school symbols and landmarks (i.e., mascot, songs, events).

Identify Utah and National state symbols, documents, and landmarks. (e.g., Declaration of Independence, U.S. Constitution, Liberty Bell, Washington Monument).

Demonstrate respect for patriotic practices and customs (e.g., Pledge of Allegiance and flag etiquette).

Second Grade

Note: Essential Standards are **BOLD**. Supporting standards are listed for your consideration, as instructional time permits.

Strand 1 (Culture):

Students will recognize and describe how people within their community, state, and nation are both similar and different.

Standard 1.1

Examine and identify cultural differences within the community.

Explain the various cultural heritages within their community.

Explain ways people respect and pass on their traditions and customs.

Give examples of how families in the community borrow customs or traditions from other cultures.

Strand 2 (Citizenship):

Students will recognize and practice civic responsibility in the community, state, and nation.

Standard 2.1

Examine civic responsibility and demonstrate good citizenship.

Describe characteristics of being a good citizen through the examples of historic figures and ordinary citizens.

Explain the benefits of being a U.S. citizen (e.g., responsibilities, freedoms, opportunities, and the importance of voting in free elections).

Identify and participate in a local civic activity. (e.g. community cleanup, recycling, walkathons, voting).

Identify state and national activities (e.g., voting, Pledge of Allegiance, holidays).

Strand 3 (Geography):

Students will use geographic tools and skills to locate and describe places on earth.

Standard 3.1

Identify common symbols and physical features of a community, and explain how they affect people's activities in that area.

Identify community traffic signs and symbols, and know their meanings (e.g., stop sign, hazard symbols, pedestrian crossing, bike route, recreational, blind or deaf child signs).

Describe how geographic aspects of the area affect a community and influence culture (e.g., river, mountain, and desert).

Describe ways in which people have modified the physical environment in a community (e.g., building roads, clearing land for homes, and mining).

Strand 4 (Financial Literacy):

Students will explain how the economy meets human needs through the interaction of producers and consumers.

Standard 4.1**Describe how producers and consumers work together in the making and using of goods and services.**

Define and explain the difference between producing and consuming.

Explain ways in which people can be both consumers and producers of goods and services.

Recognize that people supply goods and services based on what people want.

Identify examples of technology that people use (e.g., automobiles, computers, telephones).

Identify how technology affects the way people live (work and play).

Second Grade Social Studies

Strand 1 (Culture):

Students will recognize and describe how people within their community, state, and nation are both similar and different.

Standard 1.2

Recognize and describe the contributions of different cultural groups in Utah and the nation.

Identify various cultural groups and their contributions within the state and the nation.

Explain ways American Indians and immigrants have shaped both Utah's and America's culture (e.g., names of places, food, customs, celebrations).

Compare two or more cultures within the state and nation (e.g., language, food, clothing, shelter, traditions, and celebrations).

Strand 2 (Citizenship):

Students will recognize and practice civic responsibility in the community, state, and nation.

Standard 2.2

Identify individuals within the school community and how they contribute to the school's success.

Identify the roles that people have in the school, explain the importance of each member, and demonstrate respect for them.

Strand 3: (Geography):

Students will use geographic tools and skills to locate and describe places on earth.

Standard 3.2

Demonstrate geographic skills on a map and a globe.

Identify and use information on a map and on a globe (e.g., map key or legend, simple grid systems, physical features, compass rose) to locate your city, the State of Utah, and the United States on a variety of maps or on a globe.

Using a map or a globe, link cultures/nationalities within your community to their place of origin.

Strand 4 (Financial Literacy):

Students will explain how the economy meets human needs through the interaction of producers and consumers.

Standard 4.2**Describe the choices people make in using goods and services.**

- a. Explain the goods and services that businesses provide.
- b. Explain the services that government provides.
- c. Explain different ways to pay for goods and services (i.e., cash, checks, credit cards).
- d. Explain how work provides income to purchase goods and services.
- e. Explain reasons and ways to save money (e.g., to buy a bicycle or MP3 player, piggy bank, bank, credit union, savings account).

Second Grade Social Studies

Strand 2 (Citizenship):

Students will recognize and practice civic responsibility in the community, state, and nation.

Standard 2.3

Investigate and show how communities, state, and nation are united by symbols that represent citizenship in our nation.

- a. Explain the significance of various community, state, and national celebrations (e.g., Memorial Day, Independence Day, and Thanksgiving).
- b. Identify community and state symbols, documents, and landmarks (e.g., city hall, county courthouse, state capitol, Utah State Constitution, flag, holidays).
Identify and explain the significance of various national symbols, documents, and landmarks (e.g., Declaration of Independence, Constitution, flag, Pledge of Allegiance, national monuments, national capitol building).

Instructional Framework for Social Studies Grades 3 - 6

In the third grade, students further develop concepts of community, culture, and government, learn basic geographic terms and features, learn about indigenous cultures in the Americas, and begin to explore the rights and responsibilities central to representative government.

In the fourth grade, students study history, government, economics, culture, and geography to build their understanding of Utah's past, present, and future. Inquiry into current events helps students connect the past to the present. Students enlarge their world connections as they trace the global travels of Utah's current residents.

In the fifth grade, students study the United States. There is neither an intention nor a possibility of successful "coverage" of United States history and geography or of the social, economic, and political movements that create the story of America. Rather, students should "discover" and "uncover" this story, with attention to concepts of global interconnectedness, processes of continuity and change over time, shared rights and responsibilities, and systems of power, authority, and governance we create. Primary source documents and literature that recounts the stories of exemplary character and life skills help students understand their own place in the continuing saga of America.

The fifth grade standards are chronological. The eras are: Exploration and Colonization, Beginnings of Self-Government, the Constitution and Bill of Rights, the Expansive 19th Century, and The United States on the World Stage. By framing the history of the United States within eras, students will be supported in their own cognitive development. As students develop an understanding of the 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 future.

In the sixth grade, the focus turns to the world. There is no way to learn about all the world has to offer. Students will continue their lifelong social studies journey encountering people and places of the world from a variety of historic eras, while connecting the past to the present whenever possible.

Sixth grade is chronological. This does not preclude teaching social studies thematically, as there are many approaches to teaching. Chronology does reinforce the understandings of time, continuity, and change, and helps build a conceptual scaffold for future study.

Ancient civilizations are referenced in the first standard. Comparisons between civilizations from a variety of regions can help support awareness not only of history but of all the social studies disciplines, including geography, anthropology, and economics. Students learn about selected world regions, the societies that have formed, their systems of governance, their rights and responsibilities, how societies have changed and continued over time, and how these regions are interconnected. Students compare institutions common to all societies such as government, education, and religious institutions. They will also learn about current issues facing the world as well as potential solutions.

The remaining standards reflect specific epochs of time: The Middle Ages and Renaissance, The Age of Revolutions, and The Modern World. The focus on these specific epochs should allow students to explore ideas and concepts in depth, learning life lessons and making connections that will inspire and excite them for their lives to come.

The most important goal: a well-lived life. Excitement, wonder, inquiry, delight, and puzzlement are central to meaningful learning in social studies. Social studies should be fun and intriguing for all students, and provide 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.

Third Grade Social Studies

Note: Essential Standards are **BOLD**. Supporting standards are listed for your consideration, as instructional time permits.

Third Grade Outcome One: Students will understand how geography influences community location and development.

Strand One: The geography of a community influences the cultural development of the humans who inhabit the community. There are relationships between climate, natural resources, and other geographic characteristics and a community's cultural development. The unique characteristics of an area influence where and how communities develop, their relative wealth and power, and how they adapt to changes.

Standard 1.1: Determine the relationships between human settlement and geography.

Identify the geographic features common to areas where human settlements exist.
Use map features to make logical inferences and describe relationships between human settlement and physical geography (*e.g.* population density in relation to latitude, cities' proximity to water, and utilization of natural resources).
Compare the shapes and purposes of natural and human-made boundaries of cities, counties, and states.

Standard 1.2: Describe how various communities have adapted to existing environments and how other communities have modified the environment.

Describe the major world ecosystems (*i.e.* desert, plain, tropic, tundra, grassland, mountain, forest, and wetland).

Identify important natural resources of world ecosystems.

Describe how communities have modified the environment to accommodate their needs (*e.g.* logging, storing water, building transportation systems).

Investigate ways different communities have adapted into an ecosystem.

Standard 1.3: Analyze ways cultures use, maintain, and preserve the physical environment.

Identify ways people use the physical environment (*e.g.* agriculture, recreation, energy, industry).

Compare changes in the availability and use of natural resources over time.

Describe ways to conserve and protect natural resources (*e.g.* reduce, reuse, recycle).

Compare perspectives of various communities toward the natural environment.

Make inferences about the positive and negative impacts of human-caused change to the physical environment.

Social Studies language students should know and use:

latitude, longitude, compass rose, north, south, east, west, continents, ocean, key, equator, desert, plain, tropic, tundra, grassland, mountain, forest, wetland, natural resources, reduce, reuse, recycle, recover, economic development, community development, recreation, natural resource extraction, agriculture

Third Grade Outcome 2: Students will understand cultural factors that shape a community.

Strand 2: All people exist within cultures, or the way of life of a group of people. All human communities have cultural attributes. These attributes change over time in response to changes in the world around them. Indigenous cultures in North and South America demonstrate these attributes, and teachers are encouraged to select examples from these rich cultural traditions.

Standard 2.1:: Evaluate key factors that determine how a community develops.

Identify the elements of culture (*e.g.* language, religion, customs, artistic expression, systems of exchange).

Describe how stories, folktales, music, and artistic creations serve as expressions of culture.

Compare elements of the local community with communities from different parts of the world (*e.g.* industry, economic specialization).

Identify and explain the interrelationship of the environment (*e.g.* location, natural resources, and climate) and community development (*e.g.* food, shelter, clothing, industries, markets, recreation, and artistic creations).

Examine changes in communities that can or have occurred when two or more cultures interact.

Explain changes within communities caused by human inventions (*e.g.* steel plow, internal combustion engine, television, and computer).

Standard 2.2: Explain how selected indigenous cultures of the Americas have changed over time.

Describe and compare early indigenous people of the Americas (*e.g.* Eastern Woodlands, Plains, Great Basin, Southwestern, Arctic, Incan, Aztec, and Mayan).

Analyze how these cultures changed with the arrival of people from Europe, and how the cultures of the Europeans changed.

Identify how indigenous people maintain cultural traditions today.

Social Studies language students should know and use:

indigenous cultures, American Indian, Eastern Woodlands, Plains, Great Basin, Southwestern, Arctic, language, religion, customs, artistic expression, Europe, economic specialization, exchange systems, markets

Third Grade Outcome Three: Students will understand the principles of civic responsibility in classroom, community, and country.

Strand Three: There are purposes and roles of representative government. People are elected in this nation to represent the views of other people. There are rights people have within this government. There are multiple functions and services of government. Community members have rights, and with those rights come responsibilities. For a community to function effectively, community members must understand and accept those responsibilities. Recognizing and considering the viewpoints of others is essential in a community.

Standard 3.1: Describe the rights and responsibilities inherent in being a contributing member of a community.

Identify how these rights and responsibilities are reflected in the patriotic symbols and traditions of the United States (i.e. Pledge of Allegiance, flag etiquette).

List the responsibilities community members have to one another.

Identify why these responsibilities are important for a functioning community (e.g. voting, jury duty, taxpaying, obedience to laws).

Standard 3.2: Identify ways community needs are met by government.

Differentiate between personal and community needs.

Identify roles of representative government (e.g. make laws, maintain order, levy taxes, provide public services).

Research community needs and the role government serves in meeting those needs.

Standard 3.3: Apply principles of civic responsibility.

Engage in meaningful dialogue about the community and current events within the classroom, school, and local community.

Identify and consider the diverse viewpoints of the people who comprise a community.

Demonstrate respect for the opinions, backgrounds, and cultures of others.

Social Studies language students should know and use:

right, responsibility, symbol, tradition, patriotic, government, civic, respect

Fourth Grade Social Studies

Note: Essential Standards are **BOLD**. Supporting standards are listed for your consideration, as instructional time permits.

Fourth Grade Social Studies: Utah Studies

Outcome One: Students will understand the relationship between the physical geography in Utah and human life.

Strand One: Utah's physical geography has a direct impact on the cultures of the various peoples who have inhabited it throughout time. By learning about the physical geography of Utah and how it has changed over time, students will be able to understand the interrelationships between the physical geography of Utah and human cultural development.

Standard 1.1: Classify major physical geographic attributes of Utah.

Identify Utah's latitude, longitude, hemisphere, climate, natural resources, landforms, and regions using a variety of geographic tools.

Examine the forces at work in creating the physical geography of Utah (e.g. erosion, seismic activity, climate change).

Standard 1.2: Analyze how physical geography affects human life in Utah.

Identify population concentrations in the state and infer causal relationships between population and physical geography.

Classify the distribution and use of natural resources.

Compare the development of industry and business in Utah as it relates to its physical geography (e.g. mining, oil, agriculture, tourism).

Make inferences about the relationships between the physical geography of Utah and the state's communication and transportation systems (e.g. trails, roads, telegraph, rail lines).

Examine the interactions between physical geography and public health and safety (e.g. inversions, earthquakes, flooding, fire).

Explain how archaeology informs about the past (e.g. artifacts, ruins, and excavations).

Standard 1.3: Analyze how human actions modify the physical environment.

Describe how and why humans have changed the physical environment of Utah to meet their needs (e.g. reservoirs, irrigation, climate, transportation systems and cities).

Explain viewpoints regarding environmental issues (e.g. species protection, land use, pollution controls, mass transit, water rights, and trust lands).

Outline the development of recreation in Utah since 1900 (e.g. sports, tourism, state, and national parks).

Make data-supported predictions about the future needs of Utahns and the natural resources that will be necessary to meet those needs.

Social Studies language students should know and use:

natural resources, landforms, regions, erosion, seismic activity, tourism, communication, transportation, archaeology, artifacts, excavations

Fourth Grade Outcome Two: Students will understand how Utah's History has been shaped by many diverse people, events, and ideas.

Strand Two: The history of Utah has been shaped by many diverse people, events, challenges, and ideas. People came to the land now known as Utah for many reasons, and from many different places around the world. The story of Utah includes American Indians, the Dominguez-Escalante exploration, explorers, trappers, Latinos, Mormon pioneers, Polynesians, Chinese, Japanese, Greeks, African-Americans, Middle Easterners, and many other groups seeking new homes, work and refuge. As each culture has come to Utah, Utah has changed. These changes have had and will continue to have significant impacts on all the people of Utah.

Standard 2.1: Describe the historical and current impact of various cultural groups on Utah.

Chart the routes that diverse cultural groups took from their places of origin to Utah, using maps and other resources.

Explore points of view about life in Utah from a variety of cultural groups using primary source documents.

Explore cultural influences from various groups found in Utah today (e.g. food, music, religion, dress, festivals).

Identify and describe leaders from various cultures who exemplify outstanding character and life skills. Explain the importance of preserving cultural prehistory and history, including archaeological sites and other historic sites and artifacts.

Standard 2.2: Describe ways that Utah has changed over time.

Identify key events and trends in Utah history and their significance (e.g. American Indian settlement, European exploration, Mormon settlement, westward expansion, American Indian relocation, statehood, development of industry, World War I and II).

Compare the experiences faced by today's immigrants with those faced by immigrants in Utah's history.

Standard 2.3: Investigate the development of the economy in Utah.

Explain the relationship between supply and demand.

Describe the role of producers and consumers.

Identify examples of producers and consumers in the local community.

Research the development of Utah's economy over time.

Identify the factors which bring about economic changes (e.g. natural resource development, new technologies, new market development, globalization, global conflicts, and education).

Examine how economic development affects communities (e.g. dams, sports, tourism, power plants, mining, etc.).

Social Studies language students should know and use:

immigrant, supply, demand, producer, economy, consumer, technology, globalization

Fourth Grade Outcome Three: Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.

Strand: Representative government has developed in Utah. People who live in Utah have rights and responsibilities associated with representative government. People have created systems of power and authority within this government.

Standard 3.1: Describe the responsibilities and rights of individuals in a representative government as well as in the school and community.

Identify rights of a citizen (e.g. voting, peaceful assembly, freedom of religion).

Identify responsibilities of a citizen (e.g. jury duty, obeying the law, paying taxes).

Determine how and why the rights and responsibilities of various groups have varied over time (e.g. Chinese railroad workers, Greek miners, women, children, Mormons, Japanese-Americans at Topaz, American Indians, and African- Americans).

Explain how the influence and power of individuals is affected when they organize into groups.

Describe and model ways that citizens can participate in civic responsibilities (e.g. current issue analysis, recycling, volunteering with civic organizations, letter writing).

Contribute to and practice classroom goals, rules and responsibilities.

Recognize and demonstrate respect for United States and Utah symbols (i.e. Pledge of Allegiance, flag etiquette).

Standard 3.2: Analyze the different ways people have organized governments in Utah to meet community needs.

Identify the forms of government found in Utah in different eras (i.e. historic and current American Indian government, State of Deseret, Utah Territory, statehood era, present).

Compare how these governments addressed community needs.

Compare the roles and responsibilities of state, county, and local officials.

Social Studies language students should know and use:

citizen, civic organizations, allegiance, representative, rights, responsibilities, government

Fifth Grade Social Studies

Note: Essential Standards are **BOLD**. Supporting standards are listed for your consideration, as instructional time permits.

Fifth Grade Outcome One: Students will understand how the exploration and colonization of North America transformed human history.

Strand One: The era of the exploration and colonization of the Americas by Europeans marked the beginning of the recorded history of what is now the United States. This period also marked the beginning of global trade and cultural exchanges that would alter the lives of people around the world. This era would significantly affect the range of personal freedom among individuals and groups in the Americas. The growing conflicts between American Indian populations and European colonists, and the expansion of the African slave trade provide contrasts to the emerging development of self-rule.

Standard 1.1: Describe and explain the growth and development of the early American colonies.

Using maps -- including pre-1492 maps -- and other geographic tools locate and analyze the routes used by the explorers.

Explain how advances in technology lead to an increase in exploration (e.g. ship technology)

Identify explorers who came to the Americas and the nations they represented.

Determine reasons for the exploration of North America (e.g., religious, economic, political).

Compare the geographic and cultural differences between the New England, Middle, and Southern colonies (e.g., religious, economic, political).

Analyze contributions of American Indian people to the colonial settlements.

Standard 1.2: Assess the global impact of cultural and economic diffusion as a result of colonization.

Describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., arts, language, ideas, the beginning and expansion of the slave trade, new agricultural markets).

Analyze and explain the population decline in American Indian populations (i.e. disease, warfare, displacement).

Standard 1.3: Distinguish between the rights and responsibilities held by different groups of people during the colonial period.

Compare the varying degrees of freedom held by different groups (e.g. American Indians, landowners, women, indentured servants, and enslaved people).

Explain how early leaders established the first colonial governments (e.g. Mayflower compact, charters). Describe the basic principles and purposes of the Iroquois Confederacy.

Social Studies language students should know and use:

colony, exploration, Europe, North America, South America, cultural diffusion, indentured servant, slavery, displacement, charter, compact, Iroquois Confederacy

Fifth Grade Outcome Two: Students will understand the chronology and significance of key events leading to self-government.

Strand Two: The English colonies in North America began to organize and discuss creating an independent form of government separate from England's rule. After making their case in their Declaration of Independence, the colonies engaged in a Revolutionary war that culminated in their independence and the creation of a new nation, the United States of America.

Standard 2.1 Describe how the movement toward revolution culminated in a Declaration of Independence.

Explain the role of events that led to declaring independence (e.g., French and Indian War, Stamp Act, Boston Tea Party).

Analyze arguments both for and against declaring independence using primary sources from Loyalist and patriot perspectives.

Explain the content and purpose for the Declaration of Independence.

Standard 2.2: Evaluate the Revolutionary War's impact on self-rule.

Plot a timeline of the key events of the Revolutionary War.

Profile citizens who rose to greatness as leaders.

Assess how the Revolutionary War changed the way people thought about their own rights.

Explain how the winning of the war set in motion a need for a new government that would serve the needs of the new states.

Social Studies language students should know and use:
revolution, independence, declaration, self-rule

Fifth Grade Outcome Three: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.

Strand Three: The new United States needed a set of rules. A group of leading thinkers of the Revolutionary era met to create a document to lay out the form of the new government. Drawing upon ideas both old and new, and finding ways to compromise to meet the needs and demands of multiple interests, they created this new government charter called the Constitution. The Constitution created a strong national government with separate branches within the government to insure there were checks on power and balances of responsibilities. The Constitution has been changed, or amended, numerous times since then, first with the addition of the Bill of Rights.

Standard 3.1: Assess the underlying principles of the US Constitution as the framework for the United States' form of government, a compound constitutional republic.

Recognize ideas from documents used to develop the Constitution (e.g. Magna Carta, Iroquois Confederacy, Articles of Confederation, and Virginia Plan).

Analyze goals outlined in the Preamble.

Distinguish between the role of the Legislative, Executive, and Judicial branches of the government.

Explain the process of passing a law.

Describe the concept of checks and balances.

Discover the basis for the patriotic and citizenship traditions we have today (i.e. Pledge of Allegiance, flag etiquette, voting).

Standard 3. 2: Assess how the US Constitution has been amended and interpreted over time, and the impact these amendments have had on the rights and responsibilities of citizens of the United States.

Explain the significance of the Bill of Rights.

Identify how the rights of selected groups have changed and how the Constitution reflects those changes (e.g. women, enslaved people).

Analyze the impact of the Constitution on their lives today (e.g. freedom of religion, speech, press, assembly, and petition).

Social Studies language students should know and use:

constitution, confederation, preamble, legislative, executive, judicial, amendment, petition, assembly, check and balance

Fifth Grade Outcome Four: Students will understand that the 19th century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.

Strand Four: As the United States expanded westward, major issues, some of them from the first years of the nation, began to challenge the stability of the nation. As the nation expanded, issues of states' rights, the institution of slavery, and economic development culminated in a Civil War. This war formally ended slavery and strengthened the power of the Federal government. The era after the Civil War was a time of major economic development and technological innovation.

Standard 4.1: Investigate the significant events during America's expansion and the roles people played.

Identify key reasons why people move and the traits necessary for survival.

Examine causes and consequences of important events in the United States expansion (e.g. Louisiana Purchase, Lewis and Clark expedition, treaties with American Indians, Homestead Act, the Trail of Tears, and California Gold Rush).

Compare the trails that were important during westward expansion (e.g. Oregon, Mormon, Spanish, and California).

Assess the impact of expansion on native inhabitants of the west.

Standard 4.2: Assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War.

Describe the impact of physical geography on the cultures of the northern and southern regions (e.g. industrial resources, agriculture, and climate).

Compare how cultural and economic differences of the North and South led to tensions.

Identify the range of individual responses to the growing political conflicts between the North and South (e.g. states' rights advocates, abolitionists, slaveholders, and enslaved people).

Standard 4.3: Evaluate the course of events of the Civil War and its impact both immediate and long-term.

Identify the key ideas, events, and leaders of the Civil War using primary sources (e.g. Gettysburg Address, Emancipation Proclamation, news accounts, photographic records, and diaries).

Contrast the impact of the war on individuals in various regions (e.g. North, South, and West).

Explain how the Civil War helped forge ideas of national identity.

Examine the difficulties of reconciliation within the nation.

Standard 4.4: Understand the impact of major economic forces at work in the post-Civil War.

Assess how the free-market system in the United States serves as an engine of change and innovation.

Describe the wide-ranging impact of the Industrial Revolution (e.g. inventions, industries, innovations).

Evaluate the roles new immigrants played in the economy of this time.

Social Studies language students should know and use:

expansion, Civil War, abolition, Underground Railroad, compromise, emancipation, reconciliation, free-market system, industrial revolution



Fifth Grade Outcome Five: Students will address the causes, consequences, and implications of the emergence of the United States as a world power.

Strand: The United States now has a range of influence that spans the globe. This emergence of power gained fullest expression in the 20th century. The touchstone events of war and worldwide economic depression, coupled with social movements based on the democratic ideals central to the United States Constitution, positioned the United States as a world superpower. With this power come questions about the role and responsibilities the United States can and should play in the world.

Standard 5.1: Describe the role of the United States during World War I, The Great Depression, and World War II.

- Review the impact of World War I on the United States.
- Summarize the consequences of the Great Depression on the United States (e.g. mass migration, the New Deal).
- Analyze how the United States' involvement in World War II led to its emergence as a superpower.

Standard 5.2: Assess the impact of social and political movements in recent United States history.

- Identify major social movements of the 20th century (e.g. the women's movement, the civil rights movement, child labor reforms).
- Identify leaders of social and political movements.

Social Studies language students should know and use:
depression, migration, superpower, democracy, rule of law, human rights, suffrage, genocide

Sixth Grade

Note: Essential Standards are **BOLD**. Supporting standards are listed for your consideration, as instructional time permits.

Sixth Grade Outcome One : Students will understand how ancient civilizations developed and how they contributed to the current state of the world.

Strand One: Humans originated in Africa and migrated across the Earth, creating ancient civilizations in nearly every region that could support life. Modern civilizations can trace their foundations to these ancient civilizations. Their cultures and histories can teach us much about ourselves and the modern world in which we live.

Standard 1:1 Explain why physical geography affected the development of early civilizations.

Identify the major physical features of the regions where ancient civilizations flourished.
Describe how these features influenced the success or decline of the civilizations.
Compare maps of these ancient civilizations to current political maps and make inferences about the continuing effect of physical geography on cultural development.

Standard 1.2 Evaluate how religion has played a central role in human history from ancient times to today.

Explore the importance of religion in the cultural expression of ancient civilizations (e.g. customs, artistic expression, creation stories, architecture of sacred spaces).
Identify key tenets of the major world religions (i.e. Buddhism, Christianity, Hinduism, Islam, Judaism).
Analyze how religious ideas influence current issues.

Standard 1.3 Explain how modern governments can trace some of their attributes to the systems of power, authority, and governance established in ancient civilizations.

Identify forms of government within these civilizations.
Compare those forms to existing systems of governance in today's world.

Standard 1.4 Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.

Identify innovations in manmade structures over time (e.g. irrigation, roads, building materials) and their influence on meeting needs.
Examine the evolution and importance of writing.
Identify cultural expressions that reflect these systems (e.g. architecture, artistic expression, medicine, philosophy, drama, literature).
Compare social classes, vocations, and gender roles within ancient civilizations.

Social Studies language students should know and use:
ancient, decline, customs, mosque, synagogue, temple, sacred, architecture, empire, innovations, technologies, irrigation, philosophy, drama, literature, social class, vocation, gender role

Sixth Grade Outcome Two: Students will understand the transformation of cultures during the Middle Ages and the Renaissance and the impact of this transformation on modern times.

Strand Two: The Middle Ages and the Renaissance were epochs of great impact on our modern world. The expansion of knowledge, technological innovation and global interconnectedness set in motion changes that still resonate today.

Standard 2.1: Explain how physical geography affects economic and cultural expansion.

Identify natural resources and physical features that affected expansion.

Describe the development of international trade via the desert, sea, and land and the resultant cultural exchanges between Asia, the Middle East, and Europe (e.g. the Silk Road).

Standard 2.2: Explore the importance of religion in the Middle Ages and the Renaissance and its relevance to modern times.

Explain the influence of religion on cultural expression (e.g. the arts, architecture, government, education, family structure).

Compare relations between the Muslim, Christian, and Jewish faiths during the Middle Ages, Renaissance, and the modern world (e.g. Crusades, periods of peaceful coexistence, periods of conflict).

Standard 2.3: Examine how systems of governance began steps toward self-rule during the Middle Ages and the Renaissance.

Examine relationships between significant events and ideas and their influence on systems of government (e.g. the rise of the merchant class, the Magna Carta, the impact of the Black Death, Germanic tribes, feudalism, manors, city-states).

Compare individual rights of people in the United States today with the rights of selected groups in the Middle Ages and the Renaissance (e.g. serfs, nobility, merchant class).

Standard 2.4: Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.

Investigate how technological and scientific developments of the time promoted literacy and the exchange of ideas that continue to this day (e.g. moveable type, telescope, microscope).

Identify leading Renaissance artists and thinkers and their contributions to visual arts, writing, music, and architecture (e.g. Machiavelli, Michelangelo, Leonardo da Vinci, Palestrina, Shakespeare, Tallis).

Social Studies language students should know and use:

international trade, cultural exchange, renaissance, middle ages, merchant, feudalism, manor, city-state, Magna Carta, moveable type, literacy

Sixth Grade Outcome Three: Students will understand how revolutions have had an impact on the modern world.

Strand Three: When people think of revolution, most of us think of armed conflict. World history has multiple examples of revolutionary times and revolutionary ideas and movements, but the era from 1750 to 1914 provides several strong examples of change in different arenas. The technological and economic impact of the industrial revolution meshed with the rise of new political ideologies and the rise of European dominance. The global forces of revolution created changes that still resonate to this day.

Standards 3.1: Understand processes of revolution.

Examine social, religious, and economic issues that may lead to revolution.

Identify and compare how revolutions develop in multiple areas of human life (e.g. scientific, agricultural, industrial, political, medical).

Standard 3.2 Analyze the impact of selected revolutions.

Identify representative people from selected revolutions (e.g. Napoleon, Martin Luther, James Watt, Isaac Newton, Madame Curie, Anton Van Leeuwenhoek).

Examine the outcomes of selected revolutions (e.g. the Scientific and Industrial revolutions; the Reformation; and the French Revolution).

Sixth Grade Outcome Four: Students will understand current global issues and their rights and responsibilities in the interconnected world.

Strand Four: The modern world has witnessed incredible change in global trade, the spread of democracy, the influence of technology, an increase in environmental awareness and advances in human knowledge. The 20th century saw two world wars, the rise of competing economic systems, and unprecedented technological change. Against the backdrop of the modern world there are many opinions regarding the civic responsibilities humans have to one another.

Standard 4.1: Analyze how major world events of the 20th century affect the world today.

Identify key events, ideas, and leaders of the 20th century (e.g. World War I, World War II, the Cold War, the Korean and Vietnamese conflicts, dynamic Asian economies).
Describe the impact of these events on the world today.

Standard 4.2 Explore current global issues facing the modern world and identify potential solutions.

Investigate pressing issues facing the world today.
Identify potential solutions to pressing issues.
Identify individuals and groups making positive changes in the world today and support these choices with evidence.

Standard 4.3: Determine human rights and responsibilities in the world.

Identify rights considered essential for all humans.
Propose steps individual students can take to protect these rights (e.g. support for sister schools, energy and resource conservation, letter writing, career choices, fundraising efforts).

Social studies language students should know and use:
environment, pollution, political turmoil, poverty, famine, child labor, conservation

