MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: August 6-7, 2015

ACTION: Standardized Template for Standards, and Revision Process

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Background:
The Utah Standards as currently written vary from content area to content area. In May 2015 the Utah State Board of Education requested the development of a consistent format for standards, and in June 2015 requested specific samples.

The Standards Review Process has been reviewed and revised in past meetings.

Key Points:
USOE Teaching and Learning staff have created one-page examples in several content areas for Board review.

The Standards Review Process will continue to be reviewed.

Anticipated Action:
The Standards and Assessment Committee will consider approving the new formatting for content standards, and will consider additional changes needed to the Standards Review Process. The Committee will forward recommendations to the Board.

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Standardized Templates for Standards

Prepared by the

Utah State Office of Education

August 6-7, 2015

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Organization of the Standards

The Utah core standards are organized into **strands**, which represent significant areas of learning within content areas. Depending on the core area, these strands may be designated by time periods, thematic principles, modes of practice, or other organizing principles.

Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

Fine Arts – Secondary Dance

Strand 1 – Create: Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

Standard 7-8.CR.1: Demonstrate openness, willingness, persistence and respect in trying new ideas, methods and approaches in creating dance.

Standard 7-8.CR.2: Implement movement from a variety of stimuli to develop dance content for an original dance study or dance.

Standard 7-8.CR.3: Identify and select personal preferences to create an original dance study or dance.

Standard 7-8.CR.4: Use genre-specific dance terminology to articulate and justify movement choices.

Standard 7-8.CR.5: Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent.

Standard 7-8.CR.6: Articulate the group process for making movement and structural choices.

Standard 7-8.CR.7: Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning.

Standard 7-8.CR.8: Discuss how the criteria clarify or intensify the meaning of the dance.

Standard 7-8.CR.9: Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others.

Standard 7-8.CR.10: Articulate the reasons for choices and revisions, and explain how they clarify and enhance the artistic intent.

Standard 7-8.CR.11: Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, and/or media technologies.

Strand 2 – Perform: Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard 7-8.P.1: Sculpt the body in space, and design body shapes in relation to other dancers, objects and environment.

Standard 7-8.P.2: Use focus of eyes during complex floor and air patterns, or direct and indirect pathways.

Standard 7-8.P.3: Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases.

Standard 7-8.P.4: Perform dance phrases of different lengths that use various timings within the same section.

Standard 7-8.P.5: Use different tempi in different body parts at the same time.

Standard 7-8.P.6: Direct energy and dynamics in such a way that movement is textured.

Standard 7-8.P.7: Incorporate energy and dynamics to technique exercises and dance performance.

Standard 7-8.P.8: Use energy and dynamics to enhance and project movements.

Standard 7-8.P.9: Embody technical dance skills to replicate, recall and execute spatial designs and musical or rhythmical dance phrases.

Standard 7-8.P.10: Evaluate personal healthful practices in dance activities and everyday life, including nutrition and injury prevention.

Standard 7-8.P.11: Discuss the choices made, the effects experienced, and methods for improvement.

Standard 7-8.P.12: Collaborate with peers to discover strategies for achieving performance accuracy, clarity and expressiveness.

Standard 7-8.P.13: Articulate personal performance goals and practice to reach goals.

Standard 7-8.P.14: Document personal improvement over time.

Standard 7-8.P.15: Demonstrate leadership qualities when preparing for performances.

Standard 7-8.P.16: Use performance etiquette and performance practices during class, rehearsal and performance.

Standard 7-8.P.17: Document efforts and create a plan for ongoing improvements.

Standard 7-8.P.18: Accept post-performance notes from choreographer and apply corrections to future performances.

Standard 7-8.P.19: Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences.

Standard 7-8.P.20: Explain reasons for choices using production terminology.

Strand 3 – Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

Standard 7-8.R.1: Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.

Standard 7-8.R.2: Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent.

Standard 7-8.R.3: Use genre-specific dance terminology.

Standard 7-8.R.4: Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context.

Standard 7-8.R.5: Cite evidence in the dance to support your interpretation using genre-specific dance terminology.

Standard 7-8.R.6: Use artistic criteria to determine what makes an effective performance by considering content, context, genre, style, or cultural movement practice to comprehend artistic expression; and use genre-specific dance terminology.

Strand 4 – Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 7-8.CO.1: Discuss the relevance of the connections to the development of one's personal perspectives.

Standard 7-8.CO.2: Investigate two contrasting topics using a variety of research methods.

Standard 7-8.CO.3: Identify and organize ideas to create representative movement phrases.

Standard 7-8.CO.4: Create a dance study exploring contrasting ideas.

Standard 7-8.CO.5: Discuss how the research informed the choreographic process and deepened understanding of the topics.

Standard 7-8.CO.6: Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

Library Standards - Elementary

Reading engagement is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats and all contexts is a key indicator of success in school and in life. Teacher librarians actively promote reading. They provide equitable access to literary and informational texts in a variety of subjects, genres, and formats. Teacher librarians facilitate the acquisition of tools, knowledge and skills to allow every student to read for interpretation and the development of new understandings.

Strand 1: Reading for intellectual, personal, and emotional growth.

Standard LS 1.1: Establish reading behaviors for lifelong learning and growth.

a) Select texts from a variety of formats and genres to read for enjoyment, acquire knowledge, and answer questions.
b) Gain understanding and make connections while reading and interacting with text.
c) Demonstrate perseverance and stamina when reading or listening to a variety of texts.
d) Listen to, view, read, and integrate information to build a knowledge base.

Standard LS 1.2: Differentiate between literary (fiction) and informational (non-fiction) text.

a) Categorize text as literary or informational.
b) Use selection criteria (e.g., interest, content) when choosing materials for a defined purpose.
c) Apply appropriate reading strategies for comprehension of text. (e.g., text features, skim and scan)

Strand 2: Meaning of text through format and text features

Standard LS 2.1: Demonstrate knowledge of the physical features (e.g., cover, spine, title page, cursor, scroll bar) of reading materials, both electronic and print.

Standard LS 2.2: Read, view and listen for information presented in a variety of formats (e.g., textual, visual, media) and apply appropriate strategies to comprehend texts.

Standard LS 2.3: Identify the elements of story while analyzing how and why characters, events, and ideas develop and interact over the course of a text.

Standard LS 2.4: Identify the roles, tools, and purposes of authors, illustrators, and other contributors (e.g., website creators, editors, publishers) to a text.

Strand 3: Library purpose and function.

Standard LS 3.1: Exhibit library etiquette.

Standard LS 3.2: Understand the library layout, the library classification system, and the circulation process.

Standard LS 3.3: Contribute to a reading and learning community, including recommending reading materials to peers and respecting others' reading choices.

Standard LS 3.4: Make use of personal, community and global libraries, both physical and electronic.

Mathematics – Elementary

Strand 4.MP – Mathematical Practices

The Standards for Mathematical Practice in Fourth Grade describe mathematical habits of mind that teachers should seek to develop in their students. Students become mathematically proficient in engaging with mathematical content and concepts as they learn, experience, and apply these skills and attitudes.

Standard 4.MP.1 : Make sense of problems and persevere in solving them. Explain the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. When a solution pathway does not make sense, look for another pathway that does. Upon finding a solution, look back at the problem to determine if the solution is reasonable and accurate, often checking answers to problems using a different method or approach.

Standard 4.MP.2: Reason abstractly and quantitatively. Make sense of quantities and their relationships in problem situations. Contextualize quantities and operations by using images or stories. Interpret symbols as having meaning, not just as directions to carry out a procedure. Know and flexibly use different properties of operations, numbers, and geometric objects.

Standard 4.MP.3: Construct viable arguments and critique the reasoning of others. Explain the mathematical reasoning underlying a strategy, solution, or conjecture by using concrete referents such as objects, drawings, diagrams, and actions. Listen to or read the arguments of others, decide whether they make sense, ask useful questions to clarify or improve the arguments, and build on those arguments.

Standard 4.MP.4: Model with mathematics. Identify the mathematical elements of a situation and create a mathematical model that shows the relationships among them. Identify important quantities in a contextual situation, use mathematical models to show the relationships of those quantities, analyze the relationships, and draw conclusions.

Standard 4.MP.5: Use appropriate tools strategically. Consider the tools that are available when solving a mathematical problem, whether in a real-world or mathematical context. Choose tools that are relevant and useful to the problem at hand such as:

a) physical objects
b) drawings or diagrams
c) physical tools or technologies
d) mathematical tools such as estimation or a particular strategy or algorithm.

Standard 4.MP.6: Attend to precision. Communicate precisely to others by crafting careful explanations that communicate mathematical reasoning by:

a) referring specifically to each important mathematical element
b) describing the relationships among them, and
c) connecting their words clearly to their representations. C

Calculate accurately and efficiently and use clear and concise notation to record their work.

Standard 4.MP.7: Look for and make use of structure. Use structures such as:

a) place value
b) the properties of operations and other generalizations about the behavior of the operations, and
c) attributes of shapes to solve problems.

Standard 4.MP.8: Look for and express regularity in repeated reasoning. Look for regularities when solving multiple related problems. Identify and describe the regularities.

Strand 4.OA – Operations and Algebraic Thinking

Fourth grade students use the four operations with whole numbers (addition, subtraction, multiplication, and division) to solve problems. They gain familiarity with factors and multiples. They generate and analyze numeric and shape patterns.

Standard 4.OA.1: Interpret a multiplication equation as a comparison, for example, interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

Standard 4.OA.2: Multiply or divide to solve word problems involving multiplicative comparison, for example, by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

Standard 4.OA.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.

a) Represent these problems using equations with a letter standing for the unknown quantity.
b) Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Standard 4.OA.4: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Standard 4.OA.5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Mathematics – Secondary

Strand 8.NS – Number System

Students will know that there are numbers that are not rational, and approximate them by rational numbers.

Standard 8.NS.1**:** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

Standard 8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi^{\mathbf{2}}$). *For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

Strand 8.EE – Expressions and Equations

Students will work with radical and integer exponents; understand the connections between proportional relationships, lines, and linear relationships; and analyze and solve linear equations and inequalities and pairs of simultaneous linear equations.

Standard 8.EE.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^{\mathbf{2}} \times 3^{\mathbf{-5}} = 3^{\mathbf{-3}} = 1/3^{\mathbf{3}} = 1/27$.

Standard 8.EE.2: Use square root and cube root symbols to represent solutions to equations of the form $x^{\mathbf{2}} = p$ and $x^{\mathbf{3}} = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.

Standard 8.EE.3: Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as $3 \times 10^{\mathbf{8}}$ and the population of the world as $7 \times 10^{\mathbf{9}}$, and determine that the world population is more than 20 times larger.

Standard 8.EE.4: Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Standard 8.EE.5: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

Standard 8.EE.6: Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.

Standard 8.EE.7: Solve linear equations in one variable.

a) Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).
b) Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Standard 8.EE.8: Analyze and solve pairs of simultaneous linear equations.

a) Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
b) Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.
c) Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Strand 8.F – Functions

Students will define, evaluate, and compare functions and use functions to model relationships between quantities.

Standard 8.F.1: Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[27]

Standard 8.F.2**:** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

Standard 8.F.3**:** Interpret the equation *y = mx + b* as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function* $A = s^2$ *giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

Standard 8.F.4**:** Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two *(x, y)* values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of

its graph or a table of values.

Standard 8.F.5**:** Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

[27] Function notation is not required in Grade

Physical Education - Elementary

Strand 1- Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills such as hopping, galloping, running, sliding, skipping, leaping, running, jumping and landing are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency development progresses into manipulative skills such as catching, jump rope, underhand and overhand throw, dribbling ball with hands and feet, passing and receiving.

Standard 4.1.1: Use spring-and-step take-offs while jumping and landing.

Standard 4.1.2: Run for distance using a well-developed pattern.

Standard 4.1.3: Move into and out of balances with curling, twisting, and stretching actions.

Standard 4.1.4: Combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance or rhythmic activity with a partner.

Standard 4.1.5: Combine locomotor movement patterns and dance steps to create and perform an original dance.

Standard 4.1.6: Use various motor skills in a variety of small group practice tasks.

Standard 4.1.7: Catch a thrown ball above the head, at chest/waist level and below the waist using a well-developed pattern in a non-dynamic environment.

Standard 4.1.8: Throw underhand to a partner or at a target with accuracy and increased distance.

Standard 4.1.9: Dribble with the hand in personal space with both the preferred and non-preferred hand using a well-developed pattern.

Standard 4.1.10: Dribble in general space with control of ball and body while increasing and decreasing speed.

Standard 4.1.11: Throw overhand using a well-developed pattern with accuracy.

Standard 4.1.12: Throw overhand to a partner or at a target at a reasonable distance.

Standard 4.1.13: Volley with a two-hand overhead pattern, sending a ball with consecutive hits.

Standard 4.1.14: Dribble with feet in general space with control of ball and body while increasing and decreasing speed.

Standard 4.1.15: Receive and pass a ball with the insides of the feet to a moving partner in a non-dynamic environment.

Standard 4.1.16: Receive and pass a ball with the outsides and insides of the feet to a stationary partner, and returning the pass.

Standard 4.1.17: Combine traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small group activities (3-5 students) .

Standard 4.4.1.18: Create a jump rope routine with either a short or long rope.

Strand 2- Apply knowledge to attain efficient movement and performance

Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.

Standard 4.2.1: Apply the concept of open spaces to combination skills, (e.g. getting open for a pass, dribbling to create space).

Standard 4.2.2: Apply the movement concepts of speed, endurance and pacing for running.

Standard 4.2.3: Combine movement concepts with skills in small group (3-5) activities and/or dance.

Standard 4.2.4: Apply the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.

Standard 4.2.5: Apply simple offensive strategies and tactics in chasing and fleeing activities.

Standard 4.2.6: Apply simple defensive strategies/tactics in chasing and fleeing activities.

Standard 4.2.7: Recognize the types of kicks needed for different games and sports situations.

Strand 3- Understands the components necessary to maintain a healthy level of fitness to support physical activity

Students will understand how knowledge of physical activity and nutrition and application can result in over-all wellness.

Standards 4.3.1: Analyze opportunities for participating in physical activity outside physical education class.

Standards 4.3.2: Actively engage in the activities of physical education class, both teacher-directed and independent.

Standards 4.3.3: Identify the components of health-related fitness (cardiovascular fitness, muscular strength, muscular endurance, flexibility and body composition).

Standards 4.3.4: Demonstrate prescribed warm-up & cool- down relative to level of exercise.

Strand 4- Develops cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, understanding how rules and etiquette contribute to a safe and enjoyable environment.

Standard 4.4.1: Exhibit responsible behavior in independent group situations.

Standard 4.4.2: Reflect on personal social behavior in physical activity.

Standard 4.4.3: Listen respectfully to corrective feedback from others (e.g., peers, adults).

Standard 4.4.4: Praise the movement performance of others both more and less skilled.

Standard 4.4.5: Accept students of all skill levels into the physical activity.

Standard 4.4.6: Exhibit etiquette and adherence to rules in a variety of physical activities.

Standard 4.4.7: Work safely with peers and equipment in physical activity settings.

Strand 5- Appraises the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Standard 4.5.1: Examine the health benefits of participating in physical activity.

Standard 4.5.2: Rate the enjoyment of participating in challenging and mastered physical activities.

Standard 4.5.3: Rank the enjoyment of participating in different physical activities.

Standard 4.5.4: Describe/compare the positive social interactions when engaged in partner, small group and large group physical activities.

Science – Secondary

Strand 8.1: The Cycling of Matter and Flow of Energy in the Physical World

Matter is describe in terms of the types of atoms present in their interactions. Matter can be described in terms of state (i.e., solid, liquid, gas, or plasma), properties (e.g., hardness conductivity), and reactions (both physical and chemical). Atoms may interact chemically with one another. Matter with different properties is suited to different uses. Designing new materials is based on the understanding of both physical and chemical properties of matter.

Standard 8.1.1: Develop models to describe the scale, proportion and quantity of simple molecules. Examples could be drawings, pictures, 3D modeling, ball and stick model, etc. Simple molecules could include water, NaCl in crystalline structures, or methane.

Standard 8.1.2: Gather, analyze and interpret patterns within data regarding the properties of substances before and after substances interact to determine if a chemical reach has occurred. Examples of properties could include density, melting point, boiling point, solubility, flammability, and odor.

Standard 8.1.3: Gather, read, and synthesize information from appropriate sources about how natural resources have been restructured to meet a particular function. Emphasis should be on natural resources that undergo chemical processes to form new materials like medicines, foods, alternative fuels, and building materials.

Standard 8.1.4: Develop a model that predicts and describes the cause and effect relationship between changes in the state of matter (solid liquid, and gas) and the amount of thermal energy within the system.

Standard 8.1.5: Develop a model to describe how quantity of matter (atoms) does not change in a chemical reaction (law of conservation of matter).

Standard 8.1.6: Create a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. The focus of the design project could be limited to amount, time, and temperature of substance used in the device.

a) Using the design project above, students will define the criteria and constraints of the design problem with sufficient precision to ensure successful solutions, taking into accounts relevant scientific principles, and resource limitations that may limit possible solutions.
b) Using the design projects above, students will analyze data from their tests to determine similarities and differences among several of the other design solutions to identify the best characteristics of each that could be combined into a new and more successful solution.

UNITED STATES HISTORY I

Strand 1: The Columbian Exchange

The Columbian Exchange had a profound impact on the world. For thousands of years, complex and sophisticated civilizations had developed in North America, separated from developments in other parts of the world by vast bodies of water. When Europeans arrived, the lands of the Western Hemisphere were forever connected to the rest of the world. Patterns of trade, exploration, conquest, and settlement were altered—patterns whose ramifications continue to the present day.

Standard U.S.1 - 1.1: Use artifacts, oral histories, and primary sources to analyze life among the various American Indian nations prior to European exploration of the New World. (analyzing evidence)

Standard U.S.1 - 1.2: Analyze historians' interpretations of the motivation and conditions that led to European exploration. (analyzing secondary sources)

Standard U.S.1 - 1.3: Assess the continuities and changes that developed from the impact of European exploration on Africa, African slaves, American Indian nations, and the future culture of the Americas. (historical thinking—continuity and change)

Standard U.S.1 - 1.4: Make a claim as to the most significant effects of the Columbian Exchange, citing specific evidence to support the argument.

Standards Revision Process for Utah State Board of Education

Recommendations to Utah State Board of Education

May 7, 2015

1. Notice of revision by Board
2. Standards Review Committee (SRC) meets to make initial recommendations
3. Report SRC recommendations to Board
4. Writing committee organized
5. Report revision recommendations and progress to Board
6. Meet with SRC to provide updates and receive input
7. Report periodically to Board with brief updates and check-ins during revision process
8. Submit to Board for approval for 90 day review
9. Public review with monthly brief updates to Board
10. Revision based on public input
11. Standards to Board for review/ adoption
12. Report implementation plan