

Utah State Office of Education

# core standards

*for*

# SOCIAL STUDIES

The Utah State Board of Education, in January of 1984, established policy requiring the identification of specific core standards to be met by all K–12 students in order to graduate from Utah’s secondary schools. The Utah State Board of Education regularly updates the Utah Core Standards, while parents, teachers, and local school boards continue to control the curriculum choices that reflect local values.

The Utah Core Standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.



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Larry K. Shumway, Ed.D. State Superintendent of Public Instruction



# Core Standards FOR

# Social Studies

Adopted August 2010 by Utah State Board of Education





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# INTRODUCTION

Elementary students are innately curious. They ask all sorts of questions: “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 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. Yet social studies is intended to do more than spark curiosity. Social studies instruction also has a central overarching goal: to help young people develop civic competence, with the ability to make informed decisions for the public good.

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, and economics, provides multiple ways to interpret, analyze, and make sense of the world. Ideas and concepts central to the purpose of

***“Denied knowledge of one’s roots and of one’s place in the great stream of human history, the individual is deprived of the fullest sense of self and of shared community.”***  
***National Standards for History for Grades K-4, p. 2***

***“The power and beauty of geography allow us to see, understand, and appreciate the web of relationships between people, places, and environments.”***  
***National Geography Standards, p.29***

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 elementary social studies core describes the essential elements necessary to reach this goal of civic competence for Utah students.

The creation of a core document for social studies must be a community process, and this core reflects the best thinking and committed work of a community of stakeholders who care deeply about the educational success of Utah students. It was developed by Utah social studies teachers, school district curriculum specialists, representatives from institutions of higher education, State Office of Education specialists, and an advisory committee of community members. The core also reflects the insights and input from many teachers across Utah whose thoughtful responses to surveys helped guide the document, as well as the best thinking from national organizations including the National Council for the Social Studies, the National Geography Standards, the National Council on Economic Education, and the National Center for History in the Schools.

## *How the Core is Organized*

The core is designed to help teachers organize and deliver instruction.

- **Each grade level** begins with a brief course description.
- **Benchmarks** describe in narrative terms the social studies content addressed in each standard. Benchmarks emphasize enduring understandings and essential questions.
- **Standards** are broad statements of what students are expected to understand.
- **Objectives** are more focused descriptions of what students need to know and be able to do at the completion of instruction. If students have mastered the Objectives associated with a given Standard, they are deemed to have mastered that Standard at that grade level. Objectives are more readily assessable than standards, can serve as the framework for unit design, and connect directly to the standard.
- **Indicators** are measurable or observable student actions that enable teachers to judge whether a student has mastered a particular Objective. Indicators build directly on the objectives, and are designed to support content objectives while also fostering skills and dispositions. Each indicator can be seen as a useful formative assessment to monitor student learning and understanding. The indicators serve dual roles both as the steps toward reaching the objectives and hence meeting the standards, and also as one basis for meaningful authentic assessments. Teachers are not required to teach all the indicators under a given Objective, but rather teach what is necessary to ensure student mastery of the Objective.
- **Essential social studies vocabulary** identifies some of the words students should know and use in order to understand more fully the core content.

### **A Note on Indicators and the Use of the Latin terms *e.g.* and *i.e.*:**

*e.g.* means *for example*, and therefore the words or concepts that follow are examples to use when necessary to ensure student understanding

*i.e.* means *that is*, so when *i.e.* is used the words or concepts following *i.e.* are considered essential aspects of the indicator, extensions of the idea that must be included when teaching that indicator

## **Essential Goals Used in Developing the Elementary Social Studies Core**

### **Rigorous**

A rigorous curriculum is vital for student achievement. Social studies ought to be engaging, and there is nothing wrong with making learning as fun and fascinating as possible. However, rigorous and engaging are not mutually exclusive terms. This core delineates essential knowledge and skills necessary for success in a rapidly changing international economy and in a society undergoing significant social, technological, and economic change.

### **Relevant**

Whenever possible, core standards have referred to the present time as well as the past in an effort to help teachers explain the relevance of the material to the lives of Utah students. Students who can connect the new to the known retain knowledge more effectively, and have greater success at gaining the understanding necessary to transfer knowledge to new contexts and new content areas. Therefore, building new knowledge on a firm foundation of what is known and observable in the present world around them allows students to make these important connections.

### **Feasible and Essential**

Teachers surveyed across the state prior to the revision process asked for a “do-able” core. This core document reflects the best effort at making social studies a feasible subject to teach. For example, the chronological framework used in the 5th and 6th grades is an attempt to make the vast expanse of history more “do-able,” informed by the eras delineated in the National Standards for History. There is no possible way to “cover” all of the fascinating riches within the social studies disciplines. To do so would take a lifetime and the community members tasked with writing this new core were very aware of the demands of the classroom and of the pitfalls associated with a core that sacrifices depth for breadth. The core is focused on what is essential for students to understand in order to achieve civic competence.

### **Complex**

The human brain loves complexity, and social studies offers opportunities to engage in complex subject matter. Students will face complex challenges throughout their lives. In order to participate in civic responsibilities required of participants in democracy, students must be able to learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

### **Inspiring**

Social studies offers an opportunity to share the greatest and most intriguing stories of history, culled from all eras of history including our own contemporary time. Students should be inspired by the roles played by ordinary men and women in extraordinary times, gain an understanding of how much each succeeding generation has gained from the generations who have gone before, and see the unique role they can play in history. These stories -- whether they come from the ancient times, from the Founding of the United States as a nation built upon concepts of liberty and equality, or from contemporary times – can help students understand their own obligations and potential.

## **Skills-based**

There are many skills specific to the disciplines within social studies. For example, historians must avoid “present-mindedness,” not judging the past solely in terms of the norms and values of today, but taking into account the historical context in which the event unfolded – the values, outlook, crises, options, and contingencies of that time and place. Social scientists must be able to analyze and interpret primary sources: documents, film, statistical data, artifacts, art, and other media that can inform and intrigue students. Geographers must be able to read and interpret maps, charts, and other geographical data. Whenever possible, the core encourages this skill development. There are habits of the mind that, while not unique to social studies, can be strengthened and developed in a rigorous social studies classroom. For example, analysis of current issues, the taking and defending of a position, and being able to write about those positions in a clear and organized manner are skills that transcend a specific subject area.

## **Global**

In this time of increasing global interconnectedness, and in an age of rapid technological transformation, students will need an awareness and understanding of the world more than ever. Today’s students need a comprehensive understanding of the peoples of many cultures who have developed ideas, institutions, and ways of life different from students’ own. If they are to see our shared humanity and common problems, they must learn of the world’s many cultures. While attempting to remain feasible, whenever global connections were deemed as essential, they were included in the document. Choices were presented whenever possible when it was clear that an understanding central to a core standard could be achieved using one of any number of selected international examples.

## **Inclusive**

There is a moral obligation to provide equity in education resources. Social studies is about human endeavor, and as such is all-encompassing. Students who see themselves and their stories, their cultures, and their communities reflected in the curriculum are naturally more prone to academic success. While every effort was made to create an inclusive curriculum, the core is merely the starting point for ensuring that all students have access to engaging, balanced, accurate, and challenging curricular materials.

## **Integrated**

While social studies is a core area that deserves a rightful place in the daily instruction of students, the integrative nature of social studies provides opportunities for instruction which cuts across subject lines. Lessons in literature can include literacy selections from historical fiction, biography, and other readings important to the social studies. Writing assignments can address social studies content issues while furthering literacy goals. So too can social studies lessons simultaneously develop standards in the arts, and – to some degree – in mathematics and science. In addition, while history is often the first discipline thought of when social studies is mentioned, social studies is inclusive of geography, economics, and multiple behavioral sciences. The core is designed to integrate these disciplines into a study of larger questions, rather than isolate specific skill development. For example, geographic skills are directly mentioned but in relation to their use in gaining an awareness or understanding, rather than merely for discrete skill development.

Careful analysis of the core will show an attention to integrating history, civics, geography, economics, anthropology, and other behavioral sciences into the core standards, objectives, and indicators.

### **Committed to Student Success**

Students who feel a sense of wonder when learning about the past, who can make comparisons from the past to their own contemporary times and issues, and who can make informed predictions about the future face a far greater chance of continued academic success than students who do not engage meaningfully in social studies content. Effective social studies instruction actively engages students in enjoyable learning experiences. An educational experience that nurtures and celebrates the innate curiosity of students should be the primary goal of every Utah school.



## **An Overview of the Elementary Social Studies Core**

The social studies core in grades three to six is essentially a modified “expanding environments” approach to social studies. This approach includes, each year, studies in history, geography, economics and civics that begins with third grade’s study of culture, the local community, and indigenous communities. In fourth grade students study the state, fifth grade the nation, and sixth grade the world. The core expectations deepen and expand as appropriate for each corresponding grade level. Students must be able to demonstrate an understanding of overarching social studies concepts, but it is essential that a small number of clear outcomes for Utah students are delineated since social studies is such an immense field of study. After careful study of the civic purpose for social studies education, after analysis of the most important themes expressed by classroom teachers and community members, and after careful consideration of the ten themes\* developed by the National Council for the Social Studies, as well as national standards in geography, history, and economics, four essential understandings became the framework upon which the Utah core was built:

***We have human rights and responsibilities***  
***We are globally interconnected***  
***We create systems of power, authority, and governance***  
***Continuity and change over time are a part of life***

The core standards and objectives have been designed to revisit and reinforce these four essential understandings in every grade level. Students will be able to deepen their understanding of these concepts as they move from grade to grade and as their abilities to reason gain both depth and breadth.

When students enter the third grade, they will be introduced to the four essential understandings central to the social studies core, understandings that will recur in each of the succeeding years of elementary education. Students will learn about culture and community, focusing on their own local community’s heritage as well as learning about the cultures of indigenous communities. They will study the interrelationships between physical geography and cultural development. They will also learn about representative government and their own personal civic responsibility in the classroom, community, and country.

In the fourth grade, students will continue to focus on the four essential understandings and apply them to their study of Utah. History, geography, economics and civics are again the core disciplines in fourth grade. Students will 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.

United States studies is the focus in the 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. These 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.

In the sixth grade, the focus expands to look at world history and culture. Students will learn about selected regions of the world and the societies that have formed there, learning about 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. Specific epochs of time include Ancient Civilizations, The Middle Ages and Renaissance, The Age of Revolutions, and The Modern World.

\*The ten themes developed by the National Council for the Social Studies are:

Culture

Time, Continuity and Change

People, Places, and Environments

Individual Development and Identity

Individuals, Groups, and Institutions

Power, Authority, and Governance

Production, Distribution, and Consumption

Science, Technology, and Society

Global Connections

Civic Ideals and Practice

**R277. Education, Administration.**

**R277-700. The Elementary and Secondary School Core Curriculum.**

**R277-700-1. Definitions.**

A. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Association of Schools and Colleges or the accreditation standards of the Board, available from the USOE Accreditation Specialist.

B. "Applied technology education (ATE)" means organized educational programs or courses which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations, where entry requirements generally do not require a baccalaureate or advanced degree.

C. "Basic skills course" means a subject which requires mastery of specific functions and was identified as a course to be assessed under Section 53A-1-602.

D. "Board" means the Utah State Board of Education.

E. "Core Curriculum content standard" means a broad statement of what students enrolled in public schools are expected to know and be able to do at specific grade levels or following completion of identified courses.

F. "Core Curriculum criterion-referenced test (CRTs)" means a test to measure performance against a specific standard. The meaning of the scores is not tied to the performance of other students.

G. "Core Curriculum objective" means a more focused description of what students enrolled in public schools are expected to know and do at the completion of instruction.

H. "Demonstrated competence" means subject mastery as determined by school district standards and review. School district review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios.

I. "Elementary school" for purposes of this rule means grades K-6 in whatever kind of school the grade levels exist.

J. "High school" for purposes of this rule means grades 9-12 in whatever kind of school the grade levels exist.

K. "Individualized Education Program (IEP)" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with the Utah Special Education Rules and Part B of the Individuals with Disabilities Education Act (IDEA).

L. "Middle school" for purposes of this rule means grades 7-8 in whatever kind of school the grade levels exist.

M. "Norm-referenced test" means a test where the scores are based on comparisons with a nationally representative group of students in the same grade. The meaning of the scores is tied specifically

to student performance relative to the performance of the students in the norm group under very specific testing conditions.

N. "State core Curriculum (Core Curriculum)" means those standards of learning that are essential for all Utah students, as well as the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built, as established by the Board.

O. "USOE" means the Utah State Office of Education.

P. "Utah Basic Skills Competency Test" means a test to be administered to Utah students beginning in the tenth grade to include at a minimum components on English, language arts, reading and mathematics. Utah students shall satisfy the requirements of the Utah Basic Skills Competency Test in addition to school or district graduation requirements prior to receiving a basic high school diploma.

**R277-700-2. Authority and Purpose.**

A. This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board; Section 53A-1-402(1)(b) and (c) which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; Section 53A-1-402.6 which directs the Board to establish a Core Curriculum in consultation with local boards and superintendents and directs local boards to design local programs to help students master the Core Curriculum; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum Core Curriculum requirements for the public schools, to give directions to local boards and school districts about providing the Core Curriculum for the benefit of students, and to establish responsibility for mastery of Core Curriculum requirements.

**R277-700-3. Core Curriculum Standards and Objectives.**

A. The Board establishes minimum course description standards and objectives for each course in the required general core, which is commonly referred to as the Core Curriculum.

B. Course descriptions for required and elective courses shall be developed cooperatively by school districts and the USOE with opportunity for public and parental participation in the development process.

C. The descriptions shall contain mastery criteria for the courses, and shall stress mastery of the course material and Core objectives and standards rather than completion of predetermined time allotments for courses.

D. Implementation of the Core Curriculum and student assessment procedures are the responsibility of local boards of education consistent with state law.

E. This rule shall apply to students in the 2005-2006 graduating class.

**R277-700-4. Elementary Education Requirements.**

A. The Board shall establish a Core Curriculum for elementary schools, grades K-6.

B. Elementary School Education Core Curriculum Content Area Requirements:

(1) Grades K-2:

(a) Reading/Language Arts;

(b) Mathematics;

(c) Integrated Curriculum.

(2) Grades 3-6:

(a) Reading/Language Arts;

(b) Mathematics;

(c) Science;

(d) Social Studies;

(e) Arts:

(i) Visual Arts;

(ii) Music;

(iii) Dance;

(iv) Theatre.

(f) Health Education;

(g) Physical Education;

(h) Educational Technology;

(i) Library Media.

C. It is the responsibility of the local boards of education to provide access to the Core Curriculum to all students.

D. Student mastery of the general Core Curriculum is the responsibility of local boards of education.

E. Informal assessment should occur on a regular basis to ensure continual student progress.

F- Board-approved CRT's shall be used to assess student mastery of the following:

(1) reading;

(2) language arts;

(3) mathematics;

(4) science in elementary grades 4-6; and

(5) effectiveness of written expression.

G. Norm-referenced tests shall be given to all elementary students in grades 3 and 5.

H. Provision for remediation for all elementary students who do not achieve mastery is the responsibility of local boards of education.

**R277-700-5. Middle School Education Requirements.**

A. The Board shall establish a Core Curriculum for middle school education.

B. Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

C. Local boards may require additional units of credit.

D. Grades 7-8 Core Curriculum Requirements and units of credit:

(1) General Core (10.5 units of credit):

(a) Language Arts (2.0 units of credit);

(b) Mathematics (2.0 units of credit);

(c) Science (1.5 units of credit);

(d) Social Studies (1.5 units of credit);

(e) The Arts (1.0 units of credit):

(i) Visual Arts;

(ii) Music;

(iii) Dance;

(iv) Theatre.

(f) Physical Education (1.0 units of credit);

(g) Health Education (0.5 units of credit);

(h) Applied Technology Education Technology, Life, and Careers (1.0 units of credit);

(i) Educational Technology (credit optional);

(j) Library Media (integrated into subject areas).

E. Board-approved CRT's shall be used to assess student mastery of the following:

(1) reading;

(2) language arts;

(3) mathematics;

(4) science in grades 7 and 8; and

(5) effectiveness of written expression.

F. Norm-referenced tests shall be given to all middle school students in grade 8.

**R277-700-6. High School Requirements.**

A. The Board shall establish a Core Curriculum for students in grades 9-12.

B. Students in grades 9-12 shall earn a minimum of 24 units of credit.

C. Local boards may require additional units of credit.

D. Grades 9-12 Core Curriculum requirements required units of credit:

(1) Language Arts (3.0 units of credit);

(2) Mathematics (2.0 units of credit):

(a) minimally, Elementary Algebra or Applied Mathematics I; and

(b) geometry or Applied Mathematics II; or

(c) any Advanced Mathematics courses in sequence beyond

- (a) and (b) ;
- (d) high school mathematics credit may not be earned for courses in sequence below (a).
- (3) Science (2.0 units of credit from two of the four science areas):
  - (a) earth science (1.0 units of credit);
  - (b) biological science (1.0 units of credit);
  - (c) chemistry (1.0 units of credit);
  - (d) physics (1.0 units of credit).
- (4) Social Studies (3.0 units of credit):
  - (a) Geography for Life (0.5 units of credit);
  - (b) World Civilizations (0.5 units of credit);
  - (c) U.S. history (1.0 units of credit);
  - (d) U.S. Government and Citizenship (0.5 units of Credit);
  - (e) elective social studies class (0.5 units of credit)
- (5) The Arts (1.5 units of credit from any of the following performance areas):
  - (a) visual arts;
  - (b) music;
  - (c) dance;
  - (d) theatre;
- (6) Health education (0.5 units of credit)
- (7) Physical education (1.5 units of credit):
  - (a) participation skills (0.5 units of credit);
  - (b) Fitness for Life (0.5 units of credit);
  - (c) individualized lifetime activities (0.5 units of credit) or team sport/athletic participation (maximum of 0.5 units of credit with school approval).
- (8) Applied technology education (1.0 units of credit);
  - (a) agriculture;
  - (b) business;
  - (c) family and consumer sciences;
  - (d) technology education;
  - (h) trade and technical education.
- (9) Educational technology:
  - (a) computer Technology (0.5 units of credit for the class by this specific name only); or
  - (b) successful completion of state-approved competency examination (no credit, but satisfies the Core requirement).
- (10) Library media skills integrated into the curriculum;
- (11) Board-approved CRT's shall be used to assess student mastery of the following subjects:
  - (a) reading;
  - (b) language arts through grade 11;

- (c) mathematics as defined under R277-700-6D(2);
- (d) science as defined under R277-700-6D(3); and
- (e) effectiveness of written expression.

E. Students shall participate in the Utah Basic Skills Competency Test, as defined under R277-700-10.

F. Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications, substitutions or exemptions made to accommodate a student with disabilities.

**R277-700.7. Student Mastery and Assessment of Core Curriculum Standards and Objectives.**

A. Student mastery of the Core Curriculum at all levels is the responsibility of local boards of education.

B. Provisions for remediation of secondary students who do not achieve mastery is the responsibility of local boards of education under Section 53A-13-104.

C. Students who are found to be deficient in basic skills through U-PASS shall receive remedial assistance according to provisions of Section 53A-1-606(1).

D. If parents object to portions of courses or courses in their entirety under provisions of law (Section 53A-13-101.2) and rule (R277-105), students and parents shall be responsible for the mastery of Core objectives to the satisfaction of the school prior to promotion to the next course or grade level.

E. Students with Disabilities:

(1) All students with disabilities served by special education programs shall demonstrate mastery of the Core Curriculum.

(2) If a student's disabling condition precludes the successful demonstration of mastery, the student's IEP team, on a case-by-case basis, may provide accommodations for or modify the mastery demonstration to accommodate the student's disability.

F. Students may demonstrate competency to satisfy course requirements consistent with R277-705-3.

G. All Utah public school students shall participate in state-mandated assessments, as required by law.

**KEY: curricula**

**March 5, 2002**

**Art X Sec 3**

**53A-1-402(1)(b)**

**53A-1-402.6**

**1. 53A-1-401(3)**

## **Third Grade Social Studies Course Description: Community and Culture**

In the third grade, students will explore the concept of community, learning about the development of cultures, systems of governance, how communities and cultures interconnect both locally and globally, and how the world around them has changed over time. Students will learn about individual rights and responsibilities as well as opportunities for active participation in the life of the community.

While the primary focus is on the local community, students will also learn more about the larger world. Geographic skills development will result from comparisons of local communities with communities both near and far. Students will learn more about the geography and richness of indigenous communities and their cultures both in the Americas and around the world.

Third graders should begin to use historical thinking skills and the interpretation of primary sources. Local resources, including newspapers and other primary sources could serve to further develop the awareness of the many parts of a community.

### **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.

#### **A Note on Indicators and the Use of e.g. and i.e.:**

e.g. means *for example*, and therefore the examples are just that, examples to use when necessary

i.e. means *that is*, so when i.e. is used the words or concepts following the i.e. are considered essential aspects of the indicator, extensions of the idea that must be included when teaching that indicator

## **Third Grade Standard I: Students will understand how geography influences community location and development.**

**Benchmark:** 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.

**Objective 1:** Determine the relationships between human settlement and geography.

**Indicators:**

- a. Identify the geographic features common to areas where human settlements exist.
- b. 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).
- c. Compare the shapes and purposes of natural and human-made boundaries of cities, counties and states.

**Objective 2:** Describe how various communities have adapted to existing environments and how other communities have modified the environment.

**Indicators:**

- a. Describe the major world ecosystems (*i.e.* desert, plain, tropic, tundra, grassland, mountain, forest, and wetland).
- b. Identify important natural resources of world ecosystems.
- c. Describe how communities have modified the environment to accommodate their needs (*e.g.* logging, storing water, building transportation systems).
- d. Investigate ways different communities have adapted into an ecosystem.

**Objective 3:** Analyze ways cultures use, maintain, and preserve the physical environment.

**Indicators:**

- a. Identify ways people use the physical environment (*e.g.* agriculture, recreation, energy, industry).
- b. Compare changes in the availability and use of natural resources over time.
- c. Describe ways to conserve and protect natural resources (*e.g.* reduce, reuse, recycle).
- d. Compare perspectives of various communities toward the natural environment.
- e. 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 Standard II: Students will understand cultural factors that shape a community.**

**Benchmark:** 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.

**Objective 1:** Evaluate key factors that determine how a community develops.

**Indicators:**

- a. Identify the elements of culture (*e.g.* language, religion, customs, artistic expression, systems of exchange).
- b. Describe how stories, folktales, music, and artistic creations serve as expressions of culture.
- c. Compare elements of the local community with communities from different parts of the world (*e.g.* industry, economic specialization).
- d. 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).
- e. Examine changes in communities that can or have occurred when two or more cultures interact.
- f. Explain changes within communities caused by human inventions (*e.g.* steel plow, internal combustion engine, television, and computer).

**Objective 2:** Explain how selected indigenous cultures of the Americas have changed over time.

**Indicators:**

- a. Describe and compare early indigenous people of the Americas (*e.g.* Eastern Woodlands, Plains, Great Basin, Southwestern, Arctic, Incan, Aztec, and Mayan).
- b. Analyze how these cultures changed with the arrival of people from Europe, and how the cultures of the Europeans changed.
- c. 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 Standard III: Students will understand the principles of civic responsibility in classroom, community, and country.**

**Benchmark:** 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.

**Objective 1:** Describe the rights and responsibilities inherent in being a contributing member of a community.

**Indicators:**

- a. 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).
- b. List the responsibilities community members have to one another.
- c. Identify why these responsibilities are important for a functioning community (e.g. voting, jury duty, taxpaying, obedience to laws).

**Objective 2:** Identify ways community needs are met by government.

**Indicators:**

- a. Differentiate between personal and community needs.
- b. Identify roles of representative government (*e.g.* make laws, maintain order, levy taxes, provide public services).
- c. Research community needs and the role government serves in meeting those needs.

**Objective 3:** Apply principles of civic responsibility.

**Indicators:**

- a. Engage in meaningful dialogue about the community and current events within the classroom, school, and local community.
- b. Identify and consider the diverse viewpoints of the people who comprise a community.
- c. 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 Course Description: Utah Studies

In the third grade, students built conceptual understandings of community, culture, and government. They learned basic geographic terms and geographic features necessary for human settlement and success. They applied their understanding of culture and community as they learned more about indigenous cultures in the Americas. They began to explore the rights and responsibilities central to representative government.

In the fourth grade, students will build on these foundational concepts as they learn about the present state of Utah. Students will study history, government, economics, culture, and geography to build their understanding of Utah's past and present, as well as make inferences about Utah's future. Inquiry into current events will help students make connections between the past and the present. Students will enlarge their world connections as they trace the global travels of people from many diverse cultures who now call Utah home.

### **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.

#### **A Note on Indicators and the Use of e.g. and i.e.:**

e.g. means *for example*, and therefore the examples are just that, examples to use when necessary

i.e. means *that is*, so when i.e. is used the words or concepts following the i.e. are considered essential aspects of the indicator, extensions of the idea that must be included when teaching that indicator

## **Fourth Grade Social Studies: Utah Studies**

### **Standard I: Students will understand the relationship between the physical geography in Utah and human life.**

**Benchmark:** 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.

**Objective 1:** Classify major physical geographic attributes of Utah.

**Indicators:**

- a. Identify Utah’s latitude, longitude, hemisphere, climate, natural resources, landforms, and regions using a variety of geographic tools.
- b. Examine the forces at work in creating the physical geography of Utah (*e.g.* erosion, seismic activity, climate change).

**Objective 2:** Analyze how physical geography affects human life in Utah.

**Indicators:**

- a. Identify population concentrations in the state and infer causal relationships between population and physical geography.
- b. Classify the distribution and use of natural resources.
- c. Compare the development of industry and business in Utah as it relates to its physical geography (*e.g.* mining, oil, agriculture, tourism).
- d. 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).
- e. Examine the interactions between physical geography and public health and safety (*e.g.* inversions, earthquakes, flooding, fire).
- f. Explain how archaeology informs about the past (*e.g.* artifacts, ruins, and excavations).

**Objective 3:** Analyze how human actions modify the physical environment.

**Indicators:**

- a. 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).
- b. Explain viewpoints regarding environmental issues (*e.g.* species protection, land use, pollution controls, mass transit, water rights, and trust lands).
- c. Outline the development of recreation in Utah since 1900 (*e.g.* sports, tourism, state, and national parks).
- d. 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 Standard II: Students will understand how Utah’s history has been shaped by many diverse people, events, and ideas.**

**Benchmark:** 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.

**Objective 1:** Describe the historical and current impact of various cultural groups on Utah.

**Indicators:**

- a. Chart the routes that diverse cultural groups took from their places of origin to Utah, using maps and other resources.
- b. Explore points of view about life in Utah from a variety of cultural groups using primary source documents.
- c. Explore cultural influences from various groups found in Utah today (*e.g.* food, music, religion, dress, festivals).
- d. Identify and describe leaders from various cultures who exemplify outstanding character and life skills.
- e. Explain the importance of preserving cultural prehistory and history, including archaeological sites and other historic sites and artifacts.

**Objective 2:** Describe ways that Utah has changed over time.

**Indicators:**

- a. 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).
- b. Compare the experiences faced by today’s immigrants with those faced by immigrants in Utah’s history.

**Objective 3:** Investigate the development of the economy in Utah.

**Indicators:**

- a. Explain the relationship between supply and demand.
- b. Describe the role of producers and consumers.
- c. Identify examples of producers and consumers in the local community.
- d. Research the development of Utah’s economy over time.
- e. Identify the factors which bring about economic changes (*e.g.* natural resource development, new technologies, new market development, globalization, global conflicts, and education).

f. 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 Standard III: Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.**

**Benchmark:** 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.

**Objective 1:** Describe the responsibilities and rights of individuals in a representative government as well as in the school and community.

**Indicators:**

- a. Identify rights of a citizen (*e.g.* voting, peaceful assembly, freedom of religion).
- b. Identify responsibilities of a citizen (*e.g.* jury duty, obeying the law, paying taxes).
- c. 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).
- d. Explain how the influence and power of individuals is affected when they organize into groups.
- e. Describe and model ways that citizens can participate in civic responsibilities (*e.g.* current issue analysis, recycling, volunteering with civic organizations, letter writing).
- f. Contribute to and practice classroom goals, rules and responsibilities.
- g. Recognize and demonstrate respect for United States and Utah symbols (*i.e.* Pledge of Allegiance, flag etiquette).

**Objective 2:** Analyze the different ways people have organized governments in Utah to meet community needs.

**Indicators:**

- a. 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).
- b. Compare how these governments addressed community needs.
- c. 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 Core: United States Studies**

In the third grade, students built conceptual understandings of community, culture, and government. They learned basic geographic terms and geographic features necessary for human settlement and success. They applied their understanding of culture and community as they learned more about indigenous cultures in the Americas. They began to explore the rights and responsibilities central to representative government.

In the fourth grade, students will build on these foundational concepts as they learn about the present state of Utah. Students will study history, government, economics, and geography to build their understanding of Utah's past and present, as well as make inferences about Utah's future. Inquiry into current events will help students make connections between the past and the present. Students will enlarge their world connections as they trace the global travels of people from many diverse cultures who now call Utah home.

In the fifth grade, students will enlarge the study of history, government, economics, and geography as they study the United States. 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, with attention to the overarching concepts of global interconnectedness, the processes of continuity and change over time, the rights and responsibilities we all share, and the systems of power, authority, and governance we create. 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.

The fifth grade core is presented in a chronological framework, separated into eras similar to the organizing framework of the National Standards for History. Under the rubric of these interconnected eras, students will be able to explore each era's essential ideas and events. 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 comprehensible sections, students will be supported in their own cognitive development.

The eras selected underscore that while there is much more content in studying the United States than can be covered in a year there are essential aspects students should learn. As students develop a basic 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.

### **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.

**A Note on Indicators and the Use of e.g. and i.e.:**

e.g. means *for example*, and therefore the examples are just that, examples to use when necessary

i.e. means *that is*, so when i.e. is used the words or concepts following the i.e. are considered essential aspects of the indicator, extensions of the idea that must be included when teaching that indicator

## **Fifth Grade Standard I: Students will understand how the exploration and colonization of North America transformed human history.**

**Benchmark:** 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.

**Objective 1:** Describe and explain the growth and development of the early American colonies.

**Indicators:**

- a. Using maps -- including pre-1492 maps -- and other geographic tools locate and analyze the routes used by the explorers.
- b. Explain how advances in technology lead to an increase in exploration (e.g. ship technology)
- c. Identify explorers who came to the Americas and the nations they represented.
- d. Determine reasons for the exploration of North America (e.g., religious, economic, political).
- e. Compare the geographic and cultural differences between the New England, Middle, and Southern colonies (e.g., religious, economic, political).
- f. Analyze contributions of American Indian people to the colonial settlements.

**Objective 2:** Assess the global impact of cultural and economic diffusion as a result of colonization.

**Indicators:**

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

**Objective 3:** Distinguish between the rights and responsibilities held by different groups of people during the colonial period.

**Indicators:**

- a. Compare the varying degrees of freedom held by different groups (e.g. American Indians, landowners, women, indentured servants, and enslaved people).
- b. Explain how early leaders established the first colonial governments (e.g. Mayflower compact, charters).
- c. 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 Standard II: Students will understand the chronology and significance of key events leading to self-government.**

**Benchmark:** 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.

**Objective 1:** Describe how the movement toward revolution culminated in a Declaration of Independence.

**Indicators:**

- a. Explain the role of events that led to declaring independence (e.g., French and Indian War, Stamp Act, Boston Tea Party).
- b. Analyze arguments both for and against declaring independence using primary sources from Loyalist and patriot perspectives.
- c. Explain the content and purpose for the Declaration of Independence.

**Objective 2:** Evaluate the Revolutionary War's impact on self-rule.

**Indicators:**

- a. Plot a time line of the key events of the Revolutionary War.
- b. Profile citizens who rose to greatness as leaders.
- c. Assess how the Revolutionary War changed the way people thought about their own rights.
- d. 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 Standard III: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.**

**Benchmark:** 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.

**Objective 1:** Assess the underlying principles of the US Constitution as the framework for the United States' form of government, a compound constitutional republic.

**Indicators:**

- a. Recognize ideas from documents used to develop the Constitution (*e.g.* Magna Carta, Iroquois Confederacy, Articles of Confederation, and Virginia Plan).
- b. Analyze goals outlined in the Preamble.
- c. Distinguish between the role of the Legislative, Executive, and Judicial branches of the government.
- d. Explain the process of passing a law.
- e. Describe the concept of checks and balances.
- f. Discover the basis for the patriotic and citizenship traditions we have today (*i.e.* Pledge of Allegiance, flag etiquette, voting).

**Objective 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.

**Indicators:**

- a. Explain the significance of the Bill of Rights.
- b. Identify how the rights of selected groups have changed and how the Constitution reflects those changes (*e.g.* women, enslaved people).
- c. 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 Standard IV: 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.**

**Benchmark:** 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.

**Objective 1:** Investigate the significant events during America's expansion and the roles people played.

**Indicators:**

- a. Identify key reasons why people move and the traits necessary for survival.
- b. 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).
- c. Compare the trails that were important during westward expansion (*e.g.* Oregon, Mormon, Spanish, and California).
- d. Assess the impact of expansion on native inhabitants of the west.

**Objective 2:** Assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War.

**Indicators:**

- a. Describe the impact of physical geography on the cultures of the northern and southern regions (*e.g.* industrial resources, agriculture, and climate).
- b. Compare how cultural and economic differences of the North and South led to tensions.
- c. 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).

**Objective 3:** Evaluate the course of events of the Civil War and its impact both immediate and long-term.

**Indicators:**

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

- c. Explain how the Civil War helped forge ideas of national identity.
- d. Examine the difficulties of reconciliation within the nation.

**Objective 4:** Understand the impact of major economic forces at work in the post-Civil War.

**Indicators:**

- a. Assess how the free-market system in the United States serves as an engine of change and innovation.
- b. Describe the wide-ranging impact of the Industrial Revolution (*e.g.* inventions, industries, innovations).
- c. 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 Standard V: Students will address the causes, consequences and implications of the emergence of the United States as a world power.**

**Benchmark:** 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.

**Objective 1:** Describe the role of the United States during World War I, The Great Depression, and World War II.

**Indicators:**

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

**Objective 2:** Assess the impact of social and political movements in recent United States history.

**Indicators:**

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

**Objective 3:** Evaluate the role of the United States as a world power.

**Indicators:**

- a. Assess differing points of view on the role of the US as a world power (*e.g.* influencing the spread of democracy, supporting the rule of law, advocating human rights, promoting environmental stewardship).
- b. Identify a current issue facing the world and propose a role the United States could play in being part of a solution (*e.g.* genocide, child labor, civil rights, education, public health, environmental protections, suffrage, and economic disparities).

**Social Studies language students should know and use:**

depression, migration, superpower, democracy, rule of law, human rights, suffrage, genocide

## **Sixth Grade Social Studies Core: World Studies**

In the third grade, students built conceptual understandings of community, culture, and government. They learned basic geographic terms and geographic features necessary for human settlement and success. They applied their understanding of culture and community as they learned more about indigenous cultures in the Americas. They began to explore the rights and responsibilities central to representative government.

In the fourth grade, students will build on these foundational concepts as they learn about the present state of Utah. Students will study history, government, economics, culture, and geography to build their understanding of Utah's past and present, as well as make inferences about Utah's future. Inquiry into current events will help students make connections between the past and the present. Students will enlarge their world connections as they trace the global travels of people from many diverse cultures who now call Utah home.

In the fifth grade, students will enlarge the study of history, government, economics, and geography as they study the United States. 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, with attention to the overarching concepts of global interconnectedness, the processes of continuity and change over time, the rights and responsibilities we all share, and the systems of power, authority, and governance we create. 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.

The fifth grade core is presented in a chronological framework, separated into eras in a modification of the organizing framework of the National Standards for History. Under the rubric of these interconnected eras, students will be able to explore each era's essential ideas and events. 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 comprehensible sections, students will be supported in their own cognitive development. As students develop a basic 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.

In the sixth grade, the focus for social studies turns to the world. Just as there is no possible way to learn about all facets of the United States, there is no way to learn about all the world has to offer. Rather, students will continue on their lifelong social studies journey with a study of people and places of the world from a variety of historic eras. Attention has been paid to reinforce relevance by connecting the past to the present whenever possible.

The sixth grade core is constructed within a chronological framework. This does not preclude teaching social studies thematically. Just as there are many ways of understanding social studies, there are many ways of teaching it. Chronology does help reinforce the essential understandings of time, continuity, and change, and is intended to help 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 will learn about selected regions of the world and the societies that have formed there, learning about 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. Students will 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 opportunities for 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.

#### **A Note on Indicators and the Use of e.g. and i.e.:**

e.g. means *for example*, and therefore the examples are just that, examples to use when necessary

i.e. means *that is*, so when i.e. is used the words or concepts following the i.e. are considered essential aspects of the indicator, extensions of the idea that must be included when teaching that indicator

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

**Benchmark:** 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.

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

**Indicators:**

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

**Objective 2:** Evaluate how religion has played a central role in human history from ancient times to today.

**Indicators:**

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

**Objective 3:** Explain how modern governments can trace some of their attributes to the systems of power, authority, and governance established in ancient civilizations.

**Indicators:**

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

**Objective 4:** Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.

**Indicators:**

- a. Identify innovations in manmade structures over time (*e.g.* irrigation, roads, building materials) and their influence on meeting needs.
- b. Examine the evolution and importance of writing.
- c. Identify cultural expressions that reflect these systems (*e.g.* architecture, artistic expression, medicine, philosophy, drama, literature).
- d. 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 Standard II: Students will understand the transformation of cultures during the Middle Ages and the Renaissance and the impact of this transformation on modern times.**

**Benchmark:** 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.

**Objective 1:** Explain how physical geography affects economic and cultural expansion.

**Indicators:**

- a. Identify natural resources and physical features that affected expansion.
- b. 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).

**Objective 2:** Explore the importance of religion in the Middle Ages and the Renaissance and its relevance to modern times.

**Indicators:**

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

**Objective 3:** Examine how systems of governance began steps toward self-rule during the Middle Ages and the Renaissance.

**Indicators:**

- a. 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).
- b. 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).

**Objective 4:** Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.

**Indicators:**

- a. 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).
- b. 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 Standard III: Students will understand how revolutions have had an impact on the modern world.**

**Benchmark:** 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.

**Objective 1:** Understand processes of revolution.

**Indicators:**

- a. Examine social, religious, and economic issues that may lead to revolution.
- b. Identify and compare how revolutions develop in multiple areas of human life (*e.g.* scientific, agricultural, industrial, political, medical).

**Objective 2:** Analyze the impact of selected revolutions.

**Indicators:**

- a. Identify representative people from selected revolutions (*e.g.* Napoleon, Martin Luther, James Watt, Isaac Newton, Madame Curie, Anton Van Leeuwenhoek).
- b. Examine the outcomes of selected revolutions (*e.g.* the Scientific and Industrial revolutions; the Reformation; and the French Revolution).

**Sixth Grade Standard IV: Students will understand current global issues and their rights and responsibilities in the interconnected world.**

**Benchmark:** 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.

**Objective 1:** Analyze how major world events of the 20th century affect the world today.

**Indicators:**

- a. 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).
- b. Describe the impact of these events on the world today.

**Objective 2:** Explore current global issues facing the modern world and identify potential solutions.

**Indicators:**

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

**Objective 3:** Determine human rights and responsibilities in the world.

**Indicators:**

- a. Identify rights considered essential for all humans.
- b. 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