

Draft 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: the study of the physical world and our place in it, including the oral traditions, dances, artifacts, writings, 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, economics, and civics lifts learning for all students, and 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, with the ability to make informed decisions for the public good.

Developing this civic competence is one of the fundamental purposes for public schools. The Utah State Board of Education's vision statement strives for the civic engagement of students, and civic education, as defined in Utah statute, is 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.

The future progress of our communities, state, nation, and world rests upon the preparation of young people to collaboratively and deliberatively address problems; to defend their own rights and liberties, as well as the rights and liberties of others; and to balance personal preferences with the common good. Social studies offers the ideal venue to nurture civic virtue, consider current issues, practice acting civilly toward others, build a civic identity, and nurture 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 problems, consider solutions to these problems, and share their ideas with appropriate public and/or private stakeholders.
- Develop and demonstrate the values that sustain America's democratic republic, such as open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.
- 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, exposes the history and wonders of cultures, and through disciplines as varied as history, geography, civics, and economics, provides multiple ways to interpret, analyze, and make sense of the world. 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 rights and responsibilities we humans share, and the interconnectedness of human endeavor. With their application of democratic processes, personal responsibility, and life skills, these students will be prepared to protect the freedoms guaranteed by our Constitution, improving their lives and the lives of all members of society.

The creation of a standards document is a community process, and this core reflects the best thinking and committed work of a team of writers and a community of stakeholders who care deeply about the educational success of Utah students.

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, 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 as possible options, and to 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, and civics. 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. The core expectations deepen and expand, as appropriate, for each corresponding grade level.

In Kindergarten the social studies focus continues to be on helping students transition from the “me” stage to the “us” stage. 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, the social studies standards expand students’ understanding of community to include their state and nation while they continue to consider their role and begin to consider the roles of others in those communities. They 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 on where and how people live. Map use and construction will build on the basics that were learned in first grade.

In third grade, students learn about culture and community, focusing on their own local community's heritage as well as learning about the 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 own 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 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 are organized in Utah. Inquiry into current events will help students make connections between the past and the present.

The study of the United States is the focus in fifth grade. 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. 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 and 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 recounts the stories of exemplary character and life skills will help students understand their own place in the continuing saga of America.

In sixth grade, the focus 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, the rights and responsibilities they hold, how their societies have changed and continued over time, and how these regions are interconnected economically and geographically.

A chronological framework 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.

The most important goal: an informed and well-lived life

Excitement, wonder, inquiry, delight, and puzzlement 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.

Kindergarten Social Studies

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 we honor in our families or communities? Why are these people honored and remembered?
- Why are some stories from history worth remembering and retelling?
- 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?

Standards

K.1.1. Compare and contrast how people lived in earlier times and how their lives would be different today (e.g., growing food, making clothing, living by different rules and laws).

K.1.2. Find examples of ways people from the past are honored and, with support, make inferences about why they are honored.

K.1.3. Use a variety of texts to analyze and retell the stories of a diverse range of key historical figures.

K.1.4 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?

Standards

K.2.1 Construct a simple map and explain how the map represents a place.

K.2.2 Explain how a globe is a model of the Earth.

K.2.3 Describe geographical features in a community that make a place unique (e.g., mountains, rivers, lakes, roads, etc.).

K.2.4 Describe and use relative location terms of objects (e.g., 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?

Standards

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.

K.3.2 List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members.

K.3.3 Identify ways that people work together to build a strong community (e.g., police officers, firefighters, soldiers, school personnel, business professionals, medical professionals, etc.).

K.3.4 Explain why symbols like the U.S. Flag are considered important and 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 want?
- How might saving improve someone's life in the future?
- What are some of the reasons why people put money aside into savings?
- What is a job you would like to have someday?

Standards

K.4.1 Make distinctions between basic human needs and individual wants and how that can change over time.

K.4.2 Relate how different types of work can help people and communities meet their needs and wants.

K.4.3 Identify ways that people use money, including spending, saving, and sharing.

First Grade Social Studies

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 remember and ask questions about 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?

Standards

1.1.1 Explain why people may see events from different points of view.

1.1.2 Summarize the contributions of a diverse range of historical figures and groups in the community, state, and nation and evaluate their significance.

1.1.3 Make inferences about why certain events in history are remembered using primary sources (e.g., artifacts, photographs, newspapers, speakers, stories, songs).

1.1.4 Use primary sources to explain how our personal histories are shaped by family, school, and community.

First Grade Strand 2- Geography

Students will demonstrate knowledge of the geographic concepts and tools of maps and globes, natural resources, physical features, and movement.

Compelling Questions:

- How do geography, climate, and natural resources affect the way people live and work?
- How does food that doesn't grow in our state end up in our lunchroom and homes?
- 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?

Standards

1.2.1 Construct a simple map of a neighborhood, classroom, school, or the setting of a story.

1.2.2 Differentiate between man-made and natural geographical features in an area.

1.2.3 Locate on maps and globes the local community, Utah, the United States, the seven continents, and the four oceans.

1.2.4 Explain the reasons that people, animals, goods, and ideas 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?

Standards

1.3.1 Compare how classroom rules are similar to laws in the community.

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

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

1.3.4. Identify the symbols, landmarks, and essential documents of the school, community, Utah, and the United States and explain how they serve to provide continuity and as a source of unity and pride across time.

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?

Standards

1.4.1 Explain the costs and benefits of spending and saving in order to meet needs and wants.

1.4.2 Identify ways people make a living in the community.

1.4.3 Identify and explain the roles and contributions of consumers, producers, and distributors in the community.

Second Grade Social Studies

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?

Standards

2.1.1 Create simple timelines to document the chronology of important events in your personal, family, school, or local community history by using primary sources, artifacts, and photographs.

2.1.2 Use primary sources to identify how the community has changed or remained the same over time and make inferences about the reasons why.

2.1.3 Retell the diverse histories of key people and events connected to state and national symbols, landmarks, and essential documents.

2.1.4 Explain the purpose and significance of local, state, and national celebrations, cultural events, and traditions.

2.1.5 Identify the achievements of diverse significant Americans, including community leaders, and explain their importance.

2.1.6 Identify three historically significant events in the students' lives (e.g., beginning kindergarten, the COVID pandemic, a new local business opening).

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?
- How is your family and community interdependent with the vegetation, animal life, and physical features of your region?

Standards

2.2.1 Locate and identify the poles, equator, continents, oceans, the United States, Utah, and your town or city. Identify and name the states that border Utah and the countries that border the United States.

2.2.2 Interpret and construct physical maps using the title, key, symbols, 8-point compass rose, cardinal direction, and alphanumeric grids.

2.2.3 Identify examples of major geographical features in the local region, state, and country and their significance for the people who live there.

2.2.4 Describe how location, weather, and physical features affect where people live and work.

2.2.5 Describe how communities modify the environment to meet their needs over time.

2.2.6 Describe and give examples of the interdependent relationships between the vegetation, the animal life, the physical features, and the cultural characteristics of people specific to a local region (e.g., irrigation, water conservation, farming, helping neighbors, ranching, providing vegetation that supports pollinators, protection of endangered animals, etc.).

2.2.7 Identify natural resources and cite ways people can use, conserve, protect, and replenish them.

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, and why is it important for all to vote?

Standards

2.3.1 Define the essential qualities of good community members.

2.3.2 Describe the responsibilities of citizens in the United States.

2.3.3 Provide examples of ways in which responsible community members have worked together to resolve conflicts or solve problems within the community.

2.3.4 Describe ways a responsible government meets the basic needs of the local community.

2.3.5 Identify current leaders (e.g., family, school, community, and nation) and discuss the traits of effective leaders.

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?

Standards

2.4.1 Explain the benefits of personal savings.

2.4.2 Explain how scarcity of resources and opportunity cost requires people to make choices to satisfy wants and needs.

2.4.3 Describe and compare a variety of services provided by local economic institutions.

2.4.4 Describe how people can be both producers and consumers of local goods and services.

2.4.5 Identify the specialized work necessary to manufacture, transport, and market goods and services.

Third Grade Social Studies

Strand 1 - Your Community

Students define the communities within which they live beginning from a geographical context. Students explore the relative sizes of the town/city, county, state, and country in which they live. They research the geographical features and resources of their community. They analyze interdependent relationships within and across communities. The concept of community change over time and cause and effect are reinforced. Interaction with the environment and changes made to the environment are examined.

Compelling Questions:

- What are some of the different communities to which you belong?
- Where do you live and why do you live there?
- 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?

Standards

3.1.1 Locate your community on print and digital maps of the earth, your continent, country, and state and contrast the differences in their sizes and the relationships in scale between each of them.

3.1.2 Describe how geography (i.e., physical features and natural resources) has shaped where and how your community developed, how it sustains itself, and how it may yet sustain or extinguish itself in the future.

3.1.3 Define your own culture or the culture of your community. (This should include the art, music, food, dance, system of writing, architecture, religious and governmental beliefs, etc. to which you are ongoingly exposed or of which you are part.)

3.1.4 Evaluate how, over time, your community has become more interdependent with many people performing a variety of specialized jobs and services and through trade with other communities.

3.1.5 Examine how and why your community has adapted to and/or modified its environment over time and identify the consequences of these environmental changes.

Third Grade Strand 2 - Your Rights and Responsibilities as a Community Member

Students refine their definition of their communities through a civics context. Democratic principles and participation in government are introduced. Students delineate their 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?

Standards

3.2.1 Analyze how your community has been shaped by the diverse people who have resided within it.

3.2.2 Reflect upon the democratic processes used to identify problems and reach solutions within your family and/or your classroom and compare and contrast those to the democratic processes used to identify problems and reach solutions within your community.

3.2.3 Research improvements that have been made in your community over time (e.g., provision of good schools, roads, emergency services, electricity, clean water, job opportunities, housing, parks, recreation, libraries, clean environment, protection of civil rights).

3.2.4 Describe some of the important civic roles that people fulfill within your community and explain the reasons why people choose to serve in those roles.

3.2.5 Explain how your community's leaders are elected or appointed and effective ways to work together with them to improve your community.

3.2.6 Describe why communities collect taxes and how they decide how to use them.

3.2.7 Explain how cultural norms of current community members affect your community and its future (e.g., supporting local businesses, volunteering, voting).

3.2.8 Collaborate with peers to develop a service project that meets a need of your community.

Third Grade Strand 3 - Connecting your Community to the World

Students learn about one or more other communities across the globe. Students use what they have learned in the first two strands about their own community as a basis for comparison and contrast. If possible, these communities should reflect the diverse heritage of class members and community members, including recent immigrants.

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?

Standards

3.3.1 Compare and contrast your community's culture (3.1.3) with the culture of one or more other communities in the world. (The communities chosen will be used for standards 3.3.2-5.)

3.3.2 With the help of an adult, locate the communities in 3.3.1 on both print and digital maps of the earth, their continent and their country, and contrast the differences in their sizes and the scaled relationships between them.

3.3.3 Research the geography (physical features and natural resources) of the communities in 3.3.1 and make inferences regarding how the geography influenced the cultures that have developed there.

3.3.4 Examine how and why the communities in 3.3.1 have adapted to and/or modified their environments over time and identify the consequences of these environmental changes.

3.3.5 Examine the types of government found in the communities in 3.3.1 and compare and contrast them with the government of your community (e.g., 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, and the inclusion of immigrants).

Fourth Grade Social Studies

Fourth Grade Strand 1: Pre-Expansion (Before 1847)

Students will learn that while recorded history of Utah spans just a few centuries, humans have lived in the land now called Utah for thousands of years. They will recognize that prehistoric artifacts tell us much about complex native lives and cultures, and that for centuries the historic tribal nations of Utah—the Goshute, Navajo, Paiute, Shoshone, and Ute—adapted to their ever-changing environment. Students will understand that more adaptations occurred during nearly a century of contact and trade while Utah was part of the Spanish Empire, and later Mexico. 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 can the study of archaeology teach us about the economies, communities, and other aspects of the cultures of Utah's early peoples, and why is it important to protect these sites?

- 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?

Standards

4.1.1 Model the physical forces that have helped create some of the significant geographic features in Utah (e.g., erosion, seismic activity, climate change).

4.1.2 Use evidence, including artifacts, to make inferences about and explain the importance of the geography of Utah in the culture of one or more prehistoric or historic Native American cultures (e.g., texts, oral histories, geographic inquiry).

4.1.3 Explain economic concepts of trade, scarcity, and supply and demand, and apply these concepts to analyze the economic activity of Native American communities and their trade with European-American trappers and traders.

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

4.1.5 Use primary and secondary sources to describe important aspects of the ways of life of Utah's Native American communities (Ute, Paiute, Navajo, Shoshone, Goshute) and how those ways of life changed as settlers from Europe arrived.

Fourth Grade Strand 2: 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 members of The Church of Jesus Christ of Latter-day Saints as well as other 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, and 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?

Standards

4.2.1 Compare and contrast experiences of the members of The Church of Jesus Christ of Latter-day Saints and at least two other groups' migration to Utah (e.g., people from Greece, Italy, China, etc.).

4.2.2 Evaluate the role that the state's physical geography plays on Utah's economy, transportation networks, and settlement patterns (e.g., development of transportation, communication networks, aridity, agriculture, mining, industrialization).

4.2.3 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.

4.2.4 Cite multiple perspectives to explain the historical significance and context of at least one conflict of this period (e.g., The Utah War, The Mountain Meadows Massacre, The Bear River Massacre, The Black Hawk War, etc.).

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

Fourth Grade Strand 3: Post-Statehood (1896-1999)

Students learn about Utah's constitution, and the state's development post-statehood, including the role of Utah's geography in its 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 some of their contributions?
- How are issues between state, federal, and tribal lands resolved?

Standards

4.3.1 Use case studies to explain how national or global events (e.g., World War I, the Spanish Flu Epidemic, the Great Depression, World War II, Japanese American Internment, the Cold War, civil rights movements, etc.) have local impact.

4.3.2 Use Article I of the Utah Constitution to explain how the enumerated rights reflect shared values.

4.3.3 Analyze the roles local, state, tribal, and federal governments play in the response to a current issue.

4.3.4 Using primary and secondary sources, explain how Utah's economy has changed over time (e.g., recreation, tourism, mining, information technology, manufacturing, agriculture, petroleum production, etc.).

4.3.5 Identify Utah symbols, their history, and what these symbols tell us about our shared culture.

Fourth Grade Strand 4: A NEW MILLENNIA (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 – whether they involve interactions between sovereign Native American tribal communities and state and federal governments, concerns about water, tensions and questions about the proper role and jurisdiction of local, state, and federal governments, or ideas about how best to grow Utah's economy – have their roots deeply embedded in Utah's rich history.

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?

Standards

4.4.1 Make a case for the lasting historical significance of an event in recent Utah history.

4.4.2 Using data and trends, make recommendations for the best sustainable development of Utah's resources.

4.4.3 Explain continuity and change over time by comparing experiences of today's immigrants in Utah with those of immigrants in Utah's past.

4.4.4 Describe how the physical geography of Utah has both negative and positive consequences on our health and safety (e.g., inversions, earthquakes, aridity, fire, recreation).

4.4.5 After studying examples of individuals or groups making positive changes, propose positive steps individual students or groups of students can implement (e.g., raising awareness through digital media, energy and resource conservation, letter writing, fundraising, etc.).

Fifth Grade Social Studies

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 they affected the world in ways that we can still see today.

Compelling Questions:

- How did geography help shape the lives of Native Americans?
- What were some of the most significant ways Native Americans interacted with European colonizers?
- Why did different groups who were in North America during this time experience varying degrees of freedom?

Standards

5.1.1: Cite examples to illustrate how the physical geography of North America influenced the lives of Native American tribal communities.

5.1.2: Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization.

5.1.3 Use maps and primary/secondary sources to evaluate the push and pull factors that led to exploration and colonization.

5.1.4 Describe the variety of reasons why new groups were in North America (e.g., fleeing persecution, enslavement, economic advancement, indentures) and compare and contrast their experiences.

5.1.5 Describe how conflicts over land, trade, and alliances arose during colonization as a result of the competing interests at play in North America (i.e., Bacon's Rebellion, King Philips War, French and Indian War, etc.).

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 and others to be loyalists?
- In what ways was the American Revolution a war of ideas?
- Under what circumstances is rebellion justified?
- What are factors that may lead to victory in war?

Standards

5.2.1 Use primary sources to craft an argument representing the reasons for the position of a Loyalist, Patriot, or unaffiliated colonist during the period leading to the revolution.

5.2.2 Summarize the most significant ideas found in the Declaration of Independence.

5.2.3 Explain how the actions of key individuals influenced the outcome of the American Revolution (e.g., Washington, Jefferson, Paine, Franklin, Revere, Ross, etc.).

5.2.4 Using evidence from primary and secondary sources, 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 life, including the Bill of Rights, the branches of government, and how it has changed and been interpreted over time.

Compelling Questions

- What civil rights and liberties are included in the Constitution?
- How have the rights and liberties in the Constitution been interpreted and applied to different groups over time?
- How do the three branches of government interact?

Standards

5.3.1 Using examples from the Constitution, explain the general purpose and significant foundational principles of the U.S. government.

5.3.2 Apply the goals found in the Preamble of the U.S. Constitution to historic and current events and issues.

5.3.3 Explain why the founders established a government system with three branches and cite historic and current examples of checks and balances.

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.

5.3.5 Provide examples of how amendments to the Constitution have extended rights to groups not originally protected (e.g., women, enslaved people, immigrants, Native Americans).

5.3.6 Explain the significance of patriotic traditions and describe the civic duties members of American society have today (e.g., flags, voting, holding public office, jury duty, etc.).

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 Civil War, and the continued difficulties of reconciliation.

Compelling Questions

- What were some of the impacts of Westward Expansion?
- Why did the North and South go to war?
- How did the Industrial Revolution change our country?

Standards

5.4.1 Use evidence to make a case for the greatest social and environmental changes brought about by Westward Expansion and the Industrial Revolution.

5.4.2 Using primary sources, explain the driving forces for why people immigrated and emigrated during the 19th century, as well as the ways immigration changed the nation.

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.

5.4.4 Compare and contrast how differences in the physical geography of the United States led to cultural and economic divisions between the north and south prior to the Civil War.

5.4.5 Using primary and secondary documents, cite how slavery and other conflicts led to the U.S. Civil War.

5.4.6 Identify the difficulties of reconciliation following the Civil War and how the scars of the 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?

Standards

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.

5.5.2 Craft an evidence-based argument for why a particular event should be considered the most significant moment in US history from 1900-now (e.g., the Stock Market Crash of 1929, the terrorist attack on 9/11, the launch of the internet, etc.).

5.5.3 Describe the process by which the United States expanded its territorial holdings in the Pacific, Latin America, and elsewhere, and the effects this expansion had on the people native to these lands.

5.5.4 Make an evidence-based claim and rebut counterclaims about the role the U.S. should play as a world power and leader in solving current global problems.

5.5.5 Connect the causes and lasting effects of at least two social movements and their leaders in the 20th Century (e.g., the women's movement, labor unions, the Civil Rights movement, child labor reforms).

5.5.6 Research and summarize the accomplishments and contributions of a minority community in the U.S. today.

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 my age can help to make a positive difference?
- Who are some of the most inspiring people working to make positive change in the U.S.?

Standards

5.6.1 Investigate and report on current pressing issues facing the United States and propose potential solutions that students can support (e.g., raising awareness through digital media, energy and resource conservation, letter writing, fundraising, etc.).

5.6.2 Evaluate the tactics and impact of individuals and/or groups making positive changes in the United States today as models for civic engagement.

6th Grade Social Studies

Sixth Grade Strand 1: World Civilizations

Students will compare how the aspects of geography, culture, religion, government, technology, and systems met needs and wants, and allowed and encouraged the growth and development of civilizations as humans migrated across the Earth. They will identify factors that led to the rise and fall of ancient civilizations and 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 (e.g., art, architecture, traditions, daily life) of a civilization?
- How do cultures of different ancient civilizations compare and contrast? What influenced these similarities and differences?
- How do interactions between diverse groups of people influence the rise or fall of societies?
- How do great civilizations decline and fall?

Standards

6.1.1 Identify aspects/characteristics needed for civilization and distinguish between civilizations and non-civilizations through the transformation from simple societies to civilization.

6.1.2 Use maps to analyze how physical geography affected the development of at least two early river valley civilizations.

6.1.3 Identify some of the economic systems and technologies created by the earliest civilizations and categorize how they met specific human needs or wants (e.g., irrigation, writing systems, farming techniques, trading/bartering, coins and currency).

6.1.4 Summarize the origins of at least two major world religions (e.g., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism) and assess the role religion played in the development of civilization.

6.1.5 Use the aspects of civilization to identify characteristics of at least two different ancient civilizations.

6.1.6 Compare the cultures of at least two different classical civilizations and identify examples of cultural expression (e.g., architecture, writing, philosophy, artwork).

6.1.7 Apply the purposes and functions of early governments (e.g., monarchy, oligarchy, tyranny, democracy, republic, theocracy) to modern governments.

6.1.8 Identify cause and effect relationships between the rise and fall of world civilizations.

Sixth Grade Strand 2: Globalization

Students will compare how the transformation and changes of the post-classical era (c.500 - c.1500) 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 between 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 (e.g., printing, moveable type, telescope, microscope) 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?

Standards

6.2.1 Using primary and secondary sources, explain how the spread of religious ideas during the post-classical era influenced globalization (e.g., Crusades, cultural expression through art and architecture, reformation, spread of Islam).

6.2.2 Identify the most significant inventions and innovations from the post-classical period (e.g., printing press/moveable type, astronomy, medicine).

6.2.3 Use maps to trace how geography (e.g., natural resources, physical features) affects the ability of humans to connect with each other (e.g., economic and cultural expansion, development of international trade, spread of disease).

6.2.4 Summarize how and why systems of governance took steps toward self-rule during the post-classical period (e.g., the rise of the merchant class, Magna Carta, feudalism in Europe and Japan).

6.2.5 Generalize how the spread of Asian goods and ideas led to the increased influence of China, India, Southeast Asia, and the Middle East.

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. 2000) 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? Consider India, Ghana, or Vietnam.

Standard

6.3.1 Describe how the conditions and motivations of exploration, colonization, and/or imperialism around the world connect to globalization.

6.3.2 Use maps and other data sets to make inferences about the lasting impacts of exploration, colonization, and/or imperialism.

6.3.3 Analyze the transformation of at least two major world religions (e.g., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism) and the role religion played in the colonization, imperialism, or independence movements.

6.3.4 Using primary and secondary sources, describe the positive and negative economic impacts of expansion and major global conflicts (e.g., Columbian Exchange, economic depressions, rise of factories, effects of famine, slave trade).

6.3.5 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 (e.g., French Revolution, Vietnam, Latin American revolutions, Enlightenment, independence movements of India and African nations).

6.3.6 Cite evidence to identify causes and effects of at least one event with global impact during the 20th century (e.g., World War I, economic depression, World War II, the Holocaust, Cold War).

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 [current global issue] have on world economies?

Standards

6.4.1 Summarize key tenets of the major world religions (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism).

6.4.2 Describe the impact and/or lasting historical significance of at least one major global event of the 20th-21st century (e.g., World Wars, Cold War, genocides, trade wars, terrorism, human rights movements).

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.

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

6.4.5 Summarize the main differences between economic systems across the world (e.g., communism, capitalism, socialism).