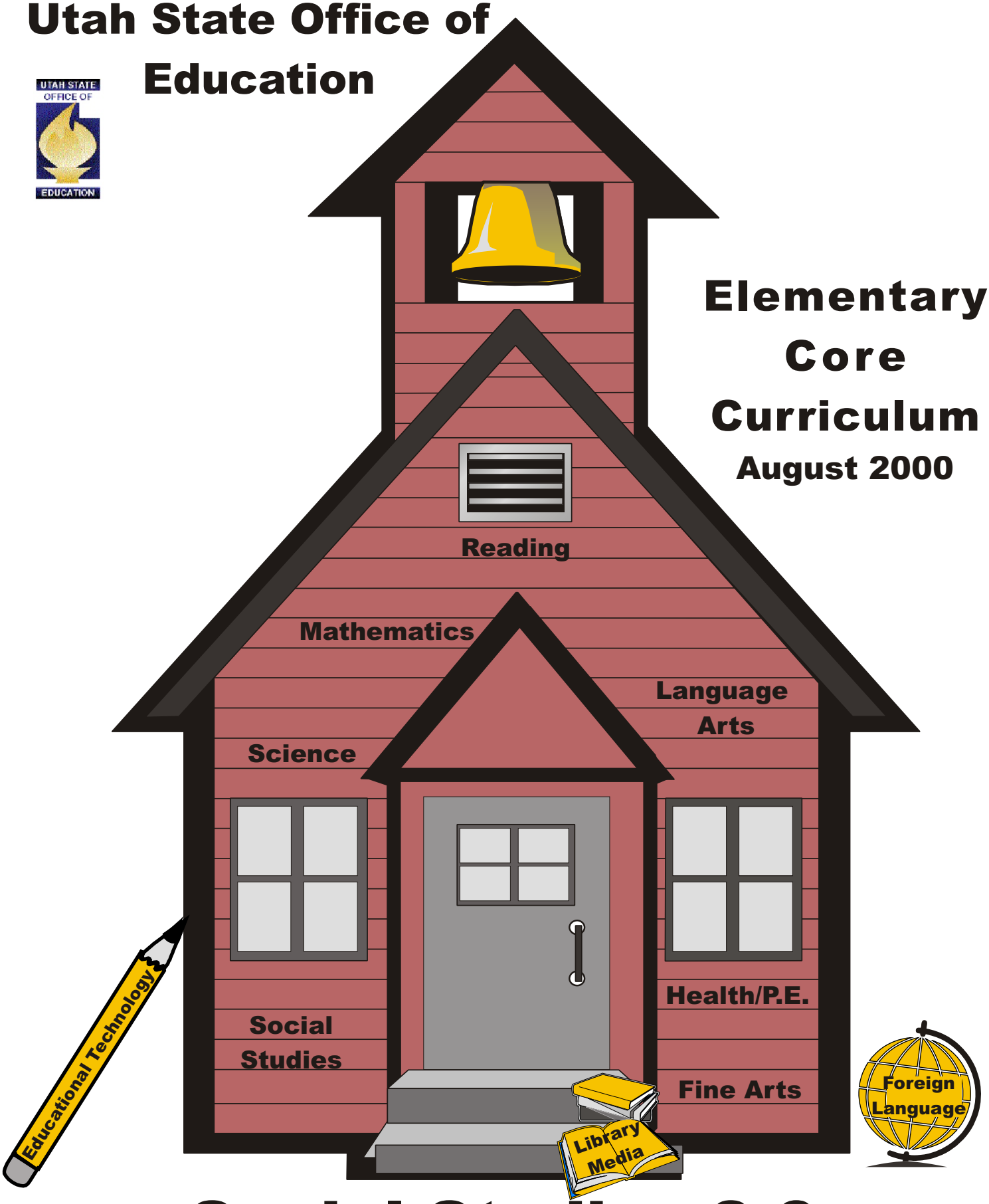
Utah State Office of Education

Elementary Core Curriculum

August 2000



Social Studies 3-6

ELEMENTARY CORE CURRICULUM

SOCIAL STUDIES 3-6

UTAH STATE OFFICE OF EDUCATION

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INTRODUCTION

Action by the Utah State Board of Education in January 1984 established a policy requiring the identification of specific Core Curriculum standards, which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these Core Curriculum standards for Utah's schools.

The Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the Core Curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

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.

0. "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-l-402(l)(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

(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 R277-700-1O.

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
53A-1-401(3

Third Grade Social Studies
Environment and Indigenous Communities

Course Description
Students will investigate how environments and communities change over time through the influence of people. They will survey indigenous (native) people of the United States and compare their environments and cultures with those of South America. One comparison will be the indigenous Inca people of South America. Expanded geography and map skills will assist students in their study of world connections. Using social studies, character, and life skills, students will examine communities and gain a better understanding of government, economics, and citizenship.

Time

Standard 1: Students show how environments and communities change over time through the influence of people.

Objective 1: Predict how human activity will influence environments and communities.
a. Describe various environments; e.g., desert, plains, tropical, tundra, steppe, mountain, frozen, forest.
b. Identify the influence of people on environments and environments on people.
c. Describe changes in environments caused by human inventions; e.g., plow, steel, railroads, telephone, telegraph, automobile.

Objective 2: Trace how indigenous cultures change over time.
a. Describe early people of the local area; e.g., American Indians, first settlers.
b. Create a time line for the local community.
c. Describe the early people of various environments in the United States.
d. Examine how indigenous cultures change over time.

Standard 2: Students compare the indigenous people of the local area with the Inca of South America.

Objective 1: Examine the Inca of South America.
a. Identify the characteristics of mountain environments.
b. Describe the Inca of South America.
c. Create a time line for the Inca of South America.

Objective 2: Compare the Inca of South America to the indigenous people of the local area.
a. Compare the environment of the local area with that of the Andes of South America.
b. Compare the local community with the community of the Inca.

People

Standard 3: Students trace the development and emergence of culture in indigenous communities.

Objective 1: Describe the various factors that draw communities together.

a. Identify the elements of culture; e.g., language, government, religion, food, clothing.
b. Identify cultural elements that emerge as communities interact; e.g., roles, traditions.
c. Identify the contributions of the environment to cultural development; e.g., homes, agricultural products, clothing, industries, recreation.
d. Identify the aesthetic expressions of the community; e.g., art, music, dance, drama.

Objective 2: Compare the emergence of culture in the local area with the indigenous cultures of the United States.

a. Identify cultural characteristics of indigenous environments of the United States.
b. Compare community characteristics in the local region with other indigenous cultures; e.g., houses, clothing, jobs.

Standard 4: Students examine how government and economies develop as the indigenous community develops.

Objective 1: Explain the purpose of government.

a. Determine the need of people for government; e.g., maintaining order, justice for citizens.
b. Identify the role of government; e.g., make laws, require taxation, provide education.
c. Explore how the flag of the United States and the pledge of allegiance show patriotism.
d. Describe development of government in indigenous communities.
e. Describe development of government among the Inca of South America.

Objective 2: Identify the factors that determine economic development.

a. Identify natural resources within environments that provide for community development.
b. Trace the emergence of occupations relative to available natural resources.
c. Identify producers and consumers in local communities.
d. Identify the relationship between producers and consumers, supply and demand.
e. Describe the economies of the local people and the Inca of South America.

Standard 5: Students participate in activities that promote good citizenship.

Objective 1: Demonstrate basic citizenship skills.

a. Follow agreed-upon rules and accept responsibility for assigned tasks.
b. Listen to and consider the opinions of others.
c. Work within a group to establish acceptable behaviors and expectations.
d. Practice patriotic citizenship by pledging allegiance to the flag and showing respect for that flag.

Objective 2: Identify ways to meet community needs.

a. Differentiate between personal and community needs.
b. Identify specific needs of the community.
c. Identify community needs that students can help fill personally.

Places

Standard 6: Students use map skills to analyze the influence of physical features on the building of communities in the United States.

Objective 1: Examine maps and globes.

a. Identify oceans and continents of the world.
b. Locate the northern and southern hemispheres using the equator.
c. Locate the eastern and western hemispheres using the prime meridian.
d. Use grids, scales, and symbols to identify the physical features.
e. Differentiate among towns, cities, states, countries, and continents.
f. Compare natural and human-made boundaries.

Objective 2: Recognize the physical features that influenced various community settlements.

a. Identify the physical characteristics of various environments.
b. List natural resources of various environments.
c. Locate on a map the regional settlements of indigenous communities of the United States.

Standard 7: Students make world connections by comparing the physical features of the United States with those of South America.

Objective 1: Use map skills to locate South America.

a. Identify the hemisphere of South America.
b. Locate the Andes Mountains of South America.
c. Locate the countries of South America.
d. Identify various environments of South America; e.g., mountain, tropical, plains.

Objective 2: Compare the physical features of the Andes Mountains with those of the local area.

a. Compare the physical features of the Andes Mountains with those of the local area; e.g., mountains, valleys, plateaus, plains, desert.
b. Compare the natural resources of the local community with those of the Andes Mountains.

Fourth Grade Social Studies
Utah Studies

Course Description
Students will build on past and present history, government, economics, culture, and geography as they search to understand the present state of Utah. Current events will help students explore Utah's future. Students will enlarge their world connections as they compare Utah to Asia, with an emphasis on the country of Japan. The course is designed to use social studies, character, and life skills as students focus on Utah.

Time

Standard 1: Students demonstrate the sequence of change in Utah over time.

Objective 1: Recognize the sequence of change in Utah over time.
a. Identify factors that contributed to the development of the land; e.g., location, natural resources, climate.
b. Identify factors that have historically contributed to the growth of Utah; e.g., agriculture, industry, resources.
c. Identify characteristics of various communities; e.g., Park City, Eureka, St. George.

Objective 2: Trace the development of the state of Utah.
a. Identify the first inhabitants of Utah; e.g., American Indians, trappers, explorers.
b. Identify the first settlers; e.g., Mormon pioneers, miners, laborers, entrepreneurs.
c. Trace the events that led to the development of Utah from the State of Deseret to the territory of Utah to the State of Utah.
d. Identify important historical figures and historical sites; e.g., Fathers Dominguez and Escalante, Jim Bridger, Brigham Young, Heber Wells, Martha Hughes Cannon, This Is The Place, Promontory Point.

Standard 2: Students trace the emergence and development of culture in Utah.

Objective 1: Analyze contributions made from diverse groups to the development of Utah's culture.
a. Explain the influence of ancient and modern Utah Indian groups on cultural development.
b. Explain the influence of explorers on Utah's cultural development.
c. Determine reasons for immigration to Utah; e.g., religious freedom, economics, refuge, entrepreneurship.
d. Analyze the influence of the army establishment and travelers.

Objective 2: Trace the development of Utah's culture.
a. Describe how various groups interact to create community roles and traditions.
b. Explain the influence of geographic and climatic factors on cultural development; e.g., homes, dress, industry, agriculture, recreation.
c. Experience the aesthetic expressions of Utah; e.g., music, art, architecture, dance, drama.

Objective 3: Predict future changes based on the history and development of the state.

a. Identify factors that will contribute to future growth and change in Utah; e.g., technology, industry, population.
b. Predict changes to the culture of Utah.

People

Standard 3: Students summarize how a constitutional government and a free market economy developed in Utah.

Objective 1: Explain the purpose of a constitutional government.

a. Determine the need for government; e.g., identify individual rights and responsibilities.
b. Identify the role of government as the Utah territory progressed toward statehood; e.g., laws, taxation, regulation, education.
c. Identify the three branches of government.
d. List the duties of various elected state officials.

Objective 2: Trace the development of a free market system in Utah.

a. Trace the development of a business from its beginning, its market for goods or services, and its growth.
b. Analyze the role of the worker in a business; e.g., division of labor, worker's needs, wages, contribution to the business, work ethic.
c. Analyze the role of the consumer in a business; e.g., revenue, advertising, quality, cost value.

Objective 3: Analyze the role of the worker in a business.

a. Differentiate roles of workers in business.
b. Identify the needs of workers.
c. Identify the worker's contribution to business success.

Standard 4: Students participate in activities that promote cultural understanding and good citizenship.

Objective 1: Demonstrate cultural understanding.

a. Show appreciation for the uniqueness of other cultures.
b. Identify the contributions of various cultures to Utah.
c. Demonstrate respect for cultural differences.

Objective 2: Demonstrate basic citizenship skills.

a. Contribute to the establishment of classroom goals and rules and commit to support them.
b. Identify ways to help and contribute to the community.
c. Demonstrate respect for Utah and the United States; e.g., national symbols, the pledge of allegiance, state symbols.

Standard 5: Students compare governments and economies of Utah and Japan.

Objective 1: Compare the governments of Utah and Japan.

a. List the attributes of government; e.g., branches of government, leaders.
b. Identify the types of government of Utah and Japan; e.g., representative republic, constitutional monarchy.
c. Compare modern daily life in each system.
d. Compare individual rights and responsibilities.

Objective 2: Identify and compare the industries found in Utah with those in Japan.

a. List the major industries of Utah and Japan; e.g., transportation, mining, manufacturing, agriculture, tourism, service industry.
b. Determine the factors that influence the growth of industries; e.g., geographic, economic, and political.

Places

Standard 6: Students use geographical tools to analyze political and physical features of Utah and the Western United States.

Objective 1: Identify geographic characteristics of Utah and other states in the western region of the United States.

a. Find physical features that Utah shares with other western states.
b. Find scenic attractions in Utah and other western states.
c. Determine the mileage from the local community to various scenic attractions in Utah.

Standard 7: Students use geographical tools to analyze political and physical features of Utah, the United States, China, and Asia.

Objective 1: Use map skills to explore Asia.

a. Identify the location of Asia; e.g., hemisphere, latitude, and longitude.
b. Locate the major landforms of Asia; e.g., mountains, deserts, rivers, and islands.
c. Determine mileage from one place to another in Asia.

Objective 2: Compare physical features and climate in Utah, China, and Asia.

a. Explain the effect of physical features on climates; e.g., elevation, temperature, precipitation.
b. Relate the establishment of communities to climate and physical features.
c. Identify the impact physical features have on agriculture and industry.

Objective 3: Compare political boundaries in Utah, the United States, China, and Japan.

a. Identify different types of political boundaries; e.g., city, county, state, national, and international.
b. Identify political boundaries in Utah, the United States, China, and Japan.

Objective 4: Use maps to identify and compare geographic features of Utah, China, and Japan.

a. Locate the major landforms of Utah, China, and Japan; e.g., mountains, rivers, lakes, and deserts.
b. Create a map and generate a legend that shows topography, climate, and land in Utah and Japan.
c. Recognize the influence of latitude and longitude on the climates of China, Japan, and the United States.

Fifth Grade Social Studies
United States History and Government

Course Description
Through the lens of time, students will establish a chronology of critical events in the various time periods of United States history. It is not the intent that students study the historical events in depth. The curriculum is set to teach in three time periods: one half of the time is to be used in studying the New World and the foundation of our nation; one fourth, the 19th century (1800-1900); and one fourth, 1900 to the present. Students will examine the impact of people and places on the emergence of United States culture and history. Character and life skills will help students understand citizenship rights and responsibilities. Using social studies skills, students will compare governments, geography, and cultures of Canada and Mexico with those of the United States as students continue to make world connections.

Time

Standard 1: Students examine the sequence of events that led to the development of the New World and the United States.

Objective 1: Generate reasons for exploration and settlement in the New World.
a. Determine reasons for exploration of North America; e.g., economic, religious, political, adventure.
b. Trace development of North American colonies.

Objective 2: Identify key events that led to United States independence.
a. Analyze England's influence on the colonies, e.g., French and Indian War, sea power, trading partner.
b. Describe events that brought the colonies together as a nation; e.g., disagreements, confrontations, Declaration of Independence, Revolutionary War.

Standard 2: Students trace the development and expansion of the United States through the 19th century.

Objective 1: Describe how the development of the government promoted United States' westward expansion.
a. Identify conditions established by the new government that allowed expansion; e.g., formation of new states, trade, individual rights, land acquisition.
b. Identify how states were added to the United States.

Objective 2: Describe the events that motivated expansion of the United States.

a. Explain the political factors that aided expansion;, e.g., Louisiana Purchase, Homestead Act, free/slave state admission, territorial wars.
b. Relate how new settlement affected the homes and communities of the westward pioneers.
c. Research the impact of inventions on expansion; e.g., steamboat, cotton gin, transcontinental railroad.

Objective 3: Analyze expansion of the United States from the Civil War to 1900.

a. Trace the trails that led to western expansion; e.g., Oregon, Spanish, California, Mormon.
b. Describe the impact of expansion on the American Indians; e.g., loss of land, reservations, lifestyle.

Standard 3: Students analyze the emergence of the United States as a world influence from 1900 to the present.

Objective 1: Examine the effects of World War I and the Great Depression on the United States.

a. Research the reasons for United States' entrance into World War I.
b. Describe the effects of World War I on the United States.
c. Examine the consequences of the Great Depression on the United States.

Objective 2: Analyze the major causes and effects of World War II.

a. Trace the events leading to the United States' entrance into World War II.
b. Identify economic impacts of World War II on individuals and the nation; e.g., rationing, government bonds, education, move to industrial society.
c. Analyze the development of technology resulting from World War II; e.g., medical, transportation.

Objective 3: Identify the role of the United States in world affairs from World War II to the present.

a. Trace the influence of the United States after World War II; e.g., United Nations, Cold War, Vietnam War, emergence of new countries.
b. Explain the role of the United States as a leader of the world in the spread of democracy and human rights; e.g., Russia, Eastern Europe, China.

People

Standard 4: Students analyze the contributions of key individuals and groups on the development of the New World and the United States.

Objective 1: Analyze the role of American Indians, explorers, and leaders in the development of the New World.

a. Explain the contributions of American Indians to the success of colonization.

b. Describe the role of early explorers in North America.
c. Explain the reasons early leaders established the first colonies; e.g., religion, expansion, economics.

Objective 2: Examine the role of leaders that led to United States independence.
a. Identify primary political leaders of the Revolutionary War.
b. Identify military leaders of the Revolutionary War.

Standard 5: Students analyze the role of the Constitution in the building of governance and citizenship in the United States.

Objective 1: Trace the development of the United Sates Constitution.
a. Identify documents used to develop the Constitution; e.g., Magna Carta, Mayflower Compact, Articles of Confederation.
b. Describe the goals outlined in the Preamble.
c. Identify key individuals in the development of the Constitution.

Objective 2: Examine the functions of the branches of Federal Government.
a. Explain the role of the Legislative, Executive, and Judicial branches of government.
b. Explain the process of passing a law.

Objective 3: Analyze democratic processes.
a. Describe how to become a citizen.
b. Identify the rights and responsibilities of citizenship; e.g., vote, obey laws, work for common good.
c. Participate in patriotic traditions of the United States; e.g., pledge of allegiance, flag etiquette.
d. Participate in activities that promote the public good; e.g., Academic Service-Learning.

Standard 6: Students analyze events and leaders in the United States through the 19th century.

Objective 1: Recognize primary explorers, events, and military leaders from the Constitution to the Civil War.
a. Identify post-settlement explorers who contributed to the expansion of the nation; e.g., Lewis and Clark, Daniel Boone, John C. Fremont.
b. Trace the wars and political movements; e.g., War of 1812, Mexican War, Monroe Doctrine.
c. List major political and military leaders in the expansion of the nation.

Objective 2: Analyze the impact of the Civil War on the development of the nation.
a. Examine reasons for the Civil War.
b. Explore the impact of the Civil War on the development of the United States.

Objective 3: Analyze the significant social and political movements of the United States from the Civil War to 1900.

a. Trace the development of social and political movements; e.g., abolition, child labor, immigration, labor unions.
b. Identify leaders of the social and political movements.

Standard 7: Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present.

Objective 1: Analyze the significant events and actions of the 20th century.

a. Examine social and political movements; e.g., suffrage, prohibition, civil rights.
b. Describe the significance of science, technology, inventions, and medical discoveries.
c. Examine the development of arts and popular culture of the United States; e.g., artists, writers, pop culture.

Objective 2: Describe the role of United States leaders in World War I, the Depression, and World War II, to the present.

a. Examine the role of United States leaders in World War I and the Great Depression.
b. Describe the role of United States leaders from World War II to the present.

Standard 8: Students compare the cultures of Canada, Mexico, and the United States.

Objective 1: Explore the governments of Canada and Mexico.

a. Examine the branches and duties of the government of Canada.
b. Examine the branches and duties of the government of Mexico.
c. Compare the governments of Canada and Mexico to the government of the United States.

Objective 2: Experience the cultures of Canada and Mexico.

a. Experience the culture of Canada; e.g., music, art, literature, celebrations.
b. Experience the culture of Mexico, e.g., music, art, literature, celebrations.

Places

Standard 9: Students analyze the influence of geographic features on the building of the New World and the United States.

Objective 1: Analyze how physical features affected the expansion of North America.

a. Show how geographic features influenced location of settlements; e.g., water, mountains, plains, deserts.
b. Identify the impact of physical features on agriculture and industry in the colonies.
c. Analyze how geographic features and natural resources led to major land acquisitions.

Objective 2: Use maps to identify the development of the New World and the United States.

a. Identify European colonies in the New World.
b. Compare maps of the New World from the 1600s to the end of the Revolutionary War.

Standard 10: Students examine the influence of geography on the building of the United States.

Objective 1: Analyze how physical features affected the expansion of the United States.

a. Show how geographic features influenced location of settlements.
b. Analyze how geographic features and natural resources affected the migration of Americans to the West.

Objective 2: Examine the impact geography had on the Civil War.

a. Compare geography of the Northern and Southern States and its influence on agriculture and industry.
b. Examine maps of the United States from 1800 to 1860.
c. Identify the Northern and Southern States in the Civil War.

Standard 11: Students analyze the physical features and political divisions of the United States.

Objective 1: Use maps to analyze the physical features of the United States.

a. Locate the physical features of the United States; e.g., oceans, mountains, rivers, deserts, political boundaries.
b. Compare the regions of the United States.
c. Locate the borders of Canada and Mexico.
d. Map the states affected by the Great Depression drought.

Objective 2: Examine the political divisions of the United States.

a. Analyze how state borders are chosen; e.g., rivers, lakes, latitude and longitude lines.
b. Identify the political borders of the United States.

Standard 12: Students compare the physical and political features of North America.

Objective 1: Identify the physical features of North America.

a. Identify the countries of North America.
b. Compare the physical features of Canada and Mexico; e.g., mountains, rivers, oceans, plains, deserts.

Objective 2: Compare the historical relationships of Canada, Mexico, and the United States.

a. Identify the longest unmanned border in the world.
b. Identify trade and immigration patterns that have contributed to our culture.

Sixth Grade Social Studies
Ancient World Civilizations and European Influence

Course Description
Students will focus on time, people, and places along a historical continuum from the rise of civilization to the modern day. One-third of the year should be spent in the study of ancient cultures, one-third in the Middle Ages and the Renaissance, and one-third in the study of modern Europe. The influence of ancient cultures and European ideas on western civilization makes the sixth grade world connection. Using life, process, and character skills, sixth graders will gain a comprehensive awareness of the changes in our world throughout time. They will explore the beginnings of our governance system and practice the democratic process.

Time

Standard 1: Students identify the sequence of events that led to the establishment of ancient civilizations.

Objective 1: Examine the scientific processes of studying cultures over time.
a. Archaeology.
b. Anthropology.

Objective 2: Identify the sequence of history in the Fertile Crescent and ancient Egypt.
a. Examine how life in the Fertile Crescent changed over time; e.g., hunter/gatherer to agrarian society.
b. Trace the development of Egypt as a nation; e.g., three kingdoms, government, economy.

Objective 3: Trace the development of ancient Greece and Rome.
a. Examine the sequence of events that led to the development of democracy in ancient Greece.
b. Analyze the events that led to the rise and fall of ancient Rome.

Standard 2: Students trace the development of European history from the Middle Ages to 1900.

Objective 1: Trace historical events of the Middle Ages and the Renaissance.
a. Identify the stages of organization of governance; e.g., Germanic tribes, feudal system, merchant class, city-states.
b. Contrast the economic systems of the feudal manor and the Italian merchant-princes.

Objective 2: Describe the development of European countries from 1700 to 1900.
a. Examine how European countries developed over time; e.g., politics, war, economics, religion.
b. Identify major events of revolution and their effect on Europe; e.g., industrial, French, Russian.

Standard 3: Students trace the development of modern Europe from 1900 to the present.

Objective 1: Examine the effects of war and political unrest on Europe.

a. Investigate major causes of World War I and World War II; e.g., economics, invasion, tyranny.
b. Identify technological and military developments of World War I and World War II; e.g., trench warfare, airplane, military armament.

Objective 2: Investigate political and economic development of post-World War II Europe to the present.

a. Examine political developments of Europe; e.g., NATO, Cold War, Eastern Europe unrest.
b. Explore the economic development of Europe; e.g., the Common Market, European Union.

People

Standard 4: Students explore the cultures of ancient civilizations.

Objective 1: Explore the culture of the Fertile Crescent and ancient Egypt.

a. Examine the role and characteristics of political and social structures in the Fertile Crescent and their significance to the modern world; e.g., Hammurabi's Code, slave labor, gender roles.
b. Explore the importance of religion in ancient Egypt; e.g., governance, art, architecture, everyday life, hieroglyphics.

Objective 2: Explore the cultures of ancient Greece and Rome.

a. Compare life in Athens and Sparta; e.g., government, recreation, religion, arts, theatre, science.
b. Describe life in ancient Rome; e.g., government, religion, recreation, art.
c. Examine manmade structures of Rome; e.g., aqueducts, roads, Coliseum.

Objective 3: Identify the roots of democratic and republican forms of government.

a. Describe the components of Greek democracy; e.g., Assembly, citizenship, banishment.
b. Describe the representative government of Rome; e.g., Senate, citizenship, non-citizens, slaves, plebeians.
c. Identify important leaders of Greece and Rome; e.g., Pericles, Caesar.

Objective 4: Participate in democratic processes.

a. Take part in establishing classroom rules.
b. Compare the responsibilities of a good citizen in the United States to a good citizen in Greece and Rome.
c. Practice the responsibilities of good citizenship; e.g., patriotism, respect others, be responsible.
d. Make a contribution to the school, neighborhood, and community; e.g., academic service learning project.
e. Participate in patriotic tradition; e.g., pledge allegiance to the flag.

Standard 5: Students examine the development of European culture from the Middle Ages to 1900.

Objective 1: Describe life under the feudal system.

a. Compare the lives of a feudal lord and serf.
b. Examine the role of religion in everyday life.
c. Describe economic structures of the Feudal system.

Objective 2: Explore the impact of inventions and new knowledge leading to and during the Renaissance.

a. Explore technological and scientific developments of the time period.
b. Examine the influence of merchant princes of Italy on the development of art and architecture.
c. Identify the Renaissance masters and their contributions to art and architecture, perspective, portraiture, and sculpture.
d. Analyze the impact of the Reformation on Western Europe.

Objective 3: Examine social and economic issues of Europe from 1700-1900.

a. Determine the impact of the Industrial Revolution on Europe; e.g., labor, manufacturing, trade, availability of goods.
b. Identify the social classes of Europe; e.g., aristocracy, merchants, commoners.
c. Describe the impact of the French and Russian Revolutions on the people of Europe.
d. Describe how social and economic issues led to emigration.

Standard 6: Students examine the development of European culture from 1900 to the present.

Objective 1: Analyze the impact of war on Europe.

a. Examine the reasons for war; e.g., religion, politics, power, economics.
b. Identify the governance structures of Europe 1900-1945; e.g., fascism, socialism, communism.
c. Analyze the consequences of war on Europe; e.g., poverty, famine, disease, destruction of life and property.

Objective 2: Explore the culture and current events of modern Europe.

a. Examine governance and economic structures.
b. Explore the effect of world influence on country traditions; e.g., pop music, clothing, food.
c. Investigate issues facing Europe today; e.g., pollution, economics, social structure, country borders.

Places

Standard 7: Students explore the geographical features of ancient civilizations.

Objective 1: Examine the major physical and political features of early civilizations.

a. Compare the physical features surrounding the Fertile Crescent and ancient Egypt; e.g., water, deserts, mountains.
b. Examine the importance of water in the development of civilization.
c. Analyze the importance of geographical features and climate in agriculture.
d. Compare historical and modern maps of the region.

Objective 2: Explain how the physical geography of a region determines isolation or economic expansion.

a. Examine the impact of mountains and seas on ancient Greece.
b. Analyze the geographic features that aided Rome's growth; e.g., Mediterranean Sea, Red Sea, Nile River, mountains, plains, valleys.
c. Compare historical and modern maps of the region.

Standard 8: Students examine the boundary changes of Europe from the Renaissance to 1900.

Objective 1: Analyze the influence of geographic features in determining country borders.

a. Use maps to identify the geographic features of Europe.
b. Relate the establishment of countries to the physical features of Europe.

Objective 2: Determine the influence of political change on country borders.

a. Compare maps of Europe from 1700 to 1900.
b. Describe the role of politics in changing country borders from 1700 to 1900.

Standard 9: Students analyze European boundary changes from 1900 to the present.

Objective 1: Investigate the role of invasion on changing political boundaries of Europe.

a. Compare the changes in country borders before and after World War I.
b. Locate the Allied and Axis powers during World War II.
c. Compare pre- and post-World War II boundaries.

Objective 2: Describe the changes in country borders after the breakup of the Soviet Union in 1990 and today.

a. Identify the European countries that emerged in 1990.
b. Compare maps of Europe in 1990 with those of today.
c. Identify current political and physical boundaries of modern Europe.

Third Grade Social Studies
Environment and Indigenous Communities

Course Description:
Students will investigate how environments and communities change over time through the influence of people. They will survey indigenous (native) people of the United States and compare their environments and cultures with those of South America. One comparison will be the indigenous Inca people of South America. Expanded geography and map skills will assist students in their study of world connections. Using social studies, character, and life skills, students will examine communities and gain a better understanding of government, economics, and citizenship.

TIME	PEOPLE	PLACES
Standard 1 **Students show how environments and communities change over time through the influence of people.**	**Standard 3** **Students trace the development and emergence of culture in indigenous communities.**	**Standard 6** **Students use map skills to analyze the influence of physical features on the building of communities in the United States.**
Objective 1 Predict how human activity will influence environments and communities. a. Describe various environments; e.g., desert, plains, tropical, tundra, steppe, mountain, frozen, forest. b. Identify the influence of people on environments and environments on people. c. Describe changes in environments caused by human inventions; e.g., plow, steel, railroads, telephone, telegraph, automobile.	Objective 1 Describe the various factors that draw communities together. a. Identify the elements of culture; e.g., language, government, religion, food, clothing. b. Identify cultural elements that emerge as communities interact; e.g., roles, traditions. c. Identify the contributions of the environment to cultural development; e.g., homes, agricultural products, clothing, industries, recreation. d. Identify the aesthetic expressions of the community; e.g., art, music, dance, drama.	Objective 1 Examine maps and globes. a. Identify oceans and continents of the world. b. Locate the northern and southern hemispheres using the equator. c. Locate the eastern and western hemispheres using the prime meridian. d. Use grids, scales, and symbols to identify the physical features. e. Differentiate among towns, cities, states, countries, and continents. f. Compare natural and human-made boundaries.
Objective 2 Trace how indigenous cultures change over time. a. Describe early people of the local area; e.g., American Indians, first settlers. b. Create a time line for the local community. c. Describe the early people of various environments in the United States. d. Examine how indigenous cultures change over time.	Objective 2 Compare the emergence of culture in the local area with the indigenous cultures of the United States. a. Identify cultural characteristics of indigenous environments of the United States. b. Compare community characteristics in the local region with other indigenous cultures; e.g., houses, clothing, jobs.	Objective 2 Recognize the physical features that influenced various community settlements. a. Identify the physical characteristics of various environments. b. List natural resources of various environments. c. Locate on a map the regional settlements of indigenous communities of the United States.

Standard 2 **Students compare the indigenous people of the local area with the Inca of South America.**	**Standard 4** **Students examine how government and economies develop as the indigenous community develops.**	**Standard 7** **Students make world connections by comparing the physical features of the United States with those of South America.**
Objective 1 Examine the Inca of South America. a. Identify the characteristics of mountain environments. b. Describe the Inca of South America. c. Create a time line for the Inca of South America.	Objective 1 Explain the purpose of government. a. Determine the need of people for government; e.g., maintaining order, justice for citizens. b. Identify the role of government; e.g., make laws, require taxation, provide education. c. Explore how the flag of the United States and the pledge of allegiance show patriotism. d. Describe development of government in indigenous communities. e. Describe development of government among the Inca of South America.	Objective 1 Use map skills to locate South America. a. Identify the hemisphere of South America. b. Locate the Andes Mountains of South America. c. Locate the countries of South America. d. Identify various environments of South America; e.g., mountain, tropical, plains.
Objective 2 Compare the Inca of South America to the indigenous people of the local area. a. Compare the environment of the local area with that of the Andes of South America. b. Compare the local community with the community of the Inca.	Objective 2 Identify the factors that determine economic development. a. Identify natural resources within environments that provide for community development. b. Trace the emergence of occupations relative to available natural resources. c. Identify producers and consumers in local communities. d. Identify the relationship between producers and consumers, supply and demand. e. Describe the economies of the local people and the Inca of South America.	Objective 2 Compare the physical features of the Andes Mountains with those of the local area. a. Compare the physical features of the Andes Mountains with those of the local area; e.g., mountains, valleys, plateaus, plains, desert. b. Compare the natural resources of the local community with those of the Andes Mountains.
	Standard 5 **Students participate in activities that promote good citizenship.**	

	Objective 1 Demonstrate basic citizenship skills. a. Follow agreed-upon rules and accept responsibility for assigned tasks. b. Listen to and consider the opinions of others. c. Work within a group to establish acceptable behaviors and expectations. d. Practice patriotic citizenship by pledging allegiance to the flag and showing respect for that flag.	
	Objective 2 Identify ways to meet community needs. a. Differentiate between personal and community needs. b. Identify specific needs of the community. c. Identify community needs that students can help fill personally.	

Fourth Grade Social Studies
Utah Studies

Course Description:
Students will build on past and present history, government, economics, culture, and geography as they search to understand the present state of Utah. Current events will help students explore Utah's future. Students will enlarge their world connections as they compare Utah to Asia, with an emphasis on the country of Japan. The course is designed to use social studies, character, and life skills as students focus on Utah.

TIME	PEOPLE	PLACES
Standard 1 **Students demonstrate the sequence of change in Utah over time.**	**Standard 3** **Students summarize how a constitutional government and a free market economy developed in Utah.**	**Standard 6** **Students use geographical tools to analyze political and physical features of Utah and the Western United States.**
Objective 1 Recognize the sequence of change in Utah over time. a. Identify factors that contributed to the development of the land; e.g., location, natural resources, climate. b. Identify factors that have historically contributed to the growth of Utah; e.g., agriculture, industry, resources. c. Identify characteristics of various communities; e.g., Park City, Eureka, St. George.	Objective 1 Explain the purpose of a constitutional government. a. Determine the need for government; e.g., identify individual rights and responsibilities. b. Identify the role of government as the Utah territory progressed toward statehood; e.g., laws, taxation, regulation, education. c. Identify the three branches of government. d. List the duties of various elected state officials.	Objective 1 Identify geographic characteristics of Utah and other states in the western region of the United States. a. Find physical features that Utah shares with other western states. b. Find scenic attractions in Utah and other western states. c. Determine the mileage from the local community to various scenic attractions in Utah.
Objective 2 Trace the development of the state of Utah. a. Identify the first inhabitants of Utah; e.g., American Indians, trappers, explorers. b. Identify the first settlers; e.g., Mormon pioneers, miners, laborers, entrepreneurs. c. Trace the events that led to the development of Utah from the State of Deseret to the territory of Utah to the state of Utah. d. Identify important historical sites and historical figures; e.g., Fathers Dominguez and Escalante, Jim Bridger, Brigham Young, Heber Wells, Martha Hughes Cannon, This Is The Place, Promontory Point.	Objective 2 Trace the development of a free market system in Utah. a. Trace the development of a business from its beginning, its market for goods or services, and its growth. b. Analyze the role of the worker in a business; e.g., division of labor, worker's needs, wages, contribution to the business, work ethic. c. Analyze the role of the consumer in a business; e.g., revenue, advertising, quality, cost value.	.

	Objective 3 Analyze the role of the worker in a business. a. Differentiate roles of workers in business. b. Identify the needs of workers. c. Identify the worker's contribution to business success.	
Standard 2 **Students trace the emergence and development of culture in Utah.**	**Standard 4** **Students participate in activities that promote cultural understanding and good citizenship.**	
Objective 1 Analyze contributions made from diverse groups to the development of Utah's culture. a. Explain the influence of ancient and modern Utah Indian groups on cultural development. b. Explain the influence of explorers on Utah's cultural development. c. Determine reasons for immigration to Utah; e.g., religious freedom, economics, refuge, entrepreneurship. d. Analyze the influence of the army establishment and travelers.	Objective 1 Demonstrate cultural understanding. a. Show appreciation for the uniqueness of other cultures. b. Identify the contributions of various cultures to Utah. c. Demonstrate respect for cultural differences.	
Objective 2 Trace the development of Utah's culture. a. Describe how various groups interact to create community roles and traditions. b. Explain the influence of geographic and climatic factors on cultural development; e.g., homes, dress, industry, agriculture, recreation. c. Experience the aesthetic expressions of Utah; e.g., music, art, architecture, dance, drama.	Objective 2 Demonstrate basic citizenship skills. a. Contribute to the establishment of classroom goals and rules and commit to support them. b. Identify ways to help and contribute to the community. c. Demonstrate respect for Utah and the United States; e.g., national symbols, the pledge of allegiance, state symbols.	
Objective 3 Predict future changes based on the history and development of the state. a. Identify factors that will contribute to future growth and change in Utah; e.g., technology, industry, population. b. Predict changes to the culture of Utah.		

	Standard 5 **Students compare governments and economies of Utah and Japan.**	**Standard 7** **Students use geographical tools to analyze political and physical features of Utah, the United States, China, and Asia.**
	Objective 1 Compare the governments of Utah and Japan. a. List the attributes of government; e.g., branches of government, leaders. b. Identify the types of government of Utah and Japan; e.g., representative republic, constitutional monarchy. c. Compare modern daily life in each system. d. Compare individual rights and responsibilities.	Objective 1 Use map skills to explore Asia. a. Identify the location of Asia; e.g., hemisphere, latitude, and longitude. b. Locate the major landforms of Asia; e.g., mountains, deserts, rivers, and islands. c. Determine mileage from one place to another in Asia.
	Objective 2 Identify and compare the industries found in Utah with those in Japan. a. List the major industries of Utah and Japan; e.g., transportation, mining, manufacturing, agriculture, tourism, service industry. b. Determine the factors that influence the growth of industries; e.g., geographic, economic, and political.	Objective 2 Compare physical features and climate in Utah, China, and Asia. a. Explain the effect of physical features on climates; e.g., elevation, temperature, precipitation. b. Relate the establishment of communities to climate and physical features. c. Identify the impact physical features have on agriculture and industry.
		Objective 3 Compare political boundaries in Utah, the United States, China, and Japan. a. Identify different types of political boundaries; e.g., city, county, state, national, and international. b. Identify political boundaries in Utah, the United States, China, and Japan.
		Objective 4 Use maps to identify and compare geographic features of Utah, China, and Japan. a. Locate the major landforms of Utah, China, and Japan; e.g., mountains, rivers, lakes, and deserts. b. Create a map and generate a legend that shows topography, climate, and land in Utah and Japan. c. Recognize the influence of latitude and longitude on the climates of China, Japan, and the United States.

Fifth Grade Social Studies
United States History and Government

Course Description:
Through the lens of time, students will establish a chronology of critical events in the various time periods of United States history. It is not the intent that students study the historical events in depth. The curriculum is set to teach in three time periods: one-half of the time is to be used in studying the New World and the foundation of our nation; one-fourth, the 19th century (1800-1900); and one-fourth, the 20th century (1900 to the present). Students will examine the impact of people and places on the emergence of United States culture and history. Character and life skills will help students understand citizenship rights and responsibilities. Using social studies skills, students will compare governments, geography, and cultures of Canada and Mexico with those of the United States as students continue to make world connections.

TIME	PEOPLE	PLACES
Standard 1 **Students examine the sequence of events that led to the development of the New World and the United States.**	**Standard 4** **Students analyze the contributions of key individuals and groups on the development of the New World and the United States.**	**Standard 9** **Students analyze the influence of geographic features on the building of the New World and the United States.**
Objective 1 Generate reasons for exploration and settlement in the New World. a. Determine reasons for exploration of North America; e.g., economic, religious, political, adventure. b. Trace development of North American colonies.	Objective 1 Analyze the role of American Indians, explorers, and leaders in the development of the New World. a. Explain the contributions of American Indians to the success of colonization. b. Describe the role of early explorers in North America. c. Explain the reasons early leaders established the first colonies; e.g., religion, expansion, economics.	Objective 1 Analyze how physical features affected the expansion of North America. a. Show how geographic features influenced location of settlements; e.g., water, mountains, plains, deserts. b. Identify the impact of physical features on agriculture and industry in the colonies. c. Analyze how geographic features and natural resources led to major land acquisitions.
Objective 2 Identify key events that led to United States independence. a. Analyze England's influence on the colonies, e.g., French and Indian War, sea power, trading partner. b. Describe events that brought the colonies together as a nation; e.g., disagreements, confrontations, Declaration of Independence, Revolutionary War.	Objective 2 Examine the role of leaders that led to United States independence. a. Identify primary political leaders of the Revolutionary War. b. Identify military leaders of the Revolutionary War.	Objective 2 Use maps to identify the development of the New World and the United States. a. Identify European colonies in the New World. b. Compare maps of the New World from the 1600s to the end of the Revolutionary War.

	Standard 5 **Students analyze the role of the Constitution in the building of governance and citizenship in the United States.**	
	Objective 1 Trace the development of the United Sates Constitution. a. Identify documents used to develop the Constitution; e.g., Magna Carta, Mayflower Compact, Articles of Confederation. b. Describe the goals outlined in the Preamble. c. Identify key individuals in the development of the Constitution.	
	Objective 2 Examine the functions of the branches of Federal Government. a. Explain the role of the Legislative, Executive, and Judicial branches of government. b. Explain the process of passing a law.	
	Objective 3 Analyze democratic processes. a. Describe how to become a citizen. b. Identify the rights and responsibilities of citizenship; e.g., vote, obey laws, work for common good. c. Participate in patriotic traditions of the United States; e.g., pledge of allegiance, flag etiquette. d. Participate in activities that promote the public good; e.g., Service-Learning, Project Citizen.	

Standard 2 **Students trace the development and expansion of the United States through the 19th century.**	**Standard 6** **Students analyze events and leaders in the United States through the 19th century.**	**Standard 10** **Students examine the influence of geography on the building of the United States.**
Objective 1 Describe how the development of the government promoted United States' westward expansion. a. Identify conditions established by the new government that allowed expansion; e.g., formation of new states, trade, individual rights, land acquisition. b. Identify how states were added to the United States.	Objective 1 Recognize primary explorers, events, and military leaders from the Constitution to the Civil War. a. Identify postsettlement explorers who contributed to the expansion of the nation; e.g., Lewis and Clark, Daniel Boone, John C. Fremont. b. Trace the wars and political movements; e.g., War of 1812, Mexican War, Monroe Doctrine. c. List major political and military leaders in the expansion of the nation.	Objective 1 Analyze how physical features affected the expansion of the United States. a. Show how geographic features influenced location of Settlements. b. Analyze how geographic features and natural resources affected the migration of Americans to the West.
Objective 2 Describe the events that motivated expansion of the United States. a. Explain the political factors that aided expansion;, e.g., Louisiana Purchase, Homestead Act, free/slave state admission, territorial wars. b. Relate how new settlement affected the homes and communities of the westward pioneers. c. Research the impact of inventions on expansion; e.g., steamboat, cotton gin, transcontinental railroad.	Objective 2 Analyze the impact of the Civil War on the development of the nation. a. Examine reasons for the Civil War. b. Explore the impact of the Civil War on the development of the United States.	Objective 2 Examine the impact geography had on the Civil War. a. Compare geography of the northern and southern states and its influence on agriculture and industry. b. Examine maps of the United States from 1800 to 1860. c. Identify the Northern and Southern States in the Civil War.
Objective 3 Analyze expansion of the United States from the Civil War to 1900. a. Trace the trails that led to western expansion; e.g., Oregon, Spanish, California, Mormon. b. Describe the impact of expansion on the American Indians; e.g., loss of land, reservations, lifestyle.	Objective 3 Analyze the significant social and political movements of the United States from the Civil War to 1900. a. Trace the development of social and political movements; e.g., abolition, child labor, immigration, labor unions. b. Identify leaders of the social and political movements.	

Standard 3 **Students analyze the emergence of the United States as a world influence from 1900 to the present.**	**Standard 7** **Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present.**	**Standard 11** **Students analyze the physical features and political divisions of the United States.**
Objective 1 Examine the effects of World War I and the Great Depression on the United States. a. Research the reasons for United States' entrance into World War I. b. Describe the effects of World War I on the United States. c. Examine the consequences of the Great Depression on the United States.	Objective 1 Analyze the significant events and actions of the 20th century. a. Examine social and political movements; e.g., suffrage, prohibition, civil rights. b. Describe the significance of science, technology, inventions, and medical discoveries. c. Examine the development of arts and popular culture of the United States; e.g., artists, writers, pop culture.	Objective 1 Use maps to analyze the physical features of the United States. a. Locate the physical features of the United States; e.g., oceans, mountains, rivers, deserts, political boundaries. b. Compare the regions of the United States. c. Locate the borders of Canada and Mexico. d. Map the states affected by the Great Depression drought.

Objective 2 Analyze the major causes and effects of World War II. a. Trace the events leading to the United States' entrance into World War II. b. Identify economic impacts of World War II on individuals and the nation; e.g., rationing, government bonds, education, move to industrial society. c. Analyze the development of technology resulting from World War II; e.g., medical, transportation.	Objective 2 Describe the role of United States leaders in World War I, the Depression, and World War II, to the present. a. Examine the role of United States leaders in World War I and the Great Depression. b. Describe the role of United States leaders from World War II to the present.	Objective 2 Examine the political divisions of the United States. a. Analyze how state borders are chosen; e.g., rivers, lakes, latitude and longitude lines. b. Identify the political borders of the United States.
Objective 3 Identify the role of the United States in world affairs from World War II to the present. a. Trace the influence of the United States after World War II; e.g., United Nations, Cold War, Vietnam War, emergence of new countries. b. Explain the role of the United States as a leader of the world in the spread of democracy and human rights; e.g., Russia, Eastern Europe, China.		

	Standard 8 **Students compare the cultures of Canada, Mexico, and the United States.**	**Standard 12** **Students compare the physical and political features of North America.**
	Objective 1 Explore the governments of Canada and Mexico. a. Examine the branches and duties of the government of Canada. b. Examine the branches and duties of the government of Mexico. c. Compare the governments of Canada and Mexico to the government of the United States.	Objective 1 Identify the physical features of North America. a. Identify the countries of North America. b. Compare the physical features of Canada and Mexico; e.g., mountains, rivers, oceans, plains, deserts.
	Objective 2 Experience the cultures of Canada and Mexico. a. Experience the culture of Canada; e.g., music, art, literature, celebrations. b. Experience the culture of Mexico, e.g., music, art, literature, celebrations.	Objective 2 Compare the historical relationships of Canada, Mexico, and the United States. a. Identify the longest unmanned border in the world. b. Identify trade and immigration patterns that have contributed to our culture.

Sixth Grade Social Studies

Ancient World Civilizations and European Influence

Course Description:
Students will focus on time, people, and places along a historical continuum from the rise of civilization to the modern day. One-third of the year should be spent in the study of ancient cultures, one-third in the Middle Ages and the Renaissance, and one-third in the study of modern Europe. The influence of ancient cultures and European ideas on western civilization makes the sixth grade world connection. Using life, process, and character skills, sixth graders will gain a comprehensive awareness of the changes in our world throughout time. They will explore the beginnings of our governance system and practice the democratic process.

TIME	PEOPLE	PLACES
Standard 1 **Students identify the sequence of events that led to the establishment of ancient civilizations.**	**Standard 4** **Students explore the cultures of ancient civilizations.**	**Standard 7** **Students explore the geographical features of ancient civilizations.**
Objective 1 Examine the scientific processes of studying cultures over time. a. Archeology. b. Anthropology.	Objective 1 Explore the culture of the Fertile Crescent and ancient Egypt. a. Examine the role and characteristics of political and social structures in the Fertile Crescent and their significance to the modern world; e.g., Hammurabi's Code, slave labor, gender roles. b. Explore the importance of religion in ancient Egypt; e.g., governance, art, architecture, everyday life, hieroglyphics.	Objective 1 Examine the major physical and political features of early civilizations. a. Compare the physical features surrounding the Fertile Crescent and ancient Egypt; e.g., water, deserts, mountains. b. Examine the importance of water in the development of civilization. c. Analyze the importance of geographical features and climate in agriculture. d. Compare historical and modern maps of the region.
Objective 2 Identify the sequence of history in the Fertile Crescent and ancient Egypt. a. Examine how life in the Fertile Crescent changed over time; e.g., hunter/gatherer to agrarian society. b. Trace the development of Egypt as a nation; e.g., three kingdoms, government, economy.	Objective 2 Explore the cultures of ancient Greece and Rome. a. Compare life in Athens and Sparta; e.g., government, recreation, religion, arts, theatre, science. b. Describe life in ancient Rome; e.g., government, religion, recreation, art. c. Examine manmade structures of Rome; e.g., aqueducts, roads, Coliseum.	Objective 2 Explain how the physical geography of a region determines isolation or economic expansion. a. Examine the impact of mountains and seas on ancient Greece. b. Analyze the geographic features that aided Rome's growth; e.g., Mediterranean Sea, Red Sea, Nile River, mountains, plains, valleys. c. Compare historical and modern maps of the region.

Objective 3 Trace the development of ancient Greece and Rome. a. Examine the sequence of events that led to the development of democracy in ancient Greece. b. Analyze the events that led to the rise and fall of ancient Rome.	Objective 3 Identify the roots of democratic and republican forms of government. a. Describe the components of Greek democracy; e.g., assembly, citizenship, banishment. b. Describe the representative government of Rome; e.g., senate, citizenship, noncitizens, slaves, Plebeians. c. Identify important leaders of Greece and Rome; e.g., Pericles, Caesar.	
	Objective 4 Participate in democratic processes. a. Take part in establishing classroom rules. b. Compare the responsibilities of a good citizen in the United States to a good citizen in Greece and Rome. c. Practice the responsibilities of good citizenship; e.g., patriotism, respect others, be responsible. d. Make a contribution to the school, neighborhood, and community; e.g., service project. e. Participate in patriotic tradition; e.g., pledge allegiance to the flag.	
Standard 2 **Students trace the development of European history from the Middle Ages to 1900.**	**Standard 5** **Students examine the development of European culture from the Middle Ages to 1900.**	**Standard 8** **Students examine the boundary changes of Europe from the Renaissance to 1900.**
Objective 1 Trace historical events of the Middle Ages and the Renaissance. a. Identify the stages of organization of governance; e.g., Germanic tribes, feudal system, merchant class, city-states. b. Contrast the economic systems of the feudal manor and the Italian merchant-princes.	Objective 1 Describe life under the feudal system. a. Compare the lives of a feudal lord and serf. b. Examine the role of religion in everyday life. c. Describe economic structures of the Feudal system.	Objective 1 Analyze the influence of geographic features in determining country borders. a. Use maps to identify the geographic features of Europe. b. Relate the establishment of countries to the physical features of Europe.

Objective 2 Describe the development of European countries from 1700 to 1900. a. Examine how European countries developed over time; e.g., politics, war, economics, religion. b. Identify major events of revolution and their affect on Europe; e.g., industrial, French, Russian.	Objective 2 Explore the impact of inventions and new knowledge leading to and during the Renaissance. a. Explore technological and scientific developments of the time period. b. Examine the influence of merchant princes of Italy on the development of art and architecture. c. Identify the Renaissance Masters and their contributions to art and architecture, perspective, portraiture, and sculpture. d. Analyze the impact of the Reformation on Western Europe.	Objective 2 Determine the influence of political change on country borders. a. Compare maps of Europe from 1700 to 1900. b. Describe the role of politics in changing country borders from 1700 to 1900.
	Objective 3 Examine social and economic issues of Europe from 1700-1900. a. Determine the impact of the Industrial Revolution on Europe; e.g., labor, manufacturing, trade, availability of goods. b. Identify the social classes of Europe; e.g., aristocracy, merchants, commoners. c. Describe the impact of the French and Russian Revolutions on the people of Europe. d. Describe how social and economic issues led to emigration.	
Standard 3 **Students trace the development of modern Europe from 1900 to the present.**	**Standard 6** **Students examine the development of European culture from 1900 to the present.**	**Standard 9** **Students analyze European boundary changes from 1900 to the present.**
Objective 1 Examine the effects of war and political unrest on Europe. a. Investigate major causes of World War I and World War II; e.g., economics, invasion, tyranny. b. Identify technological and military developments of World War I and World War II; e.g., trench warfare, airplane, military armament.	Objective 1 Analyze the impact of war on Europe. a. Examine the reasons for war; e.g., religion, politics, power, economics. b. Identify the governance structures of Europe 1900-1945; e.g., fascism, socialism, communism. c. Analyze the consequences of war on Europe; e.g., poverty, famine, disease, destruction of life and property.	Objective 1 Investigate the role of invasion on changing political boundaries of Europe. a. Compare the changes in country borders before and after World War I. b. Locate the Allied and Axis powers during World War II. c. Compare pre- and post-World War II boundaries.

Objective 2 Investigate political and economic development of post-World War II Europe to the present. a. Examine political developments of Europe; e.g., NATO, Cold War, Eastern Europe unrest. b. Explore the economic development of Europe; e.g., the Common Market, European Union.	Objective 2 Explore the culture and current events of modern Europe. a. Examine governance and economic structures. b. Explore the effect of world influence on country traditions; e.g., pop music, clothing, food. c. Investigate issues facing Europe today; e.g., pollution, economics, social structure, country borders.	Objective 2 Describe the changes in country borders after the breakup of the Soviet Union in 1990 and today. a. Identify the European countries that emerged in 1990. b. Compare maps of Europe in 1990 with those of today. c. Identify current political and physical boundaries of modern Europe.