

Scope and Sequence 4th Grade

- **August (Utah's Unique Geography)** Students will examine Utah's geography, and analyze its historical and current impacts on residents.
 - How to hold a Civil Dialogue (as part of your rules and procedures)
 - **4.1.1** Use a variety of geographic tools to identify Utah and its surrounding states: latitude, longitude, hemisphere, climate, natural resources, landforms, and regions (for example, Rocky Mountains, Colorado Plateau, Basin and Ridge Region).
 - Geographical Tools/vocabulary
 - Map Skills Review
 - Landforms of Utah review
 - Utah's Regions
 - Basin and Range Region
 - Colorado Plateau Region
 - Rocky Mountains Region
 - Compare the Regions
- **September(Utah's Unique Geography AND Pre-Expansion)** Students will examine Utah's geography, and analyze its historical and current impacts on residents. Students will learn that while recorded history spans only a few centuries, humans have lived in the land now called Utah for thousands of years. They will recognize that for centuries the historic tribal groups of Utah—the Goshute, Navajo (Diné), Paiute, Shoshone, and Ute—adapted to their ever-changing environment. Students will understand that more adaptations occurred due to contact and trade while Utah was part of the Spanish Empire and later Mexico. Students will identify the factors that encouraged early trade and exploration among varied explorers and frontiersmen
 - **4.5.2** Make a case for the lasting historical significance of an event in recent Utah history (2000–present), and create an argument for including it in a historical text.
 - September 11 Anniversary Lesson

- **4.4.2** Compare the Utah Constitution with the United States Constitution, noting the similarities (including legislative, executive and judicial branches, rights of citizens) and important/ significant differences (for example, role in education, public lands, local governance).
 - Constitution Day Lesson (September 17)
- **4.1.2** Examine maps of Utah's precipitation, temperature, vegetation, population, and natural resources; make inferences about relationships between the data sets. Describe how and why humans have changed the physical environment of Utah to meet their needs (for example, reservoirs, irrigation, climate, transcontinental railroad).
 - Various Maps of Utah make inferences
 - Humans changing the environment of Utah
 - Irrigation
 - Reservoir
 - Transportation
 - Climate
- **4.1.3** Describe how the physical geography of Utah has both negative and positive consequences on our health and safety (for example, inversions, earthquakes, aridity, fire, recreation).
 - Positive and Negative Consequences of Physical Geography of Utah
- **4.2.1** Use evidence (for example, artifacts, texts, oral traditions, geographic inquiry) to make inferences about, and explain the importance of, the geography of the land that would become Utah in the culture of one or more prehistoric or historic Native American cultures.
 - What is an Artifact?
 - Artifacts and Inferencing
 - Geographic Inquiry with indigenous cultures
 - Founding Fathers Preview Lesson

4.2.3 Use primary and secondary sources to compare important aspects of the ways of life of at least two Native American tribal groups (for example, Ute, Paiute, Navajo (Diné), Shoshone, Goshute) existing existing within the land now called Utah and how those ways of life changed as settlers from Europe arrived prior to 1847.

- [Rock Art](#)
- [Native American Artifacts](#)
- [Oral Traditions](#)
- [Ancestral Puebloan \(Anasazi\)](#)
- [Fremont](#)
- [Navajo \(Diné\) Nation Legend](#)
- [8 Sovereign Nations](#)
 - [Confederated Tribes of Goshute](#)
 - [Navajo \(Diné\) Nation](#)
 - [Northwestern Band of Shoshone Nation](#)
 - [San Juan Southern Paiute](#)
 - [Skull Valley Band of Goshute](#)
 - [Paiute Indian Tribe of Utah](#)
 - [White Mesa Community of the Ute Mountain Ute Tribe](#)
 - [Ute Indian Tribe](#)

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

activity of Native American tribal groups that existed during this period in the land now called Utah and their trade with European-American trappers and traders.

- [Economic Concepts](#)
- [Apply economic concepts and Native American groups in Utah](#)
- [Comparing Economic Concepts of Native Americans and Fur Traders](#)
- Fur Traders and Mountain Men
 - [An Introduction](#)
 - [Jigsaw Lesson](#)
 - Jim Bridger
 - Peter Skene Ogden
 - Jedidiah Smith
 - John C. Fremont
 - Antoine Robidoux
 - Louis Vasquez
 - Joseph R. Walker
 - James Beckwourth
 - [Compare and Contrast](#)
 - **4.2.3** Use primary and secondary sources to compare important aspects of the ways of life of at least two Native American tribal groups (for example, Ute, Paiute, Navajo (Diné), Shoshone, Goshute) existing within the land now called Utah and how those ways of life changed as settlers from Europe arrived prior to 1847.
 - [Compare two tribes Lesson 1](#)
 - [Compare two tribes Lesson 2](#)
 - **4.2.4** Investigate the reasons why early explorers and frontiersmen came to the land now called Utah, and determine how their contributions are relevant to Utahns today
 - [Why did explorers and frontiersmen come to Utah](#)
 - [Father Dominguez and Father Escalante](#)

- Impact of explorers and frontiersman on Utah today

- **November (Pre-Expansion AND Expansion)** Students will learn that while recorded history spans only a few centuries, humans have lived in the land now called Utah for thousands of years. They will recognize that for centuries the historic tribal groups of Utah—the Goshute, Navajo (Diné), Paiute, Shoshone, and Ute—adapted to their ever-changing environment. Students will understand that more adaptations occurred due to contact and trade while Utah was part of the Spanish Empire and later Mexico. Students will identify the factors that encouraged early trade and exploration among varied explorers and frontiersmen. Students will learn about the unprecedented migration, dramatic cultural change and conflicts, and new technologies of this era. Students will study the migration of diverse populations who settled across the region that would become Utah. They will learn about some of the implications of this settlement on Native American communities. Students will evaluate the relationships between the Industrial Revolution, the completion of the transcontinental railroad, other technologies, and the human and physical geography of the region. Students will also learn about the process and challenges Utah faced transforming from a territory to the 45th state.

- **4.3.1** Use primary sources to compare experiences of at least three groups' migration to Utah between 1847–1896 (for example, members of The Church of Jesus Christ of Latter-day Saints, people from Greece, Italy, China).
 - Members of the Church of Jesus Christ of Latter-day Saints ([Mormon Pioneers historic name and trail](#)) migration several lessons.
 - [Desire to Depart](#)
 - [Wagons and Handcarts](#)
 - [Pioneer Children](#)
 - [Trail Experiences](#)
 - [Settling in Utah](#)

- [Greek Immigrants to Utah](#)
- [Asian migration Timeline](#)
 - [A Day in the Life](#)
- [Italian migration to Utah](#)
- [Early African American immigrants](#)
- [Stagecoaches to Utah](#)
- **4.3.2** Explain how Utah's physical geography provided opportunities and imposed constraints for human activities between 1847- 1896 (for example, agriculture, mining, settlement, communication, transportation networks) and how people changed the physical environment to meet their needs.
(science integration/geography with habitats and fossils standard 4.1.4)
 - [Settlements in Utah \(why did they choose to live in certain places—maps/atlas-water, physical features\)](#)
 - Economic development in the Utah Territory
 - [Part 1](#)
 - [Part 2](#)
 - Mining
 - [Mining Lesson 1](#)
 - [Mining Lesson 2](#)
- **December (Expansion)** Students will learn about the unprecedented migration, dramatic cultural change and conflicts, and new technologies of this era. Students will study the migration of diverse populations who settled across the region that would become Utah. They will learn about some of the implications of this settlement on Native American communities. Students will evaluate the relationships between the Industrial Revolution, the completion of the transcontinental railroad, other technologies, and the human and physical geography of the region. Students will also learn about the process and challenges Utah faced transforming from a territory to the 45th state.

- **4.3.3** Describe the establishment of communities and the economic development of the Great Basin area under the direction of Brigham Young as the first Territorial Governor of Utah.
 - Territorial Government **Deseret Rights of the territory vs statehood (area of Deseret vs state of Utah)**
 - [Part 1](#)
 - [Part 2](#)
- **4.3.4** Identify the political challenges that delayed Utah's statehood, and explain how these challenges were overcome. Describe the involvement of Utah women in the state and national Women's Suffrage Movement.
 - [Why Utah Wanted Statehood](#)
 - [Utah's Statehood Hurdles](#)
 - [Women's Suffrage in Utah](#)
 - [Perspectives and Women's Suffrage](#)
 - [Women's Suffrage: Those Not Included in the 19th Amendment](#)
 - [Women's Suffrage: Those who fought for the rights of others](#)
 - [Susan B Anthony in Utah](#)
 - Jewish Immigration
 - Challenges of **delayed** Statehood Several Lessons

- **January (Expansion)** Students will explain the historical significance and context of at least one conflict of this period (for example, The Utah War, The Mountain Meadows Massacre, The Bear River Massacre, The Black Hawk War).

- Various perspectives to explain the historical significance of **Conflicts between settlers and others**. (The **Mountain Meadows Massacre**, Bear River Massacre, **Black Hawk War**, **Utah War**)
 - [Utah War](#)
 - [Black Hawk War](#)

- [Bear River Massacre Introduction](#)
 - [Goshute War](#)
 - [Mountain Meadows Massacre](#)
- **4.3.7** Explain how the creation of the Transcontinental Railroad and other transportation and communication networks changed Utah's economy and led to greater economic interdependence.
 - [Transcontinental Railroad](#)
 - [Introduction](#)
 - [Benefits and Challenges](#)
 - [Transcontinental Railroad Drama Circle](#)
 - [Transcontinental Reader's Theater](#)
 - [Pony Express](#)
- **February (Post Statehood)** Students will study Utah's continued development as a state, including learning about its Constitution and the role of geography in Utah's economy and settlement patterns. Students will evaluate the roles and functions of different levels and types of governments. They will identify and explain the cultural connections that Utah's diverse communities share.
 - **4.4.1** Identify the function and location of state government. Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values.
 - [Function of State Government](#)
 - [Article 1 of Utah Constitution](#)
 - **4.4.2** Compare the Utah Constitution with the United States Constitution, noting the similarities (including legislative, executive and judicial branches, rights of citizens) and important/ significant differences (for example, role in education, public lands, local governance).
 - [Three branches of government](#)
 - [Rights of Citizens](#)
 - [Compare state and federal governments](#)

- 4th grade class that got the state tree changed
- **4.4.3** Identify Utah symbols, their connection to history and geography, and what these symbols tell us about our shared culture. Explain how they can show respect and appreciation for those symbols.
 - Utah's Symbols several lessons
- **4.4.4** Use primary and secondary sources to explain how Utah's economy has changed over time (for example, recreation, tourism, mining, information technology, manufacturing, agriculture, petroleum production).
 - How Utah's economy has changed over time
 - Agricultural Changes over time
 - Mining Changes over time
 - Recreation Changes over the years
 - Tourism Changes over time
- **March (Post Statehood)** Students will study Utah's continued development as a state, including learning about its Constitution and the role of geography in Utah's economy and settlement patterns. Students will evaluate the roles and functions of different levels and types of governments. They will identify and explain the cultural connections that Utah's diverse communities share.
 - **4.4.5** Analyze the way local, state, tribal, and federal governments interact with one another.
 - Local Governments in Utah
 - Tribal Governments in Utah
 - Interactions between types of government
 - **4.4.6** Use case studies to explain how national or global events between 1896–1999 (for example, World War I, the Spanish Flu Epidemic, the Great Depression, World War II, Japanese American Incarceration, the Cold War, civil rights movements, Americans with Disabilities Act) had an impact in their local communities and state.
 - Utah and WWI

- Utah Veteran Memorials/Parks
- Utah and Spanish Flu
 - Day 1
 - Day 2
- Utah and the Great Depression
- Utah and WW2 several lessons
 - Pearl Harbor (USS Utah)
 - Copper and Uranium
 - Military Training
 - People/Veterans: Gail Halvorsen “Candy Bomber”;
gold star families
 - Utah Women and WW2
- Utah and Japanese Internment Camps (Topaz)

• **April (Post Statehood AND A New Millenia)** Students will study Utah's continued development as a state, including learning about its Constitution and the role of geography in Utah's economy and settlement patterns. Students will evaluate the roles and functions of different levels and types of governments. They will identify and explain the cultural connections that Utah's diverse communities share. Students will examine, through a 21st century lens, the enduring central themes of diffusion of cultures, global interconnectedness, the importance of creating and sustaining community, and the need for a strong economy. They will recognize that most current events (for example, interactions between Native American sovereign nations and state and federal governments, concerns about water, tensions and questions about the proper role and jurisdiction of local, state, and federal governments, ideas about how best to grow Utah's economy) have their roots deeply embedded in Utah's rich history. They will also understand that, while forced to make even further adaptations as they came into contact with European explorers, Native Americans still thrive as eight sovereign tribal nations in Utah.

- **4.4.6** Use case studies to explain how national or global events between 1896–1999 (for example, World War I, the Spanish Flu

Epidemic, the Great Depression, World War II, Japanese American Incarceration, the Cold War, civil rights movements, Americans with Disabilities Act) had an impact in their local communities and state.

- Utah and the Cold War
- Utah and Downwinders
 - Utah and the Atomic Bomb
 - Who are the Downwinders?
- Utah and the Civil Rights Movement
- **4.5.1** Describe sovereignty as it relates to Native American sovereign nations (Ute Mountain Ute Tribe, Ute Indian Tribe of the Uintah and Ouray reservation, Paiute Indian Tribe of Utah, San Juan Southern Paiute Tribe, Navajo (Diné) Nation, Northwestern Band of the Shoshone Nation, Confederated Tribes of Goshute, Skull Valley Band of Goshute) existing within Utah, and explain efforts to preserve and maintain their culture.
 - 8 Sovereign Nations Today
 - Bear's Ears
 - Reservations
 - Indian Placement Program,
 - Boarding Schools
- **4.5.2** Make a case for the lasting historical significance of an event in recent Utah history (2000–present), and create an argument for including it in a historical text.
 - 2002 Olympics
 - Tourism in Utah
 - Earthquake 2020
 - Landslides/floods/ snow/rain 2023
- **4.5.3** Use data and trends to make recommendations for the best sustainable development of Utah's resources (for example, forests, state lands, geology, coal, minerals, oil and gas, state parks, water, wildlife, School Trustlands)

- Sustainable development of Utah's resources 3 lessons ([look at local wind farms etc](#))
- **May (A New Millenia)** Students will examine, through a 21st century lens, the enduring central themes of diffusion of cultures, global interconnectedness, the importance of creating and sustaining community, and the need for a strong economy. They will recognize that most current events (for example, interactions between Native American sovereign nations and state and federal governments, concerns about water, tensions and questions about the proper role and jurisdiction of local, state, and federal governments, ideas about how best to grow Utah's economy) have their roots deeply embedded in Utah's rich history. They will also understand that, while forced to make even further adaptations as they came into contact with European explorers, Native Americans still thrive as eight sovereign tribal nations in Utah.
 - **4.5.4** Explain continuity and change over time by comparing experiences of today's immigrants in Utah with those of immigrants in Utah's past.
 - [How did your family get to Utah](#)
 - [Compare immigrant experience from today with the past](#)
 - Lesson on refugees coming to Utah. Might be interesting to have students consider if past immigrants could be considered refugees
 - **4.5.5** After studying examples of individuals or groups making positive changes in Utah, propose positive steps individual students or groups of students can implement (for example, raising awareness through digital media, energy and resource conservation, letter writing, fundraising).
 - How individuals can raise awareness for positive change
 - [DLI program throughout the state of UTAH](#)
 - **4.5.6** Choose one of Utah's cultural institutions (for example Utah Symphony, The Tabernacle Choir at Temple Square, Utah Opera

Company, Ballet West, Utah's Shakespeare Festival, Utah Festival Opera), and explain its historical significance as well as the cultural benefits to Utah families and our nation.

- [Utah's Shakespeare Festival](#)
- [Sundance Film Festival](#)
- [Utah Opera Company](#)
- [Ballet West](#)
- [The Tabernacle Choir at Temple Square](#)
- [Utah Symphony](#)
- [Local Cultural Events](#)